



## Zimbabwe

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### Education for All 2015 National Review

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National EFA Review of Zimbabwe

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Progress Towards EFA 2015

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Executive summary

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## **Acronyms**

<b>'A' Level</b>	<b>Advanced Level</b>
<b>ALOZ</b>	<b>Adult Literacy Association of Zimbabwe</b>
<b>ANFE</b>	<b>Adult and non-formal Education</b>
<b>AIR</b>	<b>Apparent Intake Ratio</b>
<b>ASER</b>	<b>Age Specific Ratio</b>
<b>AU</b>	<b>African Union</b>
<b>BEAM</b>	<b>Basic Education Assistance Module</b>
<b>CIET</b>	<b>Presidential Commission of Inquiry into Education and Training</b>
<b>ECD</b>	<b>Early Childhood and Development</b>
<b>ECCE</b>	<b>Early Childhood Care and Education</b>
<b>EFA</b>	<b>Education for All</b>
<b>EDF</b>	<b>Education Development Fund</b>
<b>ETF</b>	<b>Education Transition Fund</b>
<b>GER</b>	<b>Gross Enrolment Ratio</b>
<b>GOZ</b>	<b>Government of Zimbabwe</b>
<b>GPI</b>	<b>Gender Parity Index</b>
<b>HEXCO</b>	<b>Higher Education Examinations Council</b>
<b>ICT</b>	<b>Information Communications Technologies</b>
<b>MHTE</b>	<b>Ministry of Higher and Tertiary Education</b>
<b>MHTESTD</b>	<b>Ministry of Higher and Tertiary Education, Science and Technology Development</b>
<b>MoESAC</b>	<b>Ministry of Education, Sport, Arts and Culture</b>
<b>MoPSE</b>	<b>Ministry of Primary and Secondary Education</b>
<b>NAP</b>	<b>National Action Plan of Zimbabwe</b>
<b>NER</b>	<b>Net Enrolment Ratio</b>
<b>NFE</b>	<b>Non-formal Education</b>
<b>NESIS</b>	<b>National Educational Statistics Information Systems</b>



<b>NFC</b>	<b>National Foundation Certificate</b>
<b>NGOS</b>	<b>National Governmental Organisations</b>
<b>NIR</b>	<b>Net Intake Rate</b>
<b>SACMEQ</b>	<b>Southern African Consortium for Monitoring and Evaluating Quality</b>
<b>SADC</b>	<b>Southern African Development Community</b>
<b>SDAs/SDCs</b>	<b>School Development Associations / School Development Councils</b>
<b>UN</b>	<b>United Nations</b>
<b>UNDP / GOZ</b>	<b>United Nations Development Programme / Government of Zimbabwe</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organisation</b>
<b>UNICEF</b>	<b>United Nations Children Education Fund</b>
<b>UPE</b>	<b>Universal Primary Education</b>
<b>VTC</b>	<b>Vocational Training Centres</b>
<b>WEF</b>	<b>World Education Forum</b>
<b>WEI</b>	<b>World Education International</b>
<b>ZABEC</b>	<b>Zimbabwe Basic Education Course</b>
<b>ZALA</b>	<b>Zimbabwe Adult Literacy Association</b>
<b>ZIMSEC</b>	<b>Zimbabwe Schools Examinations Council</b>
<b>ZNCC</b>	<b>Zimbabwe National Craft Certificate</b>

## Executive summary

Governments the world over, including that of Zimbabwe, international development partners and organisations assembled at the World Education Forum (WEF) in Dakar, Senegal in 2000 adopted six Education for All (EFA) goals and the Dakar Framework for Action. With the assistance of partners, individual countries were to take action to develop education to achieve the EFA goals by 2015. To this end Zimbabwe developed a national plan of action setting the objectives and targets towards EFA in 2015.

Based on the national action of action, various strategies were employed leading to the following achievements:

- Expanded provision of ECD , with 98% of primary schools having ECD classes;
- Training of ECD teachers and para-professionals ; and to-date 2635 teachers have been trained;
- ECD provision by both public and non-public providers
- Increased access to UPE / basic education throughout the country, with 888 satellite schools established in resettlement and remote areas; total enrolments standing at 3 .956 million learners from ECD to Form 6, and of these 3.019 million learners are from ECD to Grade 7 (2012); 30% do not complete the full primary school cycle; and 80 % transit from Grade 7 to Form 1
- Gender parity almost 1:1
- Continuous curriculum review, with revision of the primary education syllabi and broadening of secondary education curricula to offer technical and vocational subjects; teaching and learning materials, especially for core-subjects supplied, with pupil textbook ratio at 1:1; and teacher –pupil ration at 1:36.4; with trained teachers being 90%
- A variety of skills and knowledge available to youths and adults through broadened school education curriculum; tertiary programmes and outreach programmes, including programmes for out of school youths and adults , and vocational oriented courses at universities; provided by various ministries and NGOs at both school level and post –school levels; camps for girls and boys to orient students to professions related to science and technologies; enrolments increasing from 2000 to-date
- NFE given same status with formal education; improved access to NFE through attachments of NFE classes at schools throughout the country, with teaching staff given responsibility for organising and teaching the participants; using the same curriculum as the formal system;
- Classes organised by both public and non-public providers, especially church organisations and NGOs
- Gender in favour of women
- Literacy rate , estimated at 92 % - 97% and highest in Africa
- Gender parity achieved from primary up to mid-secondary education, almost 1:1; in Form 5 and 6 disparities are in favour of males
- At the tertiary level, females outnumber males at teachers' colleges, with 79% of enrolments are females; at polytechnics the reverse is true, with female enrolment at 35%; and similar situation obtains at universities

- Participation of females in maths, science and technical subjects still less than that of males; and on average only 28.5% of Maths and science teachers are females
- Improved quality of learning and teaching, with the expanded provision of training of teachers in teachers colleges, universities from ECD to Form 6; and of lecturers and instructors for polytechnics and vocational institutions;
- Continuous curriculum review and revision; with industry partners involved in programmes for technical colleges and polytechnics;
- Capacity building measures through various interventions, e.g., BEST, BSP, in-service-education, staff development
- Decreasing use of untrained teachers
- Pupil -textbooks ratios for core-subjects has improved to almost 1:1;

However, challenges have been encountered on the road to EFA 2015. Among these are: unsatisfactory infrastructure and equipment; inadequate financing of education; unattractive conditions of service for teachers; gaps in monitoring and supervision; provision of facilities for disadvantaged children; and inadequacy of safety nets.

There has been progress towards the achievement of EFA goals. However, many gaps remain that cannot be fully attended to before 2015. So, priorities and prospects beyond EFA 2015 centre on unfinished and projected business for the education national agenda.

### 1.1 Introduction

This national EFA 2015 review at once analyses, describes and assesses progress Zimbabwe has made towards the achievement of Education for All (EFA) goals by 2015. It presents main achievements, strategies that have been employed and obstacles on the road to achieve EFA. Also, the review indicates remaining gaps, lessons learnt and prospects beyond 2015.

### 1.2 Background

1.2.1 The World Education Forum (WEF) held in Dakar, Senegal in 2000 adopted in its declaration six Education for All (EFA) goals and accompanying strategies embodied in the renowned Dakar Framework for Action. The goals, which are presented in the box below, were to be achieved by 2015

#### Box 1. Six EFA Goals

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children  
 Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality  
 Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes  
 Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults  
 Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality  
 Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.  
 Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

A participant in the WEF, Zimbabwe signed up to the declaration alongside other countries and international organisations, thus agreeing to take action towards the achievement of the six EFA goals by 2015.

1.2.2 Following the WEF the two ministries of Education, i.e., the then Higher and Tertiary Education and Education, Sport and Culture have embarked on a number of actions towards the achievement of the EFA goals through UNESCO funding. The actions have included:

- conducting a situation analysis of EFA in Zimbabwe in 2003;
- conducting a situation analysis of adult literacy and non-formal education in Zimbabwe in 2004;
- adopting a national action plan of Zimbabwe in 2005;
- carrying out a mid-term evaluation in 2007; and
- preparing a progress report on achievement of the six EFA goals, 2006-2009.

In accordance with the Dakar Framework for Action, it has engaged development partners, and mobilised teacher associations and unions, NGOs, Church organisations and other stakeholders so that the process towards the achievement of EFA goals by 2015 is collaborative, cooperative and participatory. Also, Zimbabwe participated in regional and sub-regional events on EFA.

1.2.3 Zimbabwe has since the 1980s declared education a human right and has adopted rights-based education legislation, regulations and policies (Education Act, 1987; and Manpower Planning and Development Act, 1996). The Education Act has not only made education a human right, and primary education free and compulsory, but has laid the foundation for expanding access and for removing all forms of discrimination, in particular discrimination based on race, gender and religion. An excerpt about this rights-based legislation can be seen in the box below.

Box 2 Excerpt from the Education Act, 1987

4 Children's fundamental right to education in Zimbabwe

- (1) Notwithstanding anything to the contrary contained in any other enactment, but subject to this Act, every child in Zimbabwe shall have the right to school education.
- (2) Subject to subsection (5), no child in Zimbabwe shall – (a) be refused admission to any school; or (b) be discriminated against by the imposition of onerous terms and conditions in regard to his admission to any school; on any grounds of his race, tribe, place of origin, national or ethnic origin, political opinions, colour, creed or gender.

5 Compulsory education

It is the objective in Zimbabwe that primary education for every child of school-going age shall be compulsory and to this end it shall be the duty of the parents of any such child to ensure that such child attends primary school.

1.2.3.1 Also, there are governance structures to administer the legislation running from the centre to the peripheries comprising provinces, districts and schools in the case of the Ministry of Primary and Secondary Education. And in the case of the Ministry of Higher and Tertiary

Education, Science and Technology Development the structures to do so spread out from the centre to the network of industrial training centres, colleges, and universities. Circulars, statutory instruments, policies and strategic plans have been adopted to give effect to the legislation. Outside the education arena, other Acts of Parliament, National Gender Policy, SADC and AU protocols on gender have at once buttressed and have impelled the efforts to remove gender disparities in education. Since the World Education Forum (WEF) the country has built on these foundations to progress towards the achievement of EFA goals by 2015. A report of the Presidential Commission of Inquiry on Education and Training (1999) became grist to the mill to reform and improve education, and thereby inform action and activities towards the achievement of EFA goals.

1.2.4 At the fore of implementing actions and activities to achieve EFA goals have been the two ministries of Education, namely, the Ministry of Primary and Secondary Education, formerly the Ministry of Education, Sport, Arts and Culture; and the Ministry of Higher and Tertiary Education, Science and Technology Development, formerly the Ministry of Higher and Tertiary Education. The Ministry of Primary and Secondary Education has been responsible for activities with reference to early childhood education and development, primary education, secondary education, adult and non-formal education, skills development at school level, life skills, lifelong learning, and part-time continuing education. Most actions concerning achievement of the EFA goals falling under post-school education and training, e.g., teacher education; technical and vocational education and higher education have been the responsibility of the Ministry of Higher and Tertiary Education, Science and Technology Development. Also, other ministries and quasi-government institutions have been providing training at tertiary level in areas such as: nursing, posts and tele-communications, transport, gender, basic vocational skills training for youth and young adults and functional literacy. The activities have complemented the education and training available through the Ministry of Higher and Tertiary Education, Science and Technology Development towards expanding provision and access to education and training in an equitable and gender sensitive manner.

1.2.5 Coordination of actions and activities towards achieving EFA goals by 2015 has been done by a National EFA Coordination Committee. The committee is made up of officials from different government ministries, development partners, NGOs, teacher unions and associations. In charge of the coordination has been an EFA coordinator, who has been an official from the Ministry of Primary and Secondary Education.

1.2.6 Towards the achievement of the EFA goals and in order to implement the EFA National Action Plan in the spirit of the Dakar framework of Action, the two ministries of Education have established partnerships with development partners, NGOs, Church organisations, teacher associations and unions and voluntary associations. Access, gender, literacy, second chance education, skills training, HIV/Aids are issues and concerns on which the interventions of the partners and stakeholders have focussed. For example NGOs, Trusts / Boards, Churches and private companies have complemented government education provision by establishing their own schools; offering scholarships; contributing to building physical facilities; and supplying learning and teaching materials. Recently the development partners under UNICEF leadership have in conjunction with the Ministry of Primary and Secondary Education procured and distributed textbooks for core subjects to all primary and secondary schools. They have funded second chance education programmes that have been implemented by the Zimbabwe Farmers' Union consortium and by World Education International. A component of the programme is

targeted at school drop-outs who wish to take the skills development route to the world of work, and another for learners wishing to re-enter the formal school. Also, UNICEF has provided funding for the training of para-professionals for early childhood education and development classes.

### **1.3 Methodology**

A variety of methods have been used to collect data and information for this national EFA 2015 review report. First was a desk study of relevant documents. The documents include legislation, circulars by the Secretary, Principal Directors and Directors in the Ministry of Primary and Secondary Education; statutory instruments; EFA national action plan of Zimbabwe; medium term plan of the MoPSE; national action plan of the Ministry of Youth Development, Indigenisation and Empowerment; UNESCO reports and documents and SADC and AU protocols on gender, among others. Next were focus group meetings which were held over two days. Participants in the focus group meetings comprised various ministry officials, teacher associations and unions, NGOs, UNESCO Harare Cluster Office and voluntary organisations. Through the focus group discussions data and information on achievements, remaining gaps, challenges, good practices and prospects for post-2015 were gathered from experts and stakeholders in the area of education. Most of the participants in the focus group discussions sat on the EFA coordination committee. Third was the holding of interviews with a number of ministry officials, lecturers from the Department of Teacher Education at the University of Zimbabwe and UNICEF education specialists. Fourth was a validation meeting of all the stakeholders on the findings of the review. Through the use of the different methods it was possible to cross-check and triangulate data and information from the desk studies, interviews and the meetings.

## **Section 2 Main EFA challenges in 2000 and targets for 2015**

2.1 Our interviews and the desk studies have revealed that in 2000, there were various challenges on the road to achieve EFA by 2015. This is so in spite of the fact that a rights based policy had been adopted; and the provision of primary education had been declared to be free and compulsory. To help in appreciating the enormity of the tasks ahead towards 2015, common challenges to achieving EFA goals have been listed below. To put things in perspective the list is followed by highlights of the challenges that are peculiar to ECCE and UPE. It should be observed that the obstacles to achieving EFA by 2015 were at their worst during the socio-economic turmoil from the mid-2000 to 2009. The challenges applicable to all the six goals were as follows:

- resource constraints;
- limited access to learning and teaching materials, including textbooks save for core subjects in primary and in secondary education at existing schools as from 2011, 2012 and 2013;
- lack of gender sensitive textbooks;
- shortage of trained teachers;
- teacher flight and use of untrained teachers;
- unsatisfactory supervision of teaching and learning;

- limited opportunities for staff development;
- risks of dropping out of school, especially among girls and learners from poor families;
- lack of satisfactory infrastructure;
- insufficient facilities at schools, including ECD centres and satellite schools;
- low salaries and allowances and poor working conditions for teaching staff and ancillary staff;
- low morale of teaching personnel;
- centralized curricular development;
- disjunction in the application of regulations;
- cultural and religious factors;
- long distances travelled to and from schools, making it unsafe and insecure, particularly for girl-children and “pre-schoolers”.

2.1.1 With reference to achieving EFA goal one, early childhood care and education (ECCE), peculiar challenges were (a) making ECCE a part of the formal primary education; (b) lack of access; (c) unsatisfactory feeding schemes; and (d) lack of ECCE trained teachers. Peculiar to EFA goal two, UPE / basic education, were challenges such as: gender imbalances in enrolment, with more boys than girls participating in upper grades of primary education; 25% drop out rate among children entering into primary education and non-completion rate; low knowledge of EFA goals among teachers, especially in rural and remote areas; lack of sufficient schools in resettlement areas; and high teacher-pupil ratio above 1:40, especially at primary education level (Ministry of Education and Culture, National Action Plan of Zimbabwe- Education for All Towards 2015).

2.1.2 Pertinent to this review are indications in the National Plan of Action of objectives, activities and outcomes and outputs to be accomplished by 2015. The objectives and outcomes or targets are presented in the sections describing, analysing and assessing the progress towards the achievement of each goal. At a glance the objectives, targets and outcomes and so forth are enormous, reflecting the ambition, the extent of the interest and the seriousness of the intent to develop education in light of the Dakar Framework of Action, in particular the six EFA goals. This is all the more amazing since these were formulated at a time when the economy was faltering and funding for education was declining.

## 2.2 Challenges for achieving each EFA goal and strategy

Various strategies have been employed in order to achieve EFA goals by 2015. Interviews, desk study and focus group meetings revealed the strategies that were employed and the impediments towards the achievement of EFA goals by 2015. These are presented in table form in table 1 in the annex. For ease of reference a shorter version of the EFA goals are presented alongside corresponding summaries of strategies and challenges. The main challenges follow below.

- lack of funding;
- use of untrained teachers;
- low morale among teachers;
- mechanistic establishment of ECD classes, and satellite schools to so-called “mother” schools overlooking suitability of infrastructure, facilities;

- high pupil / textbook ratio;
- high teacher / pupil ratio;
- non-completion of learning cycles;
- high number of school drop outs;
- payment by parents of residual costs such as buying uniforms, levies and other fees;
- curricula not relevant and unsuitable learning and teaching materials;
- lack of correspondence between partner preferences and priorities of government;
- unsatisfactory learning outcomes, with pass rates at Grade 7 and “O” examinations declining.

### **Section 3** Progress towards the EFA goals

Through the use of a variety of strategies, many of which have been indicated in table 1 in the annex, Zimbabwe has made some progress towards achieving the six EFA goals. The achievements range from structural elements, e.g., regulations, policies, infrastructure, learning contents and teaching and learning outcomes. What has been achieved and what remains to be done is described and analysed under each goal in the following paragraphs.

#### 3.1 EFA Goal 1 Expanding early childhood care and education (ECCE/ECD).

##### 3.1.1 Context

The area of Early Childhood Care and Education (ECCE), simply known as Early Childhood Development (ECD) in Zimbabwe, is the first of the six Education for All (EFA) goals. Zimbabwe, at its inception in 1980, declared education as a right to all its citizens. Education here encompasses all age groups from early childhood to adulthood.

Early childhood is a critical stage of human development. UNESCO (2013) notes that the foundations set in the first thousand days of a child’s life, that is, from the time it is conceived to the second year are critical for future well-being. The foundations set should stimulate and nurture a child’s physical, social, emotional and intellectual development. Children should therefore enjoy sufficiently adequate health care facilities, balanced nutrition and generally good family care. Thus, recognizing the importance of this period, Zimbabwe started early childhood education and care programmes in 1982. The programmes were under the auspices of the then Ministry of Community Development and Women’s Affairs.

However, this Ministry was not sufficiently capacitated to handle, among other things, curricula development, training, monitoring and evaluation. At the time the government treated ECD as a part of community development. Learning from experiences in the Ministry of Community Development and Women’s Affairs, government decided to move ECD to the then Ministry of Education, Sport and Culture (MoESC); the Ministry that proceeded to spearhead the development of ECD.

Two events gave great impetus to MoESC to develop ECD in earnest: i.e., first was the 1999 Presidential Commission of Inquiry into Education and Training (CIET), and second, the commitment by Zimbabwe in Dakar in 2000 to achieve by year 2015, the six Education for All (EFA) goals. Zimbabwe was a signatory to the World Declaration in Education for All and the Dakar Framework for Action. Thus subsequent to these events the country embarked on regulatory and other measures to strengthen and expand ECD. In 2004 the Permanent Secretary, MoESC, issued Circular Number 14 of 2004, which called for, inter alia, the need to



increase access to ECD. In 2005 government developed the National Action Plan of Zimbabwe (NAP), Education for All Towards 2015. NAP is the blueprint for the accelerated achievement of EFA goals in the country. The following paragraphs highlight the ECD goals and targets as set out in NAP, the achievements made, how these were accomplished and the challenges encountered.

### 3.1.2 Expansion of early childhood development: Objectives and targets

The objectives and targets for ECD as set out in the NAP are presented below in table form.

