

Accelerating Progress towards UPE, Equality, Equity, and Empowerment through Education

# Zimbabwe National Strategic Plan for the Education of Girls, Orphans and Other Vulnerable Children 2005-2010



# Zimbabwe National Strategic Plan

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for the Education of Girls,  
Orphans and Other Vulnerable Children

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2005-2010





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## Foreword

The Millennium Development Goal to eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015 is a national and global challenge that cannot become yet another unkept promise. Zimbabwe has attained gender parity nationally in primary education and seeks to maintain this achievement while pursuing its goals of Universal Primary completion and the provision of quality basic education.

Over the last few decades, securing universal access to basic education has become one of the universally recognized human rights and a major aspect of the United Nations effort to protect the rights of all children. An educated child is a child with less probability to be exposed to exploitation, violence, and poverty and more likely to succeed socially, economically and politically. In situations of socio-economic crises, the numbers of girls out of school tend to increase as they become more socially disadvantaged. Educating girls and women is key to breaking the cycle of inter-generational poverty. Investments in girls' education, particularly those directed to quality of education also benefit boys. The reverse is not always the case. The increasing numbers of orphans resulting from the HIV/AIDS pandemic calls for concerted multi-sectoral efforts to fulfill the rights of all children. The approval of the National Plan of Action for OVC is testimony to Zimbabwe's resolve to protect its children's rights.

Recognizing the fundamental return value of education to its national development, Zimbabwe's Ministry of Education allocated a substantial component of its national budget to building sound policy plans and actions for its basic education following independence in 1980. Zimbabwe's basic education system had been celebrated as one of Africa's finest education systems. Such history has put in place an undeniably profound base structure upon which the country can continue to maintain a successful African model for basic education. Despite current economic problems, Zimbabweans have continued to keep their children's education on top of the list of their priorities. This level of commitment must be maintained through dialogue and broad-based partnerships.

To retain the high enrolment rates and address emerging HIV/AIDS-related socio-economic and cultural challenges affecting in particular, girls, orphans and other vulnerable children, the Zimbabwean Ministry of Education, Sports and Culture, in partnership with young boys and girls, national and international NGOs, the parliamentary

committee on education have formulated this comprehensive National Plan of Action for the education of girls, orphans and other vulnerable children which seeks to maintain the high enrolment rates while improving completion and quality of education. Through sound policy planning and programmatic actions, and a unique form of partnering with all concerned bodies such as communities, this National Plan is meant to revive and continue a long national history of excellence in providing a quality and fair basic education system for vulnerable children in the context of the new challenges that Zimbabwe is currently facing as a result of the HIV/AIDS pandemic. It builds on and expands the education component of the NPA for OVC, ensuring the use of rights based problems to sustain the gains made in the education sector from 1980.

Broad-based partnerships and integrated action will be promoted to support the implementation of the Plan of Action so as to 1) systematically disengage the current challenges that create vulnerabilities among children, 2) holistically overcome the socio-economic and cultural roots of the problems that disrupt girls, orphans and other vulnerable children's access to education. To this end, the plan also offers innovative ways for reaching out to vulnerable children by pulling in the resources of their larger communities when sicknesses and premature deaths drain material and cultural resources that have otherwise sustained livelihoods and maintained surviving mechanisms.

The Plan, to be implemented between 2005-2010 uses a multi-partner mechanism and resources that can be mobilized on an annual basis locally and internationally. Through this Plan, the Ministry of Education, Sport and Culture and its UN partners renew their commitment and collective efforts to mobilize broad-based partnerships to ensure that every child, girls, boys alike, especially orphans and other vulnerable children, are able to enroll, complete and realize their full potential in education.



Dr. S. Mahere  
Permanent Secretary  
Ministry of Education,  
Sport and Culture



Dr Festo Kavishe  
UNICEF  
Representative  
Harare, Zimbabwe

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## 1. Introduction

Guided by the overall principles of the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women, the Zimbabwean education act, the national policy on gender, the Orphan Care Policy and National Plan of Action for Orphans and Other Vulnerable Children, the proposed five year National Girls' Education strategic plan aims to accelerate Zimbabwe's progress towards UPE in the context of gender and other social asymmetries in accessing education. The plan also strives to succeed amidst continuous negative repercussions of the HIV/AIDS pandemic on the larger society and within a shrinking government expenditure on basic education services. By pursuing innovative ways for intervening and by boosting the socio-economic coping capacities of girls, orphans and other vulnerable children against the impacts of current macro-economic challenges, the plan envisages to recapture achievements made in the past towards increasing enrolment, attendance and completion rates.

## 2. Situation Analyses

In order to develop a sound plan for the education of girls and other vulnerable children, five major challenges are analyzed and interventions proposed to address them.

### 2.1 Declining Rates of Completion

Completion (or survival rate) measures the proportion of children in a cohort, who complete the education cycle of a particular stage. Since 2001, there has been a steady decline in the rates of children completing primary school. Zimbabwe has a primary level completion rate of 68% in 2004. Males have higher completion rates than females except in 2004 where they are almost equal at 68% and 68% respectively.

#### Primary School Completion Rates Trend by Sex, Zimbabwe 2000 - 2004

Years	Female	Male	Total	Parity Index
1995-2001	72.16	74.17	73.18	0.97
1996-2002	68.86	70.11	69.49	0.98
1997-2003	66.99	67.69	67.34	0.99
1998-2004	67.99	67.26	67.62	1.01

The completion rate varies across provinces with Harare having the highest completion rate (82%), and Mashonaland Central the least 57%. Four provinces have rates below the national average and these are Matabeleland North, Masvingo, Midlands

and Mashonaland Central. Five regions have higher female completion rates than males and these provinces are; Harare, Matabeleland South, Matabeleland North and Midlands.

#### Primary School Completion Rates by Region and Sex, Zimbabwe 2004

Province	Female	Male	Total	Parity Index
Harare	84.08	79.65	81.86	1.06
Manicaland	67.93	68.94	68.44	0.99
Mashonaland Central	53.79	60.22	57.03	0.89
Mashonaland East	67.14	69.16	68.17	0.97
Mashonaland West	68.71	72.19	70.46	0.95
Masvingo	66.17	66.64	66.41	0.99
Matabeleland North	71.70	63.27	67.36	1.13
Matabeleland South	74.55	69.08	71.69	1.08
Midlands	63.81	60.55	62.14	1.05
Zimbabwe	67.99	67.26	67.62	1.01

The 2004/2005 OVC Baseline survey in 21 districts revealed that children who have lost both parents are less likely to be school. Orphans and other vulnerable children are twice as likely to drop out of school.

At secondary level, completion rates are for pupils entering the secondary school education cycle, in Form 1 through to Form 4 or Form 1 through to Form 6. The "O" Level completion rate has fallen by 6%



between 2000 and 2004. The year 2002 experienced a drop in "O" Level completion rates. In 2004, 73% of all the pupils who were in Form 1 in 2001 completed Form 4. The completion rate for females and males were 71% and 75% respectively. Female

completion rates have always been lower than those of males. However, the situation of girls compared to boys has improved between 2000 and 2004 as indicated by an increase in the parity index.

### Secondary School Completion Rates, Form 1 to Form 4, by Sex and Parity Index, Zimbabwe 2000 - 2004

Period	Female	Male	Total	Parity Index
1997-2000	73.69	82.09	78.07	0.90
1998-2001	74.42	82.16	78.44	0.91
1999-2002	70.96	83.43	77.27	0.85
2000-2003	67.47	71.96	69.80	0.94
2001-2004	70.66	75.27	73.05	0.94

"A" level completion rates on the other hand are much lower than the "O" Level ones although they have been on a gradual increase since 2002. In 2004 only 10.42% of the pupils who started Form 1 in 1999 completed Form 6. The completion rates for females and males for the same year were 8.29% and 12.51%

respectively. As for "O" level, completion rates for females, though increasing seem always to be lower than those of males. For "A" level the situation for girls in relation to boys is worsening as shown by a declining parity index since 2002.

### Secondary School Completion Rates, Form 1 to Form 6, by Sex and Parity Index, Zimbabwe 2000-2004

Period	Female	Male	Total	Parity Index
1996-2001	5.78	7.76	6.81	0.75
1997-2002	5.45	7.51	6.53	0.73
1998-2003	6.17	8.58	7.43	0.72
1999-2004	8.29	12.51	10.42	0.66

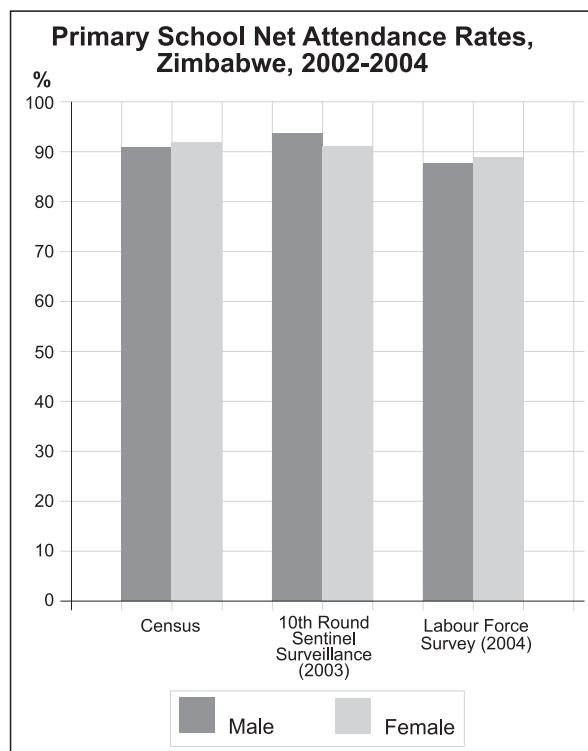
In 2004 Harare had the highest completion rates for both "O" and "A" level of 92.73% and 15.67% respectively. Mashonaland Central has the lowest "O" level completion rate of 60.04% whilst

Mashonaland West has the lowest for "A" level of 7.44%. Females continue to be disadvantaged more than their male counterparts for all levels except for "O" level in Matabeleland South and Midlands.

### Secondary School Completion Rates, Province, Form and Sex, Zimbabwe 2004

Province	Female	Male	Total	Female	Male	Total
Harare	90.67	94.89	92.73	12.15	19.40	15.67
Manicaland	71.89	76.49	74.36	8.41	12.34	10.46
Mashonaland Central	55.03	64.07	60.04	7.16	10.21	8.75
Mashonaland East	68.94	75.50	72.46	8.56	9.99	9.30
Mashonaland West	68.36	73.93	71.39	4.72	9.94	7.44
Masvingo	67.86	75.09	71.62	7.33	11.70	9.59
Matabeleland North	70.00	71.46	70.71	9.18	12.47	10.77
Matabeleland South	68.52	67.22	67.88	6.88	10.41	8.60
Midlands	68.12	73.00	70.62	8.44	14.56	11.45

There are several reasons for the declining completion rates. The following section present an analysis of the key reasons.



### 2.1.1 Unaffordable costs of primary and secondary education fees

Direct and indirect costs of primary and secondary education currently pose as major barriers to accessing primary education. (Mupawaenda 2001 Human Development Report, UNDP 2003, page 98; MOESC/UNICEF, (2004), Draft Report on Review of Gender Issues in Education,).

Relatively expensive textbooks and school uniforms tend to be beyond the means of many families. For example the unit cost of English and Math textbooks in 2004 ranged from Z\$45,000-65,000 (USD7-10) each. Keeping uniforms clean may add an additional weekly financial burden on a meager family's income. For girls who have reached puberty, there is also the added cost of sanitation needs during their menstruation period. Although there is a general awareness of the return value of educating a girl child, the demands on a family's meager resources due to the prevailing economic problems may push many impoverished parents and guardians to resort to gender based selectivity that disadvantage girls when they opt to send boys to school. The rationale here is that a girl will marry into another family and therefore the value of her education will be reaped by her legal family. Boys on the other hand are expected to remain within their natal family and take care of their parents even after their marriage to an outsider. It is at this juncture that cultural reasoning and gender based ideologies and stereotyping come to play.

