NATIONAL REPORT
ON THE STATUS OF
EDUCATION
BY
ZIMBABWE

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INTODUCTION

Zimbabwe has been a regular participant of the International Conference on Education (ICE) sessions and as such most of the basic information on Zimbabwe has already been submitted in previous ICE sessions. Any new information is contained in Part 1 of the following report.

This report is divided into two main parts, with the first part dealing with the topic: ***The education system facing the challenges of the twenty-first century: an overview*** while the second part will deal with the topic: ***Inclusive education: The way of the future.***

The first part of the report is further sub-divided into two with the first part dealing with developments in the Ministry of Education, Sport and Culture. The second part deals with an overview of developments in the Ministry of Higher and Tertiary Education since the last session of the ICE.

1.0   The Education System facing the challenges of the twenty-first Century: an overview

1.1   MINISTRY OF EDUCATION, SPORT AND CULTURE

This section will focus on the major reforms and innovations in the education system

1.1.2   INTRODUCTION

At Independence in 1980, the Government of Zimbabwe declared education as a basic human right and worked flat out to ensure that all the people of Zimbabwe, young and old, had access to education. The Ministry of Education, Sport and Culture worked at full throttle to translate this philosophy into reality. Zimbabwe has now achieved quantitative expansion in Education and the focus is now on improvement of the quality of education. The Ministry continues to view the provision of relevant quality education and life skills to all citizens, especially children as a top priority, more so as the nation faces the challenges of the 21st Century. In order to fully democratize education, the Ministry of Education, Sport and Culture, has made strides in introducing and strengthening the learning and teaching of local African Languages. To enable the nation to be an effective member of the global village, the Ministry has embarked on promoting and strengthening the teaching of Science and Technology,

Computer Education and Entrepreneurial skills in schools.   Further strides have been made in teaching subjects, such as Civics Education, that contribute towards inculcating values of patriotism and the unhu/ubuntu

philosophy, and dealing with social and other challenges as and when they arise.

To achieve the afore-cited national goal, a number of reforms and innovations have been put in place by the Ministry. These have been done particularly to ensure access to education, retention and achievement by all learners from Early Childhood Education up to Secondary level. This paper focuses on access to education; main policies, achievements and lessons learned.

1.1.3.0   MAJOR REFORMS AND INNOVATIONS INTRODUCED IN THE EDUCATION SYSTEM

1.1.3.1   STRUCTURE OF THE MINISTRY DIFFERENT LEVELS

The Ministry of Education, Sport and Culture is structured for easier management and accountability. The other changes that have been effected in the organisational structure include the following:

- District Education Office- is now headed by District Education Officer and there are two Circuit Education Officers and two Education Officers for Sport and Culture and ECD respectively.
- Provincial Education Office is headed by Provincial Education Director with two Deputy Education Directors for Quality Assurance and Finance and Administration respectively.
- A "Legal and Disciplinary Services", headed by a Director has been formed.

These additions to the structure should see the Ministry delivering services to its clients more appropriately, efficiently and effectively.

1.1.3.2 Education Policy Objectives

Education Act (1987) and several amendments to the Education Act (2006) were used to formulate several Policy Objectives, which include:
- Increasing access and participation at all levels including Early Childhood Development
- Reducing drop-out ratio to improve retention;
- Providing relevant curricula including the two pathways of technical/vocational/business/commercial and academic;
- Promoting ICT, computer education and e-governance;
- Strengthening supervision of schools and educational personnel as well as monitoring and evaluation of educational programmes and projects;
- Strengthening the teaching of maths/science and Tech/Voc subjects;
- Introducing and implementing Results Based Management and Budgeting;
- Improving conditions of service for teachers and other education personnel;
- Finalizing and implementing Sport, Recreation and Culture policies; and Establishing schools of sporting excellence, cultural centres and sporting academies;

- Strengthening cultural agreements and exchanges with other countries;
- Strengthening school peer health and nutrition.
- Greater participation of parent communities in the financing/funding of education
- Decentralization of supervision of schools and education personnel, monitoring and evaluation of education programmes and projects;

1.1.3.3 SCHOOL ENROLMENTS

1.1.3.3.1 Primary Schools
The number of primary schools shot up by **136.98%** from 2,401 in 1980 to **5,690** in 2008. Enrolment in primary schools rose by **1980.38%** from 819,586 in 1980 to **2,445,520** in 2008. The number of boys and girls enrolled in primary schools is almost 50-50, showing that gender parity has been achieved at this level.

1.1.3.3.2 Secondary Schools
The number of secondary schools increased phenomenally by **1,132.77%** from 177 in 1980 to the current **2,182** schools. The number of schools offering 'A' level education increased by **1,125.86%**, from 58 in 1980 to **711** in 2008. A corresponding increase in secondary school enrolments was observed, as there was an increase of **1,155.74%**, up from 66,215 in 1980 to **832,487** in 2008.

The country is moving steadily towards achieving gender parity in school enrolment at secondary level, as girls now constitute 48.1% of the student population.

1.1.3.4 BROADENING THE CURRICULUM

1.1.3.4.1 Implementation of the Two-Pathway Education Structure
In line with the 1999 Presidential Commission of Inquiry into Education and Training (CIET), the Ministry of Education, Sport and Culture has adopted and is implementing a two-pathway education structure in all schools. Technical and vocational education and commercial/business subjects have been introduced to cater for the learner's varying aptitudes, interests and abilities. In the area of ICT, the Ministry has seen the following developments over the years and has had these programmes in the forefront.