Objectives	Targets
to establish the number of children not attending ECCE centres	publication of a statistical bulletin
to build capacity among stakeholders in the provision of ECCE programmes	the building, equipping and furnishing of 2,000 ECCE centres
to extend and include the vulnerable and disadvantaged children in the programme.	the sensitization of communities
	in-servicing 10,000 teachers; training 5,000 teachers
	provision of improved services in ECCE centres
	95% of disadvantaged and vulnerable children accessing ECCE

A variety of strategies and activities were employed in order to realize the objectives and targets set in 2005. This led to considerable achievements, with regards to access to ECD.

#### □ **Increased Access to ECD**

The MoESC, through Secretary's Circular Number 14 of 2004 adopted a two-phased approach to increase access to ECD. Under this approach, early childhood education and care has been classified into ECD A made up of 3 to 4 year olds and ECD B made up of 4 to 5 year olds. With effect from 2005 all primary schools were directed to attach at least one ECD B class to prepare this group for entry into first year of primary school. In 2006 all primary schools were required to attach another class of ECD A (3 to 4 year olds). This means the two year ECD phase was fully incorporated into the formal primary school system. The provisions of Secretary's Circular Number 14 of 2004 have been further reinforced by another Secretary's Circular Number 2 of 2014. This policy circular states that it is not optional for any learner to omit attending either ECD A or B and makes the full two years part of the nine year Primary School Education Curriculum effective from January 2014.

According to the Ministry of Education, Sport, Arts and Culture Annual Statistical Report of 2012, a total of 5,625, i.e., 98%, primary schools were offering ECD classes. The number of schools increased by 9% from 5,114 in 2010 to 5,625. This is a major achievement considering that the establishment of 2,000 ECD centres was the target by 2015. In addition to the 5,625 schools with ECD, there are many ECD centres established by individuals and other stakeholders which are operating in the country. Such ECD centres operating outside the school premises have been required to attach themselves to the primary school nearest them in terms

of distance (Director's Circular No. 48 of 2007). The idea was for the centres to receive professional and administrative assistance from the Head of the parent school.

Table 2 shows the distribution of primary schools by province with ECD classes attached to them. Only one school in Harare offers only ECD classes. The data here excludes many more private ECD-only centres that operate in the country as these were not reached by the data collection exercise.

**Table 2: Distribution of schools with ECD classes by Province 2012**

Province	ECD only	ECD and Primary
Bulawayo	0	119
Harare	1	207
Manicaland	0	846
Mashonaland Central	0	482
Mansshonaland East	0	664
Mashonaland West	0	673
Masvingo	0	821
Matabeleland North	0	552
Matabeleland South	0	500
Midlands	0	761
<b>Grand Total</b>	<b>1</b>	<b>5625</b>

Source: Ministry of Education, Sport, Arts and Culture

#### □ National ECD participation rates

Tables 3 and 4 show the ECD participation rates for girls and boys respectively. Table 3 shows girl participation rate for ECD A and B by grade, Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), and Age Specific Ratio (ASER). Table 4 shows the same indicators for boys. From the data it can be seen that only 31.78% (NER) of pupils aged between 4 and 5 years are enrolled in ECD, of which the majority are aged 5 years (ASER 42.39).

**Table 3 ECD Female enrolment by grade, GER, ASER and NER.**

Age	ECD A	ECD B	Total	Population Age Group Total	Grade NER	ASER
Below 3 years	2,294	202	2,496			
3 years	14,086	910	14,996	175,991		8,52%
4 years	28,353	8,622	36,975	182,830	15,51%	20,22%
5 years	12,225	58,753	70,978	173,963	33,77%	40,80%
Over 5 years	3,484	48,574	52,058			
Total	60,442	117,061	177,503			
GER	35.10%	69.90%	33.32%			
Total 4-5 years				107,953	532,784	

Table 4: ECD Male enrolment by grade, GER, ASER and NER

Age	ECD A	ECD B	Total	Population Age Group Total	Grade NER	ASER
Below 3 years	2,170	195	2,365			
3 years	12,910	848	13,758	173,386		7.93%
4 years	27,337	8,376	35,713	183,518	15.25%	19.46%
5 years	12,054	57,626	69,680	174,902	33.07%	39.84%
Over 5 years	3,701	50,226	53,927			
Total	58,172	117,271	175,443			
GER	31.70%	67.05%	49.60%			
Total 4-5 years			105,393	531,806	29.81%	

Source: Ministry of Education, Sport, Arts and Culture.

Girls have a marginally better representation than boys at ECD level (ASER gender parity index 1.07). Pupils who are 4 years have a participation rate half that of pupils aged 5. This means nearly 1 in 5 pupils aged 4 are enrolled in ECD education. The reason may be because when ECD classes were introduced in schools, they started by enrolling 5 year olds in preparation for entry into Grade 1 at 6 years of age.

The data are for the year 2012. It does not cover children enrolled at centres that are not part of primary schools. So, the picture on ECD participation is incomplete: as there are hundreds and hundreds of ECD centres run by private stakeholders.

#### □ Use of Common Curriculum and Syllabus

The history of ECD in Zimbabwe shows that the programme was largely the responsibility of communities with government assisting where it could. It is against this background that private providers of ECD came into the picture. Some of the private providers of ECCE were unscrupulous and bent on profiteering. The curriculum and syllabuses used were hardly, if at all, in conformity with the accepted norms and principles of early childhood care and education. Recognizing the adverse results of exposure of children to such practices, MoESAC, through its Curriculum Development Unit, mobilized stakeholders including international development partners to come up with a national curriculum that would be used in all ECD centres. The development and printing of the common syllabus was done with financial assistance from UNICEF. Principal Director's Circular Number 20 of 2011 outlines corrective measures that have to be taken to ensure compliance with the new national curriculum. Failure to abide by the requirements could result in the closure or deregistration of the centre.

#### □ Provision of trained teachers for ECD classes

*"An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of education"* (Irina Bokova-Director-General of UNESCO).

Zimbabwe recognizes the crucial importance of teachers in any education encounter. This is why part of the targets set in NAP involve the training and in-servicing of teachers for ECD classes. The target numbers set for training by 2015 were 5,000 and 10,000 respectively.

The Ministry of Education, Sport, Arts and Culture now known as the Ministry of Primary and Secondary Education (MoPS) and the Ministry of Higher and Tertiary Education now known as

the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD) working in collaboration with other stakeholders embarked on teacher preparation for ECD classes. In 2004, one of the teachers' colleges, Seke, started training teachers for ECD. It started with an enrolment of 145. Now all the 11 primary teachers' colleges except Madziwa are training teachers for ECD.

Further the following six universities, that is, the University of Zimbabwe, the Zimbabwe Open University, the Midlands State University, the Great Zimbabwe University, the Women's University in Africa and the Reformed Church in Zimbabwe University are all training graduate teachers in early childhood development. In spite of these efforts the number of qualified teachers for ECD classes remains inadequate. Going by the current enrolments in teachers' colleges, it may not be possible to meet the target number of 5,000 by the year 2015. To date teachers' colleges have trained 2400 ECD teachers.

Due to the unavailability of suitably qualified ECD teachers most ECD centres in both urban and rural areas are manned by under-qualified personnel called para-professionals. These para-professionals have their origin at a time when ECD was almost exclusively a community based affair. However, seeing the critical role that the para-professionals were playing, UNICEF assisted with funds for their training. The training is carried out at individual teacher training colleges. The paraprofessionals receive a certificate of attendance issued by each individual college.

UNICEF originally targeted the training of 10,000 para-professionals by 2015 but has since scaled down its target to 7,500. Between 2012 and 2013 UNICEF has trained 2,465 and with another 2,500 earmarked to graduate in September 2014, it is possible to reach its target of 7,500 by 2015.

□ **The training of paraprofessionals is significant in a number of ways:**

- the training enhances their skills to handle ECD classes;
- it helps to mobilize the community as the trainees are directly recruited from the local communities where they live and work;
- the para-professionals reduce the gap in enrolment / participation between the rich and the poor communities and between the rural and urban areas.

In the absence of a full complement of qualified ECD teachers, the paraprofessionals are filling a yawning gap and providing a vital service in ECD delivery. It is unfortunate that because of the economic difficulties that the country is going through the government is unable to pay them any allowances.

□ **Parenting Programmes**

The ECD National Centre in Harare runs a programme for child care givers. This is known as the Mother, Baby, Toddler programme. The programme offers a forum for:

- parenting lessons;
- discussions and sharing of ideas among parents and other childcare givers on effective parenting;
- early intervention for children with special needs.

The parenting programme is critical especially since children who attend ECD classes come from diverse backgrounds. These include abused children, children from child headed families, children from extended families (some under the care of very old grandparents who themselves may need to be looked after as well), children from disrupted environments for example during the Murambatsvina episode, etc. Child caregivers need to be multi-skilled to handle and care for such children. The parenting programme conducted at the National Centre and by some development partners, while a welcome development, is but a drop in the ocean.

#### □ **The Publication of Statistical Bulletin**

One of the targets set in NAP is the publication of a statistical bulletin. The Ministry of Primary and Secondary Education has published two Annual Statistical Reports one for 2009 and the other for 2012. The 2013 report is still in its preliminary form and had not been officially launched at the time of writing this report. While the publication of the bulletin is a commendable effort, there are gaps in the report for example the 2009 Report is silent on ECD. The 2012 Report contains statistics on ECD classes that are part of the primary schools only. This leaves out data on hundreds and hundreds of privately run ECD centres.

#### 3.1.3 Gaps

EFA Goal one explicitly underlines the need to make provision for disadvantaged and vulnerable children while no child is barred from accessing ECD programmes, it would appear concerted efforts need to be made to cater for the disadvantaged children especially those with disabilities. It is common knowledge that while government has directed all primary schools to incorporate ECD classes, these schools do not have the infrastructure, equipment and teaching and learning materials for the disabled. Again, the majority of teachers being trained for ECD classes do not have the requisite skills to handle disabled children.

In a study of the infrastructural and material needs of the public early childhood centres in six provinces, Kuyayama-Tumbare (2013) noted that only Bulawayo Metropolitan Province made an effort to construct toilets for children with disabilities, but even then the numbers were negligible. Also distances between schools are prohibitive for children with disabilities.

#### 3.1.4 Challenges

Zimbabwe still faces a number of challenges before it can fully achieve EFA goal one.

#### □ **Inadequate/unsuitable infrastructure**

Statutory Instrument 106 of 2005 stipulates the requirements for an ECD centre. The majority of centres do not meet the stipulated requirements. Most ECD classes attached to primary schools inherited existing structures which were not meant for 3 to 5 year olds. Children in resettlement areas are accommodated in make-shift structures of pole and thatch while others are accommodated under trees. Because some primary schools fail to meet the required ECD teacher-pupil ratio of 1:20 they are overcrowded sometimes with as many as fifty 4 to 5 year olds. Such an environment is inappropriate for this age group which then resorts to adaptive behaviour such as aggressiveness, possessiveness, clamouring at the teacher, etc (Kuyayama-Tumbare 2013).

□ **Inadequate and inappropriate staffing**

The number of qualified teachers serving ECD centres is small, with the best staffed province of Harare at 60% while others have generally 40% and below. There is need to increase enrolment of ECD trainees at teachers' colleges and absorb paraprofessionals who meet the required academic qualifications to train as teachers.

□ **Reaching out to all children between 3 and 5 years.**

Access still remains a challenge as not all primary schools have ECD classes. Besides some distances between schools and where children live are so large that it is not possible for 3 to 4 year olds to daily commute by foot. The situation is prevalent mainly in rural areas, resettlement areas, commercial farms and mines. The absence of transport facilities compounds the problem even where some parents could afford the fares. The lack of assistance for ECD children from such safety nets as the Basic Education Assistance Module (BEAM) further hampers access to vulnerable and disadvantaged children.

□ **Shortage of material resources / facilities**

The facilities referred to here include such things as water supply (boreholes, wells), child-sized furniture, toilets, First Aid kit, ICT equipment and also teaching and learning materials. The majority of ECD centres are ill-equipped in this regard.

UNICEF has given out about 10,960 kits (2 kits per school) containing pre-reading and pre-numeracy materials, toys, building blocks and kaylite for modeling. Other international development partners like Plan Zimbabwe and KAPNEK have also assisted. Despite these efforts, there is still a challenge. The kits procured have been a once-off thing for current schools and do not cater for schools that have been opened since the procurement and distribution. These kits are obtained from offshore making it expensive for individual schools who may want to buy them. There is no mechanism in place to replace them so the effort is not sustainable. Concerted government intervention is called for to ensure supply of adequate materials.

□ **Gaps in data collection**

ECD data collected by the Ministry of Primary and Secondary Education seems to exclude ECD pupils that are enrolled at centres that are not part of the primary school. Such inadequate data makes planning difficult, with the possibility that accurate assessment in the provision of ECD programmes remains elusive. It is recommended that in future data collection should cover the whole spectrum of early childhood development.

□ **Facilities for disadvantaged children especially the disabled**

Existing infrastructure and materials at the overwhelming majority of ECD facilities are not designed to cater for disabled children. By implication it means the greater majority of disabled children do not access ECD programmes contrary to the spirit of EFA goals. Government is called upon to prioritize this area in the post 2015 period to make education accessible to all children regardless of their status.

3.2 EFA Goal 2 All children have access to and complete, free and compulsory primary education of good quality

### 3.2.1 Context

In Zimbabwe there are two Ministries of Education. Mandates of the two ministries have already been spelt out.

The primary education sector, which is the focus of EFA goal 2, is a seven year cycle. The entry age is six years. All children of primary school going age are expected to attend school and to ensure that some children do not take school places meant for others through repetition; government espoused the policy of automatic promotion from Grade 1 up to Grade 7. There is a national examination at the end of Grade 7. Due to the inadequacy of secondary schools in some areas and some parents/guardians' inability to pay fees, the national examination is terminal to around 30% of the pupils completing Grade 7.

The secondary school sector spans a six year period. The 70% pupils who complete primary level enrol for Form 1 and can automatically progress to Form 4. At the end of Form 4, the pupils sit for the Zimbabwe General Certificate of Education, 'O' Level examinations. Those who obtain high passes at this level can do a two year Advanced Level course, which upon successful completion makes one eligible to enter university education. This section of the paper discusses achievements and challenges met in attempts to realize EFA goal 2. Objectives and targets as outlined in the 2005 National Action Plan are presented below in table form.

Objectives	Targets
Increase admission rate of six year olds in schools from 58% to 70%	Improved access to school for 6 year olds;
Increase participation of 6-12 year olds from 92% to 100%	
Achieve parity in participation between boys and girls	70% net intake rate ;
Increase completion rates from 75% to 90%	Increased participation by all children in primary education
Reduce dropout rate in primary schools from 25% to 5%	100% net enrolment rate
Reduce the pupil teacher ratio to 35 to 1	Equal participation by the girl child in primary education
Reduce pupil – textbook ratio to 1:2	More schools in disadvantaged areas
Increase trained teachers from 88% to 100%	Parity index of 1
	Adequate facilities and equipment for special needs pupils
	90% completion rate
	Drop out rate of 5%
	90% transition from primary to secondary
	100% trained teachers with improved remuneration and satisfactory conditions of service
	Adequate infrastructure
	Revised curricula
	Reduced sharing of text books.

It should be observed that the primary education cycle becomes a 9 year cycle when one includes ECD A and ECD B.

In drawing up the long list of objectives and targets, government must have been buoyed by its unparalleled success in the provision of education at all levels from primary through secondary to tertiary education during the first two decades of independence from 1980 to 2000. For example by 1990 Zimbabwe had 4,530 primary schools increasing to 4,741 in 2000. The enrolment rate was also impressive rising from 2,119,881, to 2,400,669 an increase of 13% during the same period. Strategies and activities to achieve the set objectives and targets were put in the 2005 National Action Plan.

The following discussion looks at achievements and the challenges met in the process. Some of the objectives and targets stated here will be discussed in the EFA goal on quality..

□ Provision of Schools

The government's commitment to education for all and the Zimbabwean citizenry's high regard for education has seen concerted efforts to open more and more schools even in the face of the serious economic downturn of the period 2000- 2009 .

Table 5 Number of schools by level, registration status and province

Province	Primary				Secondary			
	Registered	Satellite	Total	% satellite	Registered	Satellite	Total	% satellite
Bulawayo	126	2	128	1.6%	46	4	50	8.0%
Harare	218	4	222	1.8%	84	5	89	5.6%
Manicaland	793	64	857	7.5%	268	112	380	29.5%
Mashonaland Central	379	105	484	21.7%	123	79	202	39.1%
Mashonaland East	604	68	672	10.1%	248	64	312	20.5%
Mashonaland West	499	203	702	28.9%	170	160	330	48.5%
Masvingo	686	166	852	19.5%	240	90	330	27.3%
Matabeleland North	454	102	556	18.3%	109	43	152	28.3%
Matabeleland South	443	61	504	12.1%	120	29	149	19.5%
Midlands	663	113	776	14.6%	238	80	318	25.2%
Grand Total	4865	888	5753	15.4%	1646	666	2312	28.8%

Source: Ministry of Education, Sport, Arts and Culture)

Table 5 shows the number of schools by level, registration status and province for the year 2012. There were 4,865 registered schools and 888 satellite primary schools and 1,646 registered and 666 satellite secondary schools. A satellite school is one that is not registered but is attached to a registered school commonly referred to as the mother school. Satellite schools are a common feature in resettlement areas, established after the



land reform programme, particularly to cater for children whose parents migrated to these areas . These schools were constructed through government and community partnership. Communities provided labour, and materials such as bricks sand and stone. Where possible the schools were built within the recommended distance of 5 kilometres and 10 kilometres from one school to another for primary and secondary respectively. The province with the largest number of primary schools is Manicaland with a total of 857. The province also has the greatest primary school age population at 349,149. Bulawayo with 128 schools and a school population of 95,981 is the province with the least number of primary schools. Mashonaland West has the largest number of satellites primary schools possibly because it had vast commercial farms which were then distributed during the land reform programme. The urban provinces of Bulawayo and Harare have understandably the smallest number of satellite schools at 2 and 4 respectively. It must be borne in mind that the satellite schools were quickly put up to provide access to children whose parents had just moved into these redistributed farms. This is why a considerable number are of poor quality.

Figure 1.1 shows the number of schools between 2006 and 2012. The graph shows an increase in the number of schools from year to year even during the country’s economic meltdown between 2006 and 2009.

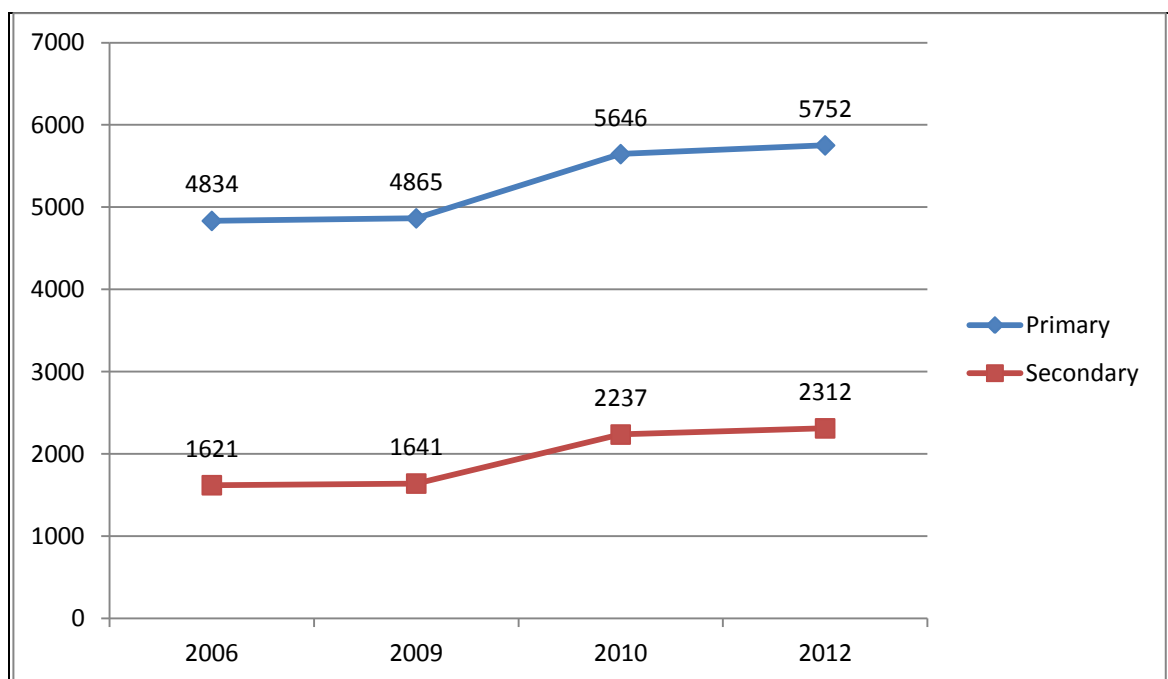


Figure 1.1 Number of schools between 2006 and 2012

(Source: Ministry of Education, Sport, Arts and Culture)

Government must be commended for its drive to make universal primary education accessible to all children through the provision of the Correspondence Primary School in Harare . The school is there to increase access to children in the following categories:

- Children who live more than 5 kilometres from the nearest primary school;
- Children who live in scattered and isolated communities such as estates , research stations and national parks;
- Children in rehabilitation , transit and other temporary centres;
- Children with health problems requiring long periods of hospitalization.