### 2.1.2. Lack of parental supervision and guidance due to widespread labor migration

Prevailing high unemployment rates in most parts of the country are bringing about adult labor migration, which often leads to an increasing phenomenon of households composed of children without parental guidance. It often happens that children are left under the supervision of an older yet not adult female sibling or under the care of extended family members whose supervisory role maybe limited. Both sporadic and prolonged absence of parental guidance (eg, brought about by short business trips to neighboring countries) leads to an increased risk of children dropping out of school to care for their younger siblings, and risk of abuse, especially of girls. Among these risk factors are the following:

- When left with relatives and extended families, children are often denied access to remittances sent to them by their parents;
- Girls are often over-burdened with household responsibilities within the extended family households, thereby preventing them from paying attention to their school work;
- When left in vulnerable situations such as rented accommodation, especially in mining settlements, girls often become victims of sexual abuse and subsequently get pregnant;
- Girls have also fallen victim to sexual abuse by the guardians and become pregnant;
- Boys seem to be more at risk of engaging in drug use and abuse, alcoholism and early initiations into sexual encounters (MOESC/UNICEF, 2004, Draft report of the Review of Gender Issues in education).

### 2.1.3 Extreme economic marginality and child labor

In extremely harsh economic situations, families withdraw their girls and boys from school to work in the fields so that a family could increase their chances of earning income enough for the survival of the family. Child labor is not only exploited by prospective employers but is often strewn with life threatening conditions for the children. The following are the child labour related causes of school drop-out:

- Because girls are perceived to be more trustworthy than boys, they are called upon, more often than boys, to contribute to the family income. Being away from parental protection puts girls in a much higher risk position of becoming exposed to sexual abuses and exploitation;

- Girls are also more likely to be employed in eating houses, night clubs and grocery stores where they are again at high risk of sexual abuses and exploitation and of subsequently becoming HIV infected;
- In border areas, vulnerable girls are employed as cheap domestic workers. In order to secure income for education or to support their family, some girls are tricked into accepting dubious employment arrangements in far away towns and cities in South Africa and Botswana where they become more vulnerable. The more money they make the more they become alienated from the initial reason for employment - saving money to pay education fees;
- Some girls engage in child prostitution particularly with truck drivers along the Harare-Beitbridge, Harare-Chirundu and Harare-Mudzi highways mainly at business centres;
- In farming communities, labour demand on both boys and girls in working their family plots make it difficult for them to attend school regularly.
- In border communities such as in Mt. Darwin more boys are out of school because they 1) engage in cross-border trading with bordering countries or 2) become illegal and exploited cotton pickers, tobacco graders, and wild fruit collectors and sellers; gold panning.
- In Tsholotsho and other districts along the borders with South Africa, Mozambique and Botswana, same harsh economic realities force boys to drop out of school.
- The last two particular economic activities tend to conjure social realities that lead young and adolescent boys to engage in early sexual relationships that place them in a high risk situation for contracting HIV.

#### **2.1.4. HIV/AIDS related reasons for withdrawal from school**

A study on the impact of HIV/AIDS on the education sector (Mupawaenda et al 2001) revealed that many girls and boys are taking on parental responsibilities as adults in the family become bed ridden with AIDS related sicknesses. A phenomenal increase in the number of households headed by children also suggests that a significant number of orphans are affected through higher drop out rates, erratic school attendance, poor concentration and behavioral disturbances. Unlike boys, more girls are taken out of school to assist with household chores and care for younger siblings when one or both parents fall sick or die prematurely. Since 2002, the following data has

been collected:

- In a 2004 qualitative review of gender issues in education revealed that girls are required to assist at home when mothers and other family members are ill. Among OVCs, frequent absenteeism poses negative effects on girls' school performances and subsequently leads to higher drop out rates. The situation may worsen if the number of children heading households increases.
- According to the 2002 census data, there are 48,223 child headed households (0-17) in Zimbabwe.
- An estimated 102,233 children (0-17) live in such households. Disaggregated data is yet to be computed.
- Again, in a review of data on gender issues in education, gender related stereotyping and perceptions of roles the activities of males versus females in society were cited as factors responsible for differences in attendance patterns. Both heads and teachers reported higher rates of absenteeism for girls than boys, a factor which they attributed to girls having to stay home to assist parents with care for siblings and sick family members. Continuous absenteeism negatively affects girls' academic performance. Time taken at home to help out with domestic duties or income generating activities before and after school negatively affects girls' academic performance. While girls' completion and performance seem to be affected more by gender related factors, boys too are being negatively affected by the loss of family members, albeit in lesser degrees. Increasingly, boys too have to take on the role of family breadwinner on the death of their parents.

## **2.2 Religious Beliefs and Cultural Practices With Negative Impacts on Education**

In Zimbabwe as in many other countries, some religious beliefs and cultural practices may have strong and detrimental impacts on people's lives. Children are not immune to the influence of these factors.

- Nocturnal religious practices relating to the Apostolic Sect in Mount Darwin is a case in point. The review of gender issues in 2004 showed that absenteeism and early marriages are closely associated with all night prayers and meetings that are observed by the followers of this sect. It is also known that at such gatherings, young girls are married off to older members of the sect. The age and gender distribution of AIDS cases in

Zimbabwe shows that much of the HIV transmission occurs from older men to younger women (UNIFEM Southern African Regional Office, 2002). If an elder prophet falls in love with a young female member of the sect, he may request her hand in marriage as God's wish. In addition to a predominant lack of life skills, early marriage is considered to be an outcome of economic hardships currently being experienced by many families. The situation of early marriages is exacerbated by the practice of virginity tests during which if a girl is found to be sexually active, she is forced to marry an elderly man within her church group. Once married a girl usually drops out of school.

- Similarly, the fatigue due to all night prayers and gatherings may encourage continuous absenteeism. Because these practices are widespread and are severely observed, they often lead to poor performance and a subsequent lack of children's interest in schooling.
- In Matebeleland North, boys and girls have to participate in month-long initiation ceremonies. The gender review report indicates that during this period, some young girls are raped whilst others are tempted to engage in sexual relationships.
- It is also known that in some Zimbabwean cultures, girls are taken out of school once a year to be trained on sexual issues and prepared for marriage. This also leads to absenteeism and drop-outs. Some school authorities have been forced to acknowledge this practice as being normal. No alternative learning schedules are available to cater to recover the time on task lost.
- Chimutsamapfihwa continues to be a flourishing cultural practice through which young girls may replace a dead sister's marital position. Marrying off young girls is believed to appease spirits or to settle long standing disputes between families. Girls are also given to their living sister's or aunt's husband when an aunt or a sister fails to conceive. Chiramu - the cultural practice of a man engaging in a "joking/friendly relationship" with his younger sister-in-law also often results in pregnancies and subsequent forced marriages to remedy the resulting situation.
- Lack of appreciation of education, generally common among parents with little or no education, especially among commercial farm workers, also seems to perpetuate a cycle of prejudice against educating girls within impoverished families. While educating a son is seen as a family investment in its future, educating a girl child is seen as a waste of family resources. Culturally perceived to be the family's breadwinner

and through which family names are carried, boys are given the first opportunity when it comes to allocating family resources to education.

### 2.3 School Location, Traveling Time and Safety Issues

- The 2004 review of gender issues in education shows that because of the scattered settlement patterns in many Zimbabwean districts, there are considerable distances between some homesteads and schools. Some primary school children walk long distances of up to 10km. The distance doubles to 25Km for secondary school pupils. Children who walk long distances to school arrive late, hungry and tired, all of which deplete their concentration ability. When they walk back home, they have limited opportunities to do their homework.
- The land reform programme has also reorganized settlement patterns in rural areas, requiring the establishment of new schools for newly re-settled areas. To date, 628 satellite schools have been opened. However, there are major challenges of quality in these schools as textbooks and other writing materials are in short supply. Teachers move frequently due to the lack of accommodation. Some teachers are accommodated in other schools and have to travel for over 20km everyday (Buhera Teacher at 2004 Gender Training Workshop). Farming tends to be prioritized over schooling.
- The 2004 policy pronouncement of compulsory ECEC for all Zimbabwean children raises a major challenge for government in ensuring that schools are close to communities. Government has indicated the need to create classes for ECEC at each school and has been setting up satellite schools in new settlements.
- In the 2004 gender in education review, a discussion with high school girls revealed that they seek accommodation closer to their schools in order to continue school. In order to pay for their rent, some of them resort to sex. They consider lodging away from home a risky endeavor. In some instances, girls may stay with extended family members, some of whom have offered them accommodation or money in exchange for sex until they are old enough to walk the distance.
- While schools are by and large safe havens for children, many are becoming high risk sites for HIV infection. Research done in Zimbabwe in 1998-1999 (Leach, F and Machakanja P, 1999) in Manicaland Province provided evidence of abusive behaviour towards girls by older male pupils and

male teachers in the three co-education schools studied and by adult men (sugar daddies) in the vicinity of the school, seeking sex in exchange for money or gifts. Girls who attended the all-girls urban schools were also accosted by older men as they travelled to and from the school, for example at bus stops and in the market place. An unpublished report of a study on sexual abuse in Zimbabwe and Swaziland schools (UNICEF, 2003) confirmed the existence of Gender-based violence in Zimbabwe schools. The 2004 review of gender issues in education and the 2004 evaluation of the pilot girls' education project supported by UNICEF pointed to a dire need for gender sensitivity of teachers and heads. One teacher cited in the review captures the magnitude of the problem in one sentence: "With regard to gender we are groping in the dark." Experiences with trained trainers including school headmasters have not been successful as should be expected. The 2004 studies report that very little gender sensitive literature is available to teachers.

- Among the widely reported gender-based violence are sexual harassment and abuse, bullying, intimidation, verbal abuse, emotional and psychological abuse, taunts, physical violence and assault including corporal punishment and threat to beat pupils or deliberately cause them to fail in examinations.
- Government has put in place various legal and administrative measures to prevent sexual abuse from happening in schools. There is a legal desk in the MOESC that deals with cases of sexual abuse and other forms of "improper association" using a set of procedures that include the reporting of cases to MOESC. However, school heads interviewed in selected districts reveal that in many instances there is no evidence to substantiate accusations of abuse, mainly due to the absence of willing witnesses. The culprits who do not usually write letters to girls or parents may enter into a private agreement with a teacher for recompense. The second major difficulty in dealing with sexual abuse cases in schools is that lack of clear guidelines on what constitutes "improper association" leaves room for different and inconsistent interpretations of the concept and application of disciplinary measures. The school heads interviewed called for more explicit guidelines which deal with sexual abuse in schools rather than the current reliance on instruments relating to sexual offences in general and vague definitions of "improper association". It should be noted that at this point in time the Education Act is silent on the education sector's interpretation of the Sexual Offences Act. Article 19 of the CRC calls for

appropriate legal, administrative and educational measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse (including while children are in the care of school heads and teachers in schools). School heads and teachers need to be held accountable for the safety of girls and boys while in their care at school.

- Apart from sexual abuse, and despite the MOESC policy prohibiting corporal punishment, the most commonly occurring form of abuse in schools is reported to be child beating. It is important to note that the problem is of greater concern to pupils than to heads and teachers. However, parents complained that their children (both male and female) being excessively beaten and forced to do manual labor as merely a way of disciplining children while in school. Most of the parents interviewed did not seem to be aware of the government legislations against corporal punishment in school. Some parents actually encourage teachers to use corporal punishment as disciplinary measures when and if their children misbehave in school.
- Access of schools to water and sanitary facilities remains a challenge with safe water coverage of 77% and sanitation of 51% by 1999 (GOZ 2004, Draft Water and Sanitation Policy, p 2-16). Girls are known to leave school when they are menstruating if water and sanitation is not available in schools.