1.1.3.4.2 Strengthening the Teaching of Mathematics and Science
In a bid to strengthen the teaching of Mathematics and Science for development Government embarked on the following programmes:
- Offered grants for the construction of Science Laboratories
- Initiated holiday Camps for girls where they will be encouraged to study Mathematics and Science

1.1.3.4.3   Civics Education

Substantial progress has been made through the development and release of syllabuses for ZJC and 'O' Levels. The subject was infused into the Language and Communications Syllabus at 'A' Level, while at primary school level it was fused into the Social Studies Syllabus. The teaching of local languages was strengthened through the development of syllabi for Tonga, Venda, Nambya Kalanga, Sotho and Shangani for Primary schools. These can be used as media of instruction up to Form 2 according to the Amended Education Act.

The Ministry introduced two new subjects namely, Civics Education and Guidance and Counseling into the curriculum. Syllabuses for these two subjects have already been developed and distributed to secondary schools while the draft revised syllabus for Social Studies for primary schools, which will incorporate Civics Education, is in place.

Also, mindful of the need to equip the youth with entrepreneurial and life skills, the Ministry adopted a two-pathway education system. To this end, HIV/AIDS and Life Skills syllabuses for Grade 4 to Form 6 were developed and distributed to schools. In addition, syllabuses for technical and vocational subjects were developed and distributed to facilitate their teaching.

1.1.3.5   ICT AND COMPUTERIZATION OF SCHOOLS

The Government of Zimbabwe embarked on a vigorous introduction of computer education in schools. The whole programme is spearheaded by His Excellency, the President of the Republic of Zimbabwe, who has so far donated over 5000 computers to schools in all provinces. Inspired by the initiative of His Excellence, the President, the Ministry and the parent communities through their School Development Committees have also bought computers for schools. The Ministry has also used "Schooling-in a Van" mobile service as an outreach programme to introduce ICT to remote areas.

1.1.3.6   AMENDMENTS TO THE EDUCATION ACT

1.1.3.6.1   Regulating School Fees and Levies

In order to make education accessible to the majority of the learners, the Ministry amended the Education Act in 2006 to enable it to regulate the charging of fees and levies.

1.1.3.6.2   Empowering Parents

Over the same period, the Education Act has been amended to include the creation of

School Parents Assemblies (SPAs) which will then form School Development

Committees (SDCs) that will be responsible for all development programmes in the

school.

1.1.3.7 STAFF DISCIPLINE AND SUPERVISION

In an effort to maintain discipline among staff, the Ministry has produced and distributed a Disciplinary Procedures Manual, which has been used for staff development. The Ministry has amended the Education Act so that all teachers be they in Government, Mission or Trust Schools rules and regulations similar to the Public Services Commission Regulations bind them. Furthermore, the Ministry has recommended abolition of sub-contracting in Government schools so that all workers are Civil Servants.

Realizing the importance of supervision, monitoring and evaluation of schools, personnel and programmes, Government has availed funds for the acquisition of vehicles for district-based supervisors. To this end, 25 vehicles have already been purchased and delivered.

In an effort to strengthen supervision of school personnel, programmes and projects, the Ministry has decentralized Schools Quality Assurance personnel to the Districts. Each district is headed by an appropriately qualified and experienced District Education Officer with a number of Education Officers under him/her. The Ministry also made bids for the provision of at least one vehicle per District in an effort to ensure close external supervision and evaluation of education programmes and reducing cases of indiscipline including absenteeism among teachers.

1.1.3.7 PARTICIPATION IN SPORT AND CULTURE

The Ministry successfully launched the Physical Education, Sport and Recreation Policy and the Culture Policy during the period under review. Zimbabweans have continued to excel in various sporting and cultural activities such as the All Africa Games, the Zone 6 Games and even the Olympics.

The importance of culture in national development is critical. It is important that all Zimbabweans harness their resources with a common objective, to fulfil cultural objectives. There is need to fund the arts heavily. The arts disciplines among others include sculpture, painting, drawings, music, and drama, literary arts and film. Expansion of these sectors creates employment, improves economy and the quality of life. The income generated by arts and culture is acknowledged.

Therefore, it is imperative to source funds from parents, donor community, corporate world and Embassies, to augment government's effort in developing arts and culture. Information on arts and culture should be disseminated through print and electronic media. The use of vernacular languages should be used as a means of general communication to promote development through understanding of concepts.

1.1.4.0   ACCESS TO EDUCATION

Currently education provision in Zimbabwe is based on a two-tier system of regular and special education. These stand out as two different systems, which need to be integrated if inclusive education is to work.

1.1.4.1   Complementing community effort

The Government has continued to provide funds for the construction of schools under the Public Sector Investment Programme (PSIP) and the building grant in-aid programme for non-government schools to complement community efforts in the development of schools especially in the rural and newly resettled areas. Furthermore, Government gives tuition and per capita grants to all pupils in government and non-government schools respectively to assist schools purchase learning and teaching materials. The level of such fees is reviewed periodically to counter the effects of inflation.

1.1.4.2   Access to Education by children with disabilities at the appropriate age

Ministry of Education, Sport and Culture has put more emphasis on early identification of learners with disabilities so that they attend school at the appropriate age like their non-disabled counterparts. Consequently, the number of children with various disabilities who were able to access education at the appropriate age increased from 248 in 1980 to 22118 in 2007; an increase of 8819%.

In addition the Ministry established a whole Division for School Psychological Services and Special Needs Education to cater for the provision of quality education to children with disabilities. This was in addition to training staff for special needs education and setting up structures for learners with disabilities such as the National Education Audiological Laboratory which produces hearing aids, and the National Braille Printing Press for printing textbooks for the blind.

1.1.4.3   Adult Literacy and Life Long and Continuing Education

Adult Literacy is an integral component of the Ministry of Education, Sport and Culture. The major goal of Life Long and Continuing Education is to improve access and retention of adult learners in schools. The literacy percentage rate stands at 97% and Zimbabwe is only second to Tunisia in the Sub-Saharan Africa. District Literacy Coordinators are in place to implement the programmes. Allowances for literacy tutors have been increased and more part time Life Long and Continuing Education Centres have been registered to date: (2007)

1.1.5.0   Support for Teaching Staff

Government has continued to give the largest share of the budget to Education, the bulk of which goes to paying teachers, whose numbers have increased dramatically since 1980 from 8,483 to **65,098** in the primary school sector and from 3,534 to **34,992** in the secondary school sector.

