



THE NATIONAL NON-FORMAL EDUCATION POLICY FOR ZIMBABWE:

PROMOTING ALTERNATIVE PATHWAYS
TO INCREASE ACCESS AND QUALITY EDUCATION IN ZIMBABWE



2015

FOREWORD



The Government of Zimbabwe inherited a racially biased education system characterized by limited educational opportunities for the majority of the citizenry. Since the attainment of national independence in 1980, the new government made the provision of quality education for all citizens central to its national development agenda. Government introduced Non-Formal Education (NFE) and adult literacy programmes to provide alternative pathways and widen access to education for various categories of learners such as young people and adults who had never attended school or had dropped out of school.

There is consensus on the importance of Non-Formal Education (NFE) as an effective alternative pathway for addressing the educational needs of learners in various circumstances. NFE provides a higher degree of flexibility for learners who want to acquire various competencies and life skills outside the formal school system.

The Ministry of Primary and Secondary Education (MoPSE) formulated this National Non-Formal Education Policy, to provide guidelines, implementation modalities and expected outcomes. This policy reaffirms Government's commitment to increasing access to education for all Zimbabweans and facilitating the fulfilment of the learning needs and basic rights of all learners in line with the Constitution of Zimbabwe. Ultimately, this will contribute to human capital development, and will enhance the participation of citizens in the socio-economic development of the country in line with the Zimbabwe Agenda for Sustainable Socio- Economic Transformation (ZIM-ASSET).

The Ministry of Primary and Secondary Education will lead the implementation of this policy, with support from various stakeholders, including other Government ministries and agencies, the private sector and development partners, as well as the nation at large. Thus, we call upon all stakeholders to work together in championing the implementation of this policy.

A handwritten signature in black ink, appearing to be 'L.D.K. Dokora', written in a cursive style.

Honourable Dr. L.D.K. Dokora (MP)

MINISTER OF PRIMARY AND SECONDARY EDUCATION

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PREFACE



The Ministry of Primary and Secondary Education is mandated to offer a basic state-funded education, including adult basic education as enshrined in the Constitution of Zimbabwe (2013) Chapter 4, Part 2 Section 75, the Education Act of 1987 Chapter 25:04, as amended in 2006 and the Statutory Instrument number 371 of 1998.

In its exercise of this mandate, the Ministry noted a significant number of people who need non-formal education and the multiplicity of Non Formal Education (NFE) service providers who are already offering this product. It, therefore, became imperative for the MoPSE to come up with a national NFE policy to guide and regulate the provision of NFE.

Hitherto the MoPSE has been offering mass literacy, functional literacy and Part-Time and Continuing Education (PTCE) leading to assessment and certification at the Grade 7, 'O' and 'A' Levels. However, there was no national policy to direct the operations of the sub-sector.

Given the need to facilitate the development, promotion of and access to NFE in the country, the MoPSE convened a workshop in April 2014, to craft this National Policy. The workshop was attended by top MoPSE officials and experts, representatives of relevant government ministries, United Nations (UN) agencies, Non-Governmental Organisations (NGOs) and other stakeholders in the sub-sector.

The custodian of this policy is the Ministry of Primary and Secondary Education. It is expected that other players in this sector will respect the letter and spirit of this policy.

It is my conviction that this National Policy will help the implementers to deliver services effectively to all clients.

A handwritten signature in black ink, appearing to be 'S. J. Utete-Masango'.

Dr S. J. Utete-Masango

SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

ACKNOWLEDGEMENTS

This Policy Document is a product of a process that culminated in a planning and strategy workshop conducted by the Ministry of Primary and Secondary Education in Masvingo.

The Ministry of Primary and Secondary Education acknowledges the contributions made by other Government Ministries, departments and agencies in developing this policy. Specifically, the Ministry would like to recognise the contributions of the following among others:

-  Civil Service Commission
-  Ministry of Higher and Tertiary Education, Science and Technology Development
-  Ministry of Information Communication Technology, Postal and Courier Services
-  Ministry of Sport, Arts and Culture
-  Ministry of Youth Development, Indigenisation and Economic Empowerment
-  Ministry of Small and Medium Enterprises and Cooperatives Development
-  National Association of Secondary Heads
-  National Association of Primary Heads
-  UNICEF
-  World Education Incorporated
-  Zimbabwe Farmers Union

DEFINITION OF TERMS

The following terms are defined as they are used in this National Non-Formal Education Policy.

Curriculum: Sum total of learning experiences that a learner is exposed to.

Part-time: Learning while engaged in other activities.