The school uses the same curriculum as the formal primary school. The mode of delivery is through distance teaching and any learning materials, radio programmes and any approved means available. The correspondence school has advantages in that it mitigates the distance factor and allows for children to learn within a secure and familiar environment. Children from the school can transfer to the formal system if and when circumstances permit.

□ Enrolments in general

The 2012 statistics give the total population in Zimbabwe’s formal primary and secondary schools (that is from ECD to form 6) as 3,956 million learners. Of these, 3,019 million children are found in the primary sector from ECDA to grade 7 .The balance constitutes the secondary school sector from Form1 up to Form 6.

Figure 1.2 gives school enrolments across the board by grade / form and gender for the year 2012.

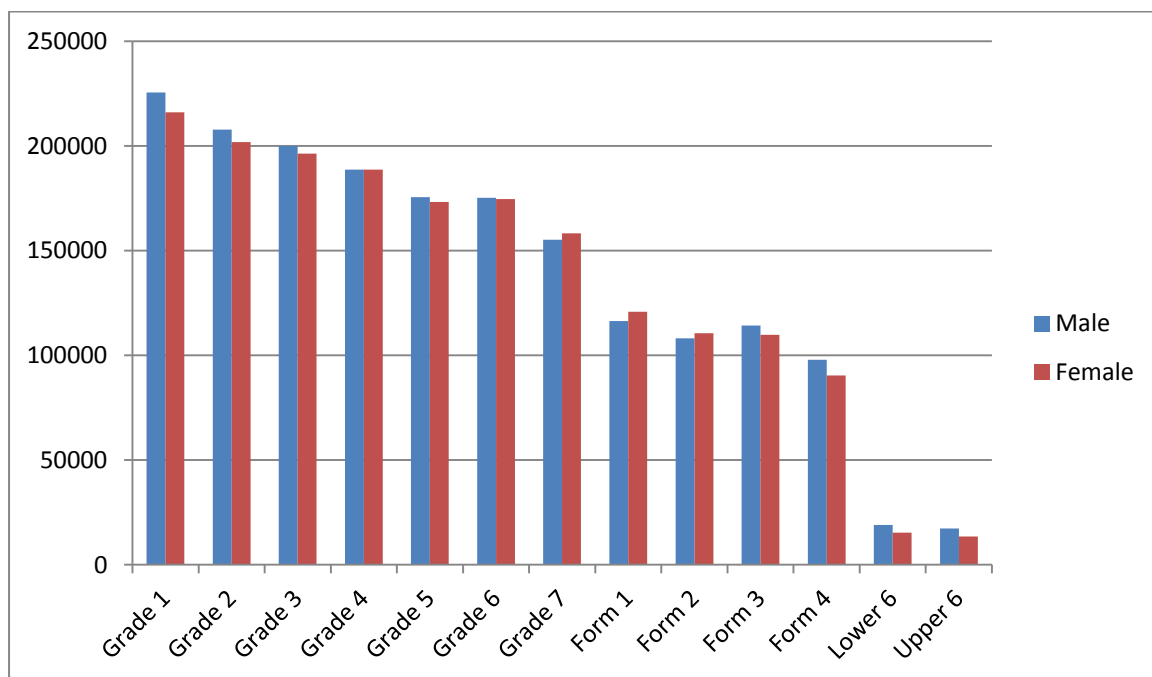


Figure 1.2: Enrolment by grade and gender  
(Source: Ministry of Education, Sport, Arts and Culture)

A look at the graph shows some features of interest at the primary level. These are:

- High enrolment rates from grades 1 to 3 ;
- Small differences between boys and girls suggesting that the gender parity is possible by 2015;
- The decrease in enrolment progressively from Grade 2 to 7 suggests that a considerable number of children who enter grade 1 do not complete the full primary level up to Grade 7.

At the secondary school level there is a marked drop in enrolments as one moves from form 4 through form 5 up to form 6. This may be because after Form 4, learners can pursue various options; for example following the academic route (Form 5 to 6) or pursuing programmes at polytechnics, teacher education, nursing, agriculture institutions etc. The graph also shows that the disparity between male and female learners from Form 1 to 4 is narrow but the gap is considerably wide for Forms 5 and 6. Evidence however shows that there is an increase in female enrolment at this level with the following percentages 38.1%, 41.9% and 44.1% for the years 2006, 2009, and 2012 respectively.

□ Access and Participation

The official primary school entry age in Zimbabwe is 6 years while that for secondary school is 13 years.

Table 6 New entrants into Grade 1 by age

Age	Male	Female	Total	% female	% total
5 years	7298	8514	15812	53.8%	3.7%
6 years	78441	82371	160812	51.2%	38.0%
7 years	92309	86604	178913	48.4%	42.3%
8 years	28146	22824	50970	44.8%	12.1%
9 years	6477	4762	11239	42.4%	2.7%
10 years	1914	1355	3269	41.4%	0.8%
11 years	565	400	965	41.5%	0.2%
12 years	361	267	628	42.5%	0.1%
Above 12	189	173	362	47.8%	0.1%
Total	215700	207270	422970	49.0%	100.0%

Source: Ministry of Education, Sport, Arts and Culture

Table 6 shows new entrants into grade 1 by age. The table shows that only 38% of pupils entering Grade 1 for the first time are 6 years old, 42% are 7 years old and 12.1% are 8 years old.

This shows that the majority of entrants into Grade 1 are above the official entry age of six.

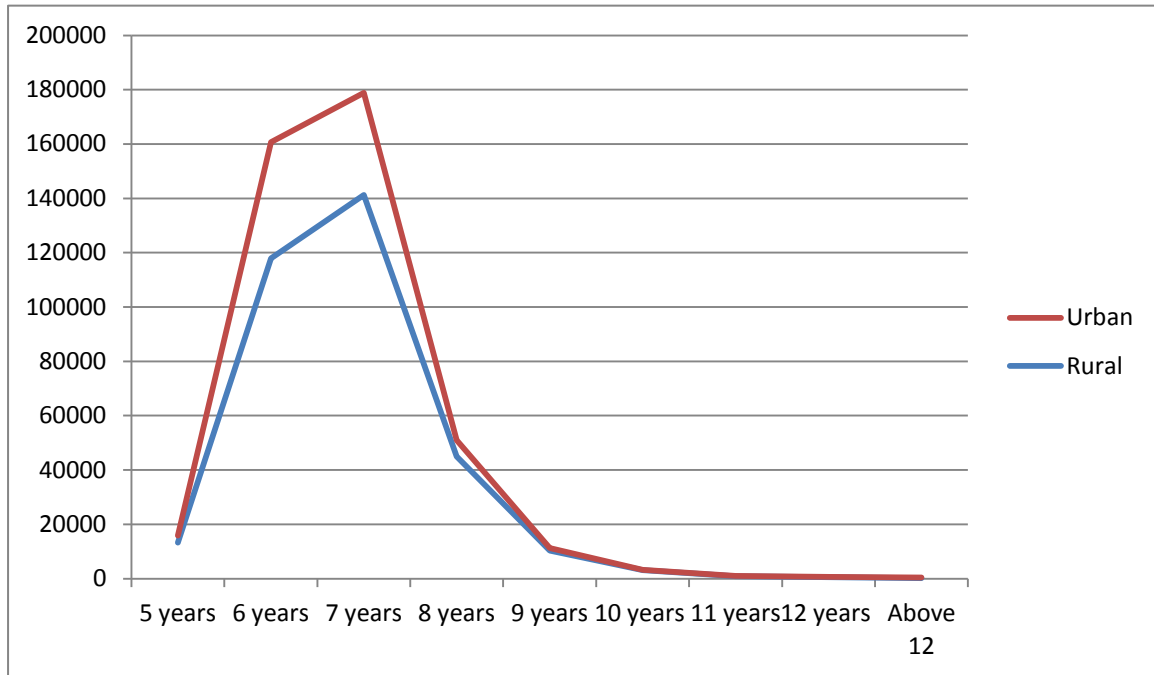


Figure 1.3 New entrants into Grade 1 by location  
Source: Ministry of Education, Sport, Arts and Culture

Figure 1.3 shows new entrants into grade one by age and location. The figure shows that the majority of new entrants into grade one in rural schools are seven years old while the majority of new entrants into grade 1 in urban areas are six years old. The possible explanation for this could be the distance and safety factors particularly in the resettlement areas where distance from one school to the other is big.

#### Apparent and Net Intake Rates

Figures 1.4 and 1.5 show the Apparent Intake Ratio (AIR) and the Net Intake Rate (NIR) for the past 13 years.

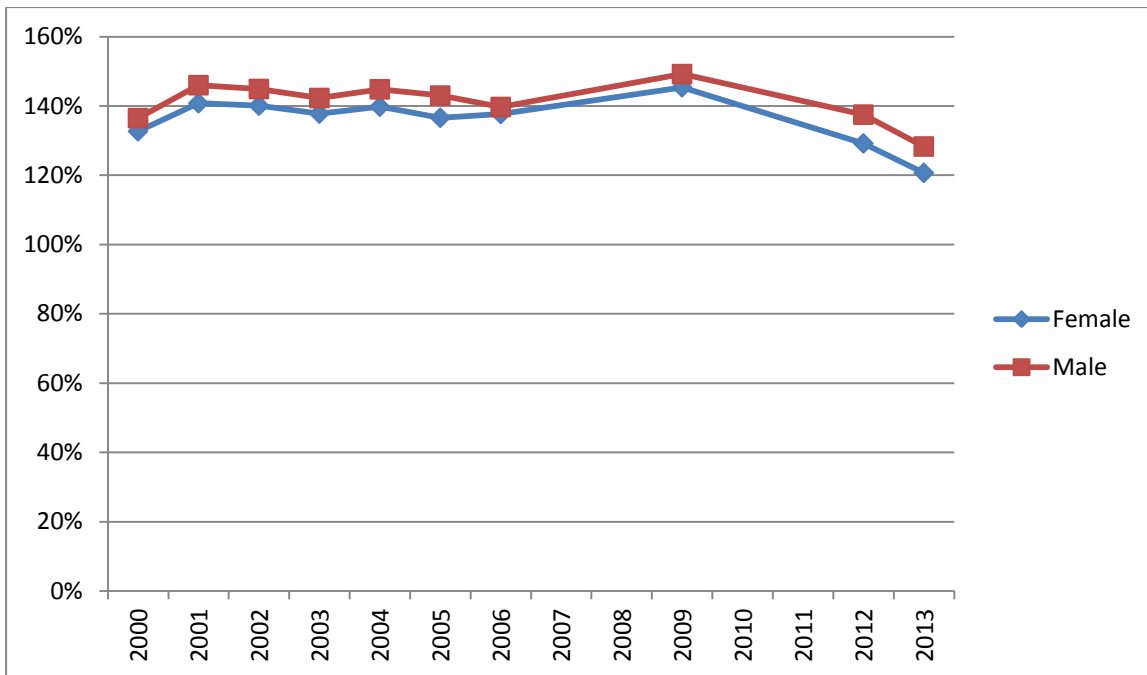


Fig 1.4 Primary Apparent Intake Rate (AIR)  
 Source: Ministry of Education, Sport, Arts and Culture

The AIR refers to the number of new entrants in the first grade of primary education, regardless of age. It is expressed as a percentage of the population at the official primary school entry age. It generally reflects how accessible primary education is. It further indicates the capacity of the education system to provide access to Grade 1 for the six year olds; which is the official entry age. The Net Intake Rate (NIR) gives a more exact measure of the access to primary education as it takes into account only the new entrants in Grade 1 who are of the official primary school entry age (MoPSE). Figure 1.4 illustrates a consistently high AIR for the period 2000 -2013 though recently dropping to below 130%. The possible explanation for the high intake rate for this long period could be because population data is out of date. Another more plausible reason could be the placement of ECD age children in grade 1. This is more so in schools with inadequate ECD facilities. The latter reason is supported by the low Net Intake Rate of close to 50%. This shows that nearly 50% of the six year olds throughout the country are in grade one. The drop in both AIR and NIR suggests that overall fewer children are enrolling in grade one which maybe appropriate given the recent trends in the very high AIRs.

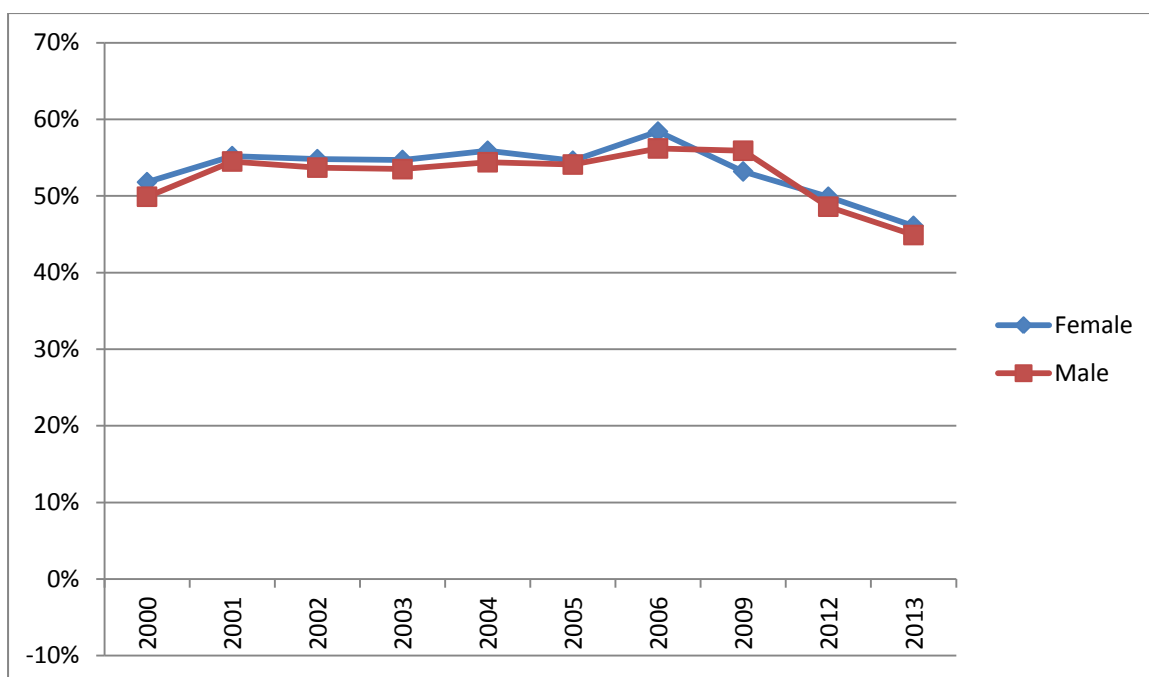


Fig 1.5 Primary Net Intake Rate (NIR)  
(Source: Ministry of Education, Sport, Arts and Culture)

The primary net intake rate (figure 1.5) shows the rate remained constant at around 50% for the period 2000 and 2009 but sharply dropped between the period 2009 and 2013. This is a consequence of more children enrolling into grade one who are either above or below the six year official entry age into primary level. Currently 45,5% of children entering primary Grade 1 do so at official entry age of 6.

The AIR and NIR for secondary education presently shows that more pupils are from Grade 7 to Form 1 compared to previous years dating back to 2005.

**Table 7: Primary Net Enrolment Rate (NER)**

Year	Female	Male	Total	GPI NER
2000	95.7%	96.7%	96.2%	0.99
2001	96.2%	96.8%	96.5%	0.99
2002	98.2%	98.7%	98.5%	0.99
2003	98.1%	97.8%	97.9%	1.00
2004	97.7%	97.8%	97.7%	1.00
2005	96.8%	97.1%	96.9%	1.00
2006	96.7%	96.7%	96.7%	1.00
2009	97.9%	97.5%	97.7%	1.00

2012	96.0%	95.2%	95.6%	1.01
2013	93.3%	92.8%	93.1%	1.01

Table 7 shows a 13 year trend for primary Net Enrolment Rate (NER). An analysis of the statistics on the table shows the following:

- Nearly all children aged 6 and 12 years of age (inclusive) are enrolled in the education system;
- The year by year grade specific NER shows that 24.2% are enrolled in the correct year of their age group
- There is a drop in NER from 2009 to 2013. This shows that there are fewer children of the correct age enrolled in primary level;
- The gender parity index shows near parity between boys and girls.

Going by the 13 year NER trend the chances are that Zimbabwe may miss its target of 100% NER by 2015.

□ Efficiency

The efficiency of the system can be gauged through promotion, transition, drop out and repetition rates as well as completion and pass rates. As indicated earlier on, under the Zimbabwe education system promotion from one grade to another is automatic and though there is an examination at the end of grade seven children can still transit to form one regardless of performance. The transition rate from grade seven to form one for the year 2012 to 2013 is given in the table.

Table 8 2012 to 2013 Transition Rates Grade 7 to Form 1

Male	Female	Total	GPI
79,4%	76.8%	78.15%	1.03

Source EMIS 2013

The table shows that about 20% of the Grade 7 cohort did not proceed to Form one. According to the Ministry's 2012 statistics, promotion rates at the primary level are lowest in Grade 2 (87%), while repetition is highest in grade 3 (3.75%). *This is* possibly because many children enter Grade 1 under age. Transition (promotion) from one Grade to the other is above 90%. Since there is automatic promotion from Grade1 up to Form 4, it is in Form 4 that some learners can repeat classes after getting authority from the Secretary for Primary and Secondary education. Taking into account the statistics cited above, it may be possible that the target of 90% (or closer) transition rate may be achieved by 2015 given the education system is normalizing now after the economic meltdown of 2000 – 2010 decade.

Dropouts are another aspect of the efficiency of the system. There are many reasons why children dropout of primary school. In 2013 the most common reason for learners to leave school was lack of school fees (44%). Other reasons given include re-location, illness, death, expulsion, marriage and pregnancy. Dropouts are lower in urban areas than in rural areas. More

boys than girls drop out particularly in the border provinces of Matabeleland probably because of the lure of possible employment in neighbouring countries.

#### □ Completion Rates

While school enrolments remain relatively high, it is worrying that nearly 30% of the about 3 million children who enter primary school dropout before they reach Grade 7. There are many barriers for failure to complete the cycle from grade 1 to grade 7. One major barrier is poverty and hunger among the generality of Zimbabweans. The poor peasants and poor urban dwellers not only fail to pay fees but they also provide food for the children. For the peasants who rely on farming, the climatic changes resulting in prolonged drought means food insecurity and lack of resources to generate funds for daily upkeep. Children from such families fail to attend school regularly and this may contribute to the failure to complete primary education. According to UNDP/GOZ (2012), for the past several years Zimbabwe has not experienced rapid growth in productive employment and indeed 3 out of every 4 employed persons in Zimbabwe are classified as vulnerable employment. The plight of the peasants and the urban poor may explain why failure to pay school fees was the major reason for dropping out of school. It is important to note however that government has taken steps by instituting safety nets to arrest this failure by disadvantaged children to go through the full primary school cycle.

The safety nets that have been employed are:

- The Basic Education Assistance Module (BEAM) where government pays fees for children from poor backgrounds. Money for BEAM is also sourced from international development partners;
- The school feeding program where mainly development partners and NGOs run feeding schemes largely in rural schools;
- The Second Chance Educational Programme affording a second chance to those who drop out to complete their studies.