Government also pays teachers Housing, Transport and Rural allowances to cushion them against economic hardships.

Further, in the spirit of celebrating the Silver Jubilee of our Independence, Government granted amnesty to its former teachers who were discharged from service between 1 January 1980 and 31 December 2005 for various acts of misconduct.

1.1.6.0   Conditions of Service
The Ministry continues to put in place many proposals to boost the morale of teachers and lobby the PSC for better conditions of service. The following were done:
- Consequently it became necessary for Government to cushion these workers through increased housing and transport allowances with effect from 1 October 2006;
- Recruitment, transfers and promotions are carried out in a transparent and fair manner. A policy for spouses to be together is in place and rural hardship allowances are being paid and have been appreciated by all concerned;
- Furthermore, a housing revolving fund involving the private/public sectors partnership has been put in place;
- Retention allowances are being paid to all teachers;
- Finally, the Joint Negotiating Council continues to bargain for improved salaries and conditions of services.

1.1.7.0   Successes and Achievements: From ECD to 'A' Levels
The following were some of the achievements and successes:
- Phenomenal and massive expansion of primary and secondary schools across;
- More qualified teachers were deployed in all schools by 2006;
- Development of computer studies syllabi for primary school sector;
- Development of Guidance and Counseling for Forms 1 to 6;
- Access to education by using safety nets such as the Basic Education Assistance Module (BEAM), Government and non-government scholarships including corporate world.
- Construction of rural day secondary schools and new primary schools in resettlement areas and farms;
- Decentralization of supervision, monitoring and evaluation to provincial and district offices;
- Establishment of Better Schools Programme (Zimbabwe) (BSP)(Z) structures in all districts for capacity building/in- service training;
- Localization of 'O' and 'A' Levels examinations;
- Two-pathway education system-academic and tech/voc /business/commercial subjects.
- Harmonizing the curriculum to meet the socio-economic challenges of the country based on the Presidential Commission of Inquiry into Education and Training (Nziramasanga Commission);
- Implementation of physical education, sport and culture-Sport policy.

- Implementation of Computer education, e-governance and ICT in schools-Presidential Computerisation Programme, school computer and World Links.

1.1.8.0   NATIONAL PUBLIC EXAMINATIONS

Examination pass rate is one of the indicators of quality education in Zimbabwe. Greater emphasis is put on the examinations as they are used to provide access to higher learning as well as career opportunities. Schools, districts, provinces and national levels are rated on their performance at public examinations that are administered at the end of the seven-year primary course, Ordinary and Advanced level courses. The Zimbabwe Schools Examination Council (ZIMSEC) administers the examinations at all the levels.

1.1.8.1   Learning Outcomes: Grade 7,'O' and 'A' Levels

The 2007 Examination Results Analysis Report was to measure the performance of candidates at the Grade 7, 'O' and 'A' level during the 2007 academic year at district, provincial and national levels. The analysis was based on performance per subject and gender. Trends in the performance for the years 2005-2007 were also taken into consideration.

1.1.9.0   EARLY CHILDHOOD DEVELOPMENT (ECD)

1.1.9.1   Prior to Independence, pre-school education was a preserve of the few, mostly urban families, who could afford to send their children to expensive nursery schools. Government has since democratized the provision of pre-school education by attaching ECD (incorrectly termed Zero Grade) classes to existing primary schools. As a result, some 4407 primary schools have opened ECD classes, which means that 77.45% of primary schools have ECD classes. That has made ECD education accessible and affordable to the majority of children in the country, making them better prepared for formal learning.

In addition, the Ministry has established 10 provincial model ECD centres, one in each Province, that are staffed by qualified teachers, to act as demonstration centres to the public.
Guidelines were:
- Provision of ECD in primary schools;
- Implementation of ECD programmes;
- Teacher to pupil ratio;
- Role of SDC in the provision of ECD;
- Staffing of ECD classes and use of para-professionals and Supervision, monitoring and evaluation of ECD classes.

1.1.10.0   CHALLENGES FACED BY THE MINISTRY

The following are the major challenges, which confront the education system:
- Double sessioning in urban areas;
- The shortage of textbooks and other learning and teaching materials;

- ✍ Inadequate provision for the teaching and learning of tech/voc subjects;
- ✍ Weak supervisory, evaluation and monitoring machinery;
- ✍ Inadequate provision of computers and software to promote e-governance and Information Communication Technology (ICT).
- ✍ Deteriorating conditions of school buildings and other facilities;
- ✍ Inadequate provision for the teaching of Science and Mathematics;
- ✍ Inadequate provision of infrastructure and furniture in schools; particularly in satellite schools in newly resettled areas;
- ✍ The problem of an irrelevant curriculum and the need for curriculum reform.
- ✍ Poor access to education by learners with disabilities;
- ✍ Inadequate provision of Early Childhood Development;
- ✍ Decreasing levels of teacher motivation and commitment to duty and need to improve conditions of service for teachers
- ✍ High cost of sport and culture equipment.
- ✍ Socio-economic challenges facing delivery system due to economic hardships caused by illegal sanctions imposed on the country.

For all these challenges to be adequately addressed, substantial financial resources are required and sanctions need to be removed. Accordingly, the Ministry is challenged to come up with innovative strategies to ameliorate this situation.

1.1.11   CONCLUSION

In spite of the challenges faced, the Ministry continues to commit itself to promoting and facilitating the provision of high quality and relevant education for all, through increased access, retention and improved achievement in Early Childhood Development (ECD), Primary and Secondary Education, Life Long and Continuing Education as well as participation in Sport and Culture.

