



**REPUBLIC OF ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **EDUCATION SECTOR STRATEGIC PLAN**

**2016 – 2020**







**REPUBLIC OF ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**EDUCATION SECTOR  
STRATEGIC PLAN  
2016 – 2020**



# Table of Contents

Acronyms .....	iii
Foreword .....	iv
Preface .....	v
Executive Summary .....	vi
<b>Chapter 1. National and Education sector background and analysis.....</b>	<b>1</b>
The national context .....	1
Political context.....	1
Economic context.....	1
Socio-demographic context.....	2
The Education Sector .....	3
Education Sector Analysis.....	3
The Education System.....	4
Access and equity of access to learning .....	6
Infrastructure .....	9
Quality .....	10
Education Financing – Efficiency and Equity.....	13
Access and equity of access:.....	20
Quality .....	20
Education Financing .....	20
<b>Chapter 2. National Development Priority, Educational Policy and Key Programmes 2016–2020 .....</b>	<b>23</b>
Approach to ESSP Development.....	23
The National Context.....	23
National development policies and priorities.....	24
Vision and Mission of MoPSE .....	24
Institutional architecture.....	24
The ESSP.....	25
Stakeholder consultations.....	25
Building on the Previous Sector Plans.....	26
Key Performance Indicators .....	27
ESSP Principles .....	28
Cornerstones .....	29
Policy, Legal and Regulatory Action .....	29
Generic Strategies.....	30
Priority Programmes.....	30
Over-arching Programmes.....	31
<b>Chapter 3. Sector programmes.....</b>	<b>35</b>
Introduction .....	35
Policy, Legal and Regulatory Frameworks.....	35
Review of Education Act and other Statutory Instruments.....	35
School Financing Policy .....	35
Teaching Profession Management and Quality Assurance Policy .....	36
School Functionality Standards (2013) (Guidelines).....	36
Statutory Instrument 87 of 1992 on School Development Committee.....	37

Information Communication Technology Policy .....	37
School Health and Life Skills, Sexuality, HIV and Aids.....	37
ECD Statutory Instruments/Policy (2004).....	38
School Feeding Policy .....	39
Inclusive Education Policy .....	39
Assessment Policy .....	40
Programme: Education Research and Development .....	41
Background .....	41
Programme: Infant Sub-sector .....	45
Background .....	45
Programme: Junior Sub-sector.....	50
Background Junior .....	51
Programme: Secondary Sub-sector .....	56
Background .....	56
Programme – Capacity Development .....	61
<b>Chapter 4. ESSP Implementation, Performance Monitoring and Evaluation, Review and Adjustment.....</b>	<b>63</b>
Context .....	63
Implementation.....	63
National level .....	63
Province and District .....	64
Performance monitoring and review .....	64
Impact monitoring .....	64
Outcome, output and process monitoring .....	65
Formal student and teacher assessment .....	67
Learning outcomes.....	67
Schools and Teacher Assessment and Support .....	67
Institutional Strengthening and Capacity Development Programme .....	67
Implementing the Performance Management.....	68
ESSP: Sector Financing .....	69
<b>Annex 1: Performance Assessment Framework .....</b>	<b>88</b>
<b>Annex 2: Risk Analysis .....</b>	<b>97</b>
<b>Bibliography .....</b>	<b>99</b>

# Acronyms

BSPZ	Better Schools Programme for Zimbabwe
CD	Capacity Development
CERID	Centre for Education Research, Innovation and Development
CWD	Children with Disabilities
ECD A/ B	Early Childhood Development A and B
EDF	Education Development Fund
EMIS	Education Management Information System
EMPT	Education Medium Term Plan
ESSP	Education Sector Strategic Plan
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GNU	Government of National Unity
ICT	Information and Communication Technology
LWS	Learner Welfare Services
MoFED	Ministry of Finance and Economic Development
MoHTESTD	Ministry of Higher and Tertiary Education Science and Technology Development
MoPSE	Ministry of Primary and Secondary Education
NER	Net Enrolment Rate
NFE	Non Formal Education
OVC	Orphans and Vulnerable Children
PBB	Programme Based Budgeting
PD	Principal Director
PER	Public Expenditure Review
PLAP	Performance Lag Address Programme
PRD	Policy Planning and Research Department
PSC	Public Service Commission
QTPR	Qualified Teacher to Pupil Ratio
SDA	School Development Association
SDC	School Development Committee
SIG	School Improvement Grant
SPS	School Psychological Services
STEAM	Science, Technology, Engineering, Arts and Mathematics
STERP	Short Term Economic Recovery Programme
TPS	Teacher Professional Standards
WASH	Water and Sanitation and Health
ZELA	Zimbabwe Early Learning Assessment
ZimAsset	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZimSEC	Zimbabwe Schools Examination Council

# Foreword

---

Zimbabwe considers access to a high quality and relevant education for all children as both a basic right that lay the foundations underpinning the cultural, social, economic and democratic growth of our nation.

In order to become responsible, as well as socially and economically empowered citizens, our children need to be grounded early on in their education, literacy and numeracy while also getting exposure to the fundamental concepts of science and technology. As they go through their education, children have to develop skills through practicals and research. Science, Technology, Engineering, Arts and Mathematics (STEAM), the use of Information and Communication Technology (ICT) as well as grounding in the geography, history, literature and culture of our nation are key to developing citizens who are confident to move into a working environment and sustain their lives.

Through a national consultation, carried out as an essential component of the Education Sector Strategic Plan development process, we have learned from our stakeholders that their main concerns are that we should include all children in school and pay adequate attention to school communities and individuals that have significant vulnerabilities. They called for well trained and qualified teachers, relevant learning materials and good facilities including infrastructure which are essential for the achievement of quality learning outcomes.

In order to respond to these demands my ministry has worked with stakeholders to prepare a new curriculum. We have consulted widely, nationally and internationally with experts, academics, practitioners, parents and children and we are now ready to begin the phased introduction of this new curriculum. Introducing such wide ranging reforms requires that we provide our teachers with new knowledge and skills, that we prepare new learning materials and provide the right learning environment. As we make every effort to ensure that the highest standards are maintained and that the best possible and fairest ways of assessing learning are in place, we need to be innovative and inventive leading to effective socio-economic development and global competitiveness.

Together with stakeholders, we have developed the Education Sector Strategic Plan 2016 – 2020 in order to make sure that the needs and aspirations of the nation are addressed effectively and efficiently. The Sector Plan provides good coordination and phasing of all the inputs needed to provide a first class learning experience for all children. Furthermore, the Plan provides clear goals, describes the processes and sets the agenda for regular monitoring of progress and timely adjustment if needed.

With the Ministry's vision for education underpinned by realistic and evidence-based planning, we will provide our children with the education that they need and so it gives me great pleasure to present the 2016 – 2020 Education Sector Strategic Plan.

Dr. L. D. K. Dokora  
**Minister of Primary and Secondary Education**



The Primary and Secondary Education Sector Plan 2016 – 2020 has been prepared to follow on from the previous Medium Term Strategic Plan 2011 – 2015. During the previous plan period significant progress was made in providing a quality and relevant education for all children in Zimbabwe. In particular, programmes were developed to raise the professional status of teachers and to enhance the quality of their teaching by setting professional standards and providing a range of professional development opportunities. A robust Education Management Information System was established during the 2011–2015 period and the education system now has credible data that provides for informed decision-making.

The Ministry of Primary and Secondary Education (MoPSE) has also undertaken an extensive consultation process on the curriculum wanting to ensure that our children are able to enter their adult lives well equipped for the world of work. Aware that not all children are, for a variety of reasons, not able to successfully complete a full education cycle, MoPSE has put in place a policy to provide second chance opportunities through non formal education.

The next five years are going to require intense efforts to phase in the new curriculum and all the attendant processes as well as expanding the programmes that have already been developed to ensure that children get a good foundation that enhances future learning.

The 2016–2020 period will focus on the following areas:

- ❖ Phasing in the new curriculum which will require:
  - Completion of the syllabuses
  - Professional development for the teachers to build skills in competency based and learner centred learning
  - Preparing and making available new learning materials
  - Introducing continuous assessment
- ❖ Continuing to provide professional upgrading, supervision and other support for the teachers
- ❖ Increasing access to learning through early identification of children with specific learning needs and more well equipped classrooms for STEAM and ICT
- ❖ The right institutional architecture, great leadership, accountable management, efficient and effective resource utilisation and quality service delivery.
- ❖ First class data collection, research and analysis.
- ❖ Learning environment
- ❖ Equity

The ESSP provides MoPSE with the strategic framework to achieve the challenging goals we have set and which I am certain we can meet.

I look forward to leading the implementation of the ESSP.

Dr S. J. Utete-Masango  
**Secretary for Primary and Secondary Education**

# Executive Summary

---

## Background

1. Since 2008 there has been political and economic stability as a result of the September 2008 Global Political Agreement, that legally facilitated the formation, in February 2009 of the Government of National Unity (GNU), the adoption of a multicurrency system and the harmonised elections of 2013. Recovery efforts were guided by the 2009-2010 Short Term Economic Recovery Programme (STERP), followed by the 2011-2015 Medium Term Plan (MTP).
2. More recently, the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset) *“Towards an Empowered Society and a Growing Economy”* October 2013 – December 2018 provides the national blueprint for social and economic development. The framework looks to education to provide a workforce with competency in Information and Communication Technology (ICT) and Science, Technology, Engineering, Arts and Mathematics (STEAM). The Agenda notes that “Whilst the nation prides itself with a literacy rate of 92%, there is need to ensure that schools are built and equipped particularly in the new resettlement areas. The sector still faces a challenge of a curriculum that does not match the developmental needs of the country.”

## Education sector

3. In Zimbabwe the education system provides for 4 years of Infant education that is comprised of 2 years of Early Childhood Development (ECD) and the first 2 years of formal primary education Grades 1 & 2, followed by 5 years of junior education after which all students sit for the national grade 7 examinations. There is a 4 year lower secondary education programme that concludes with students taking ‘O’ level examinations and then, for a small proportion, 2 further years of education in upper secondary schools after which students may sit for ‘A’ level examinations. Some of the ‘O’ level graduates join training institutions such as polytechnics, technical colleges, teacher’s colleges, agricultural colleges and others, while the rest directly enter the labour market. ‘A’ level graduates may either enter universities or other training institutions or the world of work. The Zimbabwe School Examinations Council (ZIMSEC) sets all national examinations.
4. The Ministry of Primary and Secondary Education Vision and Mission:

### Vision:

To be the leading provider of inclusive, quality education for socio-economic transformation by 2020.

### Mission:

To provide equitable, quality, inclusive, relevant and competence-driven Infant, Junior, Secondary and Non-formal Education.

5. In order to identify the main concerns in education for stakeholders, a broad consultation process was held nationwide in August 2015 that included meetings and conversations with more than 418,000 respondents from across the stakeholder spectrum and covering all the 10 Provinces in Zimbabwe. Core priorities identified were a) the need to strengthen the management, leadership and supervision skills at school level; b) greater relevance of education by providing learners with knowledge and life skills to engage effectively in their personal growth and the growth of the nation; c) teaching excellence supported by motivated and qualified teachers working with the right learning materials equipment and facilities.

6. A comprehensive Education Sector Analysis was completed in 2015 providing an evidence base for discussion of priorities and for decision making. The Analysis along with other core analytical documentation suggests that strategic planning should respond to the equity issues emerging from Provincial and District variations in access, quality and financing and in particular should
- a) focus on bringing children into school at the right age and targeting nearly 7 % of children who are not in primary school, the 21 % who are not in lower secondary school and providing appropriate alternative learning pathways
  - b) improve the quality and relevance of learning by introducing the new curriculum and ensuring that teachers have the right skills backed up by adequate learning materials and facilities
  - c) strengthen the overall leadership, management and administration of the education system and adjust the structures to provide for efficient and effective service delivery
  - d) increase government non-salary spending, to support equitable access to improving the quality and relevance of learning.

### ESSP 2016 – 2020 Pillars

7. MoPSE has identified four pillars for the ESSP 2016 – 2020:
- (a) Access for all which will include providing adequate infrastructure, opportunity for Non-Formal Education (NFE); early identification of children at risk of not entering the system, dropping out or falling behind and strategies to support those unable to meet fee and levy charges.
  - (b) Quality and relevant learning with the introduction of a competency-based curriculum that includes ICT, STEAM/STEM, Education for Sustainable Development (ESD) and in later years a strong life skills component.
  - (c) Learner focused to be achieved by building, developing, monitoring and upgrading the professional skills of those teachers already in the profession and by working with the Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD) to have responsive pre-service curricula
  - (d) Strong leadership, management and monitoring providing efficient and effective service delivery within an institution that has the right structural framework.

### ESSP 2016 – 2020 Policy development

8. The National Constitution adopted in 2013 provides the National vision and goal for education. The Education Act, revised in 2006 and other statutory instruments need to be reviewed, revised and updated to be consistent with the provisions of the new Constitution. In addition, there may be other changes required to the statutory instruments as a result of the policy development proposed in the ESSP. Greater consistency is required on operational procedures for current legislation. The ESSP commits to:
- Review the 2006 Education Act in the light of the new constitution and the policy development with preparation of legal and regulatory amendments needed;
  - Prepare and implement policy on a) School level financing b) ICT for the education sector c) School feeding d) Inclusive Education e) Assessment for the infant years and review/develop the assessment framework for new areas such as the Life Skills Orientation Programme f) policy and/regulatory framework for Teacher Professional Standards g) Infant/Early Childhood policy;
  - Finalize and implement the School Health Policy;

- Review a) the 2013 guidelines on School functionality standards to allow for variations and flexibility for local solutions b) Statutory Instrument 87 of 1992 in order to rationalize School Development Committees and School Development Associations into a single entity.

## Sub-sectors and goals

9. There are 6 sub sectors which are the same as those agreed for the programme based budgeting.
  - (a) Administration of MoPSE
  - (b) Education Research and Development
  - (c) Infant Learning
  - (d) Junior Learning (including Non Formal Education)
  - (e) Secondary Learning (including Non Formal Education)
  - (f) Learner Support Services
10. *Management and Administration*

MoPSE will provide an efficient and effective institutional architecture with dedicated and professional leaders, well-qualified managers and administrators all of whom are able to access the tools needed to achieve their goals. MoPSE will develop and make operational a comprehensive multi-year plan managed by the Human Resources Department and the Planning and Research Department (PRD) to meet the national and sub national demands for professional development. The plan will provide for a review of the present operational and management processes and procedures and for the implementation of agreed changes, continuing professional development and mentoring of staff, innovation and the provision of tools for staff to operate efficiently and effectively.
11. *Education Research and Development*

To build the capacity of the Planning and Research Department to provide accurate and timely data that has been analysed to inform the ESSP policy goals and to inform specific areas of policy making.

To establish Centre for Education Research Innovation Development (CERID) as the premier education research institute providing evidence based outputs.
12. *Infant Learning, Junior Learning, Secondary Learning (all including Non Formal education)* programmes have similar goals but specific targets and all focussing on the least advantaged areas. The goals are as follows:
  - (a) Increased access at ECD and increased enrolment rates at all levels especially for the vulnerable (OVC);
  - (b) Improved completion rates
  - (c) Improved learning outcomes
  - (d) Excellence in teacher professional capacity and capability
  - (e) Adequate and appropriate infrastructure
  - (f) A responsive and quality focussed Non Formal Education programme
  - (g) Effective and efficient school leadership and governance systems (school, community, District, Province and National)
13. Each of the sub-sector programmes has goals which have detailed annual targets. All goals are collated in the Performance Assessment Framework.

## ESSP 2016 – 2020 Programmes

14. The core programmes respond to the education pillars and are specified in each of the sub-sector programmes where there are detailed goals and outcomes, which are gathered together in the Performance Assessment Framework. For operational-- purposes the programmes have been extracted from the sub-sectors and have been costed separately.
15. Core programme - **The introduction, monitoring and adjustment of the new curriculum from ECD A through to 'A' level**
  - (a) Preparation and introduction of new syllabuses;
  - (b) Preparation, procurement and introduction of new learning materials;
  - (c) New learning methodologies, styles of teaching and new roles for teachers;
  - (d) Introduction of new management, supervisory and inspection roles for the leaders, managers and administrators;
  - (e) New formal assessment process based on a mix of continuous assessment and formal examinations;
  - (f) Building understanding of the rationale and purpose of a competency based and learner centred approach with the learners, parents, communities and the labour market players.
16. Core programme - **Infrastructure** – the infrastructure programme has to address the needs of:
  - (a) An increased number of students as a result of population increase;
  - (b) The expected increase in completion at secondary level as a result of improved learning in Junior schools and the expected increase in children currently not in school but entering as a result of NFE programmes providing pathways back into school;
  - (c) The new curriculum which requires access to specialist rooms for ICT and STEAM/STEM;
  - (d) Inclusive learning environments;
  - (e) Age appropriate infrastructure and furniture, particularly for ECD and the physically challenged;
  - (f) Large scale maintenance and renovation.

The infrastructure program which needs to be considered over a 15 year time perspective is a very high cost driver, it is presented in the ESSP reflecting the needs for construction but in budget terms reflecting known funding. This will be reviewed on an annual basis during the ESSP review with any additional funding being built into the cost scenarios.