## 2.4. Challenges Posed by the Feminization of HIV/AIDS

The impacts of HIV/AIDS on human resource capacity have different effects on male and female teachers. The roles of women as mothers, educators, wives, caregivers, community mobilizers and family food providers has put more women under pressure than men in coping with the challenges of HIV/AIDS. HIV infection is higher among girls than boys. The 2002 census shows that 24,451 girls as opposed to 23,772 boys are heading households nationally in Zimbabwe. The UNIFEM (2002) study in five provinces of Zimbabwe shows that more girls than boys are dropping out of school to become caregivers or heads of households in both rural and urban areas. Nyamukapa, C. and Gregson, S. (Social Science and Medicine, 2005) show that maternal orphans have lower primary school completion rates than non-orphans in rural Zimbabwe and that these patterns reflect adaptations and gaps in extended family orphan care arrangements. Such studies point to the need to assist maternal orphans and women's efforts



by reinforcing the roles of extended families and local communities, and by promoting greater self-sufficiency. When girls are withdrawn from school to care for sick parents, they miss out on vital information on HIV/AIDS prevention and transmission, thereby increasing the risk of exploitation and infection. In the 15-24 age group, HIV prevalence for women is 2.6 times that of men. At the end of 2001, 2 million adults were living with HIV/AIDS in Zimbabwe, with women comprising 60% of the cases. The number of AIDS cases among women peaks in the 20-29 age range, the prime reproductive and parenting years (UNIFEM, 2002).

A 2001 Young Adults Survey found an HIV prevalence of 22% and 10% among young female and male adults respectively, aged 15-29 years. (UNDP/HDR, 2003 page 53). Similarly data from Manicaland province show that HIV prevalence was higher among women (28%) than men (19%). The higher HIV prevalence rates among women, including young women, have been ascribed to not only biological factors but also other socio-economic and cultural factors. Poverty and current economic hardships lead to increased vulnerability as women are unable to negotiate safe sex. Age mixing in sexual relations explains the higher HIV prevalence among young women. Young women are having sex with older men who have higher rates of infection. Women, especially those in rural areas are still at a disadvantage with respect to understanding key issues about the transmission and prevention of HIV (UNDP/HDR, 2003 page 54).

Other underlying factors include the declining breakdown of family support systems which put girls at risk, the dualism of homes that is making HIV prevalence higher among married than single women; the increasing burden of responsibility among women; violence against women; ineffective teaching and support of life skills in schools.

Female teachers are among the many women who have to assume the burden of responsibility when the main income provider falls ill and dies. Female teachers who become sick themselves or need to care for sick spouses will be frequently absent from school. This affects pupil performance negatively. Faced with economic hardship, females generally become more vulnerable to sexual exploitation and further risk of HIV infection. They have limited skills and power to negotiate safe sex due in part to their low economic status.

Growing evidence (SOWCR 2005, page 71) suggest that HIV/AIDS can incite violence against women as they face retribution for their HIV/AIDS status. The fear of such violence causes some women and girls to avoid getting tested or seeking treatment if and when they know they are infected. Women 20-29 with HIV positive children who participated in the UNIFEM 2002 study revealed that HIV positive women would rather keep their infection status secret for fear of such

retribution, possible discrimination, and the risk of losing support from their husbands and relatives.

HIV/AIDS/Lifeskills education has been introduced in schools since the early 1990s. However, HIV/AIDS education through formal delivery modes in schools has remained ineffective for behaviour change. Part of the problem is the lack of recognition of the fact that young people, the primary target group for life skills learning, have been treated as impersonal subjects rather than active learners with their own identities and gender-based experiences (Finding Our Voices, 2003). Children are wrongly assumed not to be sexually active or even knowledgeable about sexual matters at an early age. In Zambia, six year olds who participated in the study on Finding Our Voices 2003 revealed that they were sexually active. At the gender training of Chegutu and Hurungwe teachers in 2004, trainers and teachers called for the review of the MOESC policy on promoting abstinence and not teaching about condom use. They felt that it was better to educate children on how to protect themselves rather than err in assuming that they were sexually inactive.

The life skills education programmes in seven African countries studied, including Zimbabwe (Finding Our Voices pg 14) have largely ignored issues of gender and sexuality as they relate to HIV/AIDS. More effective HIV/AIDS/Life skills education requires a recognition of the evidence that gender identities (how people see themselves and how they behave as males and females) are not naturally but socially constructed. These social constructions of one's identity can be resisted or de-constructed. Being tough, active, free (identities often associated with masculinity) are constructed in relation to characteristics attributed to the opposite sex. Similarly being weak, un-free, domestic, passive (identities associated with femininity) is performed in relation to masculine identities. Gender identities are not static, given or natural. They are negotiated, relate to identities of the opposite sex, and are shaped as they are performed in relation to one another. The construction of one's gender identity that leads to self-empowerment by boys and girls is therefore at the core of the process of building values and Life skills. There is a need for HIV/AIDS teaching to adopt a more holistic and rights-based approach in which facts about HIV/AIDS are taught against a backdrop of lived experiences of males and females while providing opportunities for questioning of gender relations. Poverty and gender inequality are the basic causes of the disproportionate spread and impact of HIV/AIDS. The disempowering effects of poverty and gender inequality need to be addressed through methodologies that empower the disempowered. This includes empowerment of school girls and boys to claim their rights and protect themselves from abuse and exploitation.

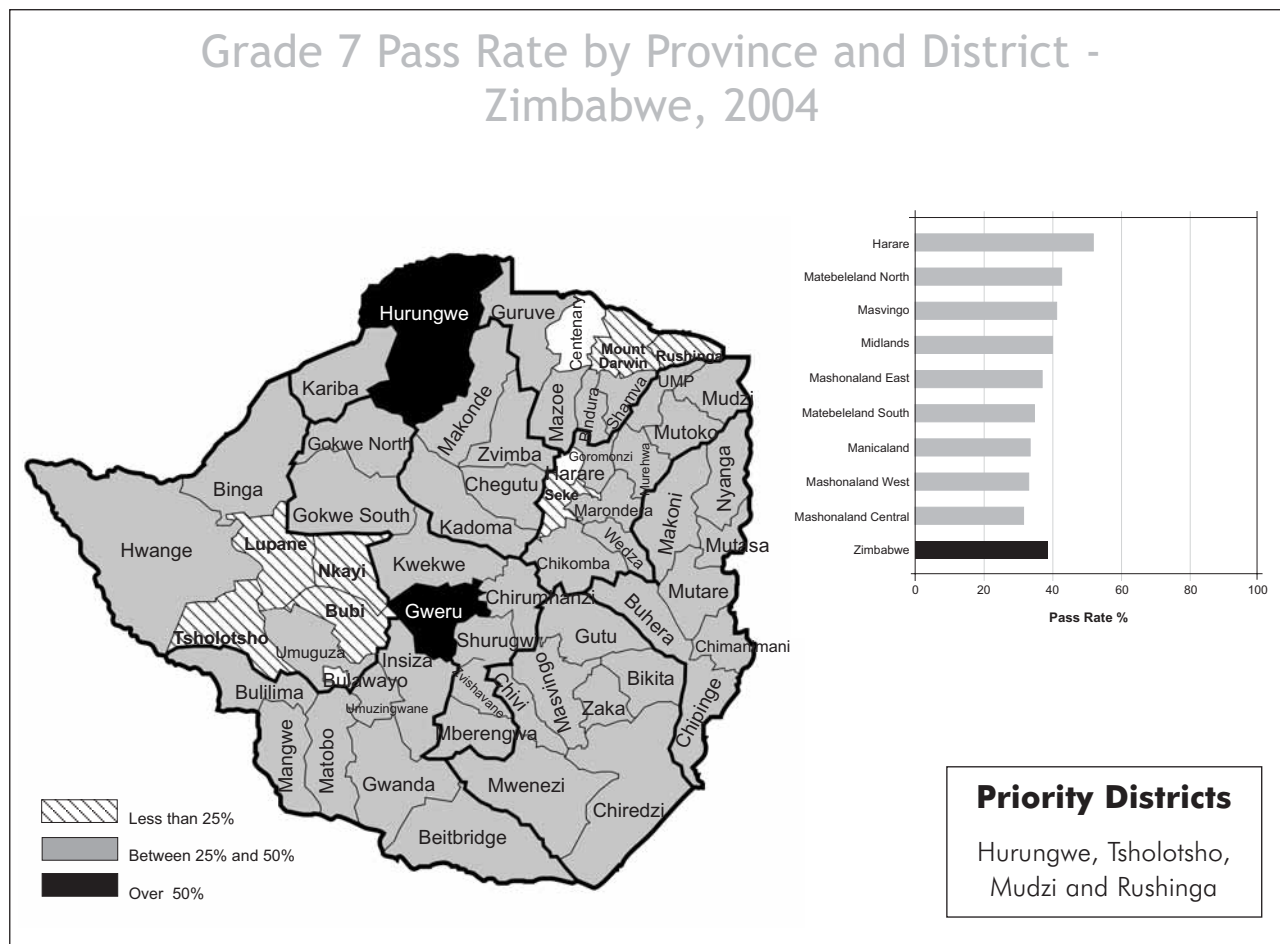
## 2.5 Declining Quality of Basic Education.

Education spending by government has been stagnant in the past few years while donor funding for education has been on a downward trend. Using the grade 7 pass rate as one of the indicators of quality, it is evident from the 2004 data that the education system is facing efficiency-related challenges as only 39% passed the exam. The trends have been similar in previous years. Data on pupil performance show a wider gender gap in performance as the level of education progresses. There seems to be a general tendency for promotions to be higher in urban areas than in rural areas. Girls tend to have higher promotion rates than boys at the lower levels of the primary cycle whilst boys have higher rates of promotion at the upper levels of the primary cycle.

A 2002 assessment of satellite schools shows a pupil textbook ratio of 1:10 and higher pupil/teacher ratio than the norm of 1:40. Many schools have adopted the double-shift approach to schooling (hot-seating) due to the high demand for classroom spaces. While this approach solves the problem of congestion and

optimizes teacher utilization, there is a need to conduct research to establish how hot seating affects time on task and the ultimate attainment of learning outcomes by both boys and girls.

The government of Zimbabwe has made significant strides in the training of teachers. The percentage of trained teachers increased from 51.5% in 1990 to 88.4% in 2000. However there seems to be a greater number of trained teachers, including female teachers in government schools as well as in the urban areas than in the rural areas. This may be because most government schools are located in urban settings. The higher number of female teachers in urban schools is apparently due to government's efforts aimed at uniting married couples. Many teachers prefer to teach in urban areas. This can be due to poor working conditions, the inadequate access health care services, accommodation, safety and security issues. The education sector is yet to develop a sub-sector policy and strategy on HIV/AIDS. The basic education policy review should contribute to fill this gap to address teacher retention, motivation, health care and the provision of female role models for girls in the rural areas.