1.2.0 MINISTRY OF HIGHER AND TERTIARY EDUCATION

1.2.1 Introduction

The Higher and Tertiary Education sector has witnessed the adoption and introduction of a number of reforms and innovations since the last International Conference on Education (ICE) in 2004.

The policy framework upon which the reforms were based is contained in the Ministry of Higher and Tertiary Education's Strategic Plan 2006 – 2010.

In line with the provisions of the above-mentioned Strategic Plan the Ministry of Higher and Tertiary Education embarked on a number of activities in its three main sub sectors namely Teacher Education, University Education and Technical and Vocational Education and Training.

1.2.2 Teacher Education
1.2.2.1 Introduction of the Early Childhood Development Diploma

In line with the recommendations on the Report of the Presidential Commission of Inquiry into Education and Training (Nziramasanga Report) all the country's primary teacher education institutions (11) have now introduced the Early Childhood Development (ECD) Diploma program that caters for the training of teachers for pre-school education.

1.2.2.2 New Teachers' College

In recognition of the policy of having a teachers' college in every province (10) the government, in 2005, established the Madziwa Teachers' College in Mashonaland Central Province. This has created easier access to teacher education to the people of the province.

1.2.2.3 IT in Tertiary Institutions

In line with global trends and IT explosion the Public Service Commission (PSC) has directed that all graduates of tertiary institutions must be computer literate by the time they complete their training. Also in line with these trends the Government of Zimbabwe has embarked on an exercise aimed at computerising the school system.

To this end, His Excellency, the President of the Republic of Zimbabwe has donated over 5 000 computers to schools in the various provinces. This has necessitated the need to equip student teachers with skills that will enable them to teach computer-related programs upon completion of their training. Teacher training colleges have introduced mostly basic computer courses.

However, the challenge for the institutions has been lack of adequate resources especially in the form of computers and trainers. Some of the institutions have resorted to hiring computers from private companies who also supply personnel to offer computer sessions to students and staff. In other instances institutions have obtained computers for training purposes through an organisation called Computer Aid.

1.2.2.4 Cooperation with VVOB

The Ministry of Higher and Tertiary Education, through its teacher training colleges, is cooperating with a Belgian Development Agency, VVOB on a six-year program. The program focuses on cooperation in equipping trainee teachers with skills, attitudes and competencies that will enable them to address the needs of orphans and vulnerable children (OVCs). The vision and mission for this program are as follows:

Vision

Zimbabwean teachers have the capacity and commitment to address the needs of OVC so that they achieve their full potential in life. School environments and communities are child friendly, non-stigmatising, and gender sensitive and are supportive for both the teacher and the OVC.

There are enabling policy frameworks in place for addressing the needs of Orphans and Vulnerable Children.

Mission:

To achieve the vision the six-year programme shall among other issues:

- *produce Zimbabwean teachers who will have been trained using current methods incorporating ICT in order to expose them to relevant knowledge and needs of OVC related to social, academic and financial spheres*
- *empower the Zimbabwean teachers to cultivate an environment that is child friendly, non-stigmatising, gender sensitive and supportive to them and the OVC*

The program seeks to promote various issues related to the needs of OVCs. These are as follows:

- the development of enabling policy frameworks at the level of teachers colleges (both primary and secondary) and the Ministry of Higher and Tertiary Education (MHTE);
- staff development with a focus on OVC issues and relevant teaching methodologies through pre-service and in-service training of lecturers and teachers;
- curriculum development through infusion of OVC related topics in existing subject areas in teacher training colleges;
- Early childhood development through training programmes for para-professionals that do not have academic qualifications but are directly involved in early childhood education programmes.
- Management and dissemination of up to date information related to OVC and the use of ICT in support of OVC related activities.
- Co-curricular and community outreach activities that seek to benefit the OVC.
- Developing organisational practices that focus on learning and accountability by the program and its local partners.

1.2.2.5 Gender Issues in Teacher Education

1.2.2.5.1 Gender Based Violence

The Ministry of Higher and Tertiary Education in conjunction with Musasa Project, an NGO, developed a Training Manual on Gender Based Violence for use in tertiary institutions. This is an effort to ensure that graduates of tertiary institutions are well versed with the provisions of the Domestic Violence Act that was passed in 2006. This initiative will also ensure that trainee teachers are also able to impart knowledge on the said Act to their pupils. Gender Based Violence is being mainstreamed into the curriculum of programs in tertiary institutions.

1.2.2.5.1 Enrolment

The enrolment of female students in primary school teacher education institutions averaged around 57% between 2005 and 2007. Trends in secondary school teacher education institutions indicate that there is parity in enrolment, with female enrolment standing at 49,5% in 2005 and at 50,2% in 2007. This is clearly an indication that parity between the sexes has been achieved in Zimbabwe's teacher education system through deliberate government affirmative policy well before 2015 deadline for attaining the education for All goals.

Table 1: ENROLMENT IN PRIMARY TEACHERS COLLEGES

College/Year	2005			2006			2007		
	M	F	Total	M	F	Total	M	F	Total
Bondolfi	461	785	1246	461	756	1217	321	522	843
JM Nkomo	1294	2003	3301	682	1023	1705	770	1244	2014
Madziwa	63	62	125	132	127	259	189	242	431
Marymount	683	968	1651	672	879	1551	618	858	1476
Masvingo	263	313	576	458	552	1010	433	654	1087
Mkoba	620	810	1430	616	825	1441	455	693	1151
Morgan Zintec	672	780	1452	672	780	1452	638	881	1519
Morgenster	546	715	1261	530	694	1224	360	554	914
Nyadire	538	632	1170	584	591	1175	504	633	1137
Seke	649	768	1417	638	747	1385	597	758	1355
UCE	843	1109	1952	792	1163	1955	739	1160	1399
Total	**6632**	**8945**	**15579**	**6237**	**8137**	**14374**	**6124**	**8199**	**14323**

Table 2: ENROLMENT IN SECONDARY TEACHERS COLLEGES

College/Year	2005			2006			2007		
	M	F	Total	M	F	Total	M	F	Total
Belvedere	556	455	1011	749	551	1300	757	690	1447
Hillside	582	599	1181	594	665	1259	555	432	987
Mutare	531	583	1114	579	785	1364	579	785	1364
Total	**1669**	**1637**	**3306**	**1922**	**2001**	**3923**	**1891**	**1907**	**3798**

1.2.2.6 Student Performance

With respect to student performance in teacher education based on the 2007 results it has been demonstrated that student teachers successfully complete their studies, with an overwhelming majority (80%) passing their examinations. Outright failures were very few, just about 1,8%. The other 18,2% either died, dropped out or were deferred to sit for examinations later.