17. Core programme - **Teacher quality improvement programme:** In addition to the extensive teacher professional development that will take place as a part of the introduction of the new curriculum, there will continue to be:
  - (a) Programmes that build the professional skills and competencies of teachers in specific areas of high demand;
  - (b) A focus on formalizing the Teacher Professional Standards as a tool for both quality control and professional development
  - (c) Need for expanding and making fully operational the Teacher Management Information System;
  - (d) Establishing the Teacher Council;
  - (e) Discussions with the Public Service Commission on the teacher establishment, deployment and teacher management.

18. Core programme – **Institutional change and capacity development programme:** in order to manage a modern progressive education system the right institutional structures must be in place and new skills and knowledge for leaders, managers and administrators must be developed at the National, Provincial, District and school levels. Leaders and managers have to be provided with the tools and resources to allow them to fulfil their functions. Structures will continue to be reviewed and adjusted to allow for good information flows both vertically and horizontally.
19. Core programme – **Education Research and development:** The Research and development capacity of MoPSE will be developed in order that the ESSP can be monitored and adjusted based on a solid evidence base. There are 2 goals:
  - (a) To build the capacity of the Planning and Research Department to provide accurate and timely data that has been analysed to inform the ESSP policy goals and to inform specific areas of policy making.
  - (b) To establish Centre for Education Research, Innovation and Development (CERID) as the premier education research institute in Zimbabwe providing evidence based outputs.

### Managerial oversight

20. Minister has the mandate for Education policy and in assuring that it is in line with overall Government policy and to guarantee that new policies emerging within the ESSP period are coherent and complementary to the existing policy framework
21. The overall implementation authority for the ESSP lies with the Permanent Secretary in MoPSE who also takes the lead in monitoring the performance of MoPSE to achieve the ESSP goals, reviewing the architecture for delivering services, evaluating the success of the programmes and making adjustments to the programme based on evidence from the field and taking account of the overall political, social and economic context.

### Monitoring and evaluation

22. In order to monitor the overall sector performance a set of Key Performance Indicators (KPI) has been identified. The KPI are informed by a further set of sector indicators and then by sub sector goals. The KPI are:
  - 1) Number of Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (Total)
  - 2) Survival Rate Form 4 (Female)
  - 3) Grade 7 Pass Rate (Total)
  - 4) Number Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (Total)
  - 5) Sector Performance Reviews
  - 6) New curriculum implementation as per the outputs in the operational plan
  - 7) Number of Schools visited by District Education Officials
  - 8) Data analysis and research on key factors influencing performance and retention is made available and informs.
23. MoPSE has identified a mix of indicators to monitor sub sector progress, some are outputs, some are outcomes and a number are processes. A number of the selected indicators do not yet have base lines, it is intended that these will be established as a part of the operational plan in the

first year of the ESSP (2016). The ESSP is intended to be a dynamic document, which can be adjusted and developed at regular intervals. All the sector and sub sector indicators be they process, output, outcome or impact are gathered in the ESSP Performance Assessment Framework.

24. The indicators will be disaggregated so as to show, inter alia, gender, province and district variations, poverty aspects and others as agreed for monitoring and evaluation during the ESSP Annual Review process. Value for money, which is a principle of the ESSP, will be considered during the Annual Review. MoPSE is already focusing on value for money through the careful application of realistic and agreed unit costs in the operational plans.

### Monitoring Processes, Agencies and Timelines

25. A detailed multi-annual operational plan will be prepared under the authority of the Secretary with the support of the Planning and Research Department by the end of April 2016. In order to support the holistic approach there are likely to be a number of programmes that are cross-sectoral. The Secretary may establish cross-sectoral working groups to develop, implement and monitor such programmes.
26. In order to allow for a focus on the unique access, equity and inclusion challenges in the Provinces, Districts and Schools will prepare a rolling 3 year operational plan (Provincial Sector Plan: PSP and District Sector Plan: DSP school development plan: SDP). The plans will concentrate on specific areas of quality improvement, access, inclusion and modalities for making learning relevant within the local context. The Province, District and School plans will include a performance assessment framework with quantitative indicators reflecting the national goals, specific local goals, qualitative and process goals as relevant.
27. The *Education Coordination Group (ECG)* is the national forum for regular and operational multi stakeholder engagement in the ESSP. The ECG will meet at least every two months.
28. An annual review of the national ESSP will be conducted in November of each year commencing in 2016. The terms of reference for the review of the ESSP will include specific requirements needed for the review of the Programme Based Budgeting (PBB) cycle and the results based monitoring that is currently undertaken in the End of Year Review and Planning Programme. In the first quarter of 2016 MoPSE will explore the possibility of combining the ESSP review, the PBB discussion and the end of year review into a single annual sector review.



**National and Education  
Sector Background and Analysis**

**Chapter** **1**



### The national context

#### Political context

Since Independence in 1980, Zimbabwe has generally enjoyed political stability that has provided a supportive environment for economic growth and social development. The period 1998 to 2008, coinciding with implementation of a major land reform programme, was particularly challenging as the country experienced a decade-long economic decline, with high inflation and low investment. This economic environment made it difficult to maintain all basic social services. This economic decline had a negative impact on political stability. The political and economic stability has improved since the September 2008 Global Political Agreement, that legally facilitated the formation, in February 2009 of the Government of National Unity (GNU), and the adoption of a multicurrency system and harmonised elections in 2013. Recovery efforts were guided by the 2009-2010 Short Term Economic Recovery Programme (STERP), followed by the 2011-2015 Medium Term Plan (MTP).

Capitalising on these positive developments, Zimbabwe embarked on the process of crafting a new national constitution through a highly consultative nationwide process. The constitution was adopted on 9 May 2013, and has been hailed as very progressive with a broad and rich bill of rights encompassing socio economic and political rights. However, many of the country's laws, including the Education Amendment Act (2006), are yet to be aligned with its provisions. The Constitution provides a robust framework for balanced national development and recognises that not only is education a basic human right, but that it also provides the foundation for the social, cultural and economic growth of the country.

More recently, the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset) *“Towards an Empowered Society and a Growing Economy”* October 2013 – December 2018 provides the national blueprint for social and economic development. The framework looks up to education to provide a workforce with competency in Information and Communication Technology (ICT), Science, Technology, Engineering, Arts and Mathematics (STEAM/STEM). The Agenda notes that “Whilst the nation prides itself with a literacy rate of 92%, there is need to ensure that schools are built and equipped particularly in the new resettlement areas. The sector still faces a challenge of a curriculum that does not match the developmental needs of the country.”

#### Economic context

The main pillars of Zimbabwe's economy are agriculture, mining and manufacturing with tourism growing in importance over the last two decades. From 2009 onwards, Zimbabwe's economy registered modest growth, with GDP per capita (in constant prices) rising steadily each year from \$633 in 2009 to \$832 in 2014.<sup>1</sup> On average, the annual GDP growth rate was 5.6 per cent, rising from 5.4 per cent in 2009 to a peak of 11.9 per cent in 2011 before it declined to 3.1 per cent in 2014.

<sup>1</sup> Ministry of Finance and Economic Development (2014). The 2015 National Budget Statement.

GDP growth has slowed further, with 2015 growth targets revised downwards in late 2015 from 3.5% to 1.5% as a result of a number of factors: the drought conditions over 2015 and 2016 resulting from the El Nino effect and that adversely affect agricultural productivity, depressed or falling mineral prices on the world market, declining capacity in the industrial sector, and limited foreign direct investment (FDI). The overall situation is further complicated by external debt that stood at 8.4 billion as at end of June 2015<sup>2</sup> and despite some pay down will remain high for some time. Meetings with the international finance institutions (IFI) are continuing and it may be possible for Zimbabwe to re-engage with international financing in late 2015.

The world and national economic context remains challenging and directly affect the outlook for Zimbabwe. The IMF predicts only a slow increase in GDP over the coming years and while inflation will remain low the external debt pressures are very high and only exacerbated by the low rate of inflation. A net effect of these developments has been an increase in levels of poverty. Both the 2011/12 PICES and 2015 SAE revealed that there was high prevalence of poverty, particularly in rural areas.<sup>3</sup> The 2015 Zimbabwe Poverty Atlas, for instance, noted that only four out the sixty districts had a poverty prevalence value of less than 50 %, and 25 of them had poverty prevalence of 75 % or higher.<sup>4</sup> Furthermore, levels of inequality were particularly high in areas where poverty was highest. Similarly, the 2014 study Child Poverty in Zimbabwe: Deprivations and Inequalities in Child well-Being noted that 65 % of children experienced severe child poverty while 42 % experienced child absolute poverty.

### Socio-demographic context

According to the 2012 census, Zimbabwe's population stood at 13.06 million people, of which 52 % were female. Life expectancy at birth was 58 years<sup>5</sup>, up from the 2002 figure of 45 years. A large proportion of Zimbabwe's population is youthful, with more than two thirds (69.1%) being below the age of thirty. Nearly half of Zimbabwe's population (47.8%) is under 18 while 41.1 per cent is under 15. All in all, 51.4 % of the population is of school going age and, with an annual population growth rate of about 2.2 %, it is projected that by 2022 the school-age population (3-18 year-olds) will have increased by 12.7 % (i.e. 670,000 children). Just over two thirds of the country's population (67.2%) live in rural areas where the majority of livelihoods are dependent on rain-fed agriculture.

Although the Shona and Ndebele are the dominant ethnic groups, Zimbabwe's population is multi-ethnic and multi-cultural and the national constitution recognises 16 languages, including braille and sign language. Just under two thirds of the population (62%) are Christians, with a small population of Muslims and those who practice indigenous and traditional religion. Overall, Zimbabweans have enduring religious, traditional and cultural beliefs that continue to have a profound influence on the behaviour of individuals, groups of individuals and communities.

<sup>2</sup> Government of Zimbabwe (2015). The 2015 Mid-Year Fiscal Policy Review Statement. Harare. Ministry of Finance and Economic Development p.138.

<sup>3</sup> The two documents are the *Poverty, Income, Consumption and Expenditure Survey (PICES)* conducted by the Zimbabwe National Statistics Agency (ZIMSTAT) in 2012 and the *Zimbabwe Poverty Atlas* that was jointly conducted by ZIMSTAT, UNICEF and The World Bank in 2015.

<sup>4</sup> See *Zimbabwe Poverty Atlas*, pp. 201-218.

<sup>5</sup> Government of Zimbabwe (2013). 2012 Population Census. Harare: ZIMSTAT.

## Health

As in many countries in the Southern Africa region, Zimbabwe has for many years experienced the ravages of the HIV and AIDS epidemic. The country has, however, succeeded in reversing the negative trend through a mix of strategies and interventions, dramatically reducing the HIV prevalence rate from 24.6 % in the late 2002 to 14.7 % in 2012. While 76.9 % of HIV positive adults (or 618,890) are now accessing antiretroviral treatment (ART) only 40.5 % of HIV positive children access ART. AIDS-related mortalities have created a vulnerable population of 889,339 orphans, with many households left child-headed and labour constrained. Other health indicators such as decline in infant mortality rates are showing positive trends.<sup>6</sup>

## Vulnerability

To the extent that the agricultural sector is largely rain-fed, it remains prone to environmental shocks and the vagaries of nature. Droughts, floods, cyclones and erratic rain patterns attributed to climate change have created conditions of environmental risks and threats that require management and mitigation. As noted earlier, this has contributed to rising levels of poverty. Another factor that drives vulnerability is population migration, both internal and external. The Multiple Indicator Cluster Survey (MICS) (2014) showed that 10% of children have at least one parent living abroad, and the 2012 Census reported that a total of 629,953 persons have taken up residence out of their provinces of birth. However migration has also yielded economic benefits, with remittances for 2014 amounting to US\$837.3 million. A particularly vulnerable group comprises children with disabilities. As revealed by a survey conducted in 2013, this category of children generally has limited access to basic social services, key among them education, health, nutrition and protection.<sup>8</sup>

# The Education Sector

## Education Sector Analysis

The education sector analysis provides a brief summary of the changes and challenges in the education sector. This summary draws on a number of analyses but largely on the comprehensive Education Sector Analysis conducted in 2015 and the EMIS reports for the years 2010 to 2014. The 2015 Education Sector Analysis provides a rich source of data and analysis at the national level but in particular it is important in providing a detailed analysis of the Province and District situations and in identifying the differences between them. The ESA summary focuses on:

- a) access and equity,
- b) quality of learning and
- c) education financing.

<sup>6</sup> For instance, according to the 2012 ZDHS, IMR has decreased from 67 per 1,000 live births in 2002 to 64 per 1,000 live births in 2012.

<sup>7</sup> Government of Zimbabwe (2015). *The 2015 Mid-Year Fiscal Policy Review Statement*. Harare: Ministry of Finance and Economic Development.

<sup>8</sup> Government of Zimbabwe (2013). *Survey on Living Conditions Among Persons with Disability*. Harare: Ministry of Health and Child Welfare.

## The Education System

In Zimbabwe the education system provides for 4 years of the Infant education module comprising 2 years of Early Childhood Development (ECD) and the second 2 years of formal primary education, followed by 5 years of junior education module after which all students sit for the national grade 7 examinations. There is a 4 year lower secondary education course that concludes with students taking 'O' level examinations and then, for a small proportion, 2 further years of education in upper secondary schools after which students may sit for 'A' level examinations. Some of the 'O' level graduates join training institutions such as polytechnics, technical colleges, teacher's colleges, agricultural colleges and others, while the rest directly enter the job market. A' level graduates either enter universities or other training institutions. The Zimbabwe School Examinations Council (ZIMSEC) sets all national examinations.

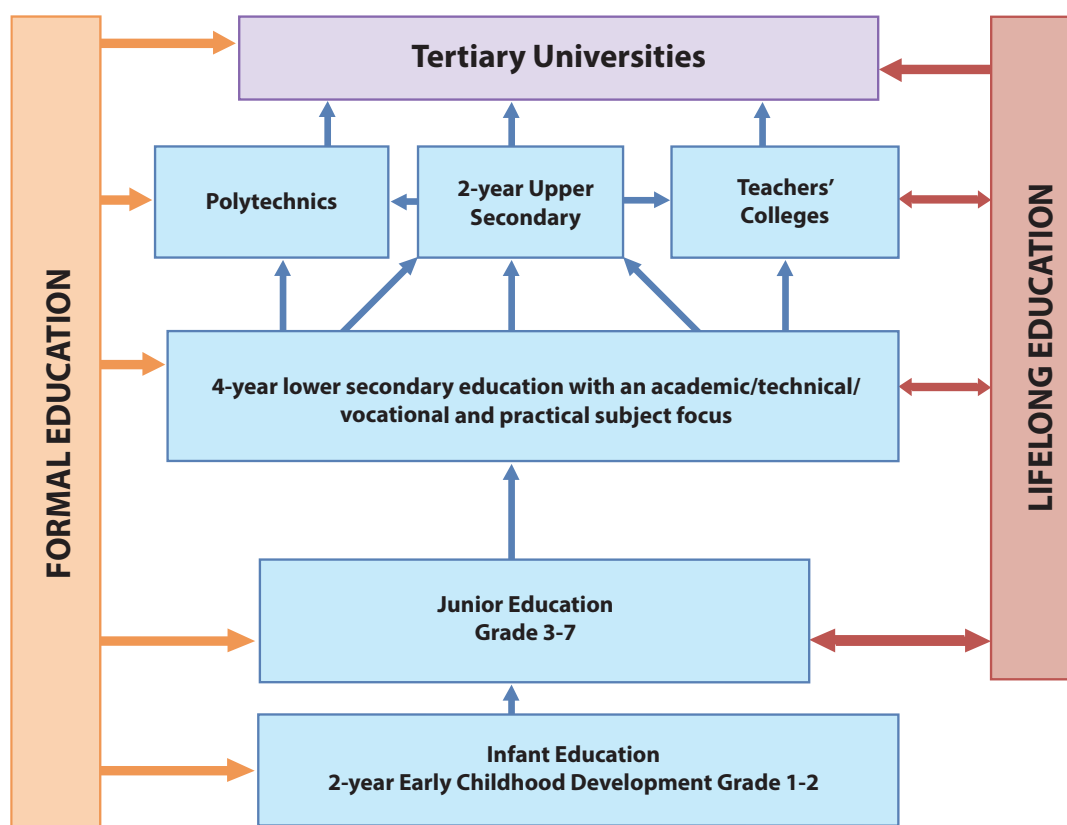


Figure 1: The Education System

Table 1: Education Indicators

Indicator		2012		2013		2014	
		Total	Female	Total	Female	Total	Female
<b>Access and equity</b>							
% of children enrolled in ECD		8.9%	4.5%	9.4%	4.7%	10.5%	5.3%
NER Grade 1		49.3%	49.9%	45.8%	46.4%	42.1%	42.9%
NER Grade 3		35.4%	38.0%	35.6%	38.1%	32.7%	35.1%
NER Form 1		23.4%	26.6%	24.9%	28.5%	22.3%	25.3%
NER Form 5		4.3%	4.4%	4.5%	4.5%	4.7%	4.8%
<b>Quality and Efficiency</b>							
Pupil classroom ratio	ECD			38.4:1		73:1	
	Primary			42.6:1		45:1	
	Secondary			46.3:1		43.66:1	
Pupil Teacher Ratio ECD		35:1		37:1		35:1	
Pupil Teacher Ratio	Infant					39:1	
	Junior					41:1	
	Secondary	23:1		22:1		23:1	
Dropout Rates	Primary					6.4%	6.1%
	Junior secondary					21.4%	22.4%
	Senior Secondary					20.4%	21.0%
Completion Rates	Infant	116.2%	115.0%	112.9%	111.6%	107.5%	105.8%
	Junior	92.0%	88.0%	77.4%	78.6%	77.3%	77.3%
	Secondary form 4	53.0%	51.4%	63.3%	60.8%	64.2%	62.3%
	Secondary form 6	9.1%	7.9%	11.3%	9.9%	11.0%	9.4%
Examination Results	Grade 7	49.6%	56.4%	50.2%	52.6%	55.7%	59.3%
	'O' Level	21.0%	19.3%	23.5%	21.8%	23.8%	22.1%
	'A' Level	87.2%	88.3%	85.5%	87.6%	84.2%	88.0%

### Access and equity of access to learning

Primary and secondary school enrolment has increased slightly over the past 5 years with a gross enrolment rate of 107.9% in the primary schools, net enrolment remains low and shows considerable variation across the country at both the primary level and at the secondary level.