These measures however need to be beefed up as they are currently not reaching the majority of the affected children. Acceleration of such programmes would ensure completion rates than what currently obtains.

#### □ Resources

This section briefly deals with the supply of teachers (human resources) and the provision of text books (teaching and learning resources).

The Ministry of Primary and Secondary Education stipulates the ratio of 1 teacher for every 40 pupils. The period 2009 to 2012 has witnessed encouraging progress in teacher numbers with an increase of 8.3%. In 2012 the teacher to pupil ratio was 1 to 36.4. This was as result of the increase in the number of teachers by about 6000 from 2009. It is important to note that not all these are trained teachers.



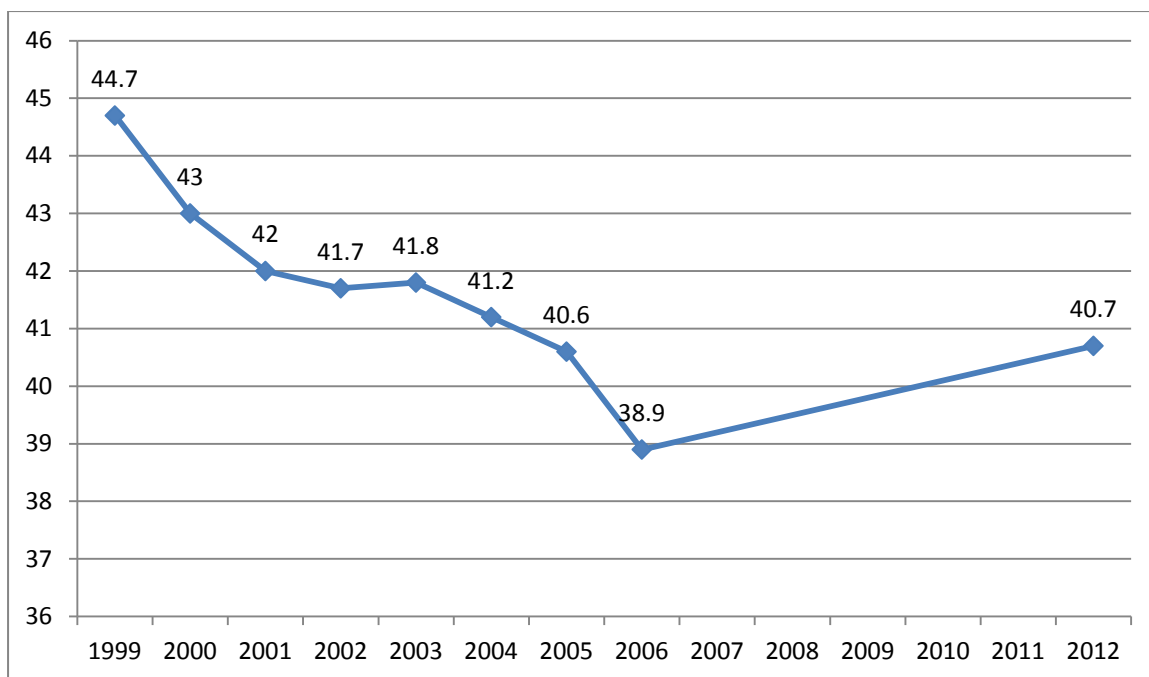


Figure 1.6 Primary Pupil to Qualified Teacher Ratio  
(Source: Ministry of Education, Sport, Arts and Culture)

Figure 1.6 indicates the primary pupil to qualified teacher ratio. The graph shows a steady increase in the number of trained teachers from 2006 to 2012 meaning that the number of untrained teachers at this level is decreasing. In 2012, 89.6% of primary teachers were trained. The target of 100% trained teachers by 2015 as set out in NAP will be close to reality.

Textbooks and other learning resources are key to learning and teaching. Subjects in Zimbabwe's basic education system are classified as core and non-core subjects. For the primary sector the core subject areas are Mathematics, English, either Shona or Ndebele and Environmental Science. For these subjects there are 1.3 children for every core text book for all grades except for grades 1 and 2 pupils with 1.54 and 1.41 pupils to a subject text book respectively. These favourable ratios are due to the Education Transition Fund which was launched during the Government of National Unity of 2009 to 2013. The fund paid for the core text books. As a result of this intervention all provinces boast of at least 1.2 core textbooks per child. But one must not lose sight of the fact that within this blanket ratio, there are some schools that are undersupplied and these therefore need attention. Statistics for non-core subjects were not readily available but it is generally safe to say many pupils share one textbook.

### 3.2.2 Challenges

The attainment of universal primary education by 2015 faces a number of challenges. These are relatively low completion rates, poverty and hunger and children with disabilities.

- Relatively low completion rates

As has already been noted about 30% of children enrolled in primary school do not complete the seven year primary cycle. The challenge here is addressing the issues that contribute to children dropping out. Efforts such as BEAM are commendable but these are far from meeting

the needs of about 1 million children who are from poor and disadvantaged families. Government and development partners therefore need to redouble their efforts to address this gap.

#### □ Poverty and Hunger

Disadvantaged communities in peri - urban and urban areas and those in the rural areas suffer inadequacies of food on the table. Some cannot even afford one decent meal a day. It is children from such parents who travel long distances on empty stomachs. This may contribute to irregular attendance at school and poor concentration in class thereby indirectly giving rise to the children dropping out of school. The challenge is for government to be fully involved in supplementary feeding schemes which are now mainly funded by NGOs and some development partners.

#### □ Teacher Morale

Unattractive working conditions and poor remuneration have greatly contributed to brain flight from the teaching service especially at the height of the economic decline from 2006 to 2009. The period was characterized by teacher absenteeism, strikes and low esteem for education among children. It is incumbent upon government to work in collaboration with teachers' organizations so as to address the inadequate remuneration and unsatisfactory working conditions. Teachers are a vital cog in the delivery of quality education and therefore their professional status must be upheld for the betterment of the children.

#### □ Children with Disabilities

Education for all, is all inclusive that is, it caters for able and disabled children. Facilities for disabled children such as the hard of hearing, the physically impaired etc are either inadequate or do not exist at all in the majority of primary schools in Zimbabwe. Facilities such as classroom blocks, toilets, sports kits and general equipment is not user friendly to children with disabilities. MoPSE records that only 2.7% of primary schools have facilities for children with special needs and 0.9% of schools have facilities for pupils with disabilities. Metropolitan provinces of Harare and Bulawayo are better placed than the rest of the provinces in this regard. The challenge is to provide suitable and adequate facilities for pupils with disabilities so that Zimbabwe realizes the goal of universal primary education for all Zimbabweans. The MoPSE is encouraged through its Psychological Services and Special Needs department, to continually engage the parents and community for them to appreciate the need to send children with disability to school. This is especially important since parents and society in general have negative attitudes towards the disabled, and sometimes going to the point of hiding them away from the public..

### 3.3 EFA Goal 3 Meeting the learning needs of youths and adults

#### 3.3.1Context

The learning needs of youths and adults can be described as comprising: (a) technical and vocational knowledge, skills and attitudes for the world of work; and (b) capacity to read, write, and count, linguistic skills and capacity to communicate and live in harmony with others as a responsible citizen. The first category refers to core competencies which are necessary to perform work; while the second category concerns generic competencies essential at work, at home and elsewhere in the world. In the EFA National Action Plan of Zimbabwe (2005) the

needs of youths and adults have been presented in terms of technical and vocational knowledge, skills and attitudes; health, HIV/Aids and life skills. Viewed in that way, EFA goal 3 is an exhortation to countries to provide everyone, young person or adult, with opportunities to acquire core competencies for the world of work; and to acquire generic but essential competencies needed at work, at home and anywhere in the world.

To move towards meeting the learning needs of youths and adults the country set out the national objectives and targets that are given below in tabular form. Following the tabulation are descriptions and analyses and assessments of actions and activities that have been taken to realise those ends and objectives.

Objectives	Targets / outcomes
To develop and implement a vocationalisation programme for secondary schools	Study report with recommendations; programme document
To improve access to skills training for youth, especially disadvantaged and marginalized such as school drop-outs	Inventory in place; gaps identified; infrastructure in place and equipment procured
To improve the quality of skills training at tertiary institutions	Number of staff exposed to relevant industrial practices
To contribute to the reduction of HIV/AIDS prevalence among education personnel	Efficient utilisation of resources
	Sensitised staff and pupils that understand and appreciate the new concept; evaluation report
	More training providers on the market especially informal traders who would be offering apprenticeship training; the INSTARN concept introduced in all provinces; more people especially young adults accessing skills training within their localities or provinces
	Qualified and up to date trainers and instructors employed; a programme capable of producing trainers and instructors who are conversant with technologies and skills required by the labour market; efficient tertiary education and training system; resource centres in place and producing relevant and up-to-date teaching and learning materials
	Behaviour change among the young adults; reduction in HIV/AIDS infection
	A well informed public with regards to civic education and life skills

### 3.3.2 Access to technical vocational education at school level

Building on programmes to offer technical and vocational education and training before and since independence in the 1980s, there have been several initiatives to expand access to technical and vocational education content at secondary education, and to practical oriented learning at primary education. A move towards vocationalisation had been made already beginning in the 1980s with the introduction of the Zimbabwe National Craft Certificate

(ZNCC) and the push towards Education with Production. After the faltering of ZNCC, it was decided to modify and offer it as the National Foundation Certificate (NFC). The NFC has been offered at 900 schools. It continues to be offered up to this day. Secretary's circular No. 2 of 2001 made compulsory at least one of the technical and vocational subjects to be taken at "O" Level. About a year later another circular, another Secretary's circular of 2002, reversed the position with reference to making it compulsory for students to take a technical / vocational subject. (Ministry of Higher and Tertiary Education- Report on the Technical and Vocational Education and Training- Policy Review Framework, 2006). Students following the NFC programmes take Higher Education Council Examinations (HEXCO). At the time of writing 986 secondary schools have been taking HEXCO examinations at NFC level. The NFC courses are considered relevant to the needs of industry, since HEXCO curricula are designed with the involvement of industry and commerce (Ministry of Higher & Tertiary Education, Report on Technical and Vocational Education and Training Policy, 2006). Notwithstanding the foregoing, criticisms have been levelled at the employability of students completing the programmes because of lack of attachments, equipment and funding, among other deficiencies. A technical and vocational orientation to secondary school education was confirmed in Secretary's circular number 14 of 2004 on guidelines on the implementation of the recommendation of the Presidential Commission of Inquiry into Education and Training, 1999. In the mid-2000 policy circular number P 77 of 2006 and Director's circular number 3 of 2006 confirming a broad curriculum, gave guidelines on the implementation of a two-pathway education from Form 3 onwards. The two-pathway divided syllabi into two options for study at Form 3 and Form 4. The students were expected to follow subjects from one of the two options. Notably, all the students had to do computer studies. The two-pathway education system attached importance to skills development and computers. The options in the two-pathway education are presented in box 3 in the annex.

Towards implementing this two-pathway education a report by an international expert foreseen in the National Action Plan has been produced with the assistance of UNICEF. The report has been a source of advice on the implementation of technical vocational education oriented programmes. However, pitfalls of practical subjects being taught as general academic subjects, which befell the drive towards a practical orientation to education underlying the Education with Production philosophy would recur, if there are no qualified teachers, adequate facilities and a comprehensive change in the curricula and forms of assessment and examination (Commission of inquiry into Education and Training, 1999).

At primary education there has been a call for a practical bent to education by including agriculture in the syllabi from Grade 4 to 7. The offering of agriculture, which has been done in the wake of the calls, could be seen as an attempt to infuse practical learning in the curriculum, thereby making a gesture towards a kind of pre-vocational education. This effort towards giving a vocational flavour to primary education has been compromised by several factors, in particular the coverage of agriculture under environmental sciences, whose examination by ZIMSEC is done under a general paper (Munjanganja, 2012). However, as indicated the National Action Plan primary education syllabi have been revised with the help of UNICEF. And the revised syllabi have been put into effect, with the agriculture syllabus becoming operative in 2014.

However, all these circulars concerning technical and vocational education have been viewed as piecemeal and not taking full cognisance of the need for comprehensive curricular reform. The

two-pathway educational provision has not had much traction because of the factors already covered. Hence, at the time of writing efforts are underway to attend to the reform.

### **3.3.3 Curricula relevance**

Since the beginning of this year officials at the Ministry of Primary and Secondary Education (MoPSE) have been busy with activities towards a comprehensive review of the curricula in order to improve its relevance. From the perspective of the interviewees, central to the review is the desire to have curricula that are relevant and responsive to the needs of the changing world of work. Again, it appears that an important plank of the current activities are the recommendations of the Presidential Commission of Inquiry into education and Training (1999), which, among other things, called for an orientation of the curricula to science, mathematics, technical and vocational education.

### **3.3.4 Camps for mathematics, science and technical subjects under MoPSE**

Other initiatives to acquaint secondary school students to vocations and stimulate interest in mathematics, science and technical fields have been the organisation of special camps. Run over the school holidays, the camps include the following programmes: Girl Empowerment Movement (GEM); Boy Empowerment Movement (BEM) and Youth Education through Sport (YES). The last named has been organised to promote sport as a profession.

### **3.3.5 Second chance education and skills development pilot programmes**

Also, with funding from the German Agency for International Cooperation and from the Education Development Fund (EDF) managed by UNICEF, the Zimbabwe Farmers Union and its partners, the Cotton Training Centre, Foundation for Farmers and Kushinga /Phikelela Agricultural College on one hand have implemented pilot programmes on second chance education in Mashonaland Central, East and West, and the Midlands; while World Education International on the other hand has been doing so in selected districts throughout the country in 2012 and 2013. The intention behind the pilot programmes has been twofold: to get school drop outs work ready by providing literacy learning and vocational skills development in the area of agriculture; and to prepare those interested in re-joining the formal education system to do so. These alternative forms of learning and training have provided access to second chance education to limited number of school drop-outs. However, like other sporadic interventions by other groups, their goals have been to supplement the efforts of the Ministry of Primary and Secondary Education towards expanding access to education and training. The extent to which school drop outs and age appropriate out of school youths has been done cannot be indicated as data compilation had not yet been completed.

### **3.3.6 Access to technical and vocational education and skills development at tertiary education**

Actions and activities of the Ministry of Higher and Tertiary Education, Science and Technology Development have expanded access to skills development with reference to meeting the learning needs of youths and adults in pursuit of the national objectives set out above. Foremost are teacher training programmes and various technical and vocational education programmes for National Foundation Certificate, National Certificate, National Diploma, Higher National Diploma and degrees. These are open to youths and adults who have at least "O" Level qualifications. Enrolment patterns in the different programmes can be seen in the tables 8 and 9 below.

Table 9 Enrolments in polytechnics by gender in 2004, 2009 and 2012

Year	Polytechnics		Total
	Male	Female	
2004	9977	8045	18022
2009	5853	7364	13217
2012	7654	10828	18482

Source: MHTE, Record of statistics, & 2004 baseline survey of the status of human capital development and training institutions in Zimbabwe, 2009

Table 10 Enrolments in teachers' colleges by gender in 2004, 2009, 2012

Year	Teacher's colleges		Total	% Female
	Male	Female		
2004	8045	9977	18022	55.36
2009	3539	8035	11574	69.42
2012	6136	14259	20395	70

Source: MHTE, Record of statistics, 2012 & baseline survey of the status of human capital development and training institutions in Zimbabwe, 2009

Both tables show that total enrolments dipped in 2009, climbing above the 2004 figures in 2012. This could be a result of any number of factors, especially the worsening socio-economic problems and the accompanying incapacity of parents and guardians to pay fees, and the contraction of services at the colleges due to funding constraints. Technical and vocational content could also be got from a number of programmes in technical and professional programmes. Towards meeting the target about the supply of lecturers in the polytechnics and teachers for technical and vocational subjects in the secondary schools, Gweru Polytechnic and Belvedere Technical Teachers Training College have continued to enrol trainees. Enrolments at the former stood at 1076 in 2004 and at 1243 in 2014; while those at the latter college were 1442 in 2004 and 2286 in 2014. The drawback with the qualified lecturers and teachers is that it has not been easy to retain them because of low remuneration.

Additionally, the Ministry of Higher and Tertiary Education, Science and Technology Development has created additional opportunities for skills development through the following strategies:

- apprenticeship and industrial training;
- offering day and evening classes, including short courses over weekends at technical and vocational institutions;
- providing skills training to out-of-school youth in their localities through the Integrated Skills Outreach Programme, see box about ISOP;

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Box 3

*The integrated Skills Outreach Programme (ISOP)*

*ISOP had its beginnings in the then Ministry of Higher and Tertiary Education. It has become a multi-ministry programme involving four ministries. Officially launched in 2006, ISOP is a direct response to a cabinet directive instructing the ministries of Higher and Tertiary Education; Youth Development, Indigenisation and Empowerment; Small and Enterprises Development; and Labour and Social Welfare to design and recommend an appropriate comprehensive skills training programme for youths who fail to progress to institutions of higher and tertiary learning.*

*The skills taught at the various centres scattered are demand driven. Communities in a given locality; and out-of-school youths would then be selected to undergo training in the various trades in which there are shortages. Training was conducted by lecturers from polytechnics. During the training the polytechnic made use of local artisans with expertise in the various trades. (Zimbabwe, Periodic report on the implementation of the 1960 Convention and recommendation against discrimination in education in Zimbabwe 2006-2011)*

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- offering studies on HIV/Aids programme in tertiary institutions;
- and
- developing a training manual on gender based violence for use in the different tertiary institutions.

Similar to GEM / BEM at secondary education, an intervention, namely the Graduate Entrepreneurship Education Programme, has been operating for university students. Intended to sensitise graduates of higher education institutions to vocations and suitable values for the world of work, the programme has been to inculcating and promoting entrepreneurial values. Other opportunities have been got through diploma courses in adult education that have been available to young adults and youths in the Department of Adult Education of the University of Zimbabwe. This Department has admitted applicants with disabilities on the basis of preferential treatment.

Training in the health professions fields such as nursing, technicians, nurses aides, has also been provided to youths and adults at a number of hospitals under the Ministry of Health. Ministries such as Transport, communications and Agriculture, and Environment have been running several training programmes. Some of the programmes lead to recognised certificates and diplomas for employment in the public service and in the private sector.

As set out in the targets a training manual on gender based violence and other gender related initiatives have been produced so that trainees and lecturers are aware of gender issues, and undertake their activities in a gender sensitive manner.

However, the various skills development programmes have suffered from obstacles such as: lack of places for attachment for students; inability to find places for instructors and lecturers to get exposure to operations in industry; use of inexperienced lecturers and instructors; poor funding; obsolete and inadequate equipment; inadequately equipped workshops; and inability to attract partners. Also, the inability to attract partners has made it difficult to undertake staff development and to get much needed funding.

### **3.3.7 Access to basic skills for youths through vocational training centres**

There has been access to basic skills development for youths through training programmes under the Ministry of Youth Development, Indigenisation and Empowerment. Catering for school drop –outs and any other age-appropriate youths out of school, the programmes have been organised at Vocational Training Centres which have been established at district and provincial levels throughout the country.

Leading to NFC and other awards, the programmes of training at the Vocational Training Centres emphasise enterprise development and income generation. Students undergoing training 61 VTCs take HEXCO examinations at the NFC level. Also offered by the centres are short courses on various trades and income generation. The Vocational Training Centres have organised outreach programmes, ISOP, in conjunction with the Ministry of Higher and Tertiary Education, Science and Technology Development. Offered at selected business centres in the localities of trainees, the training culminates in the participants receiving start-up kits at the end of the courses. Another accomplishment has been the organisation of a skills development programme called Training for Rural Economic Empowerment. The programme has been organised in partnership with the ILO. Because partners have not been forth-coming with funding, these interventions have been sporadic and offered on a start-stop basis. As with the institutions and programmes under the Ministry of Higher and Tertiary Education, Science and Technology Development, shortage of funding, obsolete equipment, inadequately equipped workshops, lack of trained instructors and inability to attract partners have been major drawbacks to the flourishing of the Vocational Training Centres.