The quality of the teacher produced by the country's institutions is highly rated given the high demand for these teachers in SADC as well as in countries beyond the region like the UK, USA, Canada, new Zealand and Australia.

1.2.2.7 Teaching of Minority Languages
In line with one of the recommendations in the Nziramasanga Report and developments in the primary education sector, some of the teacher education institutions have introduced programs aimed at training teachers who would teach such minority languages as Tonga, Venda, Kalanga and Shangani.

1.2.2.8 HIV and AIDS in Tertiary Institutions
Tertiary institutions i.e. both Polytechnics and Teacher Colleges have continued to strengthen their activities in creating awareness as well as equipping students with survival skills in the face of the HIV and AIDS pandemic. To this end institutions charge a health fee to cater for health issues as well as HIV and AIDS activities.

1.2.3   University Education

1.2.3.1 Quality Assurance
In a bid to ensure quality in Higher Education the Ministry of Higher and Tertiary Education repealed the National Council for Higher Education (NCHE) Act (chapter 25:08) and replaced it with the Zimbabwe Council for Higher Education Act (ZIMCHE) 2006. Under this Act the Council is expected ***to promote and co-ordinate education provided by institutions of higher education and to act as regulator in the determination and maintenance of standards of teaching, examinations, academic qualification and research in institutions of higher education.***

The Ministry is in the process of operationalising the Act and currently the two top-most posts have been filled i.e. the Chief Executive Officer and the Deputy Chief Executive Officer.

1.2.3.2 Improved Access
The number of public universities has risen from eight to nine in the period since the last ICE. This is in response to the government policy of a public university in every province. In addition the government has also set up Planning Committees for the establishment of three more public universities. Besides this, five Polytechnics, each with a particular specialization were upgraded to degree-awarding institutions. This is government effort to improve the quality of graduates from such institutions.

1.2.3.0   Technical and Vocational Education and Training

1.2.3.1 Cooperation with Relevant Stakeholders

In order to improve the relevance of training, the National Manpower Advisory Council (NAMACO) was resuscitated. The Council, which is composed of representatives from industry, commerce and the public sector, advises the Minister of Higher and Tertiary Education on the country's training needs and relevant training programs that should be launched.

The resuscitation of NAMACO reopened channels of communication and feedback between industry and the Ministry of Higher and Tertiary Education (MHTE). The various NAMACO committees are now working to ensure that the curriculum in the institutions is aligned to the needs of industry.

1.2.3.2 Integrated Skills Outreach Program

In 2006 the Government launched the Integrated Skills Outreach Program (ISOP), which is a partnership amongst a number of ministries who each have a specific mandate. The MHTE is responsible for providing the trainers, the Ministry of Small and Medium Enterprise Development is responsible for the provision of start-up assistance. In addition the Ministry of Youth Development and Employment Creation is responsible for the identification of the youth in collaboration with the local leadership and the provision of training facilities and training needs. This program caters for out of school youths through the provision of skills training and start-up assistance. This program is expected to ensure that these out of school youth engage in income generation projects as well as create employment for others thereby alleviate poverty.

1.2.3.3 Training of Tech/Voc Education Teachers

Plans are under way to strengthen the program at Gweru Polytechnic on the training of Tech/voc teachers for the schools system. This is in response to the demand created following the introduction of the Two-pathway Education Structure in the secondary schools. This structure caters for the learners' varying aptitudes, interests and abilities through the introduction of technical and vocational education as well as commercial and business subjects.

1.2.4.0   Challenges faced in the Higher and Tertiary Education System

- The sector has been adversely affected by massive brain drain with lecturers, administrative staff and even support staff leaving in very large numbers for greener pastures within SADC and beyond.

- The economic situation prevailing in the country, partly due to illegal sanctions imposed on the country has made it next to impossible for the institutions to procure the necessary and relevant teaching and learning resources especially for the science and technology disciplines that rely heavily on imported materials. This has had the effect of compromising to some extent the quality of higher and tertiary education and training.

- The above-mentioned economic situation has also had an adverse effect on facilities and infrastructure in institutions where it has not been easy to maintain let alone rehabilitate facilities. This has been a result of budgetary constraints due to economic strangulation.

- Morale among members of staff is very low due to low remuneration and other poor conditions of service, this despite government efforts to address the plight of its workers including practitioners in the higher and tertiary education system.

1.2.5.0   Conclusion

Despite the economic challenges prevailing in the country the government has continued and will continue to provide quality education and training to its citizens.

2.0   INCLUSIVE EDUCATION: *The way of the Future*
"INCLUSIVE EDUCATION: THE WAY OF THE FUTURE"
REPORT BY ZIMBABWE AT THE FORTY-EIGHTH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION: GENEVA: 25th – 28th NOVEMBER, 2008.

1.0   PREAMBLE AND CONCEPTUAL FRAMEWORK

Inclusive education can be regarded as synonymous with "Education For All" (EFA). World education conferences such as Jomtiem (1990), Salamanca (1994) and Dakar (2000) all made an impassioned appeal for education systems to cater for all learners regardless of their social and cultural backgrounds. There are children from poor communities, working children, children with physical and other disabilities, children from minority groups, girls including those who are pregnant, street kids, orphaned children due to HIV and Aids, children with special learning needs and young people and adults. All these people should have their fair share of services in the education system. Governments are therefore called upon to ensure that their education systems offer inclusive education.