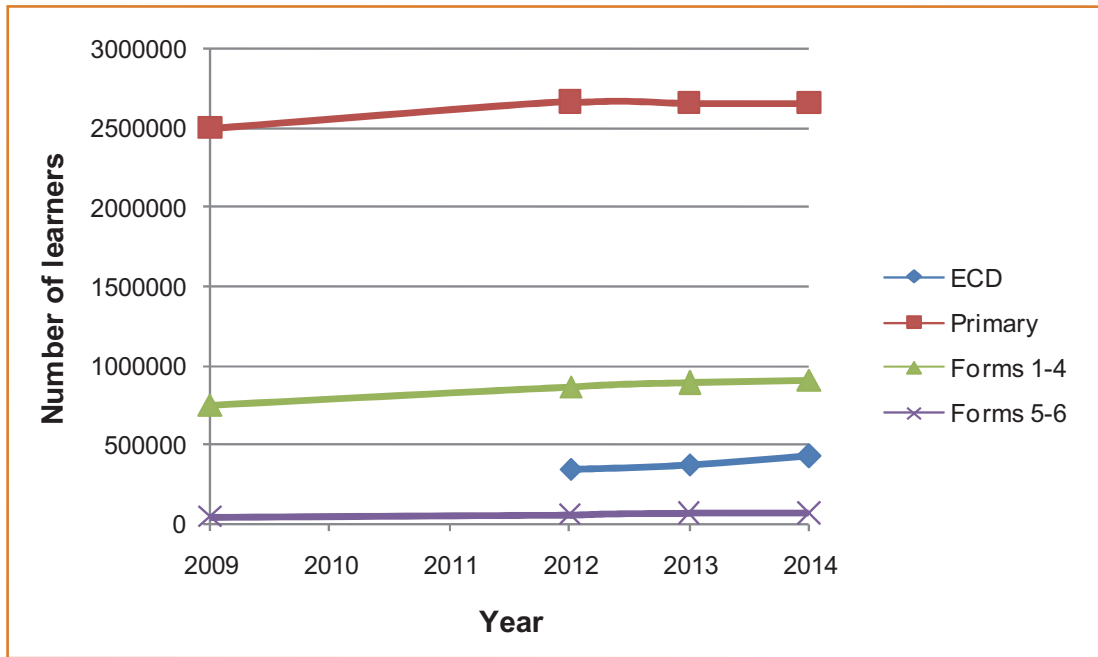


Figure 2: Primary and Secondary Enrolments Trends (EMIS and Census)

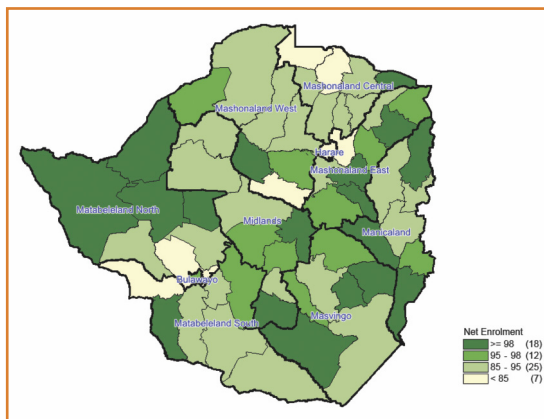


Figure 3: Primary Net Enrolment (2014)

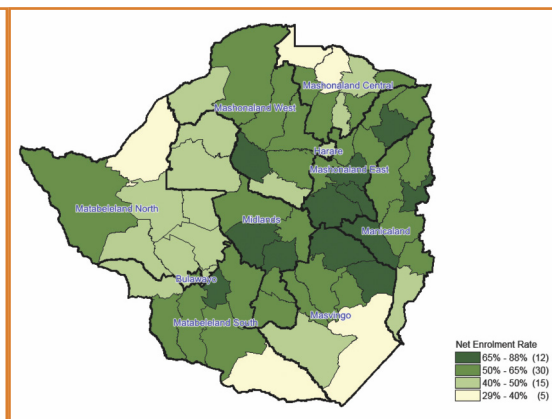


Figure 4: Lower Secondary Net Enrolment (2014)

The gross enrolment rate shows large numbers of over-age children in classes of grades 1 to 7 which persists to a certain extent in secondary school<sup>9</sup>. Over-age children face a higher risk of dropping out of school as they come under peer and parental pressure to leave school and move to work. In some

<sup>9</sup> ESAR 2015 p.34

## National and Education Sector Background and Analysis

provinces it may also contribute to girls' non-completion as they come under pressure to get married and so leave school early. MICS 2014 suggests that the percentage of children entering Grade 1 at the correct age was related to the education level of the mother, with 54.4% entering for mothers with no education compared to 82.2% and 90.3% of children with mothers with secondary and tertiary education respectively. The transition rate from primary to lower secondary is 73.4%, and the transition rate from lower to upper secondary is 11.38%. There are formal examinations at the end of Grace 7, at the end of Form 4 ("O" levels) and at the end of Form 6 ("A" Levels), will all examinations being set and managed by ZIMSEC. Schools are graded on a poverty based formula of P1 to P3, the former being the best, it is significant that the probability of not continuing in schools is twice as high in P3 schools as in P1 or P2 schools, with girls twice as likely to fail to continue as boys in Forms 3 and Form 5 (lower sixth). Failure to continue is higher in satellite schools<sup>10</sup> than registered schools and multi-grade than single grade schools (EMIS, 2014).

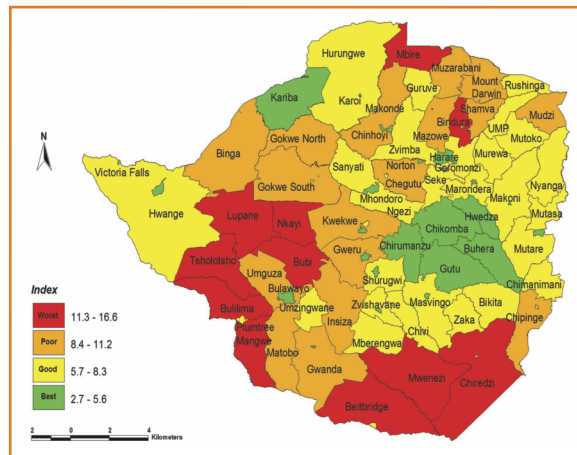


Figure 5: Children out of school by district

Table 2: Primary and Secondary Net Attendance Ratio

PRIMARY	NET ATTENDANCE RATIO		
	All	Poorest Quintile	Richest Quintile
Female	90.4	91.9	97.6
Male	92.7	88.9	97.3
Both	93.3	90.4	97.5
SECONDARY	NET ATTENDANCE RATIO		
	All	Poorest Quintile	Richest Quintile
Female	59.6	42.8	77.5
Male	50.5	38.4	85.8
Both	54.9	35.3	81.3
Primary	NET ATTENDANCE RATIO		
	ALL	URBAN	RURAL
	Female	96.4	93.3
	Male	96.0	91.9
Both	96.2	92.6	
Secondary	Female	75.1	54.8
	Male	78.0	43.9
		76.4	49.0

<sup>10</sup> A satellite school is a school for which MoPSE (MoESAC) has given permission to be established with a minimum of 20 children but they are not yet registered as they do not meet the criteria to be registered). Each satellite school is overseen by a mother school (a registered school) and does not have a head teacher as the head teacher responsible for the satellite school is the head teacher from the mother school.

6.6% of primary and 20.6% of secondary school children are not in school. The map in Figure 5 above<sup>11</sup> shows the wide geographical disparity of children not in school. There are a number of factors that militate against children attending school but wealth, gender and location are significant as can be seen in table 2.

The Child labour Survey (2014) provides reasons as to why children have failed to enrol in school with the most common reason being financial (68%) followed by refusal to attend where the main reason was lack of interest (57%). The cost of fees and levies appears to remain a factor despite the government ruling that no child should be excluded from school for non-payment of fees or levies.

MoPSE has an approved Non-Formal Education Policy which describes how children who are out of school but cannot attend formal schooling or who have failed to complete schooling can access learning (see NFE Box on next page).

Children at risk: There are 784,271 learners (25.41% of enrolled learners) in primary school and 314,189 (32.07% of enrolled learners) in secondary school who are orphans or vulnerable children OVCs (EMIS, 2014).

There are 27,299 learners with disabilities in primary school and 4,955 learners with disabilities in secondary school in 2014. These numbers include 3,533 children who are in 31 special schools of whom 62% and 66% are OVC in the primary and secondary special schools respectively. Based on the Disability study 2013<sup>12</sup> the overall estimated number of children with a disability was 370,287 which indicates that approximately 90% of children with disability are not in school.

## Box 1

### Non-Formal Education

#### Background

In 2015 the Hon. Minister of Primary and Secondary Education approved the National Non-Formal Education Policy for Zimbabwe. The goals of the policy are:

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

The policy makes the Secretary of MoPSE the accountable administrator for the implementation and activation of the policy, quality assurance, monitoring and evaluation of the policy. The policy foresees that NFE may be offered by both public and private institutions and that all providers will be registered by MoPSE.

At the National level, MoPSE is responsible for developing the curriculum and establishing standards for implementation of NFE in all institutions.

<sup>11</sup> For a detailed discussion on out of school children and drop outs see ESAR p.128ff.

<sup>12</sup> Ministry of Health and Child Care (2013). *Living Conditions Among Persons Living with Disability Survey*.



The Provincial and District levels play a key role in the implementation and quality assurance of NFE programme and the School Head of each primary and secondary school is responsible for the establishment, administration and management of NFE programmes.

In the ESSP 2016 – 2020 NFE is embedded in the Junior and Secondary programmes. The following description outlines the current situation, the goals for NFE and the strategic responses which cut across all sub sectors.

### The Current Situation:

NFE education for the school aged children is concerned with the following groups of children:

- Those who never entered school due to poverty
- Those who enrolled for primary education but dropped before completing Grade 7
- Children who failed to be enrolled in formal system but wish to continue with secondary education.
- Students who wrote 'O' level but failed to pass 5 subjects and would like to supplement the subjects failed.

NFE also covers the children, youths and adults who wish to pursue their education through ZABEC.

## Infrastructure

**Table 3: Infrastructure Required**

Level	2012			2014		
	Pupil to classroom ratio	Classrooms in use	No of classrooms required	Pupil to classroom ratio	Classrooms in use	No of classrooms required
ECD	75.6	4,581	13,066	73	5,884	15,507
Primary	42.8	56,552	10,109	45	58,556	7,911
Secondary	37.0	23,649	7,575	44	22,437	10,218
<b>TOTAL</b>		<b>84,782</b>	<b>30,751</b>		<b>86,877</b>	<b>33,636</b>

A lack of classrooms or classrooms in a poor state of repair leads to large class sizes, few or no laboratories and ICT centres which when in place are often poorly equipped all act as a disincentive for children to enter or to attend school. The EMIS data in the table shows a deficit of 33,636 classrooms in 2014 and other EMIS data shows that 50% of all classrooms need maintenance. One result of the high demand for learning has been 'hot-sitting' or double sessions in 41% of primary schools and 36% of secondary schools. A MoPSE mapping exercise in 2013 shows that 2,056 new schools are required if all the norms are to be met. In addition to the current needs the school

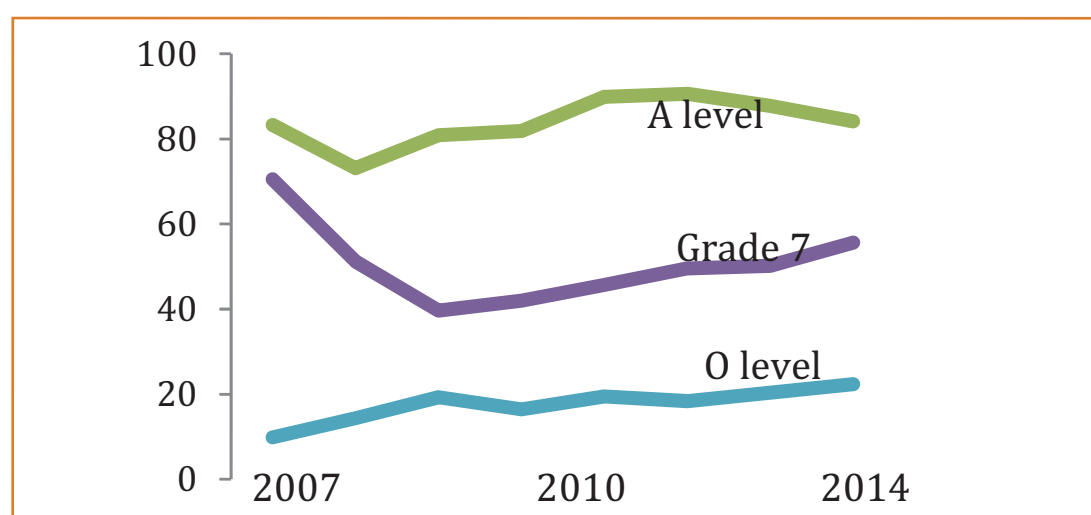
population is expected to increase (see table 4) and this will put further pressure on infrastructure demand. The Ministry of Primary and Secondary Education has a clear set of school functionality criteria.<sup>13</sup> For any school to be registered, it needs to meet these functionality criteria.

**Table 4: The total and school aged populations (2012) and projections (2017 to 2022)<sup>14</sup>**

Age group	2012 Census			2017 Projection*			2022 Projection*		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
3-5	532,784	531,806	1,064,590	565,528	564,489	1,130,017	600,283	599,181	1,199,465
6-12	1,210,730	1,204,343	2,415,073	1,285,138	1,278,359	2,563,497	1,364,120	1,356,923	2,721,043
13-16	605,627	610,771	1,216,398	642,847	648,307	1,291,155	682,355	688,151	1,370,506
17-18	296,906	291,476	588,382	315,153	309,389	624,542	334,522	328,404	662,925
<b>Total</b>	<b>2,646,047</b>	<b>2,638,396</b>	<b>5,284,443</b>	<b>2,646,047</b>	<b>2,808,666</b>	<b>5,953,938</b>	<b>2,981,279</b>	<b>2,972,659</b>	<b>5,953,938</b>

## Quality

The success of students in national examinations at Grade 7 and in Form 4 shows a slow but important increase since 2009 although there has been a slight decrease in success at 'A' level.

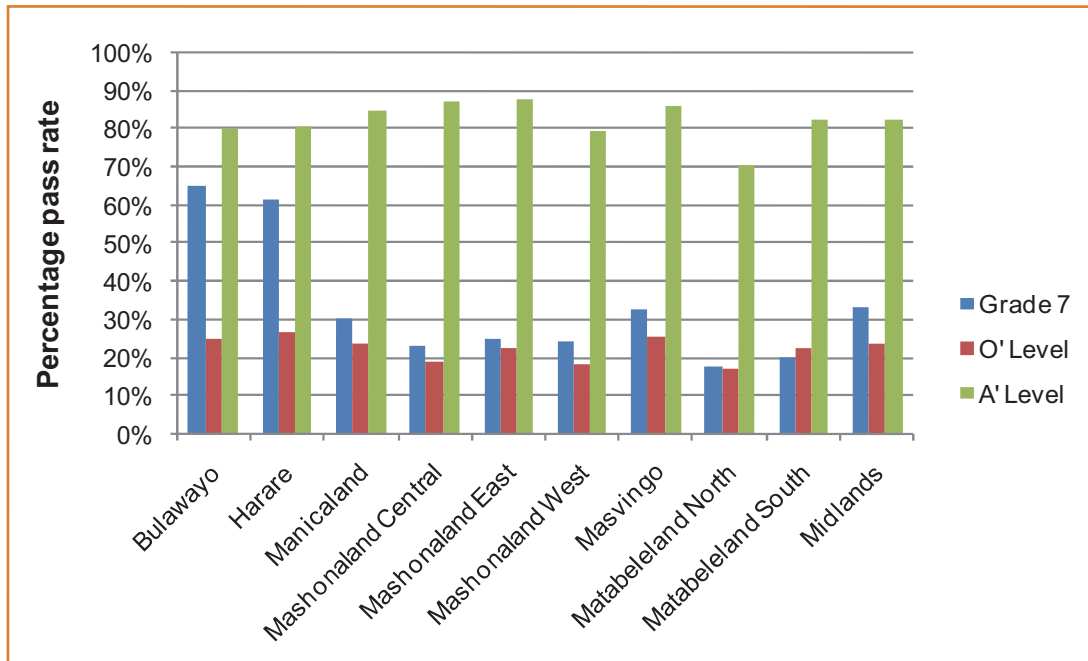


**Figure 6: Examination Pass Rates: 2007–2014**

<sup>13</sup> The functionality criteria cover aspects such as size and quality of structures and facilities (e.g. classrooms), health and sanitation facilities, staffing, safety and security, financial management systems, community participation, curriculum, teaching and learning, and others.