### **3.3.8 Access to skills development through NGOs, churches and voluntary associations**

Other achievements towards meeting the needs of youths and adults have been made through the various kinds of skills development programmes of short duration open to youths and adults, regardless of gender, that have been organised by NGOs, Associations and Church organisations. The programmes also seek to improve livelihoods, in particular income generation. These organisations have operated in selected areas, and at times with very limited geographical reach. Like the programmes under the government ministries, those under the auspices of NGOs, Church organisations, associations and so on have not been spared of the bane of shortage of funding since the mid-2000s to-date. The dwindling of funds has led to the scaling down of training with reference to geographical coverage and intervals between one programme and another.

The participants in the programmes that are run by the government ministries have benefited both females and men. Also, the lecturers and instructors in the programmes have consisted of men and women. Similarly, the participants and trainers in the programmes of the NGOs, Church organisations and associations have comprised both sexes.

## **3.4 EFA Goal 4 Improving adult literacy**

### **3.4.1 Context**

Nowadays talk of literacy conjures up many types of literacies, and the notion of multi-literacies has caught the imagination of educators, development practitioners and researchers. In Zimbabwe adult literacy seems to refer to learning and teaching outside the formal education system concentrating on (a) basic skills in reading, writing and number; and (b) functional literacy. The latter integrates practical income generation skills into the acquisition of advanced reading, writing and number skills. Hence, adult literacy is viewed as non-formal education (NFE). And in the book of the Ministry of Primary and Secondary Education it is considered an alternative form of education; and is also known as second chance education. However, the broadening of the conception of literacy to incorporate skills to function in the twenty-first century, especially information and communication technologies should be taken on board.

The EFA National Action Plan elaborated the objectives and targets to be achieved with reference to improving adult literacy by 2015. The table below presents the objectives and



targets; following these is a treatment of the actions and activities that have been undertaken towards these ends.

Objectives	Targets /outcomes
To achieve universal basic education in literacy and numeracy	Survey report
Increase community awareness of and desire for literacy	Appreciation of the value of literacy by communities Research report
Remove barriers to access to education	Inventory of facilities and access records of groups with special needs Greater participation by disadvantaged groups
Train adult and non-formal educators	Train non-formal educators
Promote partnerships in the provision of non-formal education	Greater and more meaningful financial contribution by learners More realistic budget allocation for Adult and Non-formal Education (ANFE) Greater involvement and contribution in ANFE by private sector

### **3.4.2 Expanded access to adult literacy programmes by MoPSE**

Since the declaration of education as a human right in the 1980s, there has been impetus to provide adult literacy or non-formal education. ANFE has been regarded as an alternative form of education. This has helped a great deal to expand access to adult literacy programmes, with the ANFE classes being established at schools. Heads of schools have been made responsible for the adult literacy classes as well. The adult literacy classes have been conducted at schools, using the same infrastructure and teachers. Also, the adult literacy learning and teaching has been using the same curricula that are used in formal education system. There were allowances paid to the teaching staff for taking part in adult literacy classes. Further signifying the importance attached to ANFE has been the creation of a division for ANFE in the Ministry of Primary and Secondary Education, under a director, to spearhead implementation. Insufficiently staffed and funded as a whole, the structure of the division runs from head office to districts where it has district literacy coordinators. The last named officials have responsibility to monitor and supervise literacy programmes, thus seeing to it that programmes comply with standards of the Ministry. However, not many have been in post since approximately 2009. The lack of adequate funding has constrained the supervision and promotion of adult literacy activities, and led to the discontinuance of allowances for teachers and tutors since 2009.

### **3.4.3 Other providers of adult literacy programmes and adult literacy programmes**

Other providers of adult literacy programmes have included both public and non-public organisations. The public providers have been as follows: Ministry of Agriculture; Ministry of Defence; Ministry of Higher, Tertiary Education, Science and Technology Development; and Ministry of Natural Resources, Environment and Tourism; Ministry of Youth Development, Indigenisation and Empowerment; local authorities, i.e., councils and municipalities. Non-public providers have included voluntary organisations, e.g., the Adult Literacy Organisation of Zimbabwe (ALoz), Zimbabwe Adult Literacy Association (ZALA), NGOs, Church organisations, and UNICEF, a development partner. Private organisations and companies have participated through sponsorship of training at their companies and elsewhere.

The different providers have offered adult literacy programmes through the following programmes: basic adult literacy; functional literacy; Zimbabwe Adult Basic Education (ZABEC); government correspondence school; independent colleges; and part-time continuing education.

### 3.4.3.1 Basic adult literacy programme

Targeted at illiterates, the programme has imparted skills in the 3 “Rs” ,i.e., reading, writing and arithmetic to youths and adults in rural areas, mining compounds and urban centres. Literacy classes have been conducted during the afternoon in rural areas, and in the afternoon and in the evening in mining compounds and urban areas. Rural areas lack reliable lighting as many of them do not have electricity; and distances to schools are over 7 kilometres for some of the participants. And as some of the participants are females, traditional and cultural beliefs are averse to the prospect of women walking in the dark, and for long distances alone, as it is unsafe and insecure to do so. The medium of instruction has been the mother tongue. As indicated previously, teaching has been carried out by school teachers and tutors. So, organising the classes during the afternoon and evening made it easy for school teachers to facilitate the learning of youths and adults. Also, involved with the facilitation have been tutors, most of whom have not trained to be teachers. During the mornings the teachers cannot do so since they would be busy teaching in their schools. Evening classes cater for those who cannot take lessons due to job commitments.

Enrolment trends in the between 2006 and 2009 can be seen in the table below.

Table 11 Enrolment trends in basic literacy programme, 2006 -2009

Year	2006	2007	2008	2009
Male	3737	4910	4529	4653
Female	13361	13167	12195	10873
<b>Total</b>	<b>17098</b>	<b>18077</b>	<b>16724</b>	<b>15526</b>

Source: Zimbabwe. MoESAC. Zimbabwe Progress report on achievement of the six Education for All goals 2006 -2009.

The figures showed that there was some decline in enrolments from 2008 to 2009. The enrolments indicated that more women than men participated in basic literacy programmes. Although no recent figures are on hand, interviews and informal reports on the activities of the Zimbabwe Farmers’ Union consortium and of the World Education International confirm the interest in literacy learning in both males and females.

Remuneration for the teachers and tutors has been in the form of allowances from the government. However, the payment of allowances has been discontinued since 2009 up to now because of budgetary constraints. This has left the burden to pay the allowances to communities and participants, where they can afford it. Notwithstanding the arrangements made to pay the allowances, the non-payment of the allowances has been a drawback to the progress on meeting the learning needs of youths and adults. Therefore, the stoppage of the allowances has at best been severely hampered and, at worst, has set back the literacy programmes, with the rural areas being the hardest hit.

### 3.4.3.2 Functional literacy programmes

As is the case with basic literacy programmes, classes for functional literacy are conducted at schools using school infrastructure and teachers. They are conducted in the afternoon, and

evenings with teachers and tutors facilitating learning. Building on skills obtained at basic literacy level, they improve literacy and numeracy by offering relatively advanced training combining skills in reading and number and income generation. Common among the income generation projects have been basketry, gardening, garment making, soap making, piggery and poultry. More women have been participating in the adult literacy classes as can be seen in the following table. It should be observed that probably this should be expected, since traditionally women stay behind in rural areas when the men folk migrate to farms, mines and towns, and even to neighbouring countries in search of wage employment. As has been stated with reference to payment of allowances for teachers and tutors in the basic literacy programme, the payments have been stopped since 2009. This has shifted the burden of paying the allowances to adult learners who at times do so in kind, thus contributing more to their learning. Also, this has compelled them to supply their own writing materials. Tutors, most of whom are untrained, have been left to take charge of the facilitation of adult and literacy classes.

The following table shows enrolment trends in functional literacy. The figures show that more women participated in the functional literacy programme between 2006 and 2009. Recent figures were not available since they were still being compiled.

Table 12 Participation in functional literacy, 2006 -2009

Year	2006	2007	2008	2009
Male	2955	3203	3312	3525
Female	7413	10025	11176	14111
<b>Total</b>	<b>10368</b>	<b>13228</b>	<b>14488</b>	<b>17636</b>

Source: Zimbabwe. MoESAC. Zimbabwe progress report on achievement of the six Education for All goals 2006 - 2009

Interviews and focus group meetings have shown that the participants found the functional literacy programme attractive. The attractiveness came from the prospects of acquiring productive skills that could be applied to improve livelihoods, nutrition and to get income from the disposal of surpluses.

### 3.4.3.3ZABEC

ZABEC has been designed to allow those adult learners who on attaining basic literacy wish to do Grade 7. Following the curriculum used in the schools, it has offered the seven year primary education cycle in three years. This is so because the maturity, motivation and interest of the learners enable them to do so. The programme culminates in the learners taking the Grade 7 examinations.

The following table shows that from 2006 to 2009 participation in ZABEC had been increasing. Again, as pointed out elsewhere in related programmes, there were more women than men participating in the programme.

Table 13 Participation in ZABEC Programme, 2006 – 2009

Year	2006	2007	2008	2009
Male	1972	1824	1959	2599
Female	6328	6562	7432	8072
<b>Total</b>	<b>8300</b>	<b>8386</b>	<b>93917432</b>	<b>10671</b>

Source: Zimbabwe. MoESAC. Zimbabwe progress report on achievement of the six Education for All goals 2006 - 2009

#### **3.4.3.4 Part-time continuing education programme**

Part-time continuing education has been designed to provide youths and adults wishing to do secondary education for certification with an opportunity to do so. The classes have been conducted in the afternoon and in the evening. Popular in 2006 and 2007, the part-time education programme has been discontinued since 2008 because of lack of funding. As already mentioned in connection with allowances for teachers and tutors for basic and functional literacy, the payment of allowances to teachers was also stopped in 2009. This has adversely affected the organisation of the programme, thereby hampering the progress towards improving adult literacy.

Other opportunities to do part-time continuing education have emerged at universities and teachers' colleges through the organisation of parallel programmes. Offered for a fee, the parallel programmes have been giving access for learners to do "O" Level, and "A" Level courses. In the case of teachers' colleges, they have been offering bridging courses in mathematics and English. Interest in the bridging courses at the teachers' colleges has been huge since taking the bridging course has been helpful in facilitating admission for teacher training. The lecturers providing tuition get a much sought after allowance.

Also, part-time continuing education courses have been offered through vacation school programmes which have been mushrooming in the urban areas. The vacation schools have been conducted during the school holidays by independent colleges, individuals and so on. Their popularity has been growing from the mid-2000 to date due to recurring teacher flight and absenteeism in the schools because of the prevalent socio-economic-problems besetting the country.

#### **3.4.3.5 The government correspondence school**

A feature of the education system since the 1930s, the government correspondence school in Harare has been offering education through correspondence. Initially, it was established for children with dyslexia and those with parents who worked in isolated places such as parks, mining locations, new settlements and farms. It has developed into a distance education programme. Its enrolment has grown in recent years due to the land reform which has opened former commercial farming areas to many more people where there are no schools nearby.

#### **3.4.3.6 Independent colleges**

Operating under licence from the Ministry of Primary and Secondary Education, independent colleges are run by individuals and organisations for a profit. Some colleges have been operating without registration, running the danger of being penalised on being found out. The number of independent colleges has soared in the urban areas since the decline of the economy worsened beginning in the mid-2000s, as huge numbers of teachers abandoned their jobs. At these colleges, the working conditions are slightly better than in the public service.

The colleges offer non-formal education to both adults and out-of-school youths. Many of them enrol Grade 7 graduates and offer tuition in the same way formal schools do.

As already indicated, other providers for adult literacy programmes have been NGOs, associations, companies and development partners. Where they do not use the syllabi used in the formal education programmes, the organisations have modelled their syllabi on the one used in formal education. Questions of relevance of offerings have been raised as the syllabi and learning materials have been similar or the same as those used in the formal school system. The organisation of these programmes has been cut back severely as sponsorship has dried up. The then Ministry of Education, Sport, Arts and Culture, faced with budgetary constraints withdrew allowances for literacy teachers and tutors. Companies have stopped sponsoring adult literacy programmes. As organizations like the Adult literacy Organization of Zimbabwe (ALOZ), which got an UNESCO International Literacy Award in 2000, have been left running a few programmes in selected places.

### **3.4.4 Literacy rates**

Over the years adult literacy had climbed to 97%. However, recent estimates point to a decline in adult literacy, with some estimates putting the figure at 92%. Perhaps, no less a pointer to the decline should be the reported performance lag in literacy. Already a cocktail of measures has been devised to remedy the performance lag with the assistance of UNICEF. The decline is symptomatic of the remaining challenges and gaps towards achieving EFA goal 5 by 2015. The challenges and gaps can be summarised as follows:

- decline in literacy rates;
- lack of funding for programmes from government;
- limited support from partners;
- non-payment of allowances for teachers and tutors;
- insufficient staff in the division of NFE chain, with the division going without a director for over two years;
- lack of transport for supervisory purposes;
- lack of suitable reading materials;
- lack of funds to quick-start income –generating projects by functional literacy learners;
- lack of publicity for adult literacy;
- cultural and religious beliefs still hindering participation, especially of females;

3.4.4.1 The provision and promotion of adult literacy programmes have waxed from 2000 to 2009, and have waned since the public service stopped paying allowances for teaching adult literacy classes in 2009; and funds for sponsorship of the programmes from government, companies and development partners dried up. To illustrate the decline in participation are the figures that show that the participants in 2004 totalled 209 594 compared to 159 893 from 2006 to 2009 (MHTE, 2004- A situational analysis of adult literacy and non-formal education in Zimbabwe; and MoESAC, 2009. Zimbabwe progress report on achievement of the six Education for All goals, 2006 – 2009). Rural areas have been worse off due to the various obstacles. This is so since most of the different forms of fee-paying adult literacy programmes covered in the foregoing paragraphs have been prevalent in urban areas. It can be concluded that rural areas have been lagged behind towns, cities and mining settlements with reference to access to adult literacy programmes. Also, gaps remain concerning information on the thinking of communities about literacy and access of disadvantaged groups to literacy since no reports and inventories are available.

### 3.5 EFA Goal 5 Eliminating gender disparities and achieving gender parity and equality in education

#### 3.5.1 Context

In Zimbabwe women have been traditionally disadvantaged in the social, economic, political and education spheres. They were treated as minors and as such it was not possible for them to realize their full potential and meaningfully contribute to the country's development.

In the sphere of education, the male dominant ideology accorded the girl child a lower status than their boy counterparts and this promoted male preference in education. The belief that men were superior to women affected the support given to the education of girls and the choices and decisions made by parents regarding the education of their sons and daughters (Gordon 2004). In a study of the girl child in Buhera District, it was discovered this male dominant ideology was reinforced by religious practices by the Vapostori sect which induced girls to marry early and abandon school (Munetsi&Machawira 2006).

Recognizing that education is a fundamental and universal human right and a pre-requisite for human development, the government of Zimbabwe took measures at the domestic, regional and international levels to redress the situation. For example Zimbabwe is a signatory to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the Declaration of the World Conference on Education For All and the Dakar Framework for Action, etc. At home Zimbabwe introduced the Gender Policy in 2004. The policy has a section on Education and Training with emphasis on women. The policy has since been replaced by the 2013 - 2017 policy.

It is against this background that government in its 2005 NAP set the following objectives and targets that are presented in tabular form, to achieve gender equity and quality in the primary and secondary school sector by 2015.

Objectives	Targets
to achieve gender equity and equality by 2005	production of gender sensitive curricula
to increase girl access to secondary education to 50% of enrolment	improve girls' retention in schools
to mobilize resources to improve participation in science and mathematics	achieve gender parity in education;
to produce gender disaggregated statistics in the ministries of education	improved enrolment and achievement rates in Maths and Science and the technical subjects for girls
	yearly statistics bulletin

The following paragraphs examine the extent to which the objectives and targets have been achieved to ensure gender equity and equality in the education system.

#### □ **Enrolments:**

At both levels of basic education, that is primary and secondary, Zimbabwe has almost achieved gender parity. In 2009, the Net Attendance Ratios (NAR), a proxy of the NER, at primary school level for girls and boys, were 87.3% and 86.6% respectively thus giving a gender disparity index of 1.01. At the secondary level the percentages are 48.2% for girls and 47.3% for boys respectively giving a gender disparity index of 1.02 (GOZ/UNDP). This indicates relative gender equity with regards to access. A similar pattern is repeated for the past 12 years (2000 - 2012)

where the primary Gross Enrolment Ratio (GER) Gender Parity Index (GPI) moves between 0.96 and 0.98. The secondary sector GERGPI is 0.96, indicating the relative parity that obtains throughout the system. The story is different for forms 5 and 6 where boys greatly outnumber girls (GPI 0.76). However the encouraging trend is the increase in the number of girls at this level (forms 5 and 6) where gender parity for 2006, 2009 and 2010 was 0.59, 0.69 and 0.76 respectively.

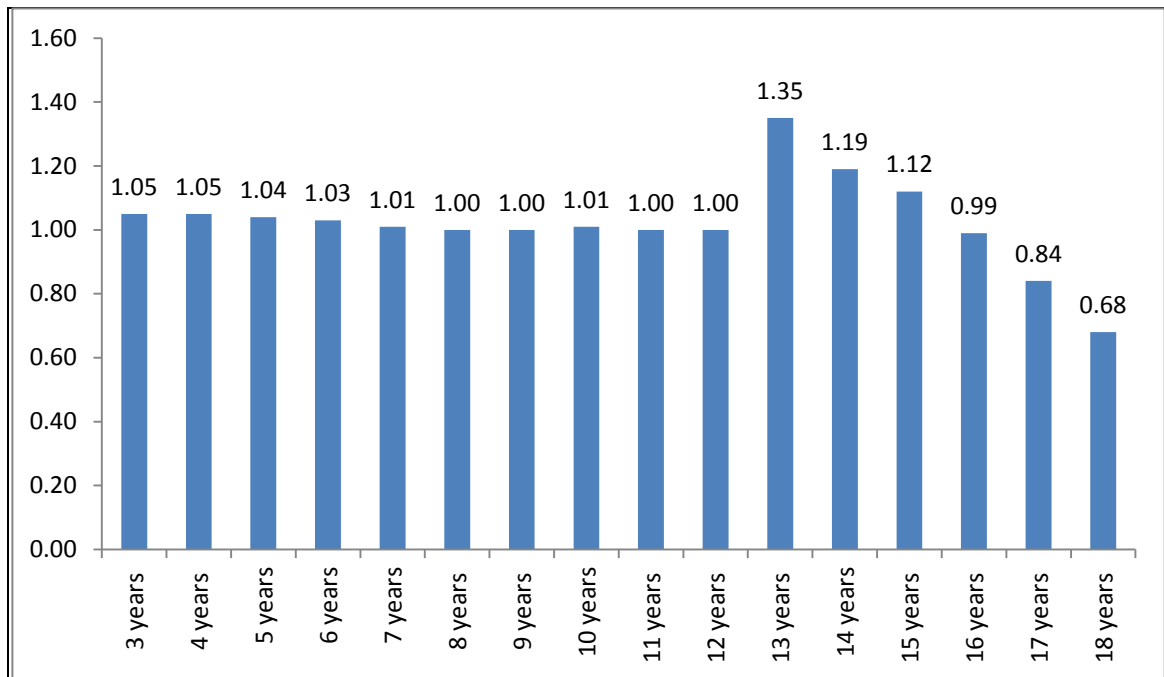


Figure 2.1 Age Specific Enrolment Rate (ASER) Gender Parity Index (GPI) of girls and boys by age

(Source: Ministry of Education, Sport, Arts and Culture)

Figure 2.1 gives the Age Specific Enrolment Rate (ASER) Gender Parity Index (GPI) of girls and boys by age. Pupils who fall outside the age level of a given category are not included for instance those under 6 and over 12 years for the primary sector. The graph is a good indicator of boy-girl participation in education proportional to the national population of boys and girls for each age group from 3 to 18 years that is levels ECD through secondary upper six. In 2013 the GERGPI was 0.98.