In the 1980s, integration whereby physically disabled children joined the mainstream classes or 'normal" children was a popular concept and practice. Integration is therefore a narrow concept which is incorporated in inclusive education. Inclusivity is therefore broader than integration.

This paper examines the policy framework in Zimbabwe that enables inclusive education to take place. In the main, it examines the strategies which Zimbabwe has put in place to implement inclusive education at all levels of the education sector. This includes curriculum review, participation in sport and culture, supervision of the education systems, adult literacy and life-long and continuing education, partnerships with cooperating partners, in-service education for practising teachers and giving proper orientation to inclusive education to pre-service teachers. The paper ends with the challenges confronting Zimbabwe in implementing inclusive education. Lastly, the paper gives recommendations and the way forward.

2.0   INCLUSIVE EDUCATION: POLICY FRAMEWORK IN ZIMBABWE

2.1   The Education Act (1987) declared education a basic human right. Zimbabwe adopted a rights-based approach whereby all children and adults were to acquire an education that would make them useful citizens in society and enable them to contribute meaningfully to the development of the country.

2.2   Because education was declared a right for all, the Government expanded the education sector at all levels to make it more inclusive. There was a phenomenal increase in the number of institutions offering basic, secondary and tertiary education and subsequently in the enrolments of these institutions.

2.3   Following the recommendations of the 1999 Commission of Inquiry into Education and Training (CIET), the Early Childhood Development (ECD) programme and the two pathway structure of the Ministry of Education, Sport and Culture were put in place. The latter involved channelling students into either academic or technical education streams after nine years of schooling. The curriculum followed would be more inclusive as it offered students academic, technical, vocational and business/commercial subjects. The curriculum was therefore designed to cater for students of various abilities and aptitudes.

2.4   The Ministry came up with a broad and more comprehensive curriculum that would capture the interest of all learners and make the pursuance of education a worthwhile undertaking. In addition to the traditional subjects, the curriculum included physical education and sport and culture, civics education, information communication

technology, technical/vocational/commercial subjects, minority or local language and HIV and Aids and Life Skills.

2.5 To motivate the teachers who implement inclusive education, Government is constantly reviewing the conditions of service of all Educators with a view to improving them.

2.6 Realising that it would not be able to shoulder the responsibility of educating the nation alone, Government came up with a policy of partnerships with parent communities and other Cooperating partners. Participation of these other players would ensure that the country delivers on inclusive quality education service.

2.7 Government also decentralised the education system to parent communities thereby giving the "ownership" of schools to the parents. The parents of each school would know best which children are being excluded from education in their locality and why. They also play an important role in raising funds to develop the school.

2.8 Inclusive education should also be viewed from the angle of how inclusive is the content of the curriculum and not only on which children are excluded from the education system. The learning of Information Communication Technology and HIV and Aids are now policy issues. All learners have to be exposed to these disciplines.

2.9 To monitor whether schools are implementing inclusive education, the Ministry has decentralised the supervision of schools and education personnel, monitoring and evaluation of education programmes and projects. It is the implementation of these policies which will determine whether or not inclusive education will see the light of day in Zimbabwe.

3.0 **INCLUSIVE EDUCATION: THE ZIMBABWEAN SCENARIO**

The question is: How should education systems be transformed in order to respond to the diversity of learners? This section examines some of the strategies that have been adopted to implement inclusive education in Zimbabwe.

3.1 **Access**

In order to ensure that all children and adults receive education, the Government of Zimbabwe expanded access to education at all levels starting from Early Childhood Development (ECD) to tertiary education. This was the best way to make education inclusive.

Previously, ECD education was a privilege of a few urban children whose parents could afford sending their children to private and City

Council pre-schools. At independence in 1980, the Government expanded this and introduced ECD education in rural areas. Model centres were built, with Government assistance, in all the Districts. In 2004, a policy decision which stipulated that all primary schools should have attached to them at least one class of ECD(B). Five years later, each primary school should also have attached to it at least one class of ECD(A). (ECD (B) caters for 4 – 5 year olds while ECD(A) caters for 3 – 4 year olds). Currently, 77.45% of all primary schools have ECD classes attached to them. Meanwhile, the percentage of Grade Ones with ECD background has risen to 65%.

The Government continued to expand facilities at primary and secondary school levels concentrating on remote rural formerly marginalized areas and newly resettled areas. Satellite schools attached to existing mother schools were set up to ensure that all children who needed school were provided for. In its Public Sector Investment Programme (P.S.I.P.) annually, the Government sets aside funds for the construction of primary and secondary schools in newly resettled areas. Similarly, P.S.I.P. funds are also set aside to complete school projects handed over to the Ministry of Education, Sport and Culture by the District Development Fund.

The Government realised that in order to implement inclusive education to its logical conclusion, it must promote adult literacy, lifelong and Continuing education. These programmes are popular with learners of all ages and they have helped to push up and sustain Zimbabwe's literacy rate of 97%.

Access has also been expanded at tertiary institutions. Government has achieved 90% of its policy which is to provide a public university in every province. Furthermore, five polytechnics were upgraded to degree-awarding institutions.

3.2 **The Curriculum**

In recent years, the Ministry of Education, Sport and Culture has diversified the Curriculum so as to cater for children of various aptitudes, thus making the education system more inclusive. In 1999, the Presidential Commission on Education and Training made a number recommendations to broaden the curriculum so as to make it more inclusive. The education sector Ministries are now implementing these recommendations.

Schools and colleges now offer the following diversified subjects in addition to the traditional subjects:
❖ Technical/Vocational/Commercial subjects;
❖ Life skills including HIV and Aids education;

❖ Local Languages (otherwise generally known as minority languages);
❖ Civics education.