<sup>14</sup> Source: ZIMSTAT (2015)

More detailed analysis (Education Sector Analysis p.99) shows that girls outperform boys in Grade 7 and in 'A' levels but that boys do better than girls in 'O' levels. The causes are not obvious and further research is required to isolate specific causes for remediation.



**Figure 7**

Student success in examinations varies between provinces with Bulawayo and Harare performing markedly better in Grade 7 examinations (see figure 7).

In 2012 MoPSE working with ZIMSEC initiated a programme, Zimbabwe Early Learning Assessment (ZELA), to assess what factors have had the greatest impact on students reading and mathematical skills after completing Grade 2. The ZELA highlighted differences in learners' performance between urban/rural, registered/satellite, mother's education, school budget per learner (between \$50 and \$175 appearing to be optimal) and socio-economic status. Matabeleland North reported the lowest levels of learner performance in Mathematics and English while Mashonaland West reported the lowest levels of performance in English. These results suggest areas where targeted initiatives might have a beneficial effect in the future and it has been proposed that ZELA should be continued and formalized within the education system.

A major initiative has been to begin a process for developing a new curriculum. In 2013 preparations were made for a nationwide curriculum review process, which was launched in October 2014 and resulted in the approved curriculum framework in 2015 which, inter alia, includes the following elements:

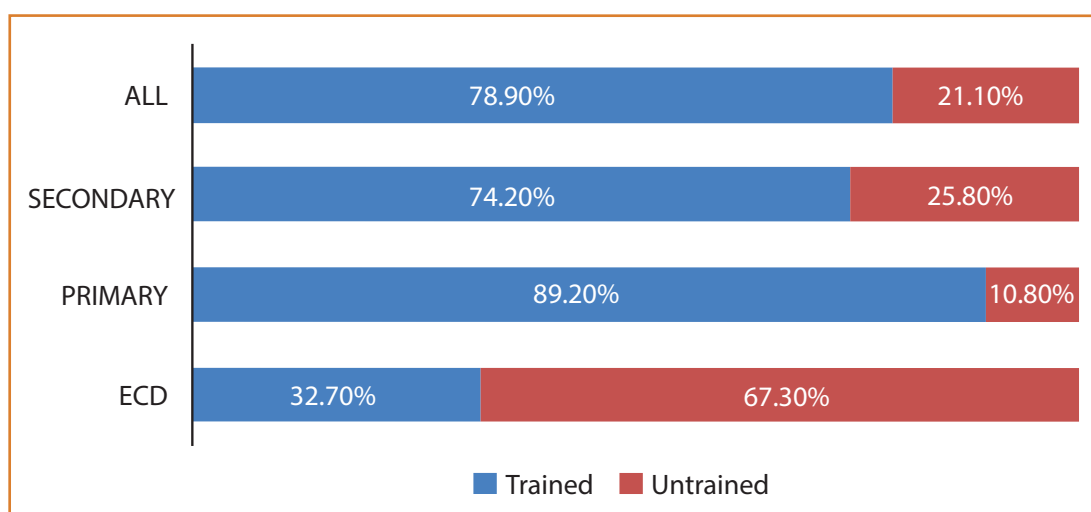
- Adoption of *unhu/ubuntu* as a philosophical approach in the new curriculum.
- Emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) and expanded provision of Technical and Vocational Education across all levels of the education system.

## National and Education Sector Background and Analysis

- Mainstreaming of key issues: HIV/AIDS, ICT, human rights, gender, climate change and disaster risk reduction (DRR).
- Introduction of continuous assessment in the national assessment system.
- A 'Life Skills Orientation after Form 4 to help learners develop life skills and transition from school to work.

The implementation of the new curriculum can have a significant impact on the quality and the relevance of learning in the next 5 years and MoPSE is working to ensure that there will be vigilant monitoring and assessment.

Teachers play a crucial role in providing quality learning opportunities for learners. EMIS data for 2012 to 2014 shows that the percentage of qualified primary teachers increased from 2013 to 2014, from 85.9% to 89.2% and increased for secondary school teachers from 2012 to 2014 from 71.1% to 74.2%. The percentage of qualified ECD teachers has changed from 27% to 33% between 2012 and 2014. There is a higher percentage of qualified ECD teachers in urban areas (68.34%) compared to rural areas (25.99%). The percentage of qualified teachers varies across province with Harare consistently having the highest number of qualified teachers and Matabeleland North the lowest. The situation with regards to teacher pupil ratios, teacher classroom ratios and the future needs for teachers require more accurate data and further analysis but initial data shows that there is a serious shortage of teachers for ECD.



**Figure 8: Percentages of trained and untrained teachers by level of education (EMIS, 2014)**

Significant progress has been made with regards to monitoring and evaluating teacher quality through the development of the Teacher Professional Standards (TPS), which are currently being integrated into the education system. TPS codify the expected professional performance of teachers, provide formal objective tools for monitoring teachers' performance which provide feedback and opportunities to discuss performance. The data from the TPS evaluations will eventually be fed into the Teacher Development Information System (TDIS) that has been developed. The establishment of a Teaching Council which is under discussion will be taken forward over the ESSP period.

## Education Financing – Efficiency and Equity

As a result of the acute challenges faced by the Zimbabwean economy over the decade 1998 – 2008 a multi-currency system was adopted in 2009 with the US dollar being used for the national budget and commercial transactions, a system which has been retained to date.

Following the introduction of the US dollar as the base currency, there was a rapid increase in GDP growth and also in the size of the national budget, which is reflected in the primary and secondary education budget. In dollar terms, MoPSE budget has increased four-fold since 2009 from \$200 million to \$800 million in 2014/15. MoPSE budget currently accounts for 22% of total government expenditure and an estimated 6% of GDP, shares which are high when compared to other countries. However, more than 97% of the government budget goes on teachers' salaries so when employment costs are excluded there has been a significant decline in expenditure on recurrent goods and services from 20% of the education budget in 2009 to less than 2% in 2014 and a decline from 4% to 1% in the capital budget. In cash terms this is just over \$8 million and under \$5 million respectively, figures which are in fact much lower as the budget execution rates are low as a result of low and erratic cash releases from Treasury (see Figure 9).

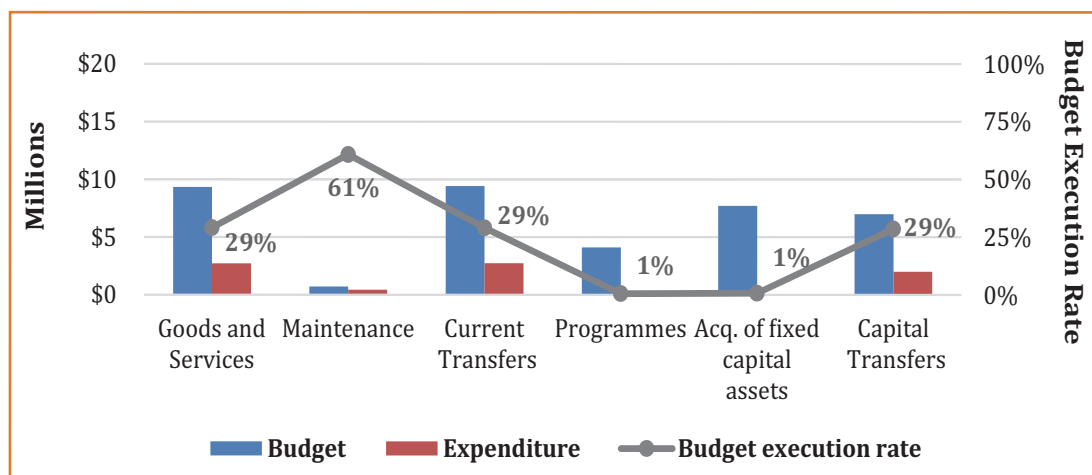


Figure 9: Budget execution MoPSE 2014 (WB PER 2015)

Even with the high percentage of government budget expenditure on teachers' salaries, the salary for the majority of teachers is only just at the Total Poverty Consumption Line for a family of 5<sup>15</sup>.

Nevertheless, sector financial governance has good accountability with strong systems in place; nationally there has been a strengthening of Public Finance Management Systems (PFM) as well as strengthened human resources management systems. Programme Based Budgeting (PBM) is being introduced with MoPSE as one of the lead agency and this is linked to a Results Based Management approach that has included strengthening school based management where financial managers have been trained in most schools. Improved EMIS have allowed results to be monitored and school level agreements to be established.

<sup>15</sup> See Education Sector Analysis Report p 90 for details of the current salaries and the TPCL

Table 5: Summary of GDP growth National and Education budgets in %

	2009	2010	2011	2012	2013	2014	2015
Real GDP at market prices (million US\$)	8,157	9,085	10,167	11,241	11,745	12,151	12,059
Nominal GDP at market prices (Million us\$)	8,157	9,457	10,956	12,472	13,490	13,914	13,516
<b>Overall State Budget</b>							
Total amount of approved State Budget allocation (in '000,000 US Dollars)	1,391	2,250	3,246	4,000	3,860	4,120	4,115
Aid as a proportion of the State Budget (%)	53%	33%	22%	25%	21%	-	-
Total amount of State Budget spent %	65%	92%	89%	90%	106%	104%	97%
<b>Education sector (Primary &amp; Secondary Education)</b>							
<i>% State budget for education</i>	12%	14%	14%	18%	19%	21%	22%
<i>O/w Employment</i>	76,.,%	86%	87%	89%	95%	96%	98%
<i>Other recurrent costs</i>	20%	11%	8%	7%	3%	3%	1%
Capital	4%	3%	5%	5%	2%	2%	1%
Total amount of allocated State Budget that was spent in the sector (in US Dollars)	108%	99%	108%	95%	100%	91%	
<i>O/w Employment</i>	135%	102%	123%	105%	103%	94%	
<i>Other recurrent costs</i>	5%	9%	1%	1%	2%	1%	
<i>Capital</i>	0%	2%	1%	0%	1%	0%	
Average allocation per capita (in local currency)	12.59	24.24	35.14	51.54	53.01	61.49	61.11
Average expenditure per capita (in local currency)	13.62	23.96	38.01	49.12	53.17	55.89	-

Budget execution MoPSE 2014 (WB PER 2015)

In lieu of national funding for non-salary expenditure, a system of fees and levies has developed and in 2013 this accounted for 96% of school non teacher salary income (a total of \$779 million Table 6)

**Table 6: Parental contributions**

Primary Schools		Secondary Schools	
1. Building Levy	\$101 million	1. Tuition Fees	\$112 million
2. Centre/SDA Levy	\$96 million	2. Boarding Fees	\$75 million
3. Tuition Fees	\$94 million	3. Centre/SDA Levy	\$71 million
4. General Purpose Fund	\$33 million	4. General Purpose Fund	\$25 million
5. School Activities (incl. Sports) Levy	\$21 million	5. Building Levy	\$19 million
Total Income of Primary Schools	\$406 million	Total Income of Secondary Schools	\$408 million
Of which, Levies and Fees:	\$389 million	Of which, Levies and Fees:	\$390 million

Source: Calculations using EMIS 2014 data

Income	Primary Schools	Secondary Schools
1. Building Levy	\$101 million	\$112 million
2. Central/ SDA Levy	\$96 million	\$75 million
1. Tuition Fees	\$94 million	\$71 million
2. General Purpose Fund	\$33 million	\$25 million
3. School Activities (incl. Sports) Levy	\$21 million	\$19 million
<b>Total Income</b>	<b>\$406 million</b>	<b>\$408 million</b>
Of which levies and Fees:	\$389 million	\$390 million

Source: Calculations using EMIS 2014 data

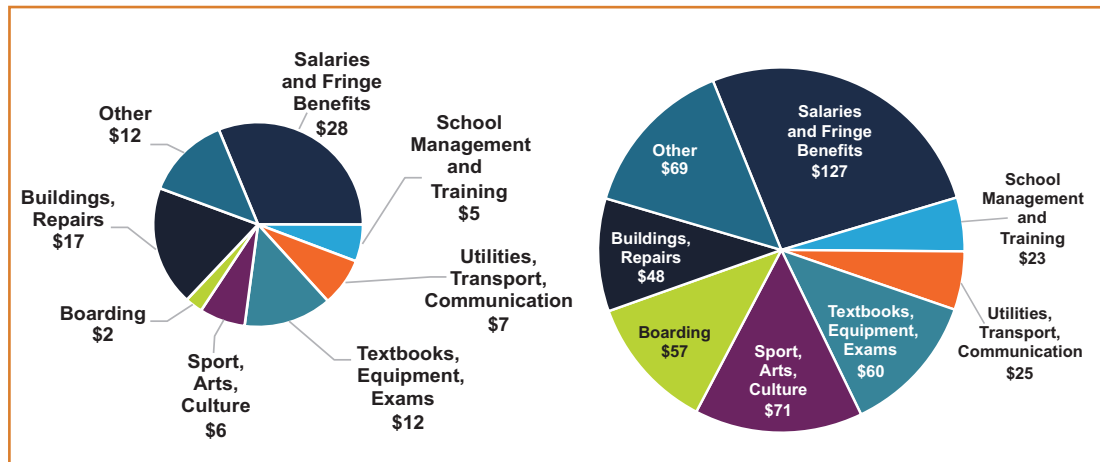
School income, not surprisingly, varies very considerably from school to school and from Province to Province as funds collected are a reflection of parents ability to pay. School level spending per child from all sources varies markedly across Provinces from more than \$180 in Harare and Bulawayo to less than \$38 in Mashonaland Central and Matabeleland North at primary level and at Secondary level it varies more than \$800 and \$300 respectively. When comparing school types, P1 and S1 schools receive more than 7 times per student than P3 and S3 schools. At primary level spending is clearly correlated with success in Grade 7 examinations with pass rates between 10% and 30% where school expenditure is between \$50 and \$100 per student to more than 60% pass rate where expenditure is more than \$200 per student.

The following diagram shows the expenditure pattern for the primary and secondary schools as well as the breakdown in dollar terms.

## Box 2

### School expenditure per student by level of education and category 2013

Primary	Secondary
Total expenditure = \$89 per student	Total expenditure = \$480 per student



The government has sought to mitigate the impact on poor families, in particular through the BEAM programme.

### Box 3

#### BEAM

The major objective of the Basic Education Assistance Module (BEAM) of the Enhanced Social Protection Programme is to prevent household from resorting to perverse coping mechanism such as withdrawing children from school, in response to worsening household poverty. The Government of Zimbabwe supported by development partners introduced BEAM in 2000 as a demand led initiative providing financial grants to communities to assist them in keeping vulnerable children in School. BEAM provides for payment of a basic education package that includes levies, school and examination fees. It covers all schools both primary and secondary as well as special schools for children with disabilities. BEAM is managed by the Ministry of Labour and Social Services (MLSS) in collaboration with the MoPSE.

According to the Poverty Assessment Study Survey of 2003, 12% of the student population were sponsored by BEAM in primary and 10% in secondary schools. BEAM was wholly funded by central government since its inception till the end of 2008. At its peak BEAM reached a total of 900,000 children (both primary and secondary). However with the advent of hyperinflation BEAM resources became negligible and failed to reach its intended objective of supporting access to education by the poor and most vulnerable.

Following the 2008 economic crisis the Government of Zimbabwe with the UN mobilised the donor community to support the revitalization of BEAM. As a result, a total of US\$20 million was received from donors. These funds were targeted towards vulnerable primary school children only and it covered the period third term of 2009 through to the end of December 2010. On average the programme reached a total of 530,000 OVC per term. The numbers of children reached in 2013 and 2014 was 456,003 and 284, 560 respectively.

A Review of the operation of BEAM led to the preparation of a new set of standards, criteria and a new operational manual prepared through 2015.

The future operation of BEAM is being discussed in the light of a severe resource constraint.



In addition, a MoPSE managed school improvement Grant programme (SIG) funded by a number of donors has sought to balance some of the inequities and to lay the ground for a consolidated (currently fragmented) grants system for implementation by MoPSE from 2016. (see box 4)

## Box 4

### SIG: Summary 2012-2015

Implemented by the MoPSE, the School Improvement Grants (SIG) programme, has targeted over 6,000 poorly resourced special needs schools, P3 registered and satellite schools and secondary satellite schools; SIG aims to improve the quality of teaching and learning at the school level and eliminate user fee costs for vulnerable students. The grant, based on average enrolment, per capita fees and levies and the percentage of vulnerable children, covers non-personnel and non-capital expenditure against a positive expenditure list and payment of fees and levies for students who have either dropped out or are in danger of dropping out of school.

The success of the School Improvement Grant (SIG) has been realized by strong project management at MoPSE, reliable disbursement modalities, good accountability, strong monitoring and evaluation systems, well trained and informed school heads, active School Development Committees (SDC) and quality School Development Plans (SDP). SIG has provided for schools and their communities to have more say and authority over the use of funds - all SIG schools have 3 administrators, 2 children and 3 community representatives trained in SDP who have prepared a MoPSE approved plan.

8,464 ministry personnel, of whom over 8,000 were school heads, were specifically targeted for finance management training so that they are able to implement the SIG programme applying government accounting regulations. A further 1,070 school heads who either were promoted after the initial training in 2014, or who failed the post-test in the first training were trained in 2015 giving a total of over 9,000 MoPSE officers and heads trained.