Figure 2.1 shows:-

- Sudden rise in girl representation in form 1 (13 years is the official entry age into form 1);
- A gradual reduction in the proportion of girls relative to the national population at nearly 0.18 points per age category from age 13 GPI 1.35 to below parity at age 16 (GPI 0.99).
- Proportion of female students aged 17 and 18 continue to fall to GPI 0.84 and GPI 0.68 respectively.

This means far less girls complete lower and upper 6. One major reason why girls drop out of school in secondary is because of lack of school fees. In these difficult economic times parents and guardians may prefer to send boys to school at the expense of girls and this is done

irrespective of performance. Socio-cultural factors contribute to such a practice. Other major reasons why more girls drop-out at the secondary level are marriage and pregnancy. This may be due to various forms of abuses (e.g. physical, sexual, and psychosocial) that the girl child goes through both at school and in the community.

While statistics from the 2013 school census show that all provinces are enrolling proportionally more girls in form 1, two provinces namely Matabeleland North and South have distinctly larger girl intakes. Thus Matabeleland North has a GPI AIR of 1:25 while Matabeleland South has a GPI AIR of 1:20. These two provinces have again a higher retention of girls at the secondary level than any other provinces. Matabeleland North and South maintain a GPIGER of greater than 1.00. This indicates greater girl participation from 13 years to 18 years which is the entire secondary school cycle. It is not altogether clear what the reasons for this high retention of girls in Matabeleland North and South are. A study may help to unravel this and hopefully help other provinces.

In teachers' colleges, for several years now, female students have been outnumbering male students. In 2009, female students constituted 69.4% of total enrolment (that is primary and secondary teachers' combined). During the same year, about 72% of total students in primary colleges were female. Enrolment figures for 2014 give 14 798 females out of a total of 20 947, i.e., 70.64%, in all teachers' colleges. In polytechnics female students are underrepresented. In 2009 about 40% were females while the rest were males. Figures for 2014 show that 10 934 of the 16 994, students are males. The balance, i.e., 35.78% are females. The gender disparities that exist in tertiary colleges need to be urgently attended to.

#### □ Girls and boys performance at school

Girls and boys performance is an indicator of gender equity and equality. During the entire learning cycle from primary grade 1 through secondary form 6, learners write three examinations. These are at the end of Grade 7, Ordinary Level (Form 4) and Advanced Level (Form 6). Table 10 gives six years of examination pass rates at Grade 7, 'O' level and 'A' level.

Table 14 Six years of pass rates for Grade 7, 'O' level and 'A' level examinations

Year	Grade 7				'O' Level				'A' Level			
	Male	Female	GPI Results	Total	Male	Female	GPI Results	Total	Male	Female	GPI Results	Total
2007				70.5	16.9	19.6	1.16	16.9	83.2	80.7	0.97	83.3
2008				51.5	11.0	14.1	1.29	12.6	72.1	74.6	1.03	73.1
2009				39.7	21.9	17.4	0.80	19.7	78.3	83.5	1.07	80.9
2010				42.0	16.7	21.1	1.27	19.0	79.9	83.8	1.05	81.9



201 1	42. 3	49.2	1.16	45.7	23. 9	20.3	0.85	22.1	89. 3	90.7	1.02	89.9
201 2	46. 7	56.4	1.21	49.6								

Source: Ministry of Education, Sport, Arts and Culture

The table shows that:

- Girls did better than boys by 3.95 percentage points in Grade 7 and in 'A' level examination by 3.21% (2011);
- Boys outperformed girls by 3.83% in 'O' level (2011).

While it is not possible to draw generalized conclusions on the basis of these listed statistics, one can safely conclude that girls can perform just like boys everything being equal. Girls' performance is generally negatively affected by the burdens thrust upon them. The burdens include heading the majority of child-headed families and carrying out household chores such as fetching water and firewood, cooking etc., thus leaving little or no time for homework.

#### □ Gender sensitive curricula

The curriculum is an important vehicle for instilling positive attitudes among pupils. A gender sensitive curriculum therefore lays a good and strong foundation to change the values, beliefs, attitudes and stereotypes that are promoted by the male dominant gender ideology which was the main cause of gender inequity and inequality. The perception of males as leaders, family heads, breadwinners and bosses at work was heavily reflected in the textbooks in use in school from primary to secondary. The use of "he" and examples glorifying men were the order of the day. According to stereotypes, domains of subjects were labelled male and female domains. For example, mathematics, physics and chemistry were regarded as 'hard' and therefore suitable for male students whereas subjects such as home economics, food and nutrition, religious studies, etc., were regarded as "soft" and these were relegated to the girl child.

Recognizing the under-representation of women in sciences, mathematics and technology the Dakar Framework for Action encouraged member states to put in place policies that ensure girls' access to these disciplines.

To redress the situation government has done the following:

- organized mathematics and science camps for girls during school vacation;
- adopted policy of affirmative action where females with slightly lower points than boys would be accepted into traditionally male dominated disciplines;
- ensured the provision of gender sensitive teaching and learning materials. Through the leadership of the Curriculum Development Unit, authors, evaluators, publishers of teaching learning materials and the media were brought together in the review of curricula and syllabi to ensure that materials produced was gender sensitive;
- the establishment of a post for a gender focal person in the ministry helped in ensuring gender mainstreaming in all activities of the ministry including curriculum review.
- in teachers' colleges gender studies and courses on gender issues were introduced in the pre-service curriculum.

#### □ **Yearly Statistical Bulletin**

The MoPSE has produced Annual Statistical Reports with the most recent in 2013 (still in its draft form). The bulletins are very informative containing disaggregated data on a broad spectrum of items such as access to education, enrolments, participation, dropout and retention rates, transition rates, staffing, facilities, learning outcomes, etc from ECD to secondary upper six. Disaggregated data on what subjects pupils at various stages of the secondary school cycle take was not readily available at the time of writing this report and therefore it was not possible to assess the achievement of the target on increasing girl participation in maths, science and technical subjects.

### **3.5.2 Challenges**

#### □ **Girl Dropouts**

The number of girls dropping out of the system is still high particularly in the upper levels of the secondary sector. The challenge is to come up with strategies to ensure retention of the girls in school.

#### □ **Education sub-sector gender policy**

Strides have been made by both Ministries of Education to address gender inequities and inequalities. Measures put in place were guided by various regional and international conventions to which Zimbabwe is signatory and also by the National Gender Policy. The challenge is for the Ministries of Education to come up with a specific education subsector policy which provides the regulatory framework for addressing gender issues in education.

#### □ **Gender disparities in enrolments**

Enrolments in primary teachers' colleges have shown an upward swing in the intake of females for several years now. The 2014 percentage is in favour of females. The challenge is to ensure male participation in the training of teachers through balanced enrolments.

#### □ **Imbalance of male/female teachers in mathematics/science and technical subjects**

At the secondary school level, mathematics, science and technical disciplines are taught mainly by male teachers. For example in the 2012 school census only 28% of the secondary school teachers in mathematics were females while in the sciences female teachers constituted 29.9% only. The challenge is to ensure that more females are recruited into these disciplines. In tackling this challenge, it is important to start right at the bottom of the system to encourage girl participation in mathematics and science. These then would feed into teachers' colleges and universities.

### **3.6EFA Goal 6 Quality of education**

#### **3.6.1 Context**

Questions of quality of education all along the education chain from early childhood education and development to higher and tertiary education have been of concern and interest. Hence,

measures to assure quality provision, learning, teaching and outcomes have received attention at different levels of the chain. The EFA National Action Plan (2005) described quality of education as comprising the following: (a) financial, material, and human inputs; (b) curriculum relevance; (c) infrastructure; (d) distance of schools from the community; (e) learner performance in public examinations and satisfactory outcomes at individual learner levels; and (f) teacher and teaching and learning processes. In light of this conception of this understanding of quality dimensions of education, Zimbabwe employed various strategies to make progress towards the achievement of EFA goal 6. These include regulatory framework; infrastructure development; curriculum reform; learning outcomes; studies; capacity building including teacher training; class sizes and teacher / pupil ratio; textbooks; remuneration of teachers; and remedial measures. These are described and assessed in the next paragraphs, taking into account the national objectives and targets in the EFA National Action Plan that are presented below in table form.

Objectives	Targets
Review existing curriculum for relevance to needs of the nation	Revised curriculum
Improve availability of learning resources	Reduce textbook pupil ratio to 1:2
Improve supervision to at least two visits per school per year	Improve quality and relevance of education
Institute qualitative learning assessment throughout the curriculum	
In-service train each teacher at least once in every five years	Improved pass rates;
Reduce the employment of under-qualified teachers and untrained teachers by 5%	More trained teachers in schools
Improve pass rate at "O" level to 50%	Improved pass rates across the curriculum to 50% at "O" level

### 3.6.2 Regulatory framework

Importance attached to providing quality education is reflected in the legislation, policies and practices of the Ministry of Primary and Secondary Education and of Higher and Tertiary Education, Science and Technology Development. Examples of the regulatory and policy mechanisms, through which progress to improve quality of education has been assured, are presented in box 5 in the annex.

### 3.6.3 Infrastructure

Infrastructure and facilities, including furniture have been unsatisfactory and remain so in 2014. At ECD level, as most classes have been attached at existing primary schools, this has meant that most ECD children use infrastructure and facilities, including sanitary facilities, designed for older children. The Ministry of Primary and Secondary Education has through circulars been urging that providers observe standards recommended for infrastructure and facilities. Also, private ECD operators have not been adhering to recommended standard facilities, prompting the issuance of Director's circular No 48 of 2007 which, among other things, urged that "education officers ... should assist communities in establishing quality ECD centres ... All ECD centres shall have and use national ECD syllabuses". Similarly, there have

been concerns about unsatisfactory infrastructure at primary and secondary schools, in particular at the satellite schools established in resettlement areas, especially in the schools in the areas resettled during the land reform programme. It has been common to find children learning huddled on mud benches and on the floor in sheds and disused old farm buildings. Living conditions for teachers in these areas are no better, with some staying in make-shift huts. Moreover, the “mother schools” to which satellite schools and ECD classes are attached are probably bedevilled by lack of maintenance and unsatisfactory facilities for quality learning to occur. Compounding the problem are the long distances some young children have to travel to and from school. The distances exceed those recommended by the Ministry of Primary and Secondary Education, i.e., 5 kilometres for ECD children, and 7 kilometres for primary school children, and 10 kilometres for secondary school pupils. In the case of some secondary schools, the schools are over 10 kilometres, forcing pupils to resort to what is called in popular parlance “bush boarding”. “Bush boarding” is a phenomenon where pupils lodge where they can during the week, at times in temporary dwellings. The pupils at satellite schools have to endure living under such conditions at “mother schools” for the duration of the examinations, since the satellite schools are not examinations centres. This has been exposing the pupils to all sorts of abuses, with the females being the more vulnerable than the males.

**Box 4 Selected Circulars**

*Ministry of Education,  
Sport and Culture,  
Secretary's circular No 2  
of 2001*

*Ministry of Education,  
Sport and Culture  
Secretary's circular No 14  
of 2004*

*Ministry of Education  
Sport and Culture,  
Secretary's circular P 77  
of 2006*

*Ministry of Education  
Sport and Culture  
Director's circular no. 3 of  
2006*

3.6.3.1 Allocation for Public Sector Investment Programme (PSIP) grants and grants-in-aid have been applied to the improvement of infrastructure for schools. The allocations have been small compared to the need for infrastructure development and improvement. This unsatisfactory situation about the infrastructure and paltry allocation has been a concern in the MoPSE. Towards the provision of suitable infrastructure, the MoPSE launched an exhibition in December 2013 at which the Minister invited interested parties to show their ware, and particularly to come up with suitable designs for schools, among other things. Consultations on this subject are continuing until a suitable design is found. Recognising the funding challenges the Ministry has been facing from the paltry allocations for PSIP and grants-in-aid, UNICEF has chimed in with a stimulus fund to assist in improving infrastructure.

### **3.6.4 Curriculum relevance**

3.6.4.1 There has been interest to improve curriculum relevance at all levels. At ECD level a national curriculum has been put in place. However, implementing it has been difficult because of lack of trained teachers, learning materials and funding. The lack of trained teaching staff has put facilitation of play and learning at ECD centres in the hands of para-professionals and other unqualified personnel. The former underwent short training courses at teachers' colleges under UNICEF sponsorship. The position with regards to the availability of trained teachers has been improving since 2004. In 2014 ten primary teachers' colleges and some universities are enrolling trainees for ECD and infant school compared to 2004 when one primary teachers' college did so. However the intakes for the ECD programmes have ranged from 100 to 200 at each college. The drawback with the programmes has been that of providing teaching practice,

especially for ECD - A classes. This is so because there are only a few ECD – A classes. The colleges have had to improvise ways to ensure the trainees undertake teaching practice.

3.6.4.2 At primary education syllabi have been revised and initiatives taken to improve the relevance of educational programmes. The revision of the syllabi and the recent inclusion of agriculture among examination subjects at Grade 7 signify the interest to push towards practical learning. The interest in practical learning has been unabated since the early years of the decade beginning in 2000 when various circulars have been issued concerning improving the relevance of education, in particular secondary education through the inclusion of technical and vocational subjects. As already referred to, recently, the Ministry of Primary and Secondary Education has begun activities towards a comprehensive review of the curriculum.

### **3.6.5 Capacity building, including teacher training**

3.6.5.1 Under the auspices of MoPSE there have been several actions and activities to develop the capacity of schools and of teachers in order to make progress on improving the quality of education. First has been the interventions relating to infrastructure, to which reference has been given. Questions of improved school facilities and furniture have also got attention through programmes, such as: Better Schools Programme of Zimbabwe (BSPZ), Better Environmental Science Teaching (BEST), and Education Sector Transition and Reform Programme (ESTRP). Also there have been workshops held in the different provinces to deal with both issues of school management and supervision of teachers. However, supervisory support to teachers has not been provided as intended in the EFA National Action Plan for a variety of reasons, especially lack of adequate funding and staffing. Interviews and focus group meetings found that action had been taken recently to strengthen the inspectorate division in the MoPSE. Also, the gap created by the absence of a mechanism for assessment at ECD level is being remedied. A continuous assessment mechanism from ECD to Grade 7 has been adopted and is expected to become operational in 2014.

3.6.5.2 In-service teacher education courses have been another channel for improving the capacity of the teaching staff. This has been done through workshops which have been organised by the Ministry of Primary and Secondary Education in different provinces. Also, the previously mentioned special programmes, BSPZ, BEST, ESTRP had components on in-service teacher training, focussing on improving the teaching of mathematics, science and other subjects. The other special programme that provided in-service teacher training was the Science Education In-service Teacher Training programme (SEITT).

3.6.5.3 The Ministry of Higher and Tertiary Education, Science and Technology Development has paid special attention to the question of the preparation of teachers. This includes both pre-service and in-service, as well as the issue of upgrading of teacher qualifications and knowledge. In the previous section dealing with ECD, treatment has been given to the expanded provision of the training of ECD teachers. Lately, this Ministry has been holding consultations with the Ministry of Primary and Secondary Education on the range and number of trainees to be admitted to the various colleges indifferent teacher education programmes in order to be able to meet future demand. Already teacher training colleges have increased enrolments for both technical teacher training and general teacher education courses. By February 2014 the enrolments in the teachers' colleges numbered 20,947 (Ministry of Higher and Tertiary Education, Science and Technology Development, 2014).

3.6.5.4 The Zimbabwe Open University, a distance education institution, has been offering a Bachelor of Education degree to give an opportunity for teachers to upgrade their qualifications. Also, a number of new universities have opened their doors to teachers wishing to upgrade their qualifications by offering courses of interest to teachers.

3.6.5.5 Additionally, these national interventions to improve teacher competencies have been boosted by UNESCO regional programmes in which teaching personnel and their supervisors participated. These were: SACMEQ; Monitoring Learning Achievements; Conditions of Teaching and Learning; and NESIS. Recently, UNICEF opened an avenue to upgrade teachers and to introduce teacher professional standards through the Education Development Fund (EDF).

### 3.6.6 Class sizes and teacher pupil ratios

3.6.6.1 Towards the improvement of quality of education the country has set class sizes and teacher / pupil ratios for each level of education. The recommended levels are as follows:

ECD	1:20
Primary education	1:40
Junior secondary (F1 and 2)	1:33
Middle secondary school (F3 and 4)	1:30
High school (F5 and 6)	1:20

3.6.6.2 Figure 1.6 and table 15 show the pattern with reference to the trained teacher pupil ratios. The ratios have been decreasing, as is shown in table 15. In spite of the decline, untrained teachers continue to form a substantial number of teachers in both primary and secondary schools. The 2012 report noted the supply of qualified teachers represented a challenge to the quality of learning; and disparities remained between schools, rural and urban areas as well as provinces resulting in tendencies that better resourced urban schools were able to attract most trained teachers. (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012)

Table15.Primary and secondary teachers and pupil ratio (PTR), showing percentage of trained teachers

Province	Primary PTR	% trained		Secondary PTR	% trained
Bulawayo	33	94.70%		21	77.2%
Harare	38	94.86%		21	87.4%
Manicaland	36	96.13%		21	80.7%
Mashonaland Central	39	73.27%		23	57.4%
Mashonaland East	37	90.55%		23	65.2%
Mashonaland West	37	78.23%		23	60.3%
Masvingo	33	97.70%		23	75.8%
Matabeleland North	37	65.86%		21	55.6%
Matabeleland South	37	90.18%		25	68.5%
Midlands	34	88.10%		22	68.4%

<b>Total Primary</b>	<b>36</b>	<b>88.15%</b>	<b>Total Secondary</b>	<b>22</b>	<b>71%</b>

Source: Ministry of Education, Sport, Arts and Culture, Annual Statistical Report 2012

### 3.6.7 Performance of pupils in examinations

3.6.7.1 The performance of pupils at national examinations at Grade 7 and Form 4 ('O' Level) has been unsatisfactory. Trends of pass rates for the years 2007 to 2012 can be discerned from the table below.

Table 16 Pass rates by level (%) and year, 2007-2012

Level	2007	2008	2009	2010	2011	2012
Grade 7	70.5	51.5	39.7	42.0	45.7	49.6
'O' Level	16.9	12.6	19.7	19.0	22.1	
'A' Level	49.6					

Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012

The statistics show a downward trend for the period 2007 to 2012 at primary level; and the pass rate at 'O' Level was less than 24% from 2007 to 2011. Commenting on the pass rates, the MoESAC wrote that "49.6 per cent pass rate still indicated serious deficiencies in the level of learning achievement of primary school pupils, particularly given that MoESAC's target is to register a pass rate of 75 per cent pass rate by 2015. ... The performance in 'O' level examinations is very low at 22.1 per cent pass" (MoESAC, Annual Statistical Report, 2012, p. 66).

3.6.7.2 Earlier in this report references have been made to poor infrastructure, inadequate facilities and provision access through double sessions or hot sitting. These factors have negative effects on the learning climate, and in the final analysis adversely affect performance in national examinations. The examinations, although now administered by Zimbabwe Schools Examinations Council (ZIMSEC), are modelled on Cambridge school examinations in 20<sup>th</sup> century England. They are considered an inappropriate form of assessment, especially in an environment where learning materials, textbooks and facilities are insufficient.

### 3.6.8 Textbooks

3.6.8.1 Sharing of textbooks for both core and optional subjects had become a common phenomenon in the schools and hence the country sought to reduce it as indicated in the list of objectives and targets in the National Action Plan. To improve on the supply of textbooks, the Ministry of Primary and Secondary Education with the assistance of UNICEF has procured and has distributed textbooks for core subjects at both primary and secondary education levels to all primary and secondary in 2011, 2012 and 2013 with funding provided under the then ETF. The distribution has brought the pupil / textbook ratio for core subjects to 1:1 at secondary education level, and 1:3 at primary education level. However, the exclusion of optional non-core subjects has left 1/3 of the schools without sufficient books for the optional subjects. The ratio for the rest has remained between 2:1 and 7:1. The distribution exercise has been a one-off event, with no provision for a repeat. This has meant that new schools opened after the distribution had been carried out have no chance to get the textbooks. Also, there has been no provision to replace books that would have been lost or damaged, even by natural forces. Hence,

it is not surprising to see that the 2012 statistical report referred to lack of enough core textbooks at secondary education level in Mashonaland West and Matabeleland provinces (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012).