Sport and Culture are also important components of the modern curriculum as the children who excel in these disciplines feel that they are part of the learning process. They feel included in the whole process.

There are students in the education system who have special aptitudes in Information Communication Technology (ICT). These students are catered for in the Curriculum as some schools and colleges now offer ICT as part of the curriculum.

3.3   Teacher In-service Training

Inclusive education strategies can only work if they are handled by teachers who understand the concept of inclusiveness. Teachers have to understand the Government policy of inclusive education and adopt the right strategies to implement it in schools. In their school-based and external in-service courses, teachers are taught how to handle learners from varied backgrounds including integrated children with a disability. These courses are in addition to what the teachers learn as part of their pre-service education.

3.4   The Role of Parents and the Community

Parents and the community play an important role in making the School child-friendly. Schools that offer inclusive education should be in themselves attractive to children in respect of the curriculum they offer and the total school ethos.

In Zimbabwe, though schools are owned by various responsible authorities, they actually belong to parents. The parents influence the school to offer certain subjects that are related to the human activities in that area. Parents and the community also contribute levies to develop school infrastructure including sporting fields. They also buy books, stationery and vehicles for the school. For the children to want to go to school, the parents and the community should make the schools friendly and fit for all children regardless of their social standing. That is inclusive education.

3.5   Inclusive Education and Gender

In a number of developing countries, girls are disadvantaged against when it comes to education. In Zimbabwe, however, parents now understand that women play an important role in national

development; and there is now virtually no discrimination between boys and girls in schooling. School enrolments at primary level show that parity has been achieved as there were 49.6% girls in 2006. Similarly, at secondary level, parity will soon be achieved as girls enrolment stood at 48.1%. At tertiary institutions and in schools, in their pre-service and in-service courses, teachers are exposed to gender issues and gender based violence. In 2007, while parity had been achieved in enrolments for secondary teacher education institutions, primary colleges had 57% female students.

The Government has made it policy that women representation in all institutions should not be less than 33%. Women are therefore no longer an endangered species as they now participate fully in inclusive education programmes.

3.6   Teaching Methodologies in Inclusive Education

Inclusive classes means that there are pupils from varied Social and intellectual backgrounds. In their pre-service and in-service courses, teachers are taught to be sensitive to all children so that each child realises his/her worth. Teachers are encouraged to use child-centred and discovery approaches and to regard a class as a collection of individuals who need special attention. Such approaches will motivate all children to want to go to school.

3.7   Inclusive Education and Children with a Disability

Children with a disability should be fully catered for in the education system. Our schools do cater for children with a disability. The question is: Are they all captured?

Zimbabwe is currently carrying out a survey to find out the extent to which children with a disability are excluded from school. Zimbabwe has an institution which trains teachers to handle children with a disability. Such disabilities include: those hard of hearing, the physically challenged, the blind and the mentally challenged. While some attend these institutions, I repeat: are they all captured? How inclusive are these institutions?

It is, however, pleasing to note that due to the country's integration and inclusive policies, school buildings are now provided with ramps, special toilets and rails to cater for those with disabilities.

3.8   Resources to Finance Inclusive Education

Inclusive education should be of good quality. The education system in Zimbabwe, therefore, ensures that school children are taught by

appropriately trained and qualified teachers. It requires financial resources to produce these teachers. As children are exposed to various courses in inclusive education, the Government sees to it that the schools have the required equipment to offer quality inclusive education. The Government also provides per capita and tuition grants to purchase learning and teaching materials for schools.

Through the Better Schools Programme of Zimbabwe (BSPZ) the Ministry ensures that clusters of schools are served by the best staff and provided with the best equipment and materials at selected centres.

4.0 CHALLENGES

The education sector faces a number of challenges that hinder it from fully implementing inclusive education. These challenges include the following:

4.1 The Early Childhood Development sector, though now institutionalised into the first level of formal education, is not properly resourced by both Government and the private sector.

4.2 There is inadequate provision for the teaching and learning of technical/vocational subjects at all levels due to inflation and the need to procure foreign currency to import materials and equipment.

4.3 Most institutions do not have the required equipment for sport and culture due to under-resourcing.

4.4 Schools are not adequately provided with computers in order to promote e-governance and most schools do not have the electricity required to run the equipment.

4.5 School, college and university facilities and infrastructure are in a state of disrepair and the available resources are not adequate to give them a face lift.

4.6 Schools in newly resettled areas have a serious shortage of classrooms, furniture and learning and teaching materials.

4.7 The curriculum is not responsive to the needs of local communities.

4.8 Inclusive education by learners with a disability is weak.

4.9 There is a decrease in motivation and commitment by teachers and lecturers leading to brain drain.

4.10 There is uninspired teaching which does not recognise the individual differences of the children in the class.

4.11 The supervisory, evaluation and monitoring machinery is weak due to the fact that most districts do not have adequate district-based vehicles for supervision.

The education sector should witness a marked improvement in its operations if these challenges are addressed.

5.0   **RECOMMENDATIONS AND WAY FORWARD**

Inclusive Education: The way of the future.

The following recommendations, if implemented, should resolve most of the challenges confronting the education sector in Zimbabwe:

5.1   The annual budget should include estimates to adequately finance the construction of infrastructure and remuneration of teachers for the ECD programme.

5.2   Substantial sums of money are required to purchase equipment and train manpower for the technical/vocational education programme.

5.3   Sporting equipment needs to be purchased to develop and promote sport in schools.

5.4   Electrification of schools needs to be hastened so that computers could be provided for all schools.

5.5   Government should embark on a programme to rebuilt and refurbish school, college and university buildings.

5.6   More funds should be set aside to develop schools and provide learning and teaching materials in newly resettled areas.