The 2013 pilot phase reached 100 registered primary, satellite primary (P3) and secondary (S3) schools in Goromonzi District and 32 special (needs) schools nationwide. Taking account of lessons learned, 2014 saw the programme rolled out in 5,215 primary registered and satellite primary schools, USD23 million in grants were disbursed benefiting 2,447,618 children, an additional 747 secondary satellite schools were reached in 2015. In total, school improvement grants disbursed to schools between 2013 and 2015 amounted to US\$49.047 million reaching 11,228 schools and 5,091,621 children.

Schools have used funds across a range of activity:

- 84% for teaching and learning material.
- 33% to finance school running costs.
- 10% on special needs provisions with schools having categorized as; minor adaptation to infrastructure to facilitate access by children with disability; sanitary wear; hearing aids; water buckets, and toilet cleaning utensils.
- 55% on small maintenance such as the painting infrastructure, furniture repairs, laying of water pipes, repairs of floors, windows and the constructions of hand washing areas
- 40 % on furniture such as desks, chairs, tables and benches.

SDP and Comprehensive are prepared and updated and are available.

## Donor funding

Donor funding has continued to play a significant role, allowing MoPSE to initiate and implement a number of key reforms and to introduce quality and access focussed interventions. Donor funding through the Education Development Fund (EDF, see Box), the Global Partnership for Education (GPE) and other sources has amounted to approximately \$50 million per year. Although there is likely to be some reduction in the overall funding both GPE and EDF will remain an important source of funding. There are also substantial resources supporting education from the NGO partners. Over the period of the 2016–2020 ESSP MoPSE will seek to consolidate the different grant funding programmes into a single harmonized approach as a part of the school financing policy which is to be developed.

### Box 5

#### The Education Development Fund (2012-2015)

The Education Development Fund (EDF) was developed as a successor programme to the Education Transition Fund (ETF), which had helped with the recovery of the education system during the challenging period from 2009-2011. After extensive consultation, Ministry of Education Sports, Arts and Culture, now the Ministry of Primary and Secondary Education (MoPSE), and key education partners, an ETF II covering the period 2012 to 2015 was endorsed by the Ministry. Whilst the first phase of the ETF focused on the emergency revitalisation of the education sector through a focus on the distribution of essential school stationery and core textbooks for primary and secondary school, capacity building for school development committees (SDC) and the provision of technical assistance, the second phase of the ETF focuses more on the strengthening of systems and structures for the delivery of education. This focus prompted the MoPSE to change the name of the programme to “Education Development Fund” (EDF) in 2013.

The overall objective of the Education Development Fund (EDF) **is to support the continued revitalisation of the education sector by assisting the MoPSE to realise its objectives of achieving universal and equitable access to quality educational services for all Zimbabwean children.**

	Outputs	Major Interventions
<b>School and System Governance</b>	To enhance school and system governance to improve the quality of school environments through the provision of grants to targeted schools and an improved capacity of MoPSE to plan for and implement educational needs.	<ul style="list-style-type: none"> <li>• Sector Wide Programming</li> <li>• School Improvement (Grants, SDC training)</li> <li>• School Supervision</li> </ul>
<b>Teaching and Learning</b>	To improve the quality of teaching and learning in Zimbabwe, measured by a reformed national assessment system.	<ul style="list-style-type: none"> <li>• Teaching Quality</li> <li>• Learning Outcomes</li> <li>• Teaching and Learning Materials</li> <li>• Assessment</li> </ul>
<b>Second Chance Education</b>	To support a second chance education programme that provides opportunity for young people who have missed out on school to re enter formal education or receive relevant skills training.	<ul style="list-style-type: none"> <li>• Young People return to mainstream education</li> <li>• Out-of-school technical education</li> </ul>

Since 2012, the EDF funded in the amount of USD115 million which was fully utilised by end of 2015. The donor partners contributing to EDF are: Finland, Germany, Norway, Sweden, the United Kingdom, the European Union and OSISA. UNICEF served as the fund manager and provided technical assistance for programme implementation. Work is currently underway to develop a second EDF.

Based on the Education Medium Term Plan 2011 – 2015, a GPE proposal was prepared and has been implemented successfully since 2013 (see GPE Education Support Project March 2013 and the Government of Zimbabwe, Ministry of Primary and Secondary Education GPE Implementation Plan April 2014).

The main programme components were:

1. Early Reading Initiative (ERI)
2. Catch-up Education (PLAP)
3. Teacher Professional Standards (TPS)
4. Teacher Training & Development Information System
5. Preparation of the Ministry of Primary and Secondary Education Sector Strategic Plan (ESSP 2016 – 2020)

With the support of bilateral partnerships MoPSE has been able to address some of the specific challenges that girls face in accessing and continuing with learning (see box below).

## Box 6

### Campaign for Female Education (CAMFED)

Zimbabwe has been able to access funding from DfID to support the Campaign for Female Education (CAMFED), with £12 million (2012-16) to implement the Zimbabwe Girls' Secondary Education Programme. 24,000 disadvantaged girls are being provided with bursaries to complete secondary school. In December 2015 DFID approved a one-year extension to the CAMFED programme 2016-17 (worth a further £3.5 million). This extension will allow CAMFED to pilot support for girls' post 'O' Level, enhance support for disabled girls to access secondary education and initiate a support programme for highly disadvantaged rural boys.

### Girls Education Challenge Fund

In 2013 this funding was augmented with an additional £25 million from DFID's Girls Education Challenge (GEC) for two further projects:

The Improving Girls' Access through Transforming Education (IGATE), implemented by World Vision, targets 49,000 rural girls (2013-2016) in 500 schools in three provinces. The budget is £11,900,000. The project Aims to increase household capacity to support girls' education by Mobilising mothers groups, School Development Committees, local leaders and girls themselves. The programme also aims to establish 5,000 Village Savings and Loans Clubs to support.

'New Equilibrium for Girls', Implemented by CAMFED Targets 40,000 Rural Girls in 24 rural districts and has a total budget of £14,800,000 in Zimbabwe. The project aims to increase the retention of vulnerable girls through secondary school principally through the payment of bursaries. It also seeks to develop the capacity of female students to improve learning outcomes, empower secondary graduates to reinvest in local education system and develop local capacity and collaboration in support of vulnerable children's education.

## Challenges

The analysis above presents a number of challenges for the education sector, and these are outlined below.

### Access and equity of access

- (a) Mitigate the barriers to education - financial (fees and levies) and physical (distance to school, lack of equipment);
- (b) Support those children with disabilities, orphans and vulnerable children (OVC) - ensure that there are pre-mechanisms in place to identify needs and respond effectively;
- (c) Maintain the values of education and of children entering at the right age and remaining in school until completion through continuing advocacy with parents and communities;
- (d) Provide new infrastructure and maintain the current stock.
- (e) *NFE challenges*
  - Fees for participation in NFE programmes which deter people from commencing and possibly continuing classes;
  - Reduced teaching time available – shorter hours for NFE classes in the afternoons and evenings rather than the normal five hours in formal learning;
  - The introduction of the new curriculum and need to provide teachers with the professional competencies, to prepare materials and teaching strategies;
  - The introduction of the new curriculum requires different roles for leaders, managers and supervisors.

### Quality

- (a) Ensure increased and more equitable allocation of resources (financial, material and human) to schools;
- (b) Introduce the new curriculum in order to ensure enhanced quality for all schools;
- (c) Provide for effective monitoring of learning outcomes
- (d) Support good learning environments for the most disadvantaged schools;
- (e) Develop and provide learning materials and access to resources including ICT;
- (f) Attract and retain trained, competent and dedicated teachers in the system and ensure equitable allocation of existing and new teacher workforce;
- (g) Continue supporting professional development linked to the outcome of Teacher Professional Standards supervision.

### Education Financing

- (a) Create fiscal space within the national budget for a minimum package of non-personnel expenditures;
- (b) Develop a mechanism to reduce the imbalance between disposable income that schools can access;

- (c) Find fiscal space in the national budget; and to implement innovative partnership agreements to increase the overall funds available for infrastructure;
- (d) Redress, over the medium to longer term, the imbalance between primary and secondary education in terms of staffing ratios;
- (e) Secure adequate funding for the roll out of the new curriculum which includes:
  - teacher professional development,
  - learning materials,
  - adequate equipment for ICT and STEAM/STEM,
  - development and implementation of the assessment system
- (f) Improve the impact of grant and other funding at school level through more efficient management of funds.

The programmes in the ESSP 2016 – 2020 are designed to address a number of the problems identified above while recognizing that given the fiscal space and the capacity within the Ministry priorities will have to be established and realism will have to prevail.

**National Development Priority,  
Educational Policy and Key Programmes 2016-2020**

**Chapter** **2**

### Approach to ESSP Development

The 2016 – 2020 ESSP has been developed within the framework of the Constitutional requirements, the national policies and priorities, analysis of the education sector performance over the past years (Chapter 1) and the challenges identified and the previous education plan. There has been a broad stakeholder consultation and engagement both before and during the ESSP 2016 – 2020 preparation.

### The National Context

The **Constitution of Zimbabwe** enshrines a **right to education**. Section 75, sub-section (1) of the Constitution of Zimbabwe Amendment (No.20) Act 2013 provides a clear framework of what the Ministry must aspire to achieve:

“Every citizen and permanent resident of Zimbabwe has a right to a basic State-funded education and further education, which the state through reasonable legislative and other measures must make progressively available and accessible.”

The Constitution also highlights the needs of **persons with disabilities**: Section 22 of the constitution also states that:

The State and all its institutions and agencies of government at every level must, within limits of the resources available to them, assist persons with physical or mental disabilities to achieve their full potential and to minimize the disadvantages suffered by them

The Constitution, therefore, provides the overall policy direction for what the Ministry of Primary and Secondary Education must include in the delivery of education.

The **Education Act of 2006 (Chapter 25.04)** also emphasizes the children’s fundamental right to education in Zimbabwe and clearly states that

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

*Section 4, subsections 1 and 2 of the Education Act*

As the Education Act precedes the Constitution, MoPSE will, in 2016 complete a review of the education legislation and other legal and regulatory instruments to ensure that there is consistency between these and the constitutional requirements.

## National development policies and priorities

The most important National development strategic framework is presented in the ‘Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset) “Towards an Empowered Society and a Growing Economy”’ covering the period October 2013 - December 2018. On education the Agenda notes that ‘Whilst the nation prides itself with a literacy rate of 92%, there is need to ensure that schools are built and equipped particularly in the new resettlement areas. The sector still faces a challenge of a curriculum that does not match the developmental needs of the country.’ The ZimAsset blueprint has as one Key Success factor ‘human capital development programmes to enhance the acquisition of requisite skills’ and ‘Scientific research and development.’

The ZimAsset cluster results for Human Capital Development include ‘Improved entrepreneurial skills for tertiary students and graduates; ... Improved public service delivery. Education and training policies reviewed; Promote Utilisation of Information and Communication Technologies (ICTs); Develop Entrepreneurial skills oriented curricula; Reorient public service to conform to the country’s development thrust; Prioritise development of vocational and technical skills, including psychomotor (e.g. artisans)’ with the responsible agency being Ministries responsible for Education.

The success of the ZimAsset strategy in the future is predicated on there being a well and right educated national workforce, ready to drive forward economic growth to provide for a fair society in a unique cultural context.

## Vision and Mission of MoPSE

As a response to the Sustainable Development Goals (SDGs) to which Zimbabwe is a signatory, and particularly those covering quality education (Goal 4), gender equality (Goal 5), reduced inequality (Goal 10) and peace, justice and strong institutions (Goal 16) and in the light of the national context described above, MoPSE has reviewed its Vision and Mission in order to be able to respond effectively and to deliver services efficiently and effectively.

### Vision

To be the leading provider of inclusive, quality education for socio-economic transformation by 2020.

### Mission

To provide equitable, quality, inclusive, relevant and competence-driven Infant, Junior, Secondary and Non-formal Education.

## Institutional architecture

The Government is concerned that education be delivered and monitored in an effective and efficient manner making the best use of human and financial resources. The government is also cognisant of the need to have an institutional structure that can deliver the education for the 21st century. The core functions of the central ministry are to develop policy based around national and international evidence, to lead the nation’s educators and to monitor the progress, making changes and adjustments as appropriate. The demands identified will require changes and adjustments to the current institutional architecture, to the operational procedures and to the professional profiles of staff. The process of realigning the architecture to the 21st century demands has commenced with discussions including a



number of state organisations, in particular the Public Service Commission and will be continued during the first year of the ESSP. Changes and the implications of these will be reviewed during the annual reviews,

## The ESSP

### Stakeholder consultations

A broad stakeholder consultation process was held nationwide in August 2015 and included meetings and conversations with more than 418,000 respondents covering all of the Provinces in Zimbabwe. Emerging from these consultations were the following messages:

- Provision of education is a primary responsibility of the state with parents and communities playing a supporting role;
- The management, leadership and supervision skills at the school level needs to be strengthened;
- The school system should prepare learners with knowledge and life skills to engage effectively in the growth of the nation;
- Excellent teaching and the right learning materials must be available in schools;
- ICT facilities should be provided.

In addition, it was recognized that the group of children with special needs and those who have failed to complete formal schooling would need specific support in the coming 5 years.

MoPSE identified a team within the Ministry to act as the core reference group for ESSP writing and discussion. A five day planning workshop took place at Lake Chivero, outside of Harare, during the first week of October 2015 during which the Education Coordinating Group reference group reviewed the sector diagnosis in the Education Sector Analysis (ESA) and developed responsive sub sector strategies. The team then held a series of meetings and internal workshops to elaborate and verify the ESSP inputs as the process developed.

The participation of the Education Coalition of Zimbabwe (ECOZI) ensured that the interests of civil society organisations and teacher unions were fully represented in the plan. Members of ECOZI were also members of the drafting teams.

In addition to MoPSE, other Ministries participating in the consultation process around the ESSP development have included:

- Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD)
- Ministry of Finance and Economic Development (MoFED)
- Ministry of State for Liaison on Psychomotor Activities (MoSLPA)
- Ministry of ICT, Postal Communication and Courier Services (MoIPCCS)

During the ESSP preparation a National Forum of Provincial and District staff and other partners was convened in December 2015 to review and validate the ESSP. A further workshop was convened 18th

February 2016 at the Ambassador Hotel, Harare, in which ECG members had an opportunity to respond to the first complete draft of the ESSP. The ESSP was then adopted by the ECG at a full meeting on 25th February.

### Building on the Previous Sector Plans

The Education Medium Term Plan (EMTP) set out 7 Strategic Priorities and an ambitious set of targets. Some progress was made towards achieving the goals but considerable further work is required if the anticipated benefits from the EMPT are to be realized. MoPSE has reviewed the EMTP strategies and goals, taken lessons learned on the challenges of delivering a complex and ambitious programme and incorporated these into the ESSP.

The EMTP results framework from the Operational Plan, which is the main document driving the activities in the education sector, presented four *outcome indicators* and seven intermediate indicators (or operational objectives). The outcome indicators were:

- Increase in Grade 7 and 'O' Level pass rates.
- Percentage of students at or above grade level for Grade 3 improves. This was surpassed in 2013 for both English and Mathematics. The target was not met for English for 2014 but it was surpassed for mathematics
- Transition rates from primary to secondary and from Form 4 to Lower 6 improve

The *operational objectives* were:

- Strengthen teacher development and management. The objectives have been met in with the development of Teacher Professional Standards, development of Teacher Development Information System (TDIS).
- Improve learning quality and relevance. This has been addressed through the curriculum review. Cabinet approved the Curriculum Framework draft. The role out of the Curriculum is on track for January 2017.
- Improve conditions in schools. This is being addressed through the School Improvement Grant. A revision of the use of the funding has meant that the types of schools to receive this grant have been reduced. However, these schools have all received their grants for 2015.
- Improve education service quality through improved supervision. The numbers of teachers being supervised (receiving inspection visits from heads and district officers) has been surpassed. The TPS and the TDIS are instrumental in continuing this improvement.
- Strengthen school and system governance and management. This was addressed through several activities. The development of the TDIS and the continued update of the EMIS was completed and these are now under continual evolution to meet the information needs of management. The establishment of these two systems at provincial level and district level has been done for the TDIS but the updating of information at Head Office remains an issue due to connectivity. Fifteen hubs have been established nationally for EMIS. The second activity is the development of School Development Plans (SDPs). The number of SDPs has surpassed the target for 2014.
- Strengthen support to those learners with greatest need. The lack of funding for BEAM has meant that none of the targets for this operational objective have been met and they are not likely to be met for 2015.
- Strengthen Sport, Arts and Culture. This has been done through the curriculum review. The curriculum framework is still to be passed by cabinet and the syllabi are still to be developed and tested.

## National Development Priority, Educational Policy and Key Programmes 2016–2020

MoPSE analysis of the successes and challenges resulting from the EMTP has informed the ESSP development with the core goals of access, quality and efficiency running through each subsector. As recommended in the EMTP and Joint Annual Review the ESSP will take forward all issues around the curriculum, implementing the NFE policy and the health initiatives. More importantly the patchy EMTP outcomes underline the need for a more robust policy and regulatory framework and stronger institutional oversight, these form the core of the ESSP programmes.