### **3.6.9 Remuneration of teachers**

3.6.9.1 Salaries of teachers have been below the poverty datum line. At their worst before dollarization in 2009, the unattractive salaries have been a source of low morale, demotivation, absenteeism, low status, agitation and a reason behind trained teachers abandoning teaching. Also a pin prick in the sides of teachers has been unsatisfactory conditions under which they live and work. All these need to be improved in order to make progress on providing quality learning and teaching.

### **3.6.10 Remedial measures**

3.6.10.1 There are perceptions that gaps in learning due to teacher flight, absenteeism, class boycotts, lack of sufficient textbooks and other factors that detract from learning. These are reported to be discovered in connection with mastery of reading, number and writing and communication skills. To plug the gaps UNICEF in partnership with the Ministry of Primary and Secondary Education have introduced several remedial measures to make good on the luggards. The measures are in the form of the following programmes:

- Performance Lag Address Programme;
- Zimbabwe Early Learning Activity;
- Accelerated Action Plan for MDGs.

3.6.10.2 Drawbacks to achieving quality of education by 2015 remain, with some having been compounded by over the decade long socio-economic-politico challenges. Foremost among these drawbacks are the challenges and gaps listed below.

- Poor infrastructure
- Curricula relevance a concern
- Poor performance in national examinations at Grade 7, “O” Level; and “A” Level
- Non –completion of studies and high drop-out rate
- Shortage of trained teachers and use of untrained teachers
- Handling of technical and vocational subjects by unqualified teachers
- Sharing of textbooks, especially for optional subjects
- Inadequate and obsolete equipment
- Unsatisfactory workshops and laboratories
- Lack of places for industrial attachments for students
- Lack of places for exposure of lecturers and instructors to industrial practices
- Declining literacy rate
- Unsatisfactory preparation to introduce changes in curricula
- Double sessions of hot sitting
- Lack of funding
- Wrong implementation of policies
- Lack of policy harmonisation
- Lack of correspondence between government priorities and preference of development partners



- Lack of holistic approach to teacher development
- Inadequate funding of teacher development
- Lack of partners for staff development for college lecturers

## **Section 4 Implementation of strategies to achieve the six EFA goals**

4.1 Table 1 in the annex portrays the strategies that have been implemented towards the achievement of the six EFA goals. Beneficial effects have come from the various strategies, contributing to the expansion of access and improving education provision in an environment of declining socio-economic conditions, especially funding constraints.

### **4.1.1 Goal 1 ECD**

With reference to expanding access to ECD classes, structural elements, i.e., regulations, policies, national curriculum, model centres have been instituted. The regulations have at once regularized provision and systematised governance of ECD. Also the regulations have made ECD part of primary education. Through the regulations private provision of ECD is recognised and is permitted. The strategy to attach ECD classes to primary schools for 4-5 year olds in 2004 and to 3-4 year olds in 2006 has resulted in 98% of public primary schools offering ECD classes. In 2012 there were 1, 064 590 children attending ECD classes (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012). Also, private ECD centres that have been operated throughout the country have provided access to ECD classes. NGO operated ECD centres have provided additional opportunities ECD classes as well. To standardize play and learning activities at ECD centres, a national curriculum to be followed at all ECD centres has been adopted. To drive the quality of provision, model centres have been established as follows: one at each district centre, one at each provincial town or city.

4.1.1.1 The elements have not provided all age-appropriate children. By 2012 it is reported that 31.78% of 4 to 5 year olds were participating in ECD classes (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012). Other structural elements have had some negative effects to access to ECD centres and classes. The attachment of ECD classes to primary schools has not favoured the access of three-year and four year olds to the play centres created. The infrastructure and facilities appropriated for ECD classes at the primary schools have been unsuitable. Designed for older children, they have not been attractive to ECD children and their parents. Also, affecting effectiveness of ECD classes has been the lack of trained teachers; lack of adequate materials; lack of budget; and non-payment of allowances for teachers and care-givers. In some cases the long distances to ECD classes for a number of children, has discouraged participation, especially in rural areas where walking long distances raises fears of safety and security for the children.

4.1.1.2 Constraints to the effective implementation can be solved through a variety of actions and activities. With regards to the supply of trained personnel, the situation is expected to improve greatly since 10 teacher training colleges are now offering courses to train ECD teachers; and several universities are doing the same. The gaps remain towards the availability

of qualified and satisfactorily paid teachers; and fully equipped and well-funded sufficient ECD classes whose infrastructure is fit for the purpose, easily and safely accessible to ECD children.

#### **4.1.2EFA goal 2 UPE / basic education**

The strategies to achieve UPE have led to the operation of 5625 primary schools, 2312 secondary schools (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012). The schools have been operated in the perspective of inclusive education. Called “mother” secondary schools, there are 666 satellite schools attached to them. The satellite secondary schools are unregistered. As already referred to the infrastructure remains unsatisfactory and poorly maintained, and so recognising the poor state of affairs the Ministry of Primary and Secondary Education held an Expo in December 2013 at which interested parties were invited to come up with suitable designs for schools. Teaching in the schools has been in the hands of both trained and untrained teachers. The pupil and trained teacher ratios at primary and secondary schools still show the need for qualified teachers. Distances from some of the communities to the schools exceed recommended standards for walking distances for primary and secondary schools.

4.1.2.1 There have been safety nets for needy pupils; and these have been in the form of BEAM, exemptions, and Means Tests. BEAM alone has catered for 530, 701 pupils, which is 46.5 % of the needy children seeking assistance (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012). It has been excluding over 50% of needy children. This has been so because the funding for BEAM and other safety nets has been insufficient to meet the demand.

4.1.2.2 Also there have been schemes to assist schools through contributions of parents and communities. The schemes operated by SDAs / SDCs have been providing incentives to teaching staff at various schools. The schemes have been effective in attracting and in retaining qualified teachers, and helping in maintaining the infrastructure and improving facilities. The end result of all these has been the enhancement of teaching and learning.

4.1.2.3 In spite of the measures that have been taken to increase access to UPE, reports and anecdotal evidenced reveal that not all school-age children have been attending school. It is estimated that 10% of age appropriate children have not been enrolling in school (Ministry of Education, Sport, Arts and Culture, Education medium term plan, 2011-15). Additionally; there have been drop outs among those enrolled in school. From the survival rates of 70% at primary education and 80% at secondary education, the dropout rates could be inferred to hover around 30% at primary, and around 20% at secondary education (Ministry of Education, Sport, Arts and Culture, Annual Statistical Report, 2012).

4.1.2.4 Syllabi at primary education have been revised, while technical and vocational content has been added to the curriculum at secondary through the two-pathway education system. While broadening the curriculum to include skills development and computer studies, the two pathway education is viewed as piecemeal and not holistic in its approach to the question of improving relevance of the curriculum. Implementation of this instalment towards reform has suffered from lack of resources, both human and materials and lack of adequate preparation for the implementation.

4.1.2.5 Qualitatively, strategies such as re-admission of girls falling pregnant, strengthening the role of the government correspondence school, provision of grants, return of trained teachers have helped the progress towards the achievement of UPE. The supply of textbooks for core

subjects at both primary and secondary education levels has had beneficial effects. It has improved pupil –textbook ratios to 1:3 and 1: 1 at primary and secondary education levels respectively. The books were distributed to schools already in existence at the time of distribution in 2011, 2012, and in 2013. The non-supply of textbooks to other subjects and to new schools detracts the capacity of schools to provide quality learning and teaching to all learners.

4.1.2.6 However, the effectiveness of a number of the strategies has been compromised by various factors. Important among the factors have been the following: disharmony in applying regulations; unsatisfactory infrastructure; unregistered schools; long distances to schools raising concerns of safety and security; insufficient facilities; lack of suitable learning and teaching materials; lack of qualified teachers; low salaries for teachers; poor teaching conditions; no curriculum relevance; lack of equipment; no supportive environment to girls re-joining school after falling pregnant; unstable partnerships with development partners; and disjunction between development partners and government on preferences and priorities for action.

#### **4.1.3EFA goal 3 Meeting learning needs of youths and adults**

With reference to meeting the learning needs of youths and adults, a number of structural elements have emerged from implementing the strategies. Some of the elements concern expanding access to secondary education and attendant initiatives to improve relevance of curricula, to achieve good learning outcomes, to encourage successful completion of programmes and to attract and retain qualified teachers. Other elements are connected to a range of adult and literacy programmes that have been treated already. The balance, namely the need for skills development and professional training, has been catered for through a variety of programmes at: vocational training centres; polytechnics, vocational industrial colleges and other vocational training outfits; teachers' colleges and universities. The tertiary and higher education institutions have also contributed to meeting the learning needs of youths and adults by introducing parallel programmes to cater to the needs of those who wish to raise their grades at "O" and "A" levels. The open and distance education programmes at the Zimbabwe Open University provide a flexible approach to youths and adults wishing to improve their skills and knowledge without interfering with their jobs. Also, alternative skills development and vocational learning programmes that are available at vocational training centres, e.g., basic skills programmes of the Ministry of Youth Development, Indigenisation and Empowerment, and of NGOs and church organisations, have been other channels for meeting the learning needs of youths and adults. Besides these, extension programmes that have been run in the area of agriculture by NGOs and government departments have provided an additional channel for alternative skills development. Incorporated into those various programmes has been the provision of training in life skills, including HIV/AIDS education and nutrition.

4.1.3.1 However, the implementation has not produced desirable effects in some cases. Limiting effectiveness have been factors such as: un-satisfactory infrastructure and facilities; costs of training, especially for those from poor families; untrained and inexperienced staff; low remuneration for staff; lecturers not easily finding places for exposure to developments in the world of work; difficulties in making placements for industrial experience; hot-sitting for workshop practice; lack of funds; lack of adequate consumables; lack of up-to-date equipment; limited reach of activities by NGO, intergovernmental organisations and church organisations;

and inability to attract funding from development partners. All these impinged negatively on the effectiveness of learning and teaching. This leads to the conclusion that more remains to be done. Therefore, it can be concluded that gaps remain to meeting the learning of youths and adults.

#### **4.1.4 EFA goal 4 Adult literacy**

Structurally, various elements have been instituted; and through their use progress has been made towards improving adult literacy, especially in the early years following the World Conference on Education for All in 2000. As already indicated these include establishing a division for Non-formal Education (NFE); promotion of NFE as an alternative form of education by the Ministry of Primary and Secondary Education; opening of adult literacy classes at schools, with school teachers taking responsibility for adult literacy classes; organisation of evening and afternoon classes; public, private and UN agency support to and sponsorship of voluntary organisations working in the arena of adult literacy and NFE. More women than men have been participating in adult literacy programmes. However, the operation of the structural elements has been declining since 2009 when allowances to teachers and tutors of adult literacy classes were stopped. For example a voluntary organisation, ALOZ has severely cut back on adult literacy classes. From the information gathered for this, review, this is not an isolated case. Since the stoppage of the allowances, adult literacy operations have been undertaken in fits and starts. This has curtailed access to the adult literacy programmes.

4.1.4.1 As a result of the withdrawal of the allowances, the effectiveness has suffered, needless to mention the attendant effects on the reduction of access to literacy programmes. Other factors adversely affecting the effectiveness of the adult literacy programmes have been the following: inadequate staffing of the division of NFE; lack of support from the division to other providers; lack of government funding; lack of funding from development partners; lack of materials; use of untrained tutors. Monitoring and supervisory services could not be provided. Therefore, literacy levels which, a decade ago, were estimated to stand at 97% have declined to 92%. Given the lack of budget allocations and the prevailing economic challenges, it can be concluded that no progress will be made to improve adult literacy by 2015.

#### **4.1.5 EFA goal 5 Gender parity and equality in education**

With reference to achieving gender parity and equality in education, the implementation of the various strategies, ranging from regulations to special interventions to support female pupils and to introducing gender studies, already described, has had beneficial effects. Gender parity is close to 1:1. The progress can be seen in the pattern of enrolments. From ECD classes to the end of third grade, the enrolments show more women than men participants, with the number of women declining from upper primary to secondary education. At the tertiary education level, the picture about gender is mixed. In the teachers colleges more females than males are enrolled in all the colleges. For example, in February 2014 the number of females at the teachers' colleges was 14,798 and that of males was 6,149. However, in other tertiary programmes, in particular in polytechnics and universities there has been gender disparity in favour of men. Also, there is still a gender gap in favour of men when it comes students taking mathematics, science, and technical subjects, areas of study traditionally associated with male domination.

4.1.5.1 Although gradually lessening in potency and hold on behaviour and attitudes, traditional and cultural beliefs and religion remain constraints to achieving equality in education.

Importantly, poverty constitutes a big obstacle to female participation in education. Concerns of safety and vulnerability of females, be it in connection with distances walked to learning centres or availability of satisfactory accommodation, have discouraged the participation of females. So, issues of locations of play centres, schools and provision of safe and secure facilities and accommodation have impeded female participation. These are some of the issues that need to be addressed to achieve gender parity and equality in education.

4.1.5.2 Solutions to the obstacles to achieving gender parity and equality in education should include: increased targeted assistance to female pupils; enhanced access to a range of advisory services; support to female students returning to school after falling pregnant; more rigorous application of selection criteria to benefit from BEAM and other safety nets, with greater weight being put on poverty criteria; and gender sensitisation of SDAs / SDCs and parents with pupils attending school.

#### **4.1.6 EFA goal 6 Quality of education**

With reference to improving the quality of education by 2015, a range of structures have been put in place: ranging from regulatory and governance frameworks, space for participation of public, private and civil society organisations, including SDAs / SDCs and UN agencies, to renovation of curricula and syllabi and training of teachers. However, results and outputs have been mixed as the strategies have not been effective in improving all aspects of quality of education.

4.1.6.1 Notwithstanding the increased capacity to train teachers by the teachers' colleges and the universities, effective implementation has been hindered by: unsatisfactory infrastructure and facilities; inadequate concordance between the regulations and governance system policies on one hand and some practices on the other; partial implementation of policy provisions about inspections and supervisions; curricula not relevant; lack of resources to adequately equip, laboratories, workshops and keep them in good up-to-date and in good working condition; and lack of places to do industrial experience. Also, the lack of support from development partners has impeded the effective implementation of the strategies. The use of inexperienced and untrained personnel has militated against effective implementation of some of the strategies designed to foster quality learning and teaching. Other factors not conducive to effective learning and teaching are: big class-sizes; high ratio of pupil / trained teacher at primary and secondary education; inadequate remuneration for teachers, lecturers and instructors; and unattractive conditions of service for teaching personnel. As a consequence of the general unattractive conditions of service for teaching personnel, agitation and absenteeism have been common among teachers, with negative impacts on effective learning and teaching. For example at the time of introducing the two pathway education in 2004, qualified teachers and textbooks were in short supply and so were facilities; there were funding constraints; and there was teacher restiveness. In the final analysis the resultant learning climate has affected the implementation of new curricula and syllabi, especially where doing so called for creativity, imagination and improvisation.

4.1.6.2 The situation concerning the supply of core textbooks at primary and secondary has improved, resulting in pupil / textbook ratios at primary and secondary being 1:3 and 1:1 respectively. However sharing remains the order of the day for the non-core subjects. It should be observed that between now and 2015 there are real dangers of slippages in the supply of books for core subjects because of the non-provision for replacements and non-distribution to

new schools. Germane to the improvement of quality of education is the question of invidious comparisons between core and non-core subjects being made by parents, learners and teachers. These could have ill-effects on learning and teaching. Finally, the performance of pupils at Grade & and "O" Level has remained low. Therefore, it can be concluded that gaps remain towards improving quality of education and of excellence in essential skills by 2015. The gaps cannot be addressed between now and 2015.

5. The foregoing descriptions and analyses of the effectiveness of the various strategies show the progress that has been made in meeting the EFA goals. A mixed picture emerges: showing satisfactory progress on some goals, unsatisfactory results on others and a bit of both on some. All the results have utility as they reveal the varying needs in the further development of education. The achievements that have been made on the different goals can be seen at a glance in the checklist in table 17 in the annex. The achievements are shown against the targets set in the National Action Plan.

## **Section 5 Priorities and prospects for post 2015**

The preceding sections have walked the road travelled by Zimbabwe in its endeavour to accomplish the six EFA goals by 2015. During the implementation process successes were recorded and impediments encountered. This section deals with the lessons learnt from the EFA experience, shortfalls still outstanding and priorities for the future national education agenda.

### **5.1 Overall lessons learnt with regards to EFA since 2000**

Herewith some of the general lessons learnt during the EFA exercise.

#### **5.1.1 The value of regional and international linkages**

Zimbabwe is signatory to many regional and international declarations, protocols and conventions. Among such regional and international instruments are the 1960 Convention and Recommendation against Discrimination in Education, the Convention on the Elimination of all forms of Discrimination against Women, the SADC Protocol and Education and Training, the African Charter on the Rights and Welfare of the Child, etc. The value of these conventions and protocols is that they come up with guidelines and standards upon which to benchmark local practice. In some cases the conventions are domesticated into the legal framework e.g. some provisions of the Conventions against Discrimination in Education are incorporated in the Education Act (Chapter 2:04 as amended by Act 2 of 2006 and Act 2 of 2008).

The crafting and institutionalization of the National Gender Policy in 2004 (revised in 2013) drew lessons from CEDAW, the SADC Protocol on Gender and Development and the Beijing World Conference on Gender, just to mention a few.

#### **5.1.2 The need to prepare for change**

The implementation of the EFA goals entailed lots of changes from current practice. People normally want the comfort of things they are familiar with. Change requires shifting positions and therefore one lesson learnt is the necessity to prepare for change. Such preparedness calls for identifying the right personnel for the job e.g. in ECD the need for qualified teachers instead of relying on paraprofessionals, in gender issues the traditional mindset that boys were more important than girls had to be tackled at school, community and national level first in order to successfully implement programmes on gender equity and equality.

Provision of infrastructure and learning materials is another area where the need for preparedness manifested itself boldly. It was clear that in implementing ECD programmes it was necessary to have the right size classroom, furniture, toilets, etc in place. Where these were not in place there is overcrowding resulting in unwanted behaviour from the kids or in parents sending under age children in primary grade 1. The absence of appropriate learning materials led in some instances to teachers conducting formal lessons in reading, writing and mathematics to ECD children.

#### **5.1.3 Need for coordination and harmonization among stakeholders**

In the implementation of programmes it was discovered that there are programmes which are shared by several stakeholders either within government, or government and civil society and international development partners. For example within government the Integrated Skills Outreach Programme (ISOP) for youth is shared by the Ministries of PSE, Higher and Tertiary

Education, Science and Technology Development, Local Government, and Youth Empowerment and Employment Creation, whereas the training of paraprofessionals for ECD is a tripartite arrangement among UNICEF, primary teachers' colleges and the community with regards gender, there is the Ministry of Women Affairs, Gender and Community Development and the rest of the Ministries through gender local persons. Thus where programmes of this nature exist, it is necessary to have clearly established structures and mechanisms to ensure oneness of purpose, equitable distribution of resources and avoid duplication of effort.

#### 5.1.4 The value of community involvement in education

Community participation in the education of the children was very evident throughout the EFA process. Parents and communities were involved in the construction of schools especially satellite schools and ECD centres. They paid allowances for the paraprofessionals and incentives for teachers at a time teacher morale was at its lowest and obviously detrimental to the education of the child. Community involvement in education ensure parents' interest in what goes on at school, cultivates a sense of school ownership and makes the children see the value of education particularly where it is applicable in life.

#### 5.1.5 Importance of industrial attachment

One feature that became quite common in education delivery system during EFA is the attachment of students to industry. This is largely applicable to students in tertiary institutions. Learners from teachers' colleges learn on the job during periods of attachment to schools and so do polytechnic and university students during attachment to industry. The practice is good in that it exposes the learners to the real world of work and in the case of teaching; the semiskilled trainers play an important role especially in remote areas which are shunned by qualified teachers.

### 5.2 Lessons learnt with regards to each EFA goal

The table below briefly outlines the lessons learnt with regards to each goal.