### 3 Roles and Capacities of Duty Bearers for Girls' Education in Zimbabwe

<b>DUTY BEARER</b>	<b>OBLIGATION</b>	<b>CHALLENGE</b>	<b>CAPACITY TO PERFORM</b>	<b>SUPPORT REQUIRED</b>	<b>FROM WHOM</b>
Learner	Attend, complete and do well	Risk of exploitation; lack of life skills	--Responsibility to avoid risky places and behaviors--Fully functioning cognitive and psychosocial capabilities	--Free quality education --Safety	State Parents/Primary Caregivers
Parent/Family	--Value education of the girl child --Meet the cost of education	--Overcome high cost of living --Stay healthy to support family	--Valuing girls and boys equally --Employability --Access to HIV/AIDS information and treatment	--Awareness/creation --Income -- Access to basic health care or HIV/AIDS treatment and	- NGOs - Private Sector -govt
Community and Religious Workers	Fostering cultural and religious practices that promote girl child education	Lack of action to reorient cultural and religious beliefs and practices	Reorienting cultural and religious beliefs and practices	Awareness campaigns	- SDC - LA - Church - NGOs
School Development Committee	Co-manage schools; keep girls safe; mobilize and coordinate partners and resources at local level	---Cost containment --Teacher retention --Quality control	---Lack of control over decisions on fees and levies ---Limited capacity to provide for locally available materials and building levies.	--Financial resources -Management skills	-Community -RDCs - NGOs - Private Sector --Donors
Government (MOESC, MOLG, RDCs, MOH, WES)	Create safe, effective protective laws, policies and learning environments	Inadequate expenditure on education-Teacher retention-Multi-sectoral Coordination	--Authority to increase education expenditure ---Central and district level harmonization of functions and coordination	--Access to resources ---Effective Responsibility and accountability systems	MOF
Donors	Respect, harmonize, align and support government priorities	Politicization of development assistance	--Control of resources	--Normalization of relations with some donors	UN



## 4. Principles Underpinning the Strategic Plan of Action

The proposed national strategic plan for education seeks to fulfill the right to education for every child in Zimbabwe. It is guided by the main principles of the CRC, the CEDAW, the Education Act, the Gender Policy and the OVC Policy and National Plan of Action. These principles are as follows:

- The Best Interest of the Child
- Non-discrimination and the provision of essential services for children
- Life, survival and development
- Respect for the child's views
- Tuition in schools in Zimbabwe be provided free, especially for OVC, and if not free due to economic constraints, for the lowest possible fees consistent with the maintenance of high standards of education, with the objective pursued with every appropriate means, including the making of grants, other subsidies and partnerships.
- Compulsory primary education for every child, with parents duty-bound to ensure that such child attends primary school
- Recognition that children have the capacity as well as the right to participate in decisions that affect them
- Recognition that children are resilient and have great capacity for self-reliance
- Protection of orphans and other vulnerable school children, among other children in and out of school.
- Gender equity, or equal attention paid to the rights of boys and girls supported by the recognition that males and females are guaranteed equality before the law and protected from discrimination through the Constitution
- Building upon existing community structures and paying attention to family ties and traditional capital
- National ownership, effective resource coordination at all levels to maximize the use of local resources and minimize duplication, ensuring strong educational leadership, transparency and accountability
- Integration of HIV prevention in all programmes strategies and approaches.
- The prevalence and demonstration of political will and commitment.
- The use of broad-based partnerships for scale up and sustainability of educational interventions

## 5. Vision, Goals and Objectives

### 5.1 The Visions

The proposed Strategic Plan for the education of Girls and OVC will be guided by the following two complementary visions:

- I. A society in which girls and women are empowered to take charge of their lives and participate fully in national development.
- II. Reach all orphans and other vulnerable children in Zimbabwe with basic education services that will have positive impacts on their lives.

While the former vision was inspired by a group of school girls at the launching of the national Girls Education Movement in Zimbabwe in 2004, the latter underpins the National Plan of Action for Orphans and Other Vulnerable Children.

In addition to the above two visions, Plan will also be guided by the following and larger education goals of the National Plan of Action for Orphans and Other Vulnerable Children:

- III. Increase new school enrolment of OVC by at least 25% by December 2005, while ensuring retention of OVC in primary and secondary schools.

Similarly, the plan will address the national (as well as UNICEF's MTSP) priority actions for basic education and gender equality through the pursuit of two of the eight global Millennium Development Goals and related EFA Goals cited below.

### 5.2. Millennium Development Goals and Objectives

#### 5.2.1 Goals

- Achieve universal primary education;
- Promote gender equity and empower women.

#### 5.2.2 Objectives

- Ensure that between 2000 and 2015, all children, boys and girls alike will be able to complete a full programme of primary education
- Eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels of education no later than 2015

## 5.3 EFA 2000 Goals and Targets

### 5.3.1 Goals

- Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to vulnerable people, have access to and complete free and compulsory primary education of good quality;
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program;
- Eliminate 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;
- Improve all aspects of the quality of education and ensuring excellence of all so those recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

### 5.3.2 Targets

- By 2015, all children of primary school age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated ;
- Learning opportunities for youth would be greatly increased ;
- All aspects of education quality would be improved

## 6. Prioritization

Given the declining trends in primary education completion in Zimbabwe, the continuing challenges in the provision of equitable and qualitative primary education for all children, the reduced donor funding and stagnant government education expenditure, the Girls' and OVC Education Strategic Plan will prioritize primary education for 2005-2006. During this period, the participation of secondary school-age girls in the GEM as mentors and in peer education and livelihood skills development activities for girls heading households will be encouraged and supported as these will impact positively on primary school enrolment and completion. From 2007, the programme will be reviewed at mid-term and expanded to cover secondary education as well for 2007-2010.

In line with the recently launched Zimbabwe progress report on the Millenium Development Goals, Girls Education will be the key education sector strategy to contribute to the attainment of the Gender Equity and Empowerment goal. The focus on the gender dimensions of HIV/AIDS in this Plan will be the education sector's contribution to HIV prevention and mitigation, alongside the HIV and AIDS in Education and Lifeskills Strategic Plan.

## 7. Goals of the Plan of Action

Guided by the complementary principles and goals highlighted, the Plan will pursue the following goals:

1. To achieve universal primary education of quality for all Zimbabwean children, especially girls, orphans and other vulnerable children by 2010.
2. Eliminate gender disparity in primary and secondary education by 2010.

## 8. Specific Objectives

The specific objectives of the Plan of Action are as follows:

1. Create a favourable policy and partnership environment to make basic education affordable for all children especially girls, orphans and other vulnerable children.
2. Increase the net primary enrolment ratio of 97% (97% for girls, 96% for boys) in 2004 to 100% for both sexes by 2010.
3. Reduce the distance from school from 10km to 3km radius by 2010
4. Close the gender gap in secondary completion and reduce the vulnerability to abuse and exploitation by primary and secondary school age children, especially orphan girls by 2010.
5. Reduce the number of primary school age children employed in commercial farms to zero by 2010.
6. Reduce the number of cases of sexual abuse in schools and the number of school-age children working to zero by 2010.
7. Improve gender-sensitive learning outcomes in Maths, Integrated Agriculture and Environmental Science, Health, Nutrition, Hygiene and HIV/AIDS/Life skills for 70% boys and girls and through them, 8,000 families by 2010.

8. Strengthen the participation of girls and boys nationally in their own education through the Girls' Education Movement clubs.
9. Mobilize parents, religious and community leaders to address the cultural and religious barriers to girls' education
10. Reduce the burden of care on school age girls heading households and female teachers affected by HIV/AIDS annually
13. At least 70% of primary and secondary school age children correctly identify ways of preventing the sexual transmission of HIV, reject major misconceptions about HIV transmission, communicate basic facts about food, nutrition, hygiene, care practices and can demonstrate practical school gardening skills and skills in food preservation and preparation techniques by the end of 2006

## 9. Key Results

1. The direct and indirect cost of schooling made affordable for girls, orphans and other vulnerable children so that 90% school children complete primary and secondary education by 2010
2. Improved EMIS and monitoring capacity in all districts as measured by provision of an annual district education situation report including data against the MDG and EFA indicators and information on programme performance produced and disseminated by district education teams.
3. 100% children attending primary school by 2010
4. Reduced distance from school from 10km to 3km radius by 2010
5. Gender gap in primary and secondary completion closed by 2010.
6. No cases of sexual abuse of school children reported by 2007
7. Policies, laws and community-based monitoring system in place by 2010 to eliminate child labour and sexual abuse.
8. Two teachers in each primary school in all districts nationally providing guidance and counseling services by 2010
9. Pupil/textbook ratio at 1:1 by 2010
10. At least 30,000 teachers trained in participatory methodologies in Maths, Integrated Agriculture and Environmental Science, Health, Hygiene and HIV/AIDS/Life skills by 2010
11. At least 70% of girls and boys attaining the minimum learning achievements targets set in Maths, Integrated Agriculture and Environmental Science and Life skills by 2010
12. A system of monitoring learning achievement in place at district level by 2010.
14. 50% girls participating in GEM club activities in all primary schools nationally
15. Burden of care on 25,000 girls heading households and 5,000 female teachers affected by the HIV/AIDS pandemic is reduced annually to enable them participate effectively in education and development.
16. Monthly PTA meetings discuss and take action on religious and cultural attitudes and practices affecting girls' and boys' participation in education
17. Improved supervision and monitoring capacity in all districts as measured by provision of an annual district education situation report including data against the MDG and EFA indicators and information on programme performance produced and disseminated by district education teams.

## 10. Policies for Action

These national, school and community policies were defined by key stakeholders and young people, based on evidence of what works on the ground and the experiences of girls in accessing primary and secondary education. They will be incorporated in the basic education policy under review and responsibilities defined for implementation.

### **Government and key stakeholders to work together to:**

- Support free and compulsory education up to 'O' Level.
- Strengthen links between the education system and other social services for a multi-sectoral approach to girls' education and development;
- Government to coordinate and ensure equitable distribution of all resources from partners,

especially resources provided in the form of grants for the education of orphans and other vulnerable school children

- Eliminate taxation on textbooks so as to make textbooks affordable for every child.

### **Parliament to:**

- Let BEAM funds be channeled through and administered by the Ministry of Education at decentralized levels - parliament to discuss and ensure implementation;
- Prohibit child labor and ensure that there is no engagement of pupils in any employment that prevents them from enjoying their right to education. Monitor enforcement of child labour laws Harmonize the ILO labor laws with child rights laws and making it an offence to engage children 0-18 in any form of labour
- Abolish cultural and religious practices e.g. chimutsamapfihwa that prevent girls' participation in education;
- Include protection against sexual abuse in the education act;
- Review and amend the marriage customary law, which allows girls below 16 to be married;
- Review the marriage act to cover the 17-year-old girls who are between 16 and 18 years;
- Criminalize child abuse within the school system - Dismissal not enough;

### **The Ministry of Education Sports and Culture to:**

- Keep all girls in schools at all costs whilst ensuring their safety through free and compulsory basic education and community participation;
- Make school timetables more flexible to enable children heading households to attend and complete;
- Provide statutory instrument on information on child labour for all stakeholders;
- Prohibit schools from colluding, cooperating and coordinating with any company involved in child labour--- hold schools heads accountable;
- Review policy on distance between schools and homes so as to reduce distances pupils walk to school from 10 km to at least 3km and to bring schools closer to communities;
- Provide more explicit guidelines and monitor the protection of children from all forms of discrimination, violence;

- Provide circular to include all other civil servants and non-teaching staff on improper association with pupils;
- Make guidelines on sexual abuse more explicit and understandable;
- Ensure that school administration structures are gender balanced i.e. with females also found as headmistresses or deputies so as to boost girls' self-esteem and encourage them to participate in Sciences;
- Review the HIV/AIDS education policy and messages on abstinence and condom use;
- Introduce HIV/AIDS education and life skills to girls and boys from grade 1 if not earlier;
- Support regular policy information sharing with school heads, teachers, parents, care-givers and pupils (for the latter in simple child-friendly ways).

### **School Development Committees to:**

- Review school fees regularly to reflect the economic reality;
- Build schools with early learning services closer to communities (ECEC; small schools with Grades 1 - 3) should be situated near the community under TIC);
- Counsel/educate the pregnant girls, parents and teachers and other pupils on the need for such pupils to continue with school;
- Re-sensitization of communities and schools on the Re-entry policy - teenage mothers to go back to school. Involve community, SDC, heads and parents in promotion of school completion;

### **BEAM Selection Committees to:**

- Constantly visit schools rather than communicate from a distance;
- Ensure that BEAM distribution should be guided by the number of OVC rather than enrolments;
- Keep an updated register in the school so that every OVC benefits---children, sdcs, heads and teachers to be involved in the identification of OVC;

## **11. Policy Implementation Strategy**

These policies will only be useful if they are implemented. Policy implementation will adopt a three-pronged strategy. First, all rights holders and

duty bearers affected by these policies will be mobilized to participate in the basic education policy review and be sensitized on their role in policy formulation and implementation. Second, key policy makers will be trained on policy analysis, gender analysis so as to be able to conduct regular education policy reviews and to mainstream national gender policy in the education system. Third, the current lack of effective implementation of laws and policies will be addressed through the mobilization of influential leaders and parliamentarians to serve as policy champions so as to provide the necessary leadership in policy implementation and facilitate regular dialogue with stakeholders in education on policy implementation and impact. Their work will be supported by regular policy briefs based on information and data collected through routine education data systems, programme monitoring reports and operations research activities.