### Key Performance Indicators

In order to monitor the overall sector performance MoPSE will review annually the following **Key Performance Indicators**:

**Table 7: Key Performance indicators**

Indicators	MOV	2015	2016	2017	2018	2019	2020
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (T)	EMIS	35	37	39	41	43	45
Survival Rate Form 4 (F)	EMIS	79.3	81	82	84	85	87
Grade 7 Pass Rate (T)	Zimsec	41.8	44	47	49	52	54
# Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (T)	Zimsec EMIS	33	35	37	39	42	45

### Process Indicators

Indicator/Goal	Baseline/2016	2017	2018	2019	2020
Sector Performance Reviews	2015 National Sector Performance Review held with participation of civil society. 2016 National Sector Performance Review with participation of civil society to be held using an agreed monitoring framework and an analytical sector performance review report prepared in advance.	In addition to the national sector performance review, reviews held at provincial and district levels with participation of civil society.	Annual Sector Performance Review meetings held at national, provincial and district levels.		
New curriculum implementation as per the outputs in the operational plan	Curriculum Framework and Implementation Plan in place Syllabus, materials, teachers training completed for 2017	ECD A, Grade 1, Grade 3, Form 1, Form 3A Level 1 commence	ECD B, Grade 2, Grade 4, Form 2, A Level 2 commence + new assessment	Grade 5, Form 3 commence	Grade 6 commences, Grade 7 exams

Indicator/Goal	Baseline/2016	2017	2018	2019	2020
Number of Schools visited by District Education Officials	TBD		All schools, including the most remote ones, have been visited at least once per year		All schools, including the most remote ones, have been visited at least twice per year
Data analysis and research on key factors influencing performance and retention is made available and informs	Terms of Reference for CERID developed and concept for operationalization of its research and analysis function produced	CERID operational at national level and produced at least two pieces of analysis on factors influencing performance and retention which are presented at the sector performance review. Capacity development programme in place to support expansion of CERID function to district level.	Capacity development to expand CERID functions to district education offices implemented. In at least 10 districts (1 per province) at least one piece of analysis presented at national and district sector performance reviews.	CERID led research is part and parcel of sector performance reviews at national and subnational levels. Evidence of specific recommendations from 2018 implemented in the operational plans.	

## ESSP Principles

MoPSE employed the following set of principles in the preparation of the ESSP which will remain the guiding principles during the implementation of the ESSP:

- Ambitious and realistic
- Policy driven, with measurable goals, formal and regular reporting and mechanisms to adjust, based on evidence
- Evidence based and outcome focused
- Accountability
- Consultative and accessible
- Efficiency, effectiveness and value for money
- Equitability and inclusivity
- Local ownership with local responses to local problems: the National ESSP assumes the preparation of Provincial and District Operational Plans which will complete the decentralized planning process from the centre to the school

## Cornerstones

MoPSE has identified four pillars for the ESSP and these are reflected in the subsector programmes:

- (a) Access for all which will require:
  - Adequate infrastructure so pupil classroom norms can be achieved for the present school population, for the increased school population resulting from population growth and from the need for specific infrastructure as a result of new programmes under ICT and STEAM/STEM;
  - Non-Formal Education (NFE) provision;
  - Profiling of children to identify those at risk of not entering the system, dropping out or falling behind.
  - Strategies to support those unable to meet fee and levy charges.
- (b) Quality and relevant learning: the core elements are for a competency-based curriculum that includes ICT, STEAM/STEM, Education for Sustainable Development (ESD) and in later years a strong life skills component so children exit the system with skills for enterprise as well as further learning. Evaluation will move to a process of continuous assessment in conjunction with formal tests providing for a more learner centred approach.
- (c) Learner focused through building, developing, monitoring and upgrading the professional skills of teachers already in the profession and by working with the MoHTESTD to provide pre-service curricula that provide new teachers with the knowledge and skills required to deliver the new curriculum.
- (d) Strong leadership, management and monitoring providing efficient and effective service delivery within an institution that has the right architecture.

## Policy, Legal and Regulatory Action

MoPSE has reviewed the policy, legal and regulatory framework and has identified a number of areas where clarification, change or updating is needed, where policy is being developed but needs to be completed, and some areas where new policy frameworks are needed. These are named below and described in more detail in the next chapter:

- Review of the 2006 Education Act in the light of the new constitution and preparation of legal and regulatory amendments needed, including changes needed to statutory instruments and circulars;
- Prepare and implement a School Financing Policy
- Teaching Profession Management and Quality Assurance Policy
- Review the 2013 guidelines on School functionality standards to allow for variations and flexibility for local solutions;
- Review statutory Instrument 87 of 1992 in order to rationalize School Development Committees and School Development Associations into a single entity;
- Prepare and implement an ICT Policy for the education sector
- School Health and Life Skills, Sexuality, HIV and Aids
- Building on 2004 circular and later regulations, review, adjust and then implement the Infant/ Early Childhood policy
- Finalize and implement a School Feeding Policy
- Prepare and implement an Inclusive Education policy
- Prepare and implement an Assessment policy for the infant years and review/ develop the assessment framework for new areas (for example the Life Skills Orientation Programme)

## Generic Strategies

In order to provide services efficiently, MoPSE seeks a high degree of consistency and coherence across the sub-sectors, and a core set of strategies was identified:

- Introduce the new curriculum:
  - Complete, introduce and review syllabuses
  - Teacher professional development to provide knowledge and skills needed to work with a competency based curriculum
  - Prepare and provide learning materials
  - Implement continuous assessment
  - Provide for ICT and STEAM/STEM
  - Assure quality by developing monitoring and support skills of Provincial and District inspectors and School leadership.
- Focus on building the technical and professional competencies of the teacher to support learner-centred teaching where children learn to learn, carry out their own research, and use different information sources for learning;
- Expand access to NFE that reflects the new curriculum (including TVET);
- Strong and effective safety nets that will include school feeding, vulnerability screening and follow up (including school psychological services), health services and any necessary legal and regulatory frameworks;
- Equity in and increased access to education: providing adequate infrastructure and staff (with a focus on the most disadvantaged areas) to account for changes in classroom ratios, new school entrants and additional needs for new curriculum requirements (ICT, STEAM/STEM), appropriate classrooms and equipment for inclusive learning;
- Capacity strengthening for leadership, planning, administration and service delivery at all levels, which will require increased knowledge, new skills and resources to deliver. The institutional architecture will be reviewed to allow for better intra ministerial cooperation and problem solving.

## Priority Programmes

The ESSP takes account of the Government’s macro organizational framework for improved budgeting, allocation and accountability. MoPSE has agreed that there are 6 programme areas for the Programme Based Budgeting (PBB):

- Programme 1: Administration with 7 sub-programmes -
- Human Resources Management and Development
  - Financial Management
  - Internal Audit
  - Legal Services
  - Administration
  - Information Technology
  - Ministerial Affairs and PS Office
- Programme 2: Education Research and Development
- Programme 3: Infant Learning

- Programme 4: Junior Learning (including NFE)  
 Programme 5: Secondary Learning (including NFE)  
 Programme 6: Learner Support Services –
- Learner Welfare Services
  - Special Needs Education
  - Psychological Services

The ESSP has assumed these programmes as central to the strategic planning process taking Programmes 2, 3, 4 and 5 as each requiring coherent targets and strategies over the plan period and with programme area 1 and 6 both supporting other programmes as well being an integral part of the *institutional change and capacity development programme*. Linked to the programme based budgeting is a process of results based management with the central and line agencies engaging in a process of negotiation on an annual basis to agree on priorities and funding predicated on the results achieved. In order to further link the strategic planning process with the programme budgeting and the results based management, the operational plan will detail the annual activities based on the budget available and the other 2 years which will detail the programme needs. An annual review process, including the review of the ESSP, will allow MoPSE to prepare the arguments for the annual budget discussions with the Ministry of Finance based on results from the previous year and to prepare a detailed budget clearly identifying the results from expenditure for the next year.

## Over-arching Programmes

While the programmes identified at the sub-sector support and management levels will be implemented and monitored by the relevant functional units of MoPSE, there are 3 over-arching programmes which will contribute to the goals of improving equitable access with relevant learning of a high quality. These appear in each of the sub-sector programmes and will benefit from a clear management structure and a budget process that ensures coherence across the sub sectors once the activities are developed into the operational plan. They are:

### 1. The introduction, monitoring and adjustment of the new curriculum from ECD A through to 'A' level.

The introduction of the new curriculum will be phased over the period 2016 – 2021. MoPSE will proceed with the introduction of the new curriculum with 2016 being a year for preparation and piloting and the roll out commencing in 2017. Integral elements of introducing the new curriculum are:

- (a) Preparation and introduction of new syllabuses;
- (b) Preparation, procurement and introduction of new learning materials;
- (c) New learning methodologies, styles of teaching and new roles for teachers;
- (d) Introduction of new management, supervisory and inspection roles for the leaders, managers and administrators;
- (e) New formal assessment process based on a mix of continuous assessment and formal examinations;
- (f) Building understanding of the rationale and purpose of a competency based and learner centered approach with the learners, parents, communities and the labour market players.

MoPSE has prepared a detailed and costed implementation plan, which forms a part of the ESSP operational plan. In the operational plan the sub sectors have cross-referenced their activities to the overall curriculum implementation plan.

### Implementation plan framework for the introduction of the new curriculum

There will be a phased approach to the implementation of the new curriculum.

	2016	2017	2018	2019	2020	2021
<b>Preparation</b>						
Syllabuses	for 2017	Completed				
Learning material	for 2017	for 2018	for 2019	for 2020	for 2021	
INSET training	for 2017	for 2018	for 2019	for 2020	for 2021	
Institutional strengthening						
Communication strategy						
ECDA						
ECDB						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Form 1						
Form 2						
Form 3						
Form 4						
A level 1						
A level 2						
Exam based on new Curriculum (ZIMSEC)			Grade 2		O' level	Grade 7
						A' level

#### New curriculum roll out 2017 onwards

	2017	2018	2019	2020
Syllabus design continues for new topics and new grades				
Syllabus review and feed back based on experience				
Materials development				
Materials publishing and procurement				
Teacher development				
Institutional support and capacity building along with the resources				
Pre service training reflects new methodology and materials				
ICT increasingly introduced and used as a learning tool				

Figure 10: Implementation plan framework



## 2. Infrastructure programme

The infrastructure programme, while being realistic in recognising the limitations in the fiscal space, has nevertheless to address:

- (a) An increased number of students as a result of population increase;
- (b) The expected increase in completion at secondary level as a result of improved learning in Junior schools and the expected increase in children not in school but entering as a result of NFE programmes providing pathways back into school;
- (c) The new curriculum which assumes access to specialist rooms for ICT and technology;
- (d) Inclusive learning environments;
- (e) Age appropriate infrastructure and furniture, particularly for ECD;
- (f) Large scale maintenance and renovation.

## 3. Teacher quality improvement programme

In addition to the extensive teacher professional development that will take place as a part of the introduction of the new curriculum, there will continue to be:

- (a) Programmes that build the professional skills and competencies of teachers in specific areas of high demand;
- (b) A focus on formalizing the Teacher Professional Standards as both quality control and a tool for professional development;
- (c) Expanding and making fully operational the Teacher management Information System;
- (d) Establishing the Teacher Council;
- (e) Discussion with the Public Service Commission on the establishment, deployment and teacher management.

## 4. Institutional Change and Capacity Development Programme

In order to manage a modern progressive education system, new skills and knowledge for leaders, managers and administrators must be developed at the National, Provincial, District and schools level. Leaders and managers must be provided with the tools and resources to allow them to fulfil the functions and the institutional architecture must be structures to allow for good flows of information both vertically and horizontally.

The need for leadership and managerial development and for organizational efficiency is highlighted in all the sub sector sections. In addition the new institutional structure will require new capacities and skills. MoPSE intends to explore the options for putting in place a comprehensive Capacity Development policy and strategy and developing a Capacity fund that can be accessed by the National, Provincial and District levels. Such a fund would be demand driven with Districts and Provinces and National Departments setting priorities in their strategic operational plans and submitting requests to a fund steering committee for consideration and approval. The concept for this fund will be prepared by the PRD in the first half of 2016.



## **Sector Programmes**

# **Chapter** 3

### Introduction

This chapter provides details on the sector policy development that is planned and the sector programmes at the level of goals and strategies. The activities that will be needed to drive the strategies forward, the phasing and the time frames, the Department or Section accountable and the associated inputs will appear in the ESSP operational plan.

MoPSE acknowledges that the ESSP 2016 – 2020 has a number of gaps, particularly with regards to the goals and the data. It is important that the goals are identified and where there is no base line or other data that this be collected. Additions and changes will be made during the annual review process.

### Policy, Legal and Regulatory Frameworks

To provide a relevant and quality education for all children requires a relevant and up to date regulatory and policy framework. During the ESSP period a number of policies will be reviewed and new policy developed and implemented.

#### Review of Education Act and other Statutory Instruments

The Constitution adopted in 2013 provides the National vision and goal for education. The Education Act, last revised in 2006 along with other statutory instruments needs to be reviewed, revised and updated to be consistent with the provisions of the Constitution. At the same time there may be other changes that will be required in the statutes as a result of the policy development proposed in the ESSP. Furthermore, there should be a consistent approach to providing guidance on the operational status of current legislation (regulations and so on).

In order to avoid further proliferation of ad hoc regulation and piecemeal legislation, MoPSE will review the current instruments in the context of the Constitution and the regulatory framework required to deliver the education vision. The review will include the current policy framework and the policies to be prepared as a part of the ESSP. MoPSE will propose rationalisation of current instruments and procedures along with any new elements that may be required. If necessary, MoPSE will prepare one set of changes for consideration by Parliament.

The review of policy and the legal and regulatory frameworks and the preparation of guidelines will require research and wide consultation which MoPSE will undertake through 2016 with a view to finalizing changes in early 2017. Once the legal and regulatory provisions are finalized, MoPSE will prepare an operational guide for use by practitioners in a format that can be easily updated.

#### School Financing Policy

Education funding at the school level is available from a number of sources: the national budget, parents (as fees and as levies), communities and other funds. Districts and Provinces accrue funds from the Better Schools Programme Zimbabwe (BSPZ). There are a number of statutory instruments,

circulars, guidelines and project documents that cover the budgeting, expenditure and accounting of these funds. It is the intention of MoPSE to develop, with the support of all stakeholders, a school financing policy that will simplify and clarify the uses of all funds at the school level and ensure that there is a transparent accountability for the use of the funds.

In addition, the policy may address the issue of equity and the allocation of government resources and how resources can be made available to prioritize remote and disadvantaged schools with a view to reducing the learning gap between the most and least advantaged children.

#### Process Indicator

- Establishment of the finance policy working group
- Draft policy document

#### Output indicator

- A school financing policy

#### Outcome Indicator

- Access, retention and learning improve in all schools

### Teaching Profession Management and Quality Assurance Policy

MoPSE will review the current processes and procedures for the management, assessment and professional development of teachers and the legal and policy framework. The Review will take account of the intention to create a Teachers Council, the role of the Public Service Commission in teacher management and professional development, the role of the Teacher Professional Standards (TPS) and the associated reporting and the further development and use of the Teacher Information Management System.

A discussion paper will be prepared to propose legal, regulatory or policy changes and the operational implications.

#### Process indicator

- Working group established and prepare drafts for discussion
- Final draft submitted to the appropriate authority

#### Impact indicator

- Improved learning outcomes

### School Functionality Standards (2013) (Guidelines)

The School Functionality Standards (2013) (Guidelines) will be reviewed to look into the options for using local and environmentally appropriate construction methods and materials, which may allow for more schools to be constructed.

#### Process indicator

- Policy option paper

## Statutory Instrument 87 of 1992 on School Development Committee

Government and Non-Government schools are governed by two separate institutional structures - the School Development Committees (SDC) for Non-Government schools and School Development Associations (SDA) for Government schools. In 2015 all schools were directed to use The School Development Committees instrument. However, further work is required in order to integrate the two instruments.

### Process Indicator

- Consultations as a part of the overview of the overall education legislative framework

### Output /Outcome indicator

- Increased transparent in school governance by school parents assembly (measured by reports)

## Information Communication Technology Policy

ICT has been included in the school curriculum as a response to the global use of technology as an important learning tool, as a set of skills that children need on entering higher education or the employment sector and for improved institutional management and administration. The teaching and use of ICT in schools needs to be framed by a policy that will maximize use for learning and will provide safeguards against unrestricted use and the attendant dangers. The policy on provision of ICT in schools will identify how to address equity concerns. MoPSE will develop an ICT policy and guidelines for the use of ICT in schools.

### Process Indicator

- Final draft policy document

## School Health and Life Skills, Sexuality, HIV and Aids

Although Zimbabwe has had a successful child vaccination programme, there are gaps in ensuring that health services are available to every child in all schools. The incorporation of ECD A and ECD B into the formal education system provided an opportunity for early health monitoring and so early prevention or swift referrals. A health policy is being developed by MoPSE in conjunction with other health stakeholders and has a vision of *'Quality and holistic school health education and promotion for sustainable development;'* and the objectives

- *To provide skills-based health education, including life skills that are age appropriate, culturally relevant and scientifically accurate in the school setting;*
- *To increase access to and use of health and nutrition services at school;*
- *To promote safe school environments that are stimulating, socially supportive and hygienic for learners, teachers and community in the school setting;*
- *To strengthen the organizational structure and professional capacity development of teachers to enable the development, implementation and evaluation of a Comprehensive School Health programme;*
- *To expand multi-sectoral collaboration in Comprehensive School Health through partnerships, networking and alliance building;*

And strategies to achieve the objectives:

*Provision of comprehensive school health package*

*Public Private Partnerships*

*Management, Coordination, Monitoring and Evaluation*

MoPSE will finalize the review of the draft policy and consider whether to include the **Life skills, Sexuality, HIV and AIDS Strategic Framework (2012 -2015)** within the Health Policy or to extend it as it is for a further 5 years.