5.7   The curriculum should respond to the needs of local communities.

5.8   The parents and the community should be engaged to strengthen inclusive education by learners with a disability.

5.9   Conditions of service for educators need to be improved to curb the current lack of motivation, commitment and the brain drain.

5.10   Pre-service and in-service courses should include courses on inclusive education.

5.11   The supervision, evaluation and monitoring machinery needs to be strengthened by providing it with district-based vehicles for supervision.

2.1   Approaches

In Zimbabwe the concept of inclusive education is usually associated with issues of segregated provision and the mainstreaming of students with disabilities in regular schools. Of late the more used term is inclusion.

The concept inclusive education is not monolithic. It has different meanings in different contexts. However within each of these meanings there are commonalties such as the principles of social justice, equitable education systems and the responsiveness of schools towards diversity.

Based on these principles, Engelbrecht (1999) conceptualized inclusion as the shared value of accommodating and contributing citizens in an inclusive, changing and diverse society.

2.2   Scope

Inclusive education is broader than formal schooling; it includes inclusive homes, communities, societies, formal and non-formal systems and inclusive schooling.

- It acknowledges that all children can learn including those in disadvantaged situations such as street kids, children with disabilities, working children, children infected and affected by HIV and AIDS, etc.

- Inclusive education enables education structures, systems and methodologies to meet the learning needs of all children. It also accepts, acknowledges, respects and accommodates differences.

- Inclusive education is for all children irrespective of their abilities and disabilities but emphasizes provision of education to vulnerable children in difficult circumstances such as children with disabilities, street children, the girl child, working children, children infected and affected by HIV&AIDS.
- Inclusive education takes place in the child's neighbourhood school. This is the school where their siblings go.

2.3 Content

Inclusive education is based on the principles that students should live in inclusive communities and should therefore learn in inclusive schools. However, where communities segregate and exclude children in disadvantaged situations inclusive education faces challenges.

The culture in which the child exists should be inclusive as well.

Where culture is pejorative and demeaning it becomes difficult to implement inclusive education. The traditional perspective to disability in Zimbabwe is generally negative and even the language used (chirema, isilema) is demeaning.

The curriculum at school level should also be inclusive. We can talk of inclusive education whose curriculum is designed only for students without challenges or problems. Most curriculum in schools is designed for the average child and this should not be the case.

Structures in the school system should reflect the whole notion of inclusive education. These should be adapted to meet the circumstances of the student (e.g. adapted desks, classroom entrances, toilets, ramps, and rails)

Inclusive education is about changing the environment to meet the needs of the child in disadvantaged situations.

2.4 Public Policies

Zimbabwe at the moment has no specific legislation on inclusive education. The educational rights of children living in difficult circumstances often require specific legislation because such students are more vulnerable than other citizens.

The country's constitution is the mother of all laws of the land. It is imperative that it addresses issues against discrimination of any child to service provision including access to regular education. An audit of the Zimbabwe Constitution on disability issues was done (Zigomo-Patsanza, 2000) and a discrepancy was observed that discrimination based on disability was not included.

The Education Act needs to address issues of inclusive education in its broad sense, while legislation on Disability needs to have supporting structures and a budget to support the implementation of programs on inclusive education.

Where legislation exists there is need to support the legislation with appropriate structures and resources.

2.5 Systems, Links and Transitions
Currently education provision in Zimbabwe is based on a two-tier system of regular and special education. These stand out as two different systems, which need to be integrated if inclusive education is to work.

There is need to transform the education system into one tier system of regular education with special needs education coming in to support the students and teachers who need support in the regular system. Special needs education becomes a support service rather than a system of education provision on its own.

The co-existence of special and regular education creates a **them** and **us** syndrome where regular school teachers do not take responsibility on students with difficulties included in their regular class. The '*normal*' students too see the other students as outsiders. The mind set for teachers must be changed such that they do not view the integration of children with challenges as a burden. This could be done through both pre- and in-service training programs.

There has to be links and connections between the two. For instance special education specialists should be seen as coming in to support any student in the classroom that has problems or challenges that require specialist attention. This support should be given to both the teacher and the student.

Zimbabwe has a strong special needs education base founded mainly on segregated provision and integration and not inclusion except for a few cases. This is a reality that should be guided properly during the transition to inclusive education.

Communities, families and society at large need sensitization and in some cases education to accept children in those difficult circumstances as part of them so that there is change of attitude and even the language used.

One of the major challenges to implement innovations such as inclusive education are resources. Usually education budgets have very little allocation for such needs. Planners end up with brilliant ideas that they are unable to implement.

There is need to foster a new meaning to inclusion and diversity to include the varied students with difficulties that affect their learning.

There is need for deliberate effort to promote inclusive education in schools and to build connections between schools and communities for the success of inclusive education.

2.6 The Role of Learners and Teachers

Teachers play a key role for the success of inclusive education. However for them to achieve the principles and practices of inclusive education there is need for some paradigm shift and complete transformation in the way they view, structure and even teach in their classrooms.

The students with special needs belong to the regular teacher and not the specialist resource person. What the regular teacher needs is empowerment on both the psychosocial and the pedagogic aspects. Current practices emphasize the psychosocial and ignore the backbone of the classroom, which are teaching and learning issues.

Specialist teachers should understand their role as support or resource persons to the class and its teacher. The regular students should not be taken for granted. They make or break the ultimate success of inclusive education. They need to be part of the process so that they are able to integrate, work and learn with the students with learning difficulties.

2.7 Conclusion

For the Zimbabwean education system to transform from a two-tier system comprising of the regular and special education to a one tier system there is need for a paradigm shift. The existing system must be changed so that it adapts to the conditions and needs of the excluded. The transitional period should ensure that teacher training is revamped to produce multi-skilled teachers who would be able to cater for the needs of both the currently included and excluded. There is also need to ensure that there are budgetary provisions for inclusive education as well as an enabling legal framework.