GOAL	LESSONS LEARNT
1. Early Childhood Development	<ul style="list-style-type: none"> <li>• Acceleration of access to ECD through their being attached to existing primary schools.</li> <li>• Need for a supportive environment for the girl child at school/home.</li> </ul>
2. Universal Primary Education	<ul style="list-style-type: none"> <li>• Sensitizing various stakeholders on gender issues promote change of attitude among teachers and the community thereby promoting equity and equality between boys and girls.</li> </ul>
3. Meeting learning needs of youths and adults, Adult Literacy and non-formal education	<ul style="list-style-type: none"> <li>• Functional literacy promotes keen interest among adults.</li> <li>• Non-formal education is a viable alternative form of education and should not play second fiddle to formal education.</li> <li>• Relevant curriculum stimulates interest among youth.</li> </ul>
4. Gender Parity and Equality in Education	<ul style="list-style-type: none"> <li>• Girls can perform just like boys given the same environment.</li> <li>• A supportive environment helps the girl</li> </ul>



	child to break traditional, cultural and religious barriers to gender equity and equality.
5. Quality of Education	<ul style="list-style-type: none"> <li>• A holistic approach to all aspects of learning: teachers, infrastructure, teaching-learning materials, and pupils.</li> <li>• Upholding the professional status of teachers.</li> </ul>

### 5.3 Shortfalls and emerging issues

- Infrastructure and equipment

The question of infrastructure and equipment is one area that falls short of the expected standards. This is especially so at ECD level. Adequate and modern equipment is especially in short supply at polytechnics, vocational training centres for youth and in schools where technical subjects are on offer. The situation is worse for children with disabilities.

- Pass rates

Only about 20% of pupils writing 'O' level examinations pass 5 subjects with a grade C or better. This is a burning issue as it raises questions about the suitability of the curriculum and the dedication and commitment of the teachers to their profession. It is not convincing that 80% of the pupils can all be incompetent as not to pass 'O' level.

- Information communication technologies as a teaching/learning tool

The world of the 21<sup>st</sup> century has become a small global village characterized by rapid changes in the acquisition and spread of knowledge and information. The days of exclusively relying on the board and chalk, the teacher and the book should be gone. The introduction of ICT as a teaching and learning tool has therefore become imperative in all schools in Zimbabwe and not just the privileged and selected few in urban areas and some rural areas. The move by the President to give out computers to all provinces should be augmented to cover all schools.

- Upholding the professional status of teachers

Teachers have been augmenting their meager salaries by receiving incentives directly from parents or through school development committees/associations. This practice may impact negatively on pupils from disadvantaged backgrounds. In teachers' colleges lecturers may concentrate more on bridging courses where they get reasonable allowances than on their key result areas. Bridging courses are offered to people who would have failed subjects like Mathematics and Science. Such people are not part of the college student population. It is therefore important to ensure that teachers are sufficiently motivated by improving their remuneration and conditions of service. By so doing this will contribute to the attraction and retention of teachers would be increased.

- Strengthening the capacity of the planning unit in MoPSE

It is acknowledged that progress has been made with regards to data collection in the Ministry as evidenced by the improved quality of data in the statistical bulletins. Gaps exist in the reporting. Therefore, there is need to capacitate the department to ensure more comprehensive data collection and analysis.

- Increased allocation to the financing of education

While the national budget has given priority treatment to education, the review revealed funding as a major constraint to the achievement of EFA goals. Accordingly, there is need for increased allocation to the financing of education by government.

#### **5.4 Priorities and prospects for future national education agenda**

Zimbabwe has made giant strides in the achievement of EFA goals. By way of illustration, the country has the highest literacy rate in Africa at about 95%. There is near gender parity in the school system. The country has the capacity to enroll all children of school going age at least up to 'O' level.

For the post 2015 period the country needs to prioritize the following areas:

- **Quality Education**

Quality education entails the provision of qualified teachers at all levels that is from ECD to secondary upper 6. In addition the infrastructure, equipment, the curricula and teaching and learning materials must be up to stipulated standards to achieve quality. The discourse on the 6 EFA goals has shown that ECD classes are in the main taught by paraprofessionals and unqualified teachers. Infrastructure at schools especially in resettlement areas, some remote rural areas and peri-urban areas is not only inadequate but also unsuitable.

Pass rates is another quality indicator. Pass rates at both grade 7 and 'O' level are not satisfactory. For the year 2013 only 50.20% passed the grade 7 examination while for 'O' level for the same year about 22% passed the examination. It is against this background that the issue of quality should be prioritized. The Education Expo which brought together all stakeholders together in 2013 is a step in the right direction as issues raised about formed part of the Expo's agenda.

- **Enhance the development of ECD**

Already tremendous efforts have been made to ensure access to ECD classes through the attachment of ECD classes to primary schools. The incorporation of ECD into the primary school cycle needs to be enhanced by paying more attention to infrastructure and learning needs, inclusive of all children.

- **Greater attention to strengthen NFE**

There is need to pay more attention to the development of NFE as an alternative to formal education.

- **Popularisation of Maths/Science and Technical Subjects**

Maths, science and technical subjects are subjects generally perceived to be difficult subjects and more so among girls because of gender stereotyping. The subjects where possible are avoided in preference for the humanities and commercial subjects. Maths and science form a strong foundation for technological development. It is therefore pertinent to improve the teaching and learning of maths and science so that the majority of students make the grade in these subjects to provide a suitable base for technology development. Strategies for achieving this are popularizing these areas from ECD level upwards.

- **Meeting the needs of disadvantaged children particularly the disabled.**

In order to reach all EFA goals there is need for concerted effort to address the plight of disadvantaged and vulnerable children especially the disabled. From infrastructure to material and human resources there are yawning gaps with regards provision for the disabled children. Street kids are still a common sight in Zimbabwe in urban areas. Strategies must be put in place to rehabilitate them and send them to school. Efforts such as BEAM to help children from poor families have proved inadequate. It is incumbent upon government to mobilize resources on its own and also with the support of civil society and international development partners to ensure that EFA successes are sustained and completed.

Notwithstanding the challenges outlined in this discourse especially on quality and the plight of the disadvantaged children, prospects for education for all in Zimbabwe are guaranteed. With parents and guardians placing a premium on the education of the child, with a student populace thirsty for knowledge, and with the cooperation of civil society and development partners, prospects for education are bright and one might add second to none on the African continent.

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## Annexes

Table 1 Summary of strategies and challenges

EFA Goal	Strategy	Challenges
Goal 1 Expanding ECD		
Policy : attach ECD classes to primary schools	Enforcing policy in all schools; para-professionals engaged due to lack of trained teachers; ECD teachers not on pay roll, and get allowances from community	
Model ECD centres at district, province and national level	Models not easily accessible to other centres	
Introduce national curriculum		Use of untrained teachers; para-professionals;
Lack of staff to supervise and support services office		Lack of suitably qualified staff at head Lack of mechanisms for assessment from ECD to infant school
Adopt policy supportive of private provision of ECD in rural areas; long walking distances to		Unsatisfactory infra-structure; and worst centres
Offer teacher training since 2004 at one college, now offered at all primary teachers' colleges Parenting education programmes run in selected Districts by UNICEF and NGOs		Limited reach and so paucity of skills and Knowledge among care-givers remains
Goal 2 UPE/ basic education		
Legislation translated into statutory instruments		high teacher /pupil ratio remain
Issue circulars to guide application and to uphold policy Guide implementation of rights-based education, free and compulsory primary education through circulars Establish satellite schools Introduce continuous assessment Advocacy for inclusive education Distribute equipment		double sessions still operative lack of trained teachers lack of adequate funding

Distribution of textbooks in core subjects under ETF now called EDF	high pupil / textbook ratio remains for remainder of subjects, and no replacement of lost books
BEAM intervention to assist children in difficult circumstances	Insufficient funds to sustain BEAM
Circulars issued to guide implementation of legislation	
About compulsory and free primary education	uniforms residual costs from levies, fees Undo spirit and letter of free education
non-completion of primary education high	dropout rates, especially among girls between grades 3 and 7, with reverse challenge experienced in border areas, especially Matebeleland North and South, and Chiredzi District Boys trekking to jobs in neighbouring countries and mines and girls lured away from school
Provide grants for infrastructure development	Lack of satisfactory infrastructure, especially in commercial farming, resettlement and rural areas
Review of curriculum	education too exam and theoretically oriented
Instruction in mother tongue in grades 1-2; ECD	lack of trained teachers and community support Long walking distances to school, unsafe for children
Promote and mobilise community participation through SDCs /SDAs	low teacher morale; low transition rate to secondary education; no 100% achievement of UPE, and much lower with inclusion of disabled children
Goal 3 Meeting learning needs youths and adults	
Institute policy to expand secondary education, thereby building in 2312 schools and 666 satellite schools attached to “mother” / registered schools	Unsatisfactory infrastructure, overall conditions of satellite schools; more boys than girls in secondary education
Schools unfriendly to disabled children	



Institute policy to re-admit girls falling pregnant who are looked upon with disfavour	lack of support services for returning girls
Issue circular exhorting two-pathway education one general education and the other skill development	Lack of equipment and satisfactory infrastructure; teacher absenteeism and teacher flight during years of socio-economic- politico crisis
Investigate model of a good school	
Establish safety nets for learners from poor families (BEAM, exemptions, and Means Test)	Limited funding from government and international partners to sustain programmes and to reach all deserving cases
Incentive schemes run by SDAs/SDCs	High number of school drop-outs and of children of school-going age unsatisfactory pass rates
National Youth Policy to set basic vocational training centres (VTC) in districts and provinces	More males in VTCs Unsatisfactory infrastructure and obsolete equipment; shortage of instructors; lack of funding; lack of coordination mechanism and strong partnerships; no national skills development policy; no qualifications framework
Lack of capacity for industrial attachment; how to attract partners to skills development programmes Girls empowerment movement/ Boys empowerment movement (GEM/BEM) camps for orientation to skills development and learning of vocations	
Graduate Entrepreneurship Education Programme( GEEP)	Lack of industrial capacity for experience
Comprehensive review of curriculum as recommended by Presidential Commission of Inquiry into Education and Training (1999) National Manpower Advisory Council	
Goal 4Improving adult literacy level	
Policy to conduct NFE as alternative form of education Conducted using school infrastructure, be it afternoon or evening	

Part-time continuing education

Policy adopted to promote adult literacy and second chance

Education by public and private providers, NGOs, Churches

Engagement of untrained teachers; lack of publicity for programmes; Learning and teaching materials not relevant  
Falling literacy rates since economic downturn, contributing to high drop-out rates and low pass rates

NFE to follow formal school curricula

Relevance of NFE curricula  
Functional literacy combine learning of income generation skills with acquisition literacy and numeracy skills

Facilitate donor sponsorship of second chance education for basic literacy and numeracy skills development route undertaken by Zimbabwe Farmers' Union, Cotton training centre and Kushinga /Phikelela

Facilitate sponsorship for literacy and skills training for work readiness and re-entry into formal school under wings of World Education International

Lack of staff; literacy tutors untrained and not on payroll, and get allowances  
Development partners preferences not corresponding to government priorities

Policy of University of Zimbabwe to give preferential admission to disabled

Lack of satisfactory infrastructure

Expand access through open and distance and e-learning, And parallel Programmes

lack of data on drop-outs for literacy classes

Relevance of NFE curricula

Goal 5 Gender parity and equality in education

Policy expanding access to polytechnics, schools, VTCs, Hot-sitting in workshops

No trained teachers

Male dominance in Maths and Science	No capacity for industrial attachments in industry; old equipment and workshops
Increase intake in teachers' and technical colleges	Inadequate infrastructure and lack of resources to replace old equipment and maintain workshops
Cadetship policy to pay for tuition	Lack of funding, be it loans for accommodation costs Gender disparities in favour of males from upper primary to university
Preferential treatment by providing protective clothing to females and giving them first consideration for residence on campus	Lack of partners for funding purposes Lack of staff development for lecturers; old and unsatisfactory equipment and workshops
National policy focussing on assisting girl-child, empowerment and gender parity	Access through afternoon and evening classes using school infrastructure
ETF, now EDF, gave priority to second chance education Promote use of gender sensitive curricula and teaching and learning materials In-service teacher training	Use of untrained teachers
Promote ECD in communities; policy to approve for publication gender sensitive books and materials	
Paying fees for girl-child at secondary, high school and to university by NGOs, such as Camfed, FAWEZI	
Supplying uniform and sanitary pads for girl-child	Low completion rates for females at secondary education
Girl Empowerment Movement (GEM) for gender in budget of ministries	Limited funds and no allocation
Promote gender equality on admission to tertiary institutions and universities	
Policy giving women applicants preferential treatment to universities	

<p>Policy circular allows pregnant girls to return after deliver</p>	<p>Lack of support service for girls returning after delivery Curricula and learning materials remain insensitive to gender Cultural and religious beliefs averse to gender equality</p>
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<p>Put in place legislative framework for gendered policies and practices, i.e.,          National gender policy          National Constitution          AU Women’s protocol          Gender budgeting Programme          Strategies Plans of Ministries of Primary and Secondary Education and of Higher, Tertiary Education, Science and Technology          MDGs and Domestic Violence Act</p>	<p>Lukewarm support to donor driven programmes by ministries          Lack of consistent enforcement of regulations and policies</p>
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Goal 6 Quality of education

<p>Revise all syllabi at primary education level          Revise civics syllabus at secondary education level          Circular on two-pathway secondary education</p>	<p>Lack of comprehensive curricula review; lack of equipment and trained teachers</p>
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<p>Textbooks for core subjects for secondary education          Distributed by the Ministry of Primary and Secondary Education and UNICEF          making ratio 1:1 at secondary and 1:3 at primary</p>	<p>1/3 of secondary schools not yet at desirable ratio of 1:1 for textbooks and pupils; and ratio for non-core subjects remains high          Distribution a one-of event</p>
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<p>Legislation promoting quality: Education Act, Revised 2006          Manpower Development Act, 1996          Department of Teacher Education Handbook, University of Zimbabwe          Zimbabwe Council for Higher Education          2004 / 2005 Monitoring and Evaluation Tools</p>	<p>Use of untrained teachers;          flight of trained teachers;</p>
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teacher absenteeism,  
 strikes and class boycotts  
 Setting teacher standards  
 Double sessions  
 Lack of induction for  
 teachers to use new  
 materials, e.g., science kits  
 Unsatisfactory  
 infrastructure, including  
 furniture  
 Inaccessible model centres  
 for ECD  
 Unsatisfactory learning  
 outcomes, with low pass  
 rates symptomatic of  
 ineffective learning and  
 teaching

Rules and policies on  
 uniforms, birth  
 certificates, levies pushing  
 children out of school

Table 2 Distribution of schools with ECD classes by province 2012

Table 3 Table 4ECD female enrolment by grade, GER, ASER and NER

Box 1 Six EFA goals

Box 2 Excerpt from the Education Act, 1987

Box 3 The Integrated Skills Outreach Programme (ISOP)

Box 4 Selected circulars

Box 5 Excerpt from Policy Circular Number P 77 of 2006

## **2.0 Implementing the broad two- pathway education structure**

2.3At Form 3 level, all the students will continue to do the General / Academic Core Subjects with a combination of subjects chosen from skills areas.

2.3.1 The student would, therefore, be expected to pursue one of the following options at Form 3.

Option 1

- ❖ General / Academic Core subjects;

- ❖ Business / Commercial as a major (at least two subjects).
- ❖ One subject (elective) from Technical – Vocational

Or

Option 2

- ❖ General / Academic Core Subjects
- ❖ Technical-Vocational as a major (at least two subjects).
- ❖ One subject (elective) from Business / Commercial

2.3.2 At Form 3 and 4, all students are expected to take a course in Computer Studies

Box 6 Some mechanisms to assure quality of education

<ul style="list-style-type: none"> <li>• <i>Education Act, 1987</i></li> <li>• <i>Inspectorate in the Ministry of Primary and Secondary Education</i></li> <li>• <i>Circulars</i></li> <li>• <i>Monitoring &amp; Evaluation Tools, 2004-2005</i></li> <li>• <i>Manpower Planning and Development Act, 1996</i></li> <li>• <i>Standards Development Unit, Higher, Tertiary Education, Science and Technology</i></li> <li>• <i>Higher Education Examination Council (HEXCO)</i></li> <li>• <i>Zimbabwe Council for Higher Education Act</i></li> <li>• <i>Department of Teacher Education, Handbook, University of Zimbabwe</i></li> </ul>
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Table 17 Check-list : Targets and Achievements

Targets	Achievements
Goal 1 Yearly statistical bulletin from 2005 to 2015	3 bulletins published ( 2009; 2012 2013)
Building, equipping and furnishing 2000 ECD centres	ECD centres attached to 5625 primary schools (98%); model centre built in each administrative district
Sensitisation of communities	Awareness raised in communities but no figures readily available;
in-servicing 10,000 teachers; training 5,000 teachers	Done, but figures on in-service programmes not readily available; 2635 teachers trained; 2465 para-professionals trained
provision of improved services in ECD centres	
95% of disadvantaged and vulnerable children accessing ECD	
	National curriculum adopted; Incorporation of ECD in primary education; No figures readily available on disadvantaged and vulnerable children
Goal 2 Improved access to school for 6 year olds;	38% entering Grade 1 for first time (2012)
70% net intake rate ;	49% (2012)
Increased participation from 92% to 100%	95.6% (2012)

100% net enrolment rate	95.3% (2012)
Equal participation by the girl child in primary education; parity index of 1	GPI almost 1
More schools in disadvantaged areas	880 satellite schools established mainly in resettlement areas
Adequate facilities and equipment for special needs pupils	Data not readily available
90% completion rate	70% survival rate
90% transition from primary to secondary	80% transition from Grade 7 to Form 1
100% trained teachers with improved remuneration and satisfactory conditions of service	89.6% trained (2012); salaries adjusted upwards
Adequate infrastructure	Remains inadequate especially in remote rural and disadvantaged areas
Revised curricula	Done
Reduced sharing of text books.	About 1:1 for core subjects
Goal 3	
Study report with recommendations	Done
Inventory in place; gaps identified; infrastructure in place and equipment procured	VTCs in every district; Provincial VTCs established as well as 9 polytechnics; 3 technical colleges; 2 industrial training centres; infrastructure and equipment still unsatisfactory
Number of staff exposed to relevant industrial practices	No data available
Sensitised staff and pupils that understand and appreciate the new concept; evaluation report	Done; no data available
More training providers on the market especially informal traders who would be offering apprenticeship training; the INSTARN concept introduced in all provinces;	MHTESTD, Small Medium Enterprises; Ministry of Youth, Indigenisation and Empowerment; Civil Society, Church organisations
more people especially young adults accessing skills training within their localities or provinces	Integrated Skills Outreach Programme offered in all districts
Qualified and up to date trainers and instructors employed; a programme capable of producing trainers and instructors who are conversant with technologies and skills required by the labour market; efficient tertiary education and training system; resource centres in place and producing relevant and up-to-date teaching and learning materials	Done for polytechnics and industrial training centres; evaluation report on tertiary system not available
Behaviour change among the young adults; reduction in HIV/AIDS infection A well informed public with regards to civic education and life skills	HIV/AIDS programmes offered; National strategic studies offered
Goal 4	
Survey report	Situational analysis done
Appreciation of the value of literacy by communities Research report	Report not available

Inventory of facilities and access records of groups with special needs	Data not available
Greater participation by disadvantaged groups	Relatively satisfactory participation up to 2009
Train non-formal educators	Done by MoESAC, NGOs , e.g., ALOZ
Greater and more meaningful financial contribution by learners	More contributions by participants in cash and kind
More realistic budget allocation for Adult and Non-formal Education (ANFE); Greater involvement and contribution in ANFE by private sector	No information readily available Active support by private sector until economic downturn
Survey report	Not available
Goal 5	
production of gender sensitive curricula	Done
improve girls' retention in schools	Done
achieve gender parity in education;	GPI about 1
improved enrolment and achievement rates in Maths and Science and the technical subjects for girls	No data readily available
yearly statistics bulletin	3 produced from 2005 and 2012
Goal 6	
Revised curriculum	Done
Reduce textbook pupil ratio to 1:2	About 1:1 for core subjects
Improve quality and relevance of education	Done; and still being improved upon
Improved pass rates	No considerable progress made
More trained teachers in schools	89.6% trained teachers
Improved pass rates across the curriculum to 50% at "O" level	Not yet achieved; pass rate at around 21%