#### Process Indicator

- Final draft policy document

#### Output indicator

- A school health policy

#### Outcome indicator

- Reduced cases of stunting and malnutrition
- Reduction in dropout and days lost due to sickness

### ECD Statutory Instruments/Policy (2004)

As a response to the global evidence on the importance of early learning, an ECD Regulation was prepared in 2004. The instrument provides guidelines on the establishment of ECD classes in Primary Schools. This was supplemented by a Director's circular in 2005 introducing a second year of ECD (ECDB) over five years.

The policy goal was to make it compulsory for all children to attend ECD for two years as a part of the nine year primary school education curriculum. As a result of the policy 99% of Primary Schools have ECD classes. However, the Net Enrolment Ratio in ECD in 2014 was only 24.98%.

MoPSE has restructured the ECD and primary school education delivery system with a major focus on strengthening its foundation through Infant School Education, which now covers the first 4 years of learning: ECDA and ECDB and Grades 1 and 2. However, a large number of children are still to be absorbed in the formal government system and there has been a rapid growth in the ECD private sector.

The 2004 instruments and other later regulations will be reviewed and adjusted in the light of the Constitution and the current context. A new or adjusted policy framework will cover the Infant sub sector, and include private and government provision and the supervisory requirements. The policy review may lead to new legal and regulatory instruments.

#### Process Indicator

- Establishment of the infant education policy technical working group
- Draft policy document

#### Output indicator

- New or adjusted Infant Policy with any legal or regulatory changes
- Infant program implemented within a clear policy framework

#### Outcome Indicator

- Improved performance in ECDB assessment (once established)

## School Feeding Policy

The Government of Zimbabwe has identified School Feeding Programmes as one of the strategies for increasing retention and completion rates whilst also boosting learning outcomes for all children. A baseline on learning environments in Zimbabwean schools found that 10% of ECD and 20% of Grade 1 and 2 learners came to school without eating breakfast while the same number do not eat at school. In 2012 the Ministry of Finance allocated limited funds for the School Feeding Programme but this has declined. MoPSE acknowledges the need for a policy on school feeding, the roles and responsibilities of government and communities and to outline strategies for resource mobilization for a sustainable School Feeding Programme. Work began on the policy in 2015 and will be completed in 2016.

### Process Indicator

- Establishment of the school feeding policy working group
- Draft policy document

### Output indicator

- A school feeding policy

### Outcome indicator

- Reduced stunting
- Increased retention and completion rates

## Inclusive Education Policy

MoPSE is committed to providing opportunities for all children to enter school and for all those in school to be able to fully engage with the education processes. As presented in the PBB proposal November 2015 it is estimated that only 10% of children with disabilities and other special needs are in school. Currently there are few schools that have the capacity (infrastructure, human capital and resources) to enrol and identify children with special needs. MoPSE wishes to develop a policy that will both respond to the needs of these children within the formal system but also looks to provide early identification of problems and an appropriate response. The policy will address the linkages needed to other Ministries and the communities to provide for early identification of needs, the specific infrastructure requirements, the additional training that teachers need to understand and respond to specific requirements and the mechanisms for the school to link with Special Learning Services and psychological services. MoPSE believes there is a need for consistent monitoring and the right response not only in the early years but throughout the time children are in school. Finally the policy will address the issue of financing.

### Process Indicator

- Establishment of the inclusive education policy working group
- Draft policy document

### Output indicator

- An inclusive education policy
- Increased school attendance by children with specific needs

### Outcome Indicator

- Children successfully entering the formal and informal labour market

## Assessment Policy

The new curriculum framework advocates for the introduction of continuous assessment as an integral part of the learner evaluation system. ZIMSEC has already started to develop the new examination processes; as the new curriculum and the syllabi are developed ZIMSEC will continue to develop the assessment system. It has also been proposed, as a part of the Infant strategy for 2016 – 2020 to introduce assessment at the end of the second year of the Infant program.

In order for there to be a smooth transition from the current examination system to the new system a policy framework has to be prepared that will help direct and give clarity across the system and ensure the linkages are clear. Even more importantly, the purposes for which assessments are used would be clarified and therefore serve to direct the types and periodicity of assessment and identify any legal or regulatory action required along with guidelines.

### Process Indicator:

Joint MoPSE and ZIMSEC teamwork to prepare a strong assessment system and to prepare a policy, legal and regulatory instruments as needed.

## Sub Sector Programmes

There are 5 sub sector programmes, and these are:

- Research and development
- Infant learning
- Junior learning
- Secondary learning
- Capacity development

### A note on Indicators

The ESSP is intended to be a dynamic document, which can be adjusted and developed at regular intervals, particularly during the annual reviews. MoPSE has identified a mix of indicators to monitor sub sector progress. Some are outputs, outcomes and a number are processes. In addition, a number of the selected indicators do not yet have base lines, it is intended that these will be established as a part of the operational plan in the first year of the ESSP (2016). In reporting to the Annual Reviews disaggregated data will be provided as agreed in the Review terms of reference, this may include detailed data on gender, poverty levels, district level data and so on.



## Programme: Education Research and Development

### Background

The mandate of the Ministry for planning, research and statistics covers:

- i. Strengthen strategic planning, monitoring and evaluation of Ministry programmes, projects educational materials.
- ii. Develop and review Ministry's policies
- iii. Promote access to education through establishment and registration of schools, infrastructural development and maintenance
- iv. Facilitate and coordinate entry into schools by stakeholders and other parties in relation to Ministry's strategic priorities
- v. Conduct research to inform policy, curriculum and decision making
- vi. Plan for educational needs of the country
- vii. Analyse and process applications for school fees and levies variations
- viii. Monitor and evaluate programmes, projects and educational materials
- ix. Monitor activities of parastatals, Zimbabwe School Examinations Council (ZIMSEC) and National Libraries and Documentation Services (NLDS)

The Planning Research and Statistics Department plays the leadership role in ensuring that MoPSE maintains the strategic thrust, and that MoPSE's overall vision is systematically pursued.

In order to execute each of the functions above, PRSD has invested in the collection, processing, storage and dissemination of information on the sector as well as the environment it operates in, and ensuring that such information is used. Such data is collected through a number of processes, among them (a) MoPSE's routine data collection processes, as is the case with the data collected annually through its Education Management Information System (EMIS) and increasingly the Teacher Development Information System (TDIS); (b) specific data collection activities that include surveys, researches, reviews and assessments around specific issues; and (c) collating or facilitating the collation of a broad range of information generated by other players in the sector, and consolidating it into MoPSE's data base.<sup>16</sup>

MoPSE has made considerable gains in the past years in capturing, collating and presenting education data on an annual basis and making this publicly available in the annual EMIS statistics. Progress has also been made in building the capacity of the Planning and Research Department to use the data for evaluating sector progress and for evidence based policy making.

In order to facilitate the transformation of the education sector that Zimbabwe required upon the attainment of independence in 1980, the country embarked on a vigorous capacity development programme that saw a very strong team of trained and experienced policy makers, researchers and planners in place within an institutional framework. The institutional capacity strengthening efforts were undertaken through many training institutions, key among them the International Institute for Educational Planning (IIEP) and the local universities. The economic crisis experienced in 2008 led to

<sup>16</sup> An example is the Review of Education Sector Analysis in Zimbabwe 1990 – 1996 that was undertaken by the ADEA Working Group on Education Sector Analysis (UNESCO) in 1999.

the loss of the bulk of the trained and experienced researchers and planners. The loss of staff contributed to a situation where MoPSE failed to generate EMIS data in 2007 and 2008. While MoPSE has since put in place measures to ensure a strengthened EMIS that has been able to generate data since 2009, there is need for new efforts at institutional strengthening not only in EMIS, but also in research and policy planning. More importantly, given the need to ensure efficiency, cost-effectiveness and sustainability, MoPSE needs to establish mechanisms through which researchers and policy planners can be trained through a local institution. Such an institution could be dedicated not only to capacity building, but also provide technical backstopping for the conduct of complex research and evaluation activities that will facilitate the achievement of the sector's development priorities and targets.

MoPSE has the ambition to:

- a) Collect and analyse data relevant to the ESSP goals making recommendation on remedial action, adjustments to the goals and to adding new goals based on the evidence;
- b) Carry out specific focussed research activities that will contribute to better understanding of the education sector and will inform policy debate
- c) Contribute to Regional and International debate on education issues

### Goals, strategies and indicators

There is a need for analytical work building on accurate data to inform decision making and for studies (one off and longitudinal to inform programme development and adjustment.

**GOAL 1 To build the capacity of the Planning and Research Department to provide accurate and timely data that has been analysed to inform the ESSP policy goals and to inform specific areas of policy development, planning and review.**

The indicator of success will be the preparation of timely and high quality reports as input into the ESSP reviews, the Programme Based Budget analysis and preparation and for national, regional and international conferences and seminars.

### Strategies

Review and expand or extend the range of data being collected under the EMIS to meet the reporting requirements of new policy goals and new programmes;

The core activity will be:

- Preparation of an annual work plan with a) key points for document preparation linked to a calendar for school, District and Provincial reports which will feed into national reporting b) identified support to Provinces and Districts in preparing, evaluating and adjusting their strategic plans;
- Preparation and implementation of a staff development program;
- Expand the range of data collected, improve the capacity to use data at different levels of the education system and provide timely public information.

**GOAL 2 To establish the Centre for Educational Research, Innovation and Development (CERID) that will provide, on a sustainable basis, technical support as well as capacity building in the areas of research and evaluation, policy development and educational planning.**

### Research Priorities to be undertaken by CERID

CERID will become the hub for all MoPSE monitoring, research and innovation. In the past research activity has been undertaken in an ad hoc manner by independent institutions and individuals and the approach has not been either systematic or programmed. Funding for research has been budgeted over the years but due to the lack of a formalised and coordinated approach the funding has not been utilised hence the need to institutionalise research. MoPSE has the intention to be in tandem with modern methods of teaching and learning which make use of information and communication technology. The education system needs to be proactive rather than being reactive to demands from its clientele and stakeholders. The centre will provide a forum for identifying the challenges in the system and options to improve or to change and will forge links with other local and international institutions and bodies.

The centre will primarily guide the education sector analysis to inform policy by way of collecting data, do analysis and generate reports and concept papers that feed into the sector.

The outcomes of the education sector analysis and the preparation of the ESSP 2016 – 2020 have identified a number of priority areas for research:

- Pedagogical methodology in various subjects and different levels – responses to the competency based curriculum and ways to build teachers capacity to continually improve learning opportunities for children
- Education demand and identifying factors that encourage children to attend school at the right age and then to remain in school
- Equality, Equity and Efficiency concerns with a particular focus on monitoring the impact of the NFE policy and the emerging policy for LWS (and the best practice for learner profiling and monitoring through the child's life in school)
- Building on the TPS and the TDIS identify core areas for improving the in-service training processes and content
- Teacher recruitment and placement
- In the light of the introduction of the continuous assessment provide an impact assessment and recommendations for change
- Education Financing
- Education Governance Issues – the ESSP proposes a review the functional framework and improvement to leadership and management; the Centre will look to international best practice to provide options for efficient, effective and accountable education governance
- Technical and Vocational Education
- Science, Technology, Arts and Mathematics
- Measurement of programme impacts

The indicator of success will be the numbers of research documents prepared and citations in other documents

PRSD has the mandate to provide infrastructure for learning, new schools are needed, many existing schools require upgrading and extensive repair and maintenance. Existing schools also require new facilities to meet the curriculum demands.

**GOAL 3 To assure access and equity in learning and to strengthen the implementation of the new curriculum – STEAM/STEM, TVET, E- Learning by providing adequate infrastructure**

**Strategy 1** Improve the teaching and learning environment by renovating existing and situating new state of the art teaching and residential accommodation

**Strategy 2** Provide teaching and learning equipment to poorly resourced schools

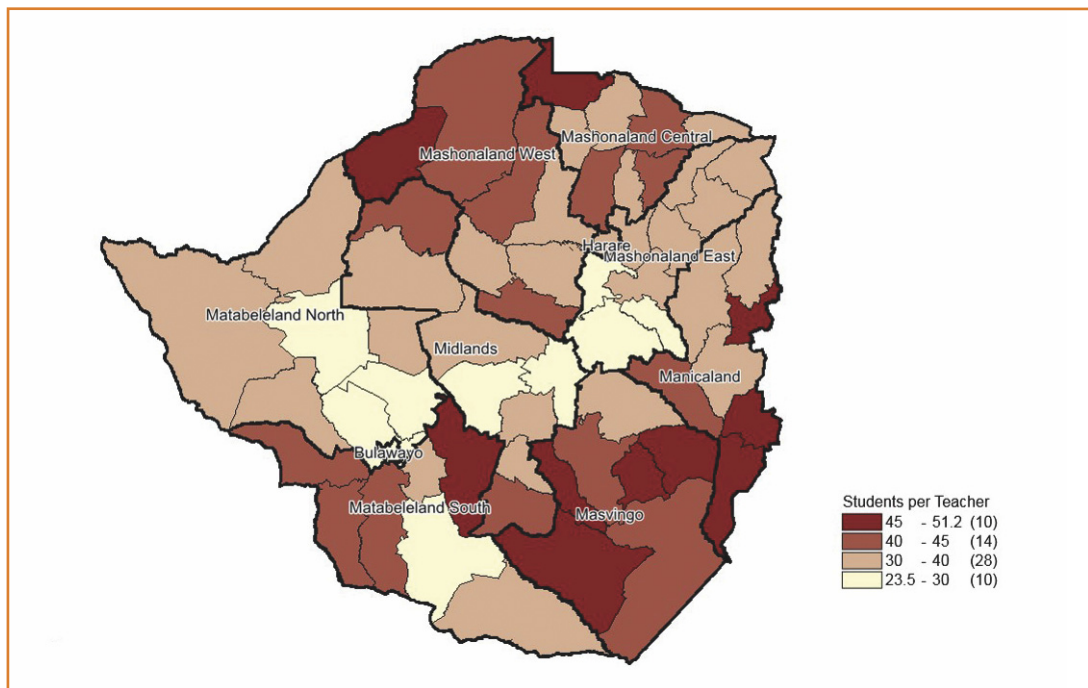
**Strategy 3** Stakeholder engagement, communication and marketing

As the achievement of this goal is dependant on the availability of capital investment funding which is in short supply and is negotiated through a number of bilateral arrangements, indicators will be established on an annual basis in the Annual Review and then reflected in the financing framework.

## Programme: Infant Sub-sector

### Background

Circular No14 of 2004 along with subsequent statutory regulations formalized the provision of ECD services with the intention that all primary schools would incorporate two levels of ECD, A and B, into the formal Primary School. Latterly ECD A and B have been combined with Grades 1 and 2 to form the infant education sub sector. The EMPT 2011–2015 continued to accord high priority to early learning, resulting in 5822 primary schools in Zimbabwe having ECD classes, only 41 primary schools are without ECD classes. Nevertheless challenges remain for ECD: there is a shortage of trained and qualified ECD teachers, too few classrooms and other infrastructure and insufficient age appropriate learning materials, furniture and equipment<sup>17</sup>. Data also demonstrates disparity of enrolment and teacher to pupil ratio by district and province, raising issues of equity that need to be resolved.



**Figure 11**

There has been a steady increase in the number of ECD teachers since 2012 with 12,124 qualified ECD teachers in 2014. However 49% of the teachers remain as paraprofessionals, who are untrained teachers almost invariably women, most of whom teach in school based centres (ECD A and B) but who have not undergone any formal training in ECD and who are supported by community based funds. The poor uptake of qualified teachers to the public sector, often due to the remoteness of ECD centres and the attraction of the private sector for qualified teachers is a challenge for MoPSE. Private provision is important and MoPSE will focus on strategies to relieve the pressure on rural areas. In the meantime, some 9,954 paraprofessionals have been trained by MoPSE and will remain an interim support to the system while qualified teachers are trained and recruited.

<sup>17</sup> Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe

MoPSE has taken a number of steps towards improving the quality of teaching in early grades through in-service trainings and the preparation of manuals, material on early reading and numeracy to support teachers from ECD up to grade two. The ECD syllabus has been distributed countrywide so making it accessible to all teachers, although syllabus implementation remains a challenge in some areas, the 2015 ECD Assessment<sup>18</sup> recommended clear delineation of content for ECD A and B. Moreover, the Zimbabwe Early Learning Assessment (ZELA) data, which measures learning at the end of grade 2 shows that 40% of pupils are below the grade level for English and 33% for maths, much remains to be done to prevent these problems being carried through for the next 5 years resulting in poor Grade 7 exam results.

Funding of Infant learning by the state remains a challenge. Communities and schools development committees have shown great commitment to supporting the education sector, including the infant education, and play an important role in construction and furnishing of ECD centres through fees and levies. This commitment needs to be supplemented by other partnerships.

ECD and early grades require a comprehensive ECD policy in order to align with the Constitution to provide an operating framework for both the public and private sector and to establish a range of quality and operational standards in line with the new curriculum. Implementing the policy will require the right institutional architecture, strong leadership, excellent management and high level administrative skills, and the infant strategy that follows aims to meet these challenges.