LEGAL FRAMEWORK

The National Non-Formal Education Policy is rooted within a rights-based framework for the provision of basic education, which is founded on the Universal Declaration of Human Rights (UDHR). The UDHR recognizes compulsory education as a universal entitlement, while the Convention on the Rights of the Child (1989) affirms the right of all children to free and compulsory primary education (Article 28.1.a). In exercising the obligation towards ensuring that each person enjoys the right to education, the Government of Zimbabwe has developed the following legal instruments to inform the provision of National Non-Formal Education:

- a. The Constitution of Zimbabwe Amendment (No. 20) Act 2013: Chapter 4; Part 2: Section 75; Sub-sections (1) (a) (b); (2), (3) and (4).

The Sub-sections state that:

- (1) Every citizen and permanent resident of Zimbabwe has a right to:
 - a) a basic State-funded education, including adult basic education; and
 - b) further education, which the State...must make progressively available and accessible.
 - (2) Every person has the right to establish and maintain, at their own expense, independent educational institutions of sound standards provided they do not discriminate on any ground prohibited by the Constitution of Zimbabwe Amendment (No 20) Act 2013.
 - (3) A law may provide for the registration of educational institutions referred to in subsection (2) and for the closing of any such institutions that do not meet sound standards prescribed for registration.
 - (4) The State must take reasonable legislative and other measures, within the limits of the resources available to it, to achieve the progressive realisation of the right set out in subsection (i).
- b. The Education Act: Chapter 25:04 Part X: Sections 40, 41, 42, 43, 44 up to 54.

The Sections below deal with:

 - 40 The Registrar of Correspondence and Independent Colleges
 - 41 The functions of the Registrar
 - 42 The prohibition of unregistered...Independent Colleges
 - 43 The registration of Correspondence and Independent Colleges
 - 44 The annual, registration and guarantee fund fees
 - c. The Statutory Instrument (S.I.) 371 of 1998 Education (Correspondence and Independent Colleges) Regulations, 1998 and Circulars that will be issued from time to time.








INTRODUCTION

The National Non-Formal Education Policy sets out a framework which establishes guidelines for the effective and efficient management and administration of Non-Formal Education in Zimbabwe. The policy reflects the Ministry's commitment to improving access to education and ensuring equitable quality service delivery. The policy outlines programmes, management structures, curriculum and monitoring and evaluation modalities.

Accordingly, this policy provides the legal framework derived from the Constitution of Zimbabwe, of 2013. The 1987 Education Act as amended in 2006 Chapter 25.04 and S.I. 371 of 1998, guiding principles, goals and objectives, general responsibilities and accountabilities that are fundamental to achieving quality and relevant education.

THE SCOPE OF THE NON-FORMAL EDUCATION SECTOR





Non-Formal Education Sector encompasses several programmes such as:

-  Adult Education
-  Continuing Education
-  On-the-Job Training
-  Accelerated Learning
-  Extension Services
-  Second Chance Education
-  Life-Long Education

It refers to planned educational programmes for adults, learners, youths and out-of-school-children that aim at improving skills and competencies, outside but supplementary to the formal education curriculum.



GUIDING PRINCIPLES

The guiding principles underpinning the National Non-Formal Education Policy include the following:

-  **Principle 1:** Every citizen and permanent resident of Zimbabwe has the right to a basic State-funded education, including adult basic education.
-  **Principle 2:** The Government of Zimbabwe has the central role and responsibility of developing national policies, guidelines and national standards to achieve the progressive realization of the right to quality education.
-  **Principle 3:** The progressive realization of the right to quality education requires cross-sectoral collaboration and partnerships between the Government and the private sector, development partners and civil society to foster shared responsibility and accountability.
-  **Principle 4:** Non-Formal Education should be gender sensitive, of good quality and relevant in the socio-economic context of Zimbabwe.

VALUES

The provision of Non-Formal Education is guided by the following values:

-  Commitment
-  Integrity
-  Empathy
-  Transparency; and
-  Teamwork

PRINCIPLES




VISION

To be the leading provider of quality Non-Formal Education for socio-economic transformation.





MISSION

To promote and facilitate the equitable provision of quality, inclusive and relevant Non – Formal Education.

GOALS

-  To provide high quality, relevant and inclusive Non-Formal Education.
-  To increase access to education through the non-formal route.
-  To provide adult learners, youths and out-of-school children with functional skills.

OBJECTIVES

-  To provide guidelines for the implementation of Non-Formal Education.
-  To equip adult learners, youths and out-of-school children with educational and technical skills.
-  To establish the school as a nerve centre for the provision of Non-Formal Education.
-  To monitor and evaluate Non-Formal Education programmes.