## 12. Plan of Action: Strategies and Activities

The plan of action will pursue changes that will eliminate the following key barriers to primary enrolment and completion for girls and OVC:

- Unaffordable cost of basic education;
- High rate of HIV prevalence which is increasing the vulnerability of girls to HIV and threatening the exclusion of OVC from education and development;
- Poor, unsafe, unfriendly, ineffective school environments;
- Sexual and economic exploitation of school age girls and boys;
- Persistent discriminatory cultural and religious beliefs and practices negatively impacting female empowerment and participation.

### 12.1. Main Strategies

**The Plan will have the following strategies:**

#### 12.1.1 The Rights-based Approach, Planning and Action

Using the rights-based approach, Girls' Education interventions at school, district and national will be initiated through a school and community-driven

process of analysis, planning and action that identifies and analyses problems and their causes, the roles and capacities of duty bearers and capacity gaps of duty bearers which should be filled towards the realization of the right to education. Interventions already identified in this plan are meant to provide indications on the kinds of activities that will lead to a positive impact rather than pre-empt the priorities of communities. In 2005, fifty schools in five districts will be supported to initiate this process.

#### 12.1.2 Policy Advocacy, Development and Community Dialogue

A national basic education policy will be developed with joint support of partners and through that process the provision of free primary education will be intensively advocated. Measures will be put in place to maintain regular dialogue on education policy facilitated by policy champions towards UPE by 2010;

#### 12.1.3 Partnership Development & Framework

The Girls' and OVC Education Plan of Action will be guided by the UNGEI, the Child-friendly and Quality schools

Framework, the Essential Package of Interventions agreed between UNICEF, WFP and SADC ministers of education for collaborative action in education, the framework for collaboration of the NPA for OVC and the cooperation framework guiding collaboration between UNICEF, WFP, EU-ETRP, FAO, UNESCO, NZAID, SNV-Zimbabwe and other NGOs. The cooperation framework is to be operationalized from 2006 through joint planning, co-funding, joint monitoring and implementation. From 2005, the Plan is being initially funded through the multi-country Schools for Africa Programme supported by the Nelson Mandela Foundation and UNICEF German and National Committee to keep all orphans in school.

Advocacy for continued and scaled up support will be done using Partners such as the Government of Japan who are planning to support schools rehabilitation and quality improvements and DFID and SIDA who are already funding a major OVC programme.

The existing funding will be expected to expand through broadened partnerships as implementation



proceeds. In order to fully meet the costs of basic education, especially the indirect and opportunity costs, a study on the financing of basic education will be supported to provide information on the full implications of attaining UPE and gender equity in Zimbabwe. It will provide information on the extent to which stakeholders are contributing to basic education and how existing resources being invested can be better coordinated and utilized to reach the most vulnerable beneficiaries. A database on Girls' and OVC Education good practices, institutional capacity analysis including, who is doing what, where and with what resources will be set up and made accessible to all partners and used for coordination, co-financing and resource mobilization purposes.

The implementation of the Plan will benefit from the global UNGEI advocacy activities and will be guided by the five interrelated dimensions of the global Girls' Education strategy. These are:

- Focus intensive interventions on selected countries.
- Adopt a proactive and intensive approach
- Intensify advocacy at national and international levels
- Intensify partnerships for planning, coordination and service delivery
- Focus on inter-sectoral approach.

The NPA for OVC uses the Working Party of Officials to provide policy guidance, a network of NGOs as implementing partners and Child Protection Committees as district and community-based structures to be created. These structures have education sector representation, thereby providing the necessary cross-sectoral linkages.

At country level, the girls' education working group formed for implementation purposes, has developed guidelines for the implementation of the plan, the main elements of which are follows:

- This plan will prioritize the education of girls, orphans and other vulnerable child in the most remote marginalized districts of the country.
- The plan will be supported and implemented in a coordinated manner in which a clear definition of roles and responsibilities, sources of support and an alignment of existing interventions being implemented by different partners (civil society, government) is done
- A Girls' and OVC Education sub-group of existing Education and Child protection Working Groups

will be set up to with the Ministry of Education, Sports and Culture and the Ministry of Gender as co-conveners guided by the principles set out in this document

- The Plan will be integrated within the EFA Plan to prevent duplication.
- Operational linkages with the NPA/OVC and other social development programmes will be forged through a single joint programming mechanism

Lessons drawn from the implementation of the fast track support of DFID and the joint programming in education by UNICEF, UNESCO, WFP, EU, SNV in ten districts in 2005 will be used to improve on the partnership framework for the Girls' and OVC Education Plan.

#### **12.1.4. Service Delivery**

Service delivery will entail the procurement of supplies and services including textbooks, agreements with civil society to implement different but complementary components of the Girls and OVC Education programme and the hiring of local expertise to backstop project activities. School construction, rehabilitation and the procurement of furniture will be done to improve access to school in disadvantaged areas, using support from partners such as the Government of Japan and the EU.

#### **12.1.5. School Quality Improvements in Child-Friendly Schools**

Schools will be transformed into quality, child-friendly schools using existing frameworks. Improved learning outcomes will be pursued through the provision of quality learning materials, the development and implementation of an in-service teacher development plan; improving the gender-responsiveness of HIV/AIDS/Life skills education and broader school and institution-based responses to school children and teachers infected and affected by HIV/AIDS; ensuring relevance through investments in health, hygiene, environment, agriculture, nutrition education benefiting all children, especially girls, orphans and female teachers heading households and caring for sick family members; ensuring better monitoring of learning outcomes and improved access to data. Existing support services in schools and communities for children with special needs will be revitalized and made more responsive to the needs of these children.

The education of children with disability will be mainstreamed in the formal education system. Children with severe forms of disability who need specialized educational opportunities will be assisted through existing special needs schools. With the collaboration of other partners such as UNESCO, the education data systems will be strengthened at national, provincial and district levels to ensure access to disaggregated data (by gender and orphan status). This will improve policy analysis and planning at national level as well as access to regular district education situation analyses and monitoring. The village register will be used by community leaders to track attendance and retention at village level more frequently than the yearly EMIS reporting. GEM and community score cards will be developed to serve as tools for generating community demand for quality education. These score cards will define standards of quality and child-friendliness of schools as well as minimum performance standards of service providers within a results-based programme management framework.

### **12.1.6 Community Capacity Development for Equity and Quality in Education**

Capacity development will be based on the outcomes of the capacity analysis done by schools and communities. Some of the key gaps already recognized include the need to train teachers in gender issues, counselling and gender-sensitive HIV/AIDS/Lifeskills. These will be important skills to help prevent girls from being sexually exploited. Incentives will be provided to support the livelihood skills training of girls heading households and to retain female teachers in the education system. The roles of boys, girls, men and women in the socialization and empowerment of women and girls will be analyzed and outcomes used as a basis for their re-education on gender-responsive socialization practices. Community leaders will be mobilized and conscientized to serve as champions for action on legal, policy and administrative measures to empower women and girls in communities while preventing child abuse and child labour. A cross-border regional initiative will address the multi-national problem of prostitution, child labour and other social vices affecting youth.

### **12.1.7 Promotion of Girls' and Boys' Participation through GEM**

The Girls' education movement launched in 2004 will provide the medium through which girls' voices would be heard. Each school will have a GEM club, the activities of which will be developed and implemented by girls and boys annually. The objectives of these activities would be to empower boys and girls to claim their rights and understand their responsibilities. Through the GEM movement, the disempowering effects of undesirable behaviours of teachers and the protection of sexual abuse perpetrators by parents in communities will be addressed through school and community dialogue facilitated by boys and girls and community leaders who would be champions for the rights of the girl child. Strategies to make boys and men more gender-responsive will be developed and implemented. School authorities and communities will be assisted to understand and appreciate what children say and feel so as to better support them. Boys and girls will participate in outreach peer education and counselling, leadership skills training, Maths and Science learning camps and information sharing through a GEM newsletter. Good practices in girl's empowerment being implemented by such NGOs as the Girl Child Network, Chipawo, CAMFED and FAWEZI will be documented and shared. A database on what works in Girls' participation and empowerment processes will be set up for adoption by various service providers.

### **12.1.8. Information and Communication**

A communication strategy will be developed to empower girls, parents and community members to take charge of their own lives and lives of those in their care through gender socialization, the promotion of male participation in girls' and OVC education and development. Through the communication strategy, girls will be mobilized for self-empowerment through the GEM and other existing disparity-driven female-centred approaches. Parents and communities will be mobilized to meet their obligation towards the protection and safety of girls, rather than the protection of perpetrators of child and sexual abuse. Good practices will be identified, documented and shared for scaled up action. Information on existing studies will be provided in regular updates and shared so that policy and programmatic implications can be systematically acted upon by implementers.

## Implementation Plan 2005-2010

Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support	
			05	06	07	08	09			10
			05	06	07	08	09	10		
<p><b>Sub-project Objective:</b></p> <ol style="list-style-type: none"> <li>1. Create a favourable policy and partnership environment to make basic education affordable for all children especially the poor, vulnerable and HIV affected girls and boys.</li> <li>2. Increase the net primary enrolment ratio of 97% (97% for girls, 96% for boys) in 2004 to 100% for both sexes by 2010.</li> </ol> <p><b>Key Results:</b></p> <ul style="list-style-type: none"> <li>• The direct and indirect cost of schooling made affordable for girls, orphans and other vulnerable children so that 90% school children complete primary and secondary education by 2010</li> <li>• 100% children attending primary school by 2010</li> <li>• Improved supervision and monitoring capacity in all districts as measured by provision of an annual district education situation report including data against the MDG and EFA indicators and information on programme performance produced and disseminated by district education teams.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Policy Advocacy and Development</li> <li>• Partnership Development</li> <li>• Capacity Development in Planning and Monitoring</li> </ul>										
<b>Activity1.1:</b> Conduct a study on the financing of basic education to establish the feasibility of co-financing.	National								X	
										Study report conducted; co-financing strategy elaborated; conference held and broad based partnership adopted by RDCs, NGOs, business community and other stakeholders to educate OVC, especially girls
									MOESC Consultants	UNICEF-CLL UNESCO World Bank Private sector



Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support	
			05	06	07	08	09			10
<b>Activity 1.2:</b> Support Basic Education Policy review and consolidation and advocacy for free UPE for OVC based on partnership	National		X						MOESC Consultants	UNICEF-CLL UNESCO Ministry of Gender MOH
<b>Activity 1.3:</b> Support districts to review BEAM selection procedures	All districts			X					DEOs RDCs PEDs Ministry of Gender	Ministry of Education Ministry of Labour and Social Affairs
<b>Activity 1.4:</b> Educate SDC/SDA and BEAM Selection committees on their legal and administrative responsibilities.	All districts			X	X	X			School heads DEOs RDCs PEDs Ministry of Gender	Ministry of Education Ministry of Labour and Social Affairs
<b>Activity 1.5:</b> Mobilize parliamentarians and other influential leaders to serve as champions for policy implementation and monitoring	National			X	X	X			MOESC	UN Ministry of Gender Office for Policy Implementation
<b>Activity 1.5:</b> Activity 1.5: Scale up the triple A process of analysis, planning and action using the school-based strategy	All districts		X	X	X	X			SNV FAWE CAMFED DEOs Girl Child Network WASN MUSASA RDCs World Vision Save Norway Save UK ASAP	UNICEF- CLL/Social Policy RME UNESCO WFPEU Ministry of Gender Ministry of Education

Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support
			05	06	07	08	09		
<p><b>Activity 1.6</b> Strengthen EMS and district monitoring systems to ensure girls' and OVC education is effective.</p>	National		X	X	X	X	X	X	MOESC  UNICEF-CLL/SPRME UNESCO WFPEU Ministry of Gender DFID
<p><b>Sub-project Objective:</b></p> <ol style="list-style-type: none"> <li>1. Increase the net primary enrolment of both boys and girls from 96.5% (96% boys and 97% girls) in 2005 to 100% for both by 2010.</li> <li>2. Close the gender gap in primary and secondary completion and reduce vulnerability to abuse and exploitation of school age children by the end of 2006.</li> </ol> <p><b>Key Results:</b></p> <ul style="list-style-type: none"> <li>● Reduced distance from school from 10km to 3km radius by 2010</li> <li>● Gender gap in primary completion closed by 2006.</li> <li>● No cases of sexual abuse of school children reported by 2007</li> <li>● Policies, laws and community-based monitoring system in place by 2010 to eliminate child labour and sexual abuse.</li> <li>● Two teachers in each primary school in all districts nationally providing guidance and counseling services by 2010</li> </ul> <p><b>Strategies:</b> Bring Schools closer to communities; make schools and communities safe, non-violent and non-exploitative-- prevent and combat the twin evils: sexual abuse and child labour and ensure completion</p> <p><b>Priority Districts:</b> Binga (drop-out 28%) , Tsholotsho (20%), Gokwe North (19%) plus rural and new settlements with distance of 5-10km from a school</p>									

Activities	Geographical location	Budget in USD	Output Description/ indicators						Implementing partner	Proposed Partners for Funding and Technical Support
			05	06	07	08	09	10		
<b>Activity 2.1</b> Construct rehabilitate child-friendly schools close to communities	Communities with distance of 5-10km			X	X				MOESC World Vision Save Norway	EU UNICEF- Sida Government of Japan
<b>Activity 2.2:</b> Conscientize chiefs, village heads and other local leaders and parents to understand policies on school safety, the prevention of sexual abuse and child labour around schools and communities	All districts			X	X	X			RDCs MUSASA FAWE CAMFED WASN World Vision Save Norway Save UKASAP	Ministry of Education Ministry of Labour and Social Affairs Ministry of Gender
<b>Activity 2.3:</b> Support targeted school feeding and school lunches to enhance school attendance	All schools and pre-schools		X	X	X	X			MOESC Parents through SDC World Vision Care	WFP DFID Japan
<b>Activity 2.4:</b> Initiate cross-border project on life and livelihood skills development for girls, orphans and other vulnerable children in the border districts	Plumtree Beitbridge Mt Darwin Rushinga Mudzi and Hurungwe			X	X	X			SNV RDCs Save Norway	DEOs PEDs UNICEF-CP IOM Ministry of Gender UNICEF ILO

Activities	Geographical location	Budget in USD	Output Description/ indicators						Implementing partner	Proposed Partners for Funding and Technical Support	
			05	06	07	08	09	10			
<b>Activity 2.5</b> Mobilize, reintegrate and track children out of school, providing flexible second-chance educational opportunities for them	Plumtree Bullilima Mangwe Beitbridge Mt Darwin Rushinga Mudzi, Hurungwe Binga Tsholotsho Gokwe North		X	X	X	X	X	X	Annual back to school campaigns held nationally; every dropout and every new entrant receives package of learning materials to last a year; every receiving school for re-integration receives block grant to meet the costs of education; parents and caregivers receive IGA support	Mavambo Trust School heads SDCs World Vision Save Norway Save UK Care CRS ASAP	MOESC Ministry of Social Affairs
			X	X	X	X	X	X	All schools receive block grants to retain children at risk of dropping out and to implement school improvement plans developed from school-based triple A's	Muvambo Trust School heads, SDC DEOs, RDC PEDs, SNV, FAWE, CAMFED, DEOs, WASN, Girl Child Network, MUSASA, Chipawo World Vision Save Norway, Save UK, Care, CRS	DFID EU UNICEF-CLL/CP (NRA/OVC)
<b>Activity 2.6</b> Provide block grants to schools to retain children at risk of dropping out due to the cost of education	All districts		X	X	X	X	X	X			

Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support
			05	06	07	08	09		
<p><b>Activity 2.7</b> Train teachers on gender issues; sexual abuse prevention, life skills and guidance and counseling skills at ECEC, primary and secondary schools.</p>	All districts		X	X	X	X	X	<p>FAWE, CAMFED WASN, MUSASA Save Norway, Save UK, World Vision Care, CRS, Muvambo Trust</p>	<p>Ministry of Gender UNICEF-CLL/CP UNFPA UNIFEM EU DFID Sida Cida</p>
<p><b>2 teachers in every school trained; trained teachers provide lifeskills learning Guidance and counseling /psychosocial care services provided for girls, OVC, all children in need of such services; teaching about HIV/AIDS is learner-centred (based on the lived and gendered experiences of boys and girls); Career guidance includes information on careers in scientific fields. Service includes coordination of regular girls' interaction with female teachers and local women achievers as role models; parents mobilized and encouraged to motivate and expand their expectations of what girls can do; gender sensitivity promoted in schools through trained teachers. Trained teachers hold annual networking meetings at cluster level to serve as strategic allies to combat sexual abuse</b></p>									
<p><b>Sub-project Objective:</b> Improve learning outcomes in gender-sensitive HIV/AIDS/Life skills, Maths, Integrated Environmental and Agricultural Livelihood skills, Health, Nutrition, Hygiene and gender-sensitivity in for 80% girls, orphans and other vulnerable children by 2010.</p>									
<p><b>Key Results:</b></p> <ul style="list-style-type: none"> <li>• Pupil/textbook ratio at 1:1 by 2010</li> <li>• At least 70% of girls attaining the minimum learning achievements targets set in Maths, Integrated Environmental and Agricultural Science and Life skills</li> <li>• At least 30,000 teachers trained in participatory methodologies in Maths, Integrated Agriculture and Environmental Science, Health, Hygiene and HIV/AIDS/Life skills by 2010</li> <li>• At least 70% of primary school age children 10-14 (35,000) in the 100 schools correctly identify ways of preventing the sexual transmission of HIV, reject major misconceptions about HIV transmission, communicate basic facts about food, nutrition, hygiene, care practices and can demonstrate practical school gardening skills and skills in food preservation and preparation techniques</li> <li>• A system of monitoring learning achievement in place at district level by 2010.</li> </ul>									
<p><b>Strategy:</b> Capacity Development for Improved Learning Outcomes and Excellence for girls, orphans and other vulnerable children in Maths, Integrated Environmental and Agricultural Livelihood skills, Health, Hygiene and gender-sensitivity in HIV/AIDS/Life skills</p>									
<p><b>Priority Districts:</b> Tsholotsho, Hurungwe, Mudzi, Rushinga (low pass rates) Bullilima, Mangwe, Binga, Zaka, Hwange(food insecurity)</p>									

Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support
			05	06	07	08	09		
<b>Activity 3.1</b> Procurement of gender-sensitive HIV/AIDS/Life skills, Maths, Integrated Environmental and Agricultural Livelihood skills, Health, Hygiene and textbooks	Hurungwe, Mudzi, Rushinga (low pass rates) Bullilima, Mangwe, Binga, Zaka, Hwange (food insecurity)		X			X		MOESC ASAP (Maths instruments)	UNICEF-CLL/HNE EU, Japanese Govt. FAO, WFP, DFID Sida, Cida
<b>Activity 3.2:</b> Provide training in school co-management, gender issues, school-based OVC care and support for school heads and SDC members	All schools			X	X	X	X	SNV World Vision Save Norway Save UK Care CRS	UNICEF-CLL EU WFP FAO DFID
<b>Activity 3.3:</b> Train teachers in participatory learner-centred methodologies for HIV/AIDS/Life skills, Maths, Integrated Environmental and Agricultural Livelihood skills, Health, Nutrition, Hygiene	Hurungwe, Mudzi, Rushinga (low pass rates) Bullilima, Mangwe, Binga, Zaka, Hwange (food insecurity)		X			X		UZ Consultants	Ministry of Education UNICEF-CLL/HN EU, NESCO FAO, DFID Sida
<b>Activity 3.4:</b> Revitalize school health, nutrition, hygiene, integrated agricultural and environmental skills development programmes in schools	Bullilima, Mangwe, Binga, Zaka, Hwange			X				Ministry of Health MOESC World Vision Save Norway Save UK Care CRS	UNICEF-HNE/CLL FAO WHO EU DFID

Activities	Geographical location	Budget in USD	Output Descriptions/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support		
			05	06	07	08	09			10	
<b>Activity 3.5</b> Offer bursaries to the best girl pupils in Maths, Science and technology.	Hurungwe, Mudzi, Rushinga (low pass rates)		X	X	X	X	X	X	Annually 10 scholarships offered to girls transitioning to high school; 10 to girls opting for Maths and Science in University; districts create annual awards for excellence	Fawe, CAMFED, WASN, MUSASA, World Vision, Save Norway, Save UK, Care, CRS	UNESCO UNICEF-CLL EU, DFID Sida, Cida
<b>Activity 3.6:</b> Strengthen the quality of education for children with disability and learning difficulties in mainstream and special needs schools	All districts				X	X	X	X	Childhood disability survey conducted; assistive devices procured; all school environments responsive to the logistical needs of disabled children; 10% teachers trained to support special needs education including remedial support to children with learning difficulties	Association of Parents with Disabled children; MOESC	EU
<b>Activity 3.7:</b> Develop and introduce a system of monitoring learning achievement in schools	National					X	X	X	MLA outcomes interpreted and used as basis for improving quality of education systematically; operations research on specific issues such as language learning supported periodically	UZ	UNICEF- CLL/CPUNESCOEU
<b>Sub-project Objective:</b> Strengthen the participation of 50% girls and boys nationally in their own education.											
<b>Key Results:</b>											
<ul style="list-style-type: none"> <li>50% girls participating in GEM club activities in all primary schools nationally</li> </ul> Strategies Promote the participation of Girls and Boys through GEM											



Activities	Geographical location	Budget in USD	Output Description/ indicators						Implementing partner	Proposed Partners for Funding and Technical Support	
			05	06	07	08	09	10			
<b>Activity 4.1</b> Form GEM clubs in all schools and encourage girls and OVC to play lead roles in promoting their own education especially in Maths, Science and Life skills; implementing outreach activities in their communities to identify peers at risk of dropping out and prevent drop-out, sexual abuse; child labour; build life skills and values; prevent HIV among their peers.	All districts		X	X	X	X	X	X	Annually small grants provided for clubs; gender balance in membership ensured; club activities focus on priorities identified by girls and boys annually; the participation and support of teachers and boys promoted; an annual GEM Learning Clinic and regular school-based promotional activities for Girls in Maths, Science and Life skills for confidence-building and performance improvement conducted	Girl Child Network FAWE Chipawo World Vision Save Norway Save UK Care CRS	MOESC UNICEF-- CLL/HIV/AIDS/CP Ministry of Gender DFID
<b>Activity 4.2:</b> Support district GEM news supplements in local newspapers	All districts				X	X	X	X	Local newspaper producers offer to carry GEM supplement weekly	Girl Child Network FAWE Chipawo	UNICEF-Comm. MOESC Ministry of Gender
<b>Activity 4.3:</b> Establish mentoring system by women's leadership and empowerment machinery for GEM girls	All districts				X				GEM club girls interact with local women leaders regularly	Girl Child Network FAWE Chipawo Ministry of Gender	MOESCUNFPAMinistry of GenderEUDFID
<b>Activity 4.4:</b> Support annual GEM review and planning meetings and quarterly monitoring visits to GEM activities.	All districts				X				Districts education offices organize reviews, planning, monitoring	Girl Child Network Chipawo	MOESC Ministry of Gender
<b>Sub-project Objective:</b> Mobilize girls, boys, parents, religious and community leaders to address the cultural and religious barriers to girls' education											
<b>Key Result:</b> <ul style="list-style-type: none"> <li>Monthly PTA meetings discuss and take action on religious and cultural attitudes and practices affecting girls' and boys' participation in education</li> </ul>											
<b>Strategies:</b> Communication											



Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support
			05	06	07	08	09		
<b>Activity 5.1</b> Scale up Hurungwe experience on dealing with cultural problems through participation	All districts			<b>X</b>				Hurungwe District Education Office Outreach, PEDS, FAWE, CAMFED, WASN, MUSASA, World Vision, Save Norway Save UK, Care, CRS	UNICEF- CLL/Comm EU DFID
			School-based plans include parent/community dialogue; Team building with communities; promotion of a vision of collective responsibility; establishment of SDC sub-committees including councillors, churches, women leaders on specific problems; regular gender awareness campaigns; etc.						
<b>Activity 5.2:</b> Include issues on cultural beliefs and practices in regular PTA and other community meetings.	All districts			<b>X</b>	<b>X</b>	<b>X</b>		School Heads	DEOs FAWE CAMFED WASN MUSASA
<b>Activity 5.3:</b> Work with FBOs to integrate gender and sexuality issues in HIV/AIDS prevention activities	All districts			<b>X</b>				FAWECAMFEDWAS NMUSASAWorld Vision Save NorwaySave UKCareCRSMuvam bo Trust	RDCs FBOs UNAIDS EU DFID
<b>Sub-project Objective:</b> Reduce the burden of care on school age girls heading households and female teachers affected by HIV/AIDS annually									
<b>Key Results:</b>									
<ul style="list-style-type: none"> <li>At least 35,000 young male, female peer educators in each district have knowledge and skills to analyze and educate peers on gender and sexuality issues in HIV prevention through girl-friendly youth centres and other formal and informal learning structures by the end of 2006</li> <li>Burden of care on 25,000 girls heading households and 5,000 female teachers affected by the HIV/AIDS pandemic is reduced annually to enable them participate effectively in education and development.</li> </ul>									
<b>Strategies:</b> STRENGTHEN THE CAPACITIES OF YOUNG PEOPLE AND FEMALE TEACHERS TO DEAL WITH THE GENDER DIMENSIONS OF HIV/AIDS									

Activities	Geographical location	Budget in USD	Output Description/ indicators					Implementing partner	Proposed Partners for Funding and Technical Support	
			05	06	07	08	09			10
<b>Activity 6.1</b> Scale up Chikwaka and other models of participatory Information dissemination on gender, HIV/AIDS, sexuality with stakeholder involvement i.e. girls, church, teachers, health workers, crèche, councillors & women.	All districts				X	X	X	50 schools per district including GEM clubs participate annually in scale-up process; HIV/AIDS learning based on lived and gendered experiences of boys and girls.	WASN, FAWE, CAMFED, MUSASA World Vision, Save Norway Save UK, Care, CRS	UNAIDS EU DFID Sida Cida
<b>Activity 6.2:</b> Integrate gender and sexuality issues and methodologies in ongoing peer education and outreach activities to empower girls and boys with life skills.	All districts			X				Annual training of 450 peer educators include sessions on gender and sexuality issues in HIV/AIDS	WASN, FAWE, CAMFED, MUSASA World Vision, Save Norway Save UK, Care, CRS	UNAIDS EU DFID Sida Cida
<b>Activity 6.3:</b> Provide incentives to support female teachers and ease the burden of care on them.	All districts		X	X	X	X		Incentives provided annually for 5000 female teachers with in-built sustainability measures; access of teachers to ARVs and peer counseling advocated	WASN, FAWE, CAMFED, MUSASA, World Vision Save Norway Save UK Care, CRS	UNAIDS EU DFID Sida Cida
<b>Activity 6.4:</b> Participate in multi-sectoral programmes to empower women and girls against HIV/AIDS infection.	All districts		X	X	X	X		Annually 24,000 girls heading households & adolescent orphans benefit from grants to schools & vocational/technical skills training centres & other non-formal learning centres with flexible schedules to reach all girls, orphans & other vulnerable children & young people for their education, training & economic empowerment; HIV testing & counseling service providers trained on gender issues in HIV/AIDS; male and female teachers have access to ARVs; improved access of girls and OVC to girl-friendly gender-sensitive youth centres where young people could access life and livelihood skills training; interact on issues of interest to them and have access to voluntary testing and counseling services.	MOESC, WASN, FAWE, CAMFED, MUSASA World Vision Save Norway Save UK Care CRS	UNICEF- CLL/CP/ HIV/AIDS UNAIDS EU, DFID Sida, Cida Ministry of Health, Ministry of Labour & Social Welfare Ministry of Gender
<b>Activity 6.5:</b> Identify, document, publish and disseminate good practices	All districts							2 good practices identified annually and documented and disseminated.	WASN, Hurungwe, DEO Girl Child Network	UNICEF-Comm UNAIDS, Ministry of Education Ministry of Health Ministry of Labour & Social Affairs Sida, Cida

## 13. Programme Support, Management & Coordination

The Girls' and OVC Education Programme will be implemented within the UNDAF, coordinated by the Ministry of Education, Sports and Culture which will be responsible for policy development, quality assurance, multi-partner coordination and resource mobilisation for programme implementation. The MOESC at central level will coordinate joint annual work planning, joint mid and end year reviews, mid-term (2007) and joint end of programme reviews and evaluations (2010). At provincial level, existing multi-sectoral mechanisms will be used to ensure the mainstreaming of gender issues in all provincial, district and school-based initiatives, ensuring in particular, the mobilisation and organisation of community and religious leaders as well as private sector participation in education policy implementation. Provincial structures will also provide technical assistance and monitor the implementation of activities at district level through trained provincial technical support teams.

The programme will be implemented by a network of NGOs, namely FAWEZI, CAMFED, the Girl Child Network, Save the Children/UK, Save the Children/Norway, the Women and AIDS Support Network, the MUSASA Project, CHIPAWO, Mavambo Trust, SNV and other NGOs. Implementers will be trained in rights-based programming, policy analysis, gender analysis and mainstreaming, education data analysis, monitoring and evaluation to strengthen their skills in these critical programming areas. Coordination of district level implementation of the programme will be the responsibility of the Rural District Councils within the existing multi-sectoral coordination mechanisms and with technical support of the District Education officers. Implementers will be responsible for the conduct of joint community-based analyses and planning to ensure targeted responses at district level; annual work planning, mid-year and annual programme reviews. An external impact evaluation will be fielded.

Technical and financial support for implementation will come from Government, the UN agencies UNICEF, UNESCO, WFP, FAO, UNAIDS and the donor community. As the agency vested with the leadership role for the UN Girls' Education Initiative, UNICEF will serve as managing agent for the programme, channelling financial resources to the cooperating and implementing partners with comparative advantage for action and providing technical assistance in areas of its comparative advantage (life skills, gender analysis and training, quality education, nutrition health and hygiene education, rights-based action at school and community levels, policy reform). A separate budget constituting 25% of the total programme budget will

be set aside for programme support, monitoring and evaluation costs which will be a component of each sub-project. Each implementing partner or group of implementing partners will develop a project based on the programme objectives and strategies. Each project will be jointly agreed upon by the steering committee and resources channelled to the partner concerned for action.

## 14. Monitoring & Evaluation

A baseline survey will be conducted to fill data gaps. An Integrated Monitoring and Evaluation Plan below will be used to monitor the programme's inputs, outputs and outcomes and facilitate the conduct of operations research necessary to respond to emerging challenges. The IMEP monitoring data will also be used to monitor and report on progress towards the Millennium Development Goals 2 and 3. The following indicators will be used to assess progress and impact:

- Basic Education Policy pursues cost containment and affordability measures;
- Annual district education situation report produced;
- Net primary enrolment ratio by gender and orphan status;
- Distance from home to school ;
- Primary completion rate by gender and orphan status;
- Number of reported cases of sexual abuse in schools by orphan status;
- Number of school-age children working in commercial farms by gender and orphan status;
- Percentage of grades 3 and 5 children to attain the nationally defined minimum learning competencies in HIV/AIDS/Life skills, Maths and Science by gender and orphan status;
- Number of girls and boys who are members of GEM clubs;
- Percentage of primary schools with active GEM clubs;
- Number of young peer educators in each district with knowledge and skills to analyze and educate peers on gender and sexuality issues in HIV prevention;
- Number of parents, religious and community leaders sensitized to address the cultural and religious barriers to girls' education;
- Number of school-age girls affected by HIV/AIDS with direct assistance to reduce the burden of care on them;
- Percentage of female teachers affected by HIV/AIDS with direct assistance to reduce the burden of care on them.

## 15. Integrated Monitoring and Evaluation Plan (IMEP)

Result	Indicator	Means of Verification	Periodicity	Responsible person
<b>Specific Objectives</b>				
1. Create a favourable policy and partnership environment to make basic education affordable for all children especially the poor, vulnerable and HIV affected girls and boys.				
2. Increase the net primary enrolment ratio of 97% (97% for girls, 96% for boys) in 2004 to 100% for both sexes by 2010.				
The direct and indirect cost of schooling made affordable for girls, orphans and other vulnerable children so that 90% school children complete primary and secondary education by 2010	<ul style="list-style-type: none"> <li>Primary completion rate, by sex</li> <li>Secondary completion rate, by sex</li> </ul>	<ul style="list-style-type: none"> <li>EMIS</li> <li>EMIS</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC</li> <li>MoESC</li> </ul>
100% children attending primary school by 2010	<ul style="list-style-type: none"> <li>Primary net enrolment rate, by sex</li> <li>Primary gross enrolment rate, by sex</li> <li>Primary net attendance rate, by sex</li> <li>Primary gross attendance rate, by sex</li> </ul>	<ul style="list-style-type: none"> <li>EMIS</li> <li>EMIS</li> <li>DHS, PASS, VAC</li> <li>DHS, PASS, VAC</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> <li>Annual</li> <li>Annual</li> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC</li> <li>MoESC</li> <li>CSO</li> <li>CSO</li> </ul>
Improved supervision and monitoring capacity in all districts as measured by provision of an annual district education situation report including data against the MDG and EFA indicators and information on programme performance produced and disseminated by district education teams.	<ul style="list-style-type: none"> <li>Number of districts produced district education situation report</li> <li>Number of districts disseminated district education situation report</li> </ul>	<ul style="list-style-type: none"> <li>District education situation report</li> <li>District education situation report</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC</li> <li>MoESC</li> </ul>

Result	Indicator	Means of Verification	Periodicity	Responsible person
<p><b>Specific Objectives</b></p> <p>1. Increase the net primary enrolment ratio of 97% (97% for girls, 96% for boys) in 2004 to 100% for both sexes by 2010.</p> <p>2. Close the 5% gender gap in primary completion and reduce vulnerability to abuse and exploitation of school age children by the end of 2006.</p>				
Reduced distance from school from 10km to 3km radius by 2010	<ul style="list-style-type: none"> <li>• Number of schools newly constructed</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS</li> </ul>	<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• MoESC</li> </ul>
Gender gap in primary completion closed by 2006.	<ul style="list-style-type: none"> <li>• Primary completion rate, by sex</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS</li> </ul>	<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• MoESC</li> </ul>
No cases of sexual abuse of school children reported by 2007	<ul style="list-style-type: none"> <li>• Number of sexual abuse of school children reported</li> </ul>	<ul style="list-style-type: none"> <li>• Police</li> </ul>	<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Home Affairs</li> </ul>
Policies, laws and community-based monitoring system in place by 2010 to eliminate child labour and sexual abuse.	<ul style="list-style-type: none"> <li>• Village register fully functional at village level</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports</li> </ul>	<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Local Govt., Labour &amp; Social Affairs</li> </ul>
Two teachers in each primary school in all districts nationally providing guidance and counselling services by 2010	<ul style="list-style-type: none"> <li>• Number of teachers trained in counselling services, by sex</li> <li>• Number of schools with at least one trained teachers in counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Project reports</li> </ul>	<ul style="list-style-type: none"> <li>• Annual</li> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• MoESC, UNICEF</li> </ul>