PROGRAMMES

All NFE programmes should be authorised by the Secretary responsible for Non-Formal Education before implementation.

Non-Formal Education shall be provided under the following programmes:



Basic Literacy:



This covers reading, writing and arithmetic.



It is meant for those who never had a chance to attend school.



Functional Literacy:



It is an application of Basic Literacy skills required for everyday activities.



Zimbabwe Adult Basic Education Course (ZABEC)



A primary school programme for adults leading to Grade 7 Examinations sat together with formal candidates.



Part-Time Continuing Education (PTCE)



These are afternoon or evening classes for those pursuing secondary education.



Open and Distance Learning (ODL)



This is a correspondence programme for those pursuing secondary education. It is intended to serve learners who are separated by time and distance. It also serves learners who are disadvantaged socially and economically.

INSTITUTIONAL MECHANISMS FOR POLICY IMPLEMENTATION

The overarching national development goal to which the Non Formal Education Policy will contribute is increased and equitable access to quality and inclusive education that is relevant in the socio-economic context of Zimbabwe.

The MoPSE will take overall leadership and responsibility for the implementation of the policy. The successful implementation of the Non-Formal Education Programmes (NFE) will benefit from effective partnerships.

The MoPSE will thus lead and coordinate cross-sectoral collaboration and partnerships with relevant key stakeholders, including other Government ministries and departments, UN agencies, the private sector, civil society, local authorities and development partners.

All institutions that offer Non-Formal Education (NFE) shall be registered in accordance with the provisions of the Education Act of 1987, as amended in 2006 and S.I. 371 of 1998. The institutional mechanisms and arrangements for policy implementation are summarized below.

National level

The Ministry responsible for Primary and Secondary Education shall be responsible for the development, implementation and supervision of the NFE policy. The Secretary shall provide for the registration of NFE centres, quality assurance, monitoring and evaluation of NFE programmes. The Secretary shall also be responsible for the professional conduct of personnel delivering NFE services, as well as learner welfare and discipline.

Institutional Mechanisms for Policy Implementation

Provincial level

The Provincial Education Director shall be responsible for the planning, processing of registration, implementation, quality assurance, monitoring and evaluation of the NFE programmes.

District level

The District Education Officer or anyone appointed as District Head shall be responsible for the implementation of the NFE programmes, processing of applications for registration, quality assurance, monitoring and evaluation.

School level

The School Head of every primary or secondary school shall be responsible for the establishment, administration and management of NFE programmes. School Development Committees shall support the School Head in mobilizing and utilizing resources to promote the successful implementation of the NFE programmes.

CURRICULUM AND QUALITY STANDARDS

The Ministry of Primary and Secondary Education shall develop the curriculum and establish standards for the implementation of Non-Formal Education for all institutions. The curriculum shall be characterised by flexibility in order to meet the needs of various target groups.

The Ministry of Primary and Secondary Education shall develop models of teaching and regulate the materials to be used for the Non-Formal Education.





MONITORING AND EVALUATION

The implementation of the Non-Formal Education Programmes will be underpinned by a comprehensive Monitoring and Evaluation (M&E) system. Monitoring and Evaluation will not only guide the performance management of policy objectives through continuous learning, but also facilitate accountability to all the stakeholders, especially Government, donors, development partners and direct beneficiaries.

M&E tools and data collecting instruments will be developed for use at national and sub-national levels. Findings will be shared with partners to inform decision-making by Government and Non-Government actors.

FUNDING MECHANISMS

The Non-Formal Education Policy will be funded through the following financial mechanisms:

-  At national and sub-national levels, the main sources of funding will be Treasury. The MoPSE will collaborate with various donors, development partners, UN Agencies such as UNICEF and other stakeholders to mobilize resources for the implementation of the National Non-Formal Education Policy. Donors may also contribute to different components of the Policy directly to implementing partners, schools and communities, guided by the national priorities established by the MoPSE.
-  Where necessary, financial support from fees, levies and proceeds from income generating projects by local authorities and School Development Committees shall augment funding from treasury for the implementation of programmes at school level.

CONCLUSION

The National Non-Formal Education Policy was designed to contribute to human capital development by facilitating access to education by all citizens and permanent residents who have never attended school, those who dropped out of school and those who did not make the most of the educational opportunities availed to them. To ensure effective implementation of the Non-Formal Education, monitoring and evaluation mechanisms will be put in place so that the desired outcomes are achieved. The Ministry of Primary and Secondary Education remains the custodian of this policy document. All players and implementing partners are expected to comply with the provisions of this policy.