Result	Indicator	Means of Verification	Periodicity	Responsible person
<b>Specific Objectives</b>				
1. Improve learning outcomes in gender-sensitive HIV/AIDS/Life skills, Maths, Integrated Environmental and Agricultural Livelihood skills, Health, Nutrition, Hygiene and gender-sensitivity in for 80% girls, orphans and other vulnerable children by 2010.				
Pupil/textbook ratio at 1:1 by 2010	<ul style="list-style-type: none"> <li>Pupil/textbook ratio for math and English</li> </ul>	<ul style="list-style-type: none"> <li>EMIS</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC</li> </ul>
At least 70% of girls attaining the minimum learning achievements targets set in Maths, Integrated Environmental and Agricultural Science and Life skills	<ul style="list-style-type: none"> <li>Number pupils attaining minimum learning achievement targets in math, by sex</li> <li>Number of pupils attaining minimum learning achievement targets in integrated environmental and agricultural science, by sex</li> <li>Number of pupils attaining minimum learning achievement targets in life skills, by sex</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> <li>Project reports</li> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> <li>Annual</li> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF</li> <li>MoESC, UNICEF</li> <li>MoESC, UNICEF</li> </ul>
At least 30,000 teachers trained in participatory methodologies in Maths, Integrated Agriculture and Environmental Science, Health, Hygiene and HIV/AIDS/Life skills by 2010	<ul style="list-style-type: none"> <li>Number of primary school teachers trained in participatory methodologies in math, integrated agriculture and environmental science, health hygiene and HIV/AIDS and life skills, by sex</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF</li> </ul>
At least 70% of primary school age children 10-14 (35,000) in the 100 schools correctly identify ways of preventing the sexual transmission of HIV, reject major misconceptions about HIV transmission, communicate basic facts about food, nutrition, hygiene, care practices and can demonstrate practical school gardening skills and skills in food preservation and preparation techniques	<ul style="list-style-type: none"> <li>Number of teachers trained in counselling services, by sex</li> <li>Number of schools with at least one trained teachers in counselling</li> </ul>	<ul style="list-style-type: none"> <li>KAP survey</li> <li>KAP survey</li> </ul>	<ul style="list-style-type: none"> <li>2 years</li> <li>2 years</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF, NAC</li> <li>MoESC, UNICEF, NAC</li> </ul>
A system of monitoring learning achievement in place at district level by 2010.	<ul style="list-style-type: none"> <li>Number of districts assessing pupils periodically and applying the outcomes to improve quality</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>2 years</li> </ul>	<ul style="list-style-type: none"> <li>MOESC</li> </ul>

Result	Indicator	Means of Verification	Periodicity	Responsible person
<b>Specific Objectives</b>				
1. Strengthen the participation of 50% girls and boys nationally in their own education.				
50% girls participating in GEM club activities in all primary schools nationally	<ul style="list-style-type: none"> <li>Number of pupils participating in GEM club per school, by sex</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF</li> </ul>
<b>Specific Objectives</b>				
1. Mobilize girls, boys, parents, religious and community leaders to address the cultural and religious barriers to girls' education				
Monthly PTA meetings discuss and take action on religious and cultural attitudes and practices affecting girls' and boys' participation in education	<ul style="list-style-type: none"> <li>Number of schools with minuted monthly PTA meetings</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF</li> </ul>
<b>Specific Objectives</b>				
1. Reduce the burden of care on school age girls heading households and female teachers affected by HIV/AIDS annually				
At least 35,000 young male, female peer educators in each district have knowledge and skills to analyze and educate peers on gender and sexuality issues in HIV prevention through girl-friendly youth centres and other formal and informal learning structures by the end of 2006	<ul style="list-style-type: none"> <li>Number of young people trained as peer educators in school, by sex</li> <li>Number of schools with youth centres</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF, UNFPA, UNESCO</li> </ul>
Burden of care on 25,000 girls heading households and 5,000 female teachers affected by the HIV/AIDS pandemic is reduced annually to enable them participate effectively in education and development.	<ul style="list-style-type: none"> <li>Number of children in child headed households receiving educational support, by sex</li> </ul>	<ul style="list-style-type: none"> <li>Project reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>MoESC, UNICEF</li> </ul>

16 ESTIMATED BUDGET (USD)<sup>1</sup>

Item	2006	2007	2008	2009	2010	TOTAL
Item	2006	2007	2008	2009	2010	Total
Study on Financing	24,486	0	0	0	0	24,486
Work with FBO's	18,100	18,100				36,200
District review of BEAM selection procedures	60,590	0	0	0	0	60,590
Training of BEAM selection committees	75,313	0	75,313	0	75,313	225,939
Parliamentarians and Leaders Stakeholders dialogue	7,070	7,070	7,070	7,070	7,070	35,350
Teachers training on Gender issues, learner centered participatory methods, Counseling and Child sexual abuse	150,670	150,670	150,670	150,670	150,670	753,350
PTA, and Community meetings	28,136	28,136	0	0	0	56,272
Provide incentives to support female teachers	136,800	136,800	136,800	136,800	136,800	684,000
Advocacy activities	45,458	45,458	45,458	45,458	45,458	227,290
Triple A process	1,418,000	1,418,000	1,418,000	1,418,000	1,418,000	7,090,000
Monitoring and Evaluation	302,400	302,400	302,400	302,400	302,400	1,512,000
Rehabilitation of schools	500,000	500,000	500,000	500,000	500,000	2,500,000
Support for Girl headed household	5,000	5,000	5,000	5,000	5,000	25,000
Educational opportunities	4,421,340	4,421,340	4,421,340	4,421,340	4,421,340	22,106,700

<sup>1</sup>A crude estimate reveals that about USD 45,074,299 is directly spent on pupils over the five year project phase, which translates to USD 3,75/ pupil year in the form of school grants, textbooks, and training



Item	2006	2007	2008	2009	2010	TOTAL
Procurement of textbooks	1,614,230	1,614,230	1,614,230	1,614,230	1,614,230	8,071,150
School Health	0	0	233,258	233,258	233,258	699,774
Agriculture, Environment and Livelihood skills	200,000	200,000	200,000	200,000	200,000	1,000,000
Bursaries	238,000	252,000	266,000	280,000	294,000	1,330,000
Strengthen the quality of education for children with disability	147,934	147,934	147,934	147,934	147,934	739,670
Develop and introduce a system of monitoring learning achievements	188,050	188,050	188,050	188,050	188,050	940,250
Train GEM facilitators	-	-	-	-	-	-
Training in school co management, gender, OVC care	375,060	375,060	375,060	375,060	375,060	1,875,300
Scale up Hurungwe experiences on dealing with cultural problems through participation	15,704	8,954	0	0	0	24,658
Scale up Chikwakwa experiences on dealing with cultural problems through participation	7,800	7,800	7,800	7,800	7,800	39,000
Documentation and publishing of good practices	6,850	6,850	6,850	6,850	6,850	34,250
<b>Totals</b>	<b>9,986,991</b>	<b>9,833,852</b>	<b>10,101,233</b>	<b>10,039,920</b>	<b>10,129,233</b>	<b>50,091,229</b>
<b>Overhead (10%)</b>	<b>998,699</b>	<b>983,385</b>	<b>1,010,123</b>	<b>1,003,992</b>	<b>1,012,923</b>	<b>5,009,123</b>
<b>Grand total</b>	<b>10,985,690</b>	<b>10,817,237</b>	<b>11,111,356</b>	<b>11,043,912</b>	<b>11,142,156</b>	<b>55,100,352</b>

## 17 Activities: Ranked allocation matrix

Ranked activity	Total USD	Percentage allocation (%)
1 Educational opportunities	22,106,700	44.1
2 Procurement of textbooks	8,071,150	16.1
3 Triple A process	7,090,000	14.2
4 Rehabilitation of schools	2,500,000	5.0
5 Training in school co management, gender, OVC care	1,875,300	3.7
6 Monitoring and Evaluation	1,512,000	3.0
7 Bursaries	1,330,000	2.7
8 Agriculture, Environment and Livelihood skills	1,000,000	2.0
10 Develop and introduce a system of monitoring learning achievements	940,250	1.9
11 Teachers training on Gender issues, learner centered participatory methods, Counseling and Child sexual abuse	753,350	1.5
12 Strengthen the quality of education for children with disability	739,670	1.5
13 School Health	699,774	1.4
14 Provide incentives to support female teachers	684,000	1.4
15 Advocacy activities	227,290	0.5
16 Training of BEAM selection committees	225,939	0.5
17 District review of BEAM selection procedures	60,590	0.1
18 PTA, and Community meetings	56,272	0.1
19 Scale up Chikwakwa experiences on dealing with cultural problems through participation	39,000	0.1
20 Work with FBO's	36,200	0.1
Parliamentarians and Leaders Stakeholders dialogue	35,350	0.05
21 Documentation and publishing of good practices	34,250	0.04
22 Support for Girl headed household	25,000	0.0
23 Scale up Hurungwe experiences on dealing with cultural problems through participation	24,658	0.0
24 Study on Financing	24,486	0.0
25 Cross Border project	-	-
26 Block grants for vulnerable children	-	-
27 Train GEM facilitators	-	-
28 World Food Program feeding program	-	-

## 18. Statistics used in the budget

- 48,223 child headed households in the country
- Total number of pupils in Zimbabwe: 2,399,670
- Number of boys in primary schools: 1,186,581
- Number of girls in primary schools: 1,213,089
- Primary school teachers: 63,219
- Number of primary schools: 4,926
- 57 districts
- 10 provinces
- Average of 86 primary schools/district
- Average of 493 primary schools/province
- To reach out to all primary schools in 5 years, target 985 primary schools/ annum
- To reach out to all primary schools in 5 years

## Annex: Definitions

<b>Completion Rate or Survival Rate</b>	Measures the proportion of children in a cohort, who complete the education cycle of a particular stage regardless of repetition, in Zimbabwe primary (grades 1-7), secondary (Forms 1-4 for O-level) and (Forms 1-6 for A-Level completion).
<b>Drop-out Rate</b>	The number of pupils who leave school before completion of a stage of schooling, at the terminal point in a level of education, expressed as a percentage, of the total enrolment of the previous grade or stage of schooling
<b>Enrolment</b>	Number of pupils or students enrolled at a given level of education, regardless of age. See also gross enrolment ratio and net enrolment ratio.
<b>Net attendance rate [NAR]</b>	Number of pupils in the official age group for a given level of education who attend school in that level, expressed as a percentage of the population in that age group.
<b>Net enrolment ratio [NER]</b>	Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.
<b>Number of children orphaned by AIDS</b>	Estimated number of children up to age 14 who have lost one or both parents to AIDS.
<b>Out-of-school children</b>	Children in the official school-age range who are not enrolled
<b>Repetition rate by grade</b>	Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year.
<b>Gender parity index [GPI]</b>	Ratio of female to male values [or male to female, in certain cases] of a given indicator. A GPI of 1 indicates parity between sexes; a GPI between 0 and 1 means a disparity in favour of boys/men; a GPI greater than 1 indicates a disparity in favour of girls/women.
<b>Gender-specific EFA index [GEI]</b>	Composite index measuring relative achievement in gender parity in total participation in primary and secondary education as well as gender parity in adult literacy. The GEI is calculated as an arithmetical mean of the gender parity indices of the primary and secondary gross enrolment ratios and of the adult literacy rate.
<b>Pupil/teacher ratio [PTR]</b>	Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