### Goal 1 – Access, Equity and Inclusion

MoPSE will focus on increasing equitable access for children at the ECD level and especially the vulnerable and less able children by creating an inclusive teaching and learning environment with age appropriate infrastructure. Non-formal education functional literacy classes will be offered to adults. Data are now captured for ECD A and ECD B in the EMIS statistical forms (ED46). There has been a significant increase in ECD enrolment (21% increase between 2012 and 2014) however the NER for ECD is still only at 39.4%

Indicator	2015 Baseline	2016	2017	2018	2019	2020
Net Enrolment ECD	15%	20%	25%	30%	35%	40%
A Net Enrolment ECD (disaggregated by gender)	33.2%	35%	40%	45%	50%	55%
Attendance Rate Poorest Quintile in ECD A&B						
% of children with disabilities enrolled in ECD A and B	10%	15%	20%	25%	30%	35%
Number of adults enrolled in Basic Literacy	5261	5300	5400	5500	5600	5700

<sup>18</sup> Musiyiwa, Chikwiri and Herrera (2013). ECD 'B' Assessment in Zimbabwe

## Strategies

1. *Establish infant schools in communities; Government advocacy for partnership with the community, other partners, and private participation in the construction and operation of schools, focussing on most disadvantaged areas;*
2. *Working with all concerned agencies (Ministry of Health of Child Welfare, Ministry of Public Service Labour and Social Welfare, Ministry of Women's Affairs, Gender and Community Development and related NGOs) establish school safety nets (early screening, profiling and follow up, school feeding, health programmes), provide learning spaces and aids for children with special needs;*
3. *Establish Disaster Risk Reduction (DRR) minimum standards and implement in all schools;*
4. *Explore the feasibility of using innovative construction methods and materials to provide accessible and appropriate learning spaces for infant learners;*
5. *Step up advocacy efforts and provide incentives in communities for adult enrolment in basic literacy through non-formal education programmes;*
6. *Provide appropriate teaching materials and training of teachers for basic literacy.*

## GOAL 2 – Quality

The Infant sub-sector will focus on improved learning outcomes at grade 2, when the student should have received 4 years of schooling and developed the strong foundation numeracy and literacy skills needed for the junior years.

Indicator	2015 (Baseline)	2016	2017	2018	2019	2020
<b>Learning Performance Grade 2 (ZELA Results)</b>						
Numeracy	67%	68	69	70	70	70%
English	51%	52	54	56	58	60%
Shona	69%	70	70	71	71	72%
Ndebele	78%	78	79	79	80	80%

## Strategies

1. *Develop the capacities needed by teachers to deliver the new competency based curriculum and manage continuous assessment through both in-service training and through the pre-service training programme;*
2. *Develop and provide teaching and learning materials that respond to the syllabi in the new curriculum;*
3. *Establish formal monitoring for early reading performance from ECD to grade 2 (ZELA);*

4. *Prepare and implement a learner profiling system for when children enter school; prepare and implement an age appropriate learning outcome assessment at ECD B before entering Grade 1 in order to a) provide overall feedback to system effectiveness b) identify specific responses for children who are under performing – this will take over from PLAP*
5. *Through profiling establish a system for early identification of learners with diverse learning needs and develop appropriate interventions.*

### GOAL 3 – Teaching quality assurance

Sub sector shows a serious deficit in the number of qualified teachers at the Infant level, and especially at ECD. A priority of the Infant sub-sector is to focus on increasing and retaining the number of qualified teachers who enter ECD.

Indicator	2015 baseline	2016	2017	2018	2019	2020
% of qualified teachers	39.9%	44%	48%	52%	56%	60%
Qualified ECD Teacher to Pupil Ratio	1:85	1:80	1:75	1:70	1:65	1:60
Number of districts with at least 50% qualified ECD teachers	17	19	24	28	32	34

### Strategies

1. *Multi-year planning by the sub sector, Human resources, Public Service Commission, PRD and others to manage pre service supply and to ensure rational and equitable distribution and deployment of qualified teachers in the schools with most unqualified teachers;*
2. *Liaise with the MOHTESD to have new curriculum demands reflected in pre-service syllabus, programmes and training (it has been agreed that a small working group of the two education Ministries will be established to ensure coherence across the curriculum needs and training programmes);*
3. *Implement and consolidate Teacher Professional Standards programme, link to TDIS and regular updating;*
4. *Improve teacher retention and increase new teacher uptake through agreed incentives.*



**GOAL 4 – Policy**

MoPSE will focus on bringing together the various circulars, decrees and other documentation pertaining to ECD into a single and all comprehensive ECD policy defining ECD operational, physical and pedagogical standards in all schools.

Indicator	2015 baseline	2016	2017	2018	2019	2020
See Annex 1: Process Indicators						

**Strategies**

1. *Under the PD General Education, establish a technical working group to review the current legal, regulatory and policy framework and recommend changes or new policy instruments;*
2. *Implement a new or revised Infant policy and regulatory framework.*

## Programme: Junior Sub-sector

### Background Junior

MoPSE provides primary education under two different departments: the Infant Department which covers ECD to Grade 2, and the Junior Department, which includes Grade 3 to 7. MoPSE policy of introducing ECD as part of the Infant years has had a positive impact on the Junior years by having children who are better prepared for entry into the formal school system. Learning outcomes at Grade 7 level have improved from 49.6% in 2012 to 55.6% in 2014. Improvement is also due to the increasing number of qualified teachers at primary school, which rose from 65,547 in 2012 to 66,092 in 2014, achieving trained teacher to pupil ratio of 1:40<sup>19</sup> and of 89.6% of primary school teachers who are qualified.

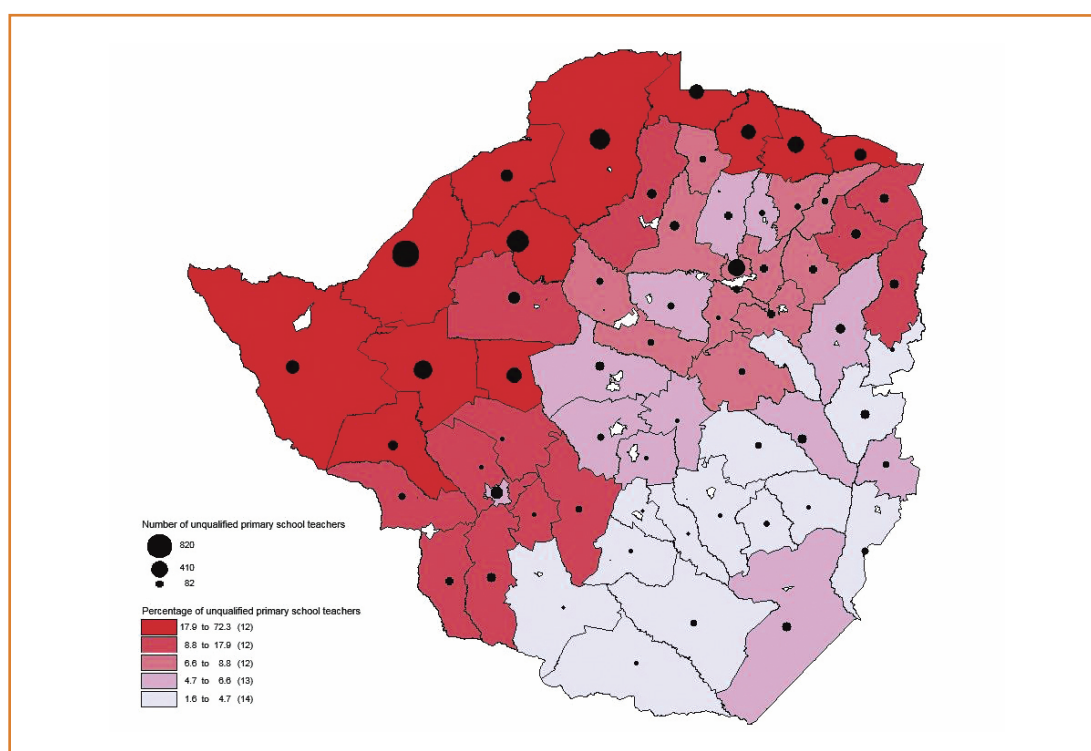


Figure 12

Despite the positive impact of the ECD programme on preparing children for school not all children have accessed this and not all children are learning as quickly as anticipated. In order to address this MoPSE has implemented a Performance Lag Address Programme (PLAP) since 2014. This programme capacitates teachers for the implementation of measures that ensure that those children whose knowledge and skills level falls below the expectations of the curriculum catch up with their grade peers. In addition to the training of teachers, support materials are also provided to the teachers. The PLAP is an interim programme and consideration will have to be given as to how this might become a mainstream remedial programme.

<sup>19</sup> EMIS, 2012 & 2014.

In 2015, MoPSE initiated a 'Teacher Capacity Development' programme in which the government provides tuition fees to advance teachers' competencies in areas where there are gaps, such as in indigenous languages, math and ICT. The programme is implemented by universities and through in service and part time training, there are currently 2,500 teachers in the programme. With the introduction of the new curriculum, a new focus on continuous assessment rather than summative assessment should help teachers focus learning inputs.

Satellite schools have been established to reduce walking distance to school, and the number of such primary schools has increased from 888 (15.4 % of all primary schools) in 2012 to 962 (16.41% of the total) in 2014, thereby improving access to education, especially in the rural areas that were previously under-served. However, as the disaggregated EMIS data shows the quality of learning in satellite schools requires attention (as does the infrastructure and provision of learning materials).

The improvement in learning outcomes has also been supported by the contributions from the communities and SDCs who have assisted in infrastructure development and supplied text books and stationary, bringing the pupil core text-book ratio to 1:3 in primary schools.

Since 2011 MoPSE has been working to improve the quality of school governance by carrying out training for SDCs in developing and managing school development plans.

Challenges remain. The sector is underfunded. Infrastructure in many satellite schools is still below the norms given in the School Functionality Standards (2012) for formal registration with MoPSE and learning outcomes at these schools is low. In urban areas the running of two sessions<sup>20</sup> commonly known as 'hotseating' is common (41% of primary schools).

Even though provision of learning material has improved over the last year, the introduction of the new curriculum will require relevant materials for the 21st century to be developed and aligned to the new syllabi. Moreover, in 2013 and 2014 net enrolment and completion rates have fallen with fees seemingly one of the barriers.

Data<sup>21</sup> show that there are challenges with the equitable distribution of trained and experienced teachers which could require a change in deployment policies and practices, and the redeployment of some teachers. In 2013, 61% of the primary and secondary teachers in the poorest districts were qualified compared to 86% in the wealthiest districts. On average, 89.16 % of Primary School teachers are qualified. In rural areas 87.85% are qualified whereas in urban areas 93.83% are qualified (EMIS 2014). As most of the population in Zimbabwe live in rural areas, where almost 90% of schools are located many children are at a disadvantage. As children with disabilities move to the junior classes, the number falls, suggesting the need for effective screening and precise response which in turn require qualified personnel, awareness by parents and communities and appropriate facilities and devices for children with special needs, especially in rural areas.

<sup>20</sup> Hot seating or hot sitting or double sessions are where the school has two sessions a day, one in the morning and one in the afternoon, which use the same classrooms. In Zimbabwe there is usually a different teacher for each session (Kurebwa, M. and Lundi, A. (2015). Teachers Voices: Challenges of Double-Shift Sessioning in Gweru Urban Primary Schools. *International Journal of Innovative Research and Development*, 4(3): 38-41.)

<sup>21</sup> Map: Percentage of unqualified primary teachers by district

**GOAL 1: Access: Increased access and completion rate at Junior School level**

Having more children in school and the right aged children in school will increase system efficiency and should impact on the completion rate. The sub sector will also focus on identifying at risk children through early screening and making inclusive education the norm. A particular challenge will be to provide appropriate infrastructure for all children.

Indicator	2015 baseline	2016	2017	2018	2019	2020
Net enrolment rate (NER) Junior Education (G3-7)	94.6	95	95	95	96	96
Primary Completion rate	79.7	80	81	82	83	84
Number of children with disabilities enrolled in Primary and Secondary education (excl. special Schools) disaggregated by gender	40,226	42,000	44,000	47,500	50,000	55,000
Attendance Rate Poorest Quintile in Primary	90.4 (MICS 2014)				94 (MICS 2018)	
% of Out of school children of primary school age (6-12)	6.6 (MICS 2014)				5 (MICS 2018)	

**Strategies**

1. *Prepare or finalize and implement policy for effective school social safety nets (including school feeding; health, at risk profiling);*
2. *Provide adequate and appropriate infrastructure; produce a detailed mapping and database of where there is greatest demand and mapping and database of current school conditions; support schools to use school funds efficiently for infrastructure and maintenance programmes and train heads and deputies on fund accountability; explore innovative ways of funding large scale infrastructure;*
3. *Monitor implementation of policies on user fees to enhance access and retention;*
4. *Develop and implement policy for Special Needs Education (SNE); Prepare the standards for SNE at school level and provide in service training and resources;*
5. *Develop and implement disaster risk reduction programmes in all schools, including support materials and relevant training*

## GOAL 2: Quality: Improved Learning Outcomes at Grade 7

More children need to learn better. The sub sector aims to have a marked impact on quality as reflected in the Grade 7 pass rates through a combination of strategies that will change the way children learn and the way that they are assessed, leading to children with competencies and skills that are relevant to the 21st century. The introduction of continuous assessment will provide opportunities for teachers to focus on particular student weaknesses.

Indicator	2015 baseline	2016	2017	2018	2019	2020
Grade 7 pass rate (disaggregated by gender)	41.8%	44	47	49	52	54
Grade 7 Pass rate – General Paper (disaggregated by gender)	50	52	54	56	58	60
Grade 7 Pass rate – Mathematics (disaggregated by gender)	57.4	58	59	60	62	64
Number of Districts (out of 72) with G7 Pass Rate of 50% in Mathematics (disaggregated by gender)	33	35	37	39	42	45
Number of Districts (out of 72) with G7 Pass Rate of 50% in General Paper (disaggregated by gender)	17	19	21	23	25	27

### Strategies

1. Phase in new curriculum with all the necessary activity - teacher professional development, appropriate materials, textbooks provided, supplementary readers and e-learning materials;
2. Collaborate with MoHTESTD, other subsectors and NFE to ensure pre-service training fully reflects the demands of the new curriculum
3. Embed PLAP as a normal part of the school response to supporting children at risk; provide mentoring and support for schools in implementing the programme.
4. Provide appropriate science, design and technology kits to Junior schools and training in their use;
5. Strengthen Provincial, District and school level supervision, monitoring and evaluation of teachers and schools using the TPS programme. Link TPS to -TDis in order to identify opportunities for relevant professional development.

### GOAL 3: Teaching Quality Assurance: Strengthen Teacher Professional Capacity and Status

The new curriculum will empower teachers to teach in a different way, building in children skills to explore the curriculum subjects. Efficient and effective teacher monitoring backed by appropriate and timely support is required. A comprehensive teacher management information system is being developed linked to Teacher Professional Standards that will help identify teachers in need of support and those who already have high level skills and who can benefit from challenging tasks and specific professional development.

The baseline for this process indicator will be established in early 2016 and the targets will be added during the first ESSP Review in June 2016.

Indicator	2015 baseline	2016	2017	2018	2019	2020
See Annex 1: Process Indicators						

#### Strategies

1. *Regular, planned and formalized internal and external supervision using TPS that feed in to the -TDIS; provide specific professional development based on evaluations and supported by a robust teacher development strategy.*
2. *Introduce the Teacher's Council to provide a professional forum for standards control and professional development.*

### GOAL 4: Non-formal Education: Increased Literacy and Numeracy for Non-Formal Learners

For some time there will be children, youth and adults who have not been able to start school or who have not been able to complete their education. MoPSE has a policy for non-formal education that aims to provide opportunities for all citizens to access and complete basic and advanced education. The delivery of NFE has to be aligned to the new curriculum and teachers and materials prepared to deliver a quality service. In addition, the assessment system for NFE has to be aligned with the new continuous assessment system. The baseline and targets will be established during 2016.

Indicator	2015 baseline	2016	2017	2018	2019	2020
Number of learners enrolled in PTCECs	32815	32900	33100	33300	33500	33700
Number of learners enrolled in Functional literacy	28631	28681	28731	28781	28831	28881
<b>Number of schools providing NFE opportunities, by type</b>						
Basic Literacy	341	371	401	431	461	491
ZABEC	790	840	890	940	990	1040
Functional Literacy	1543	1593	1643	1693	1743	1793
PTCECs	1053	1103	1153	1203	1253	1303

## Strategies

1. *Implement and monitor the NFE policy nationwide*

*Additions from colleague:*

2. *Prepare the standards for NFE implementation at school level and provide in service training and resources;*
3. *Develop the capacities needed by teachers to deliver NFE in line with the new competency based curriculum;*
4. *Develop and provide relevant NFE teaching and learning materials that respond to the syllabi in the new curriculum*

## GOAL 5: Governance: Strengthened Junior School Governance Systems

The Junior sub sector has a wide and diverse portfolio of leadership and management responsibilities which, in order to deliver quality services efficiently and effectively, require the right institutional structures and the right skills from communities and parents, school administration, school committees, the Districts, Provinces and National levels.

Goal 5: Governance	Indicator	2016	2017	2018	2019	2020
See Annex 1: Process Indicators						

## Strategies

1. *Review, implement and monitor policies on school governance to include school committees and a school financing policy*
2. *Provide the skills, knowledge and resources for first class leadership, management and administrative capacity of school, district provincial and national staff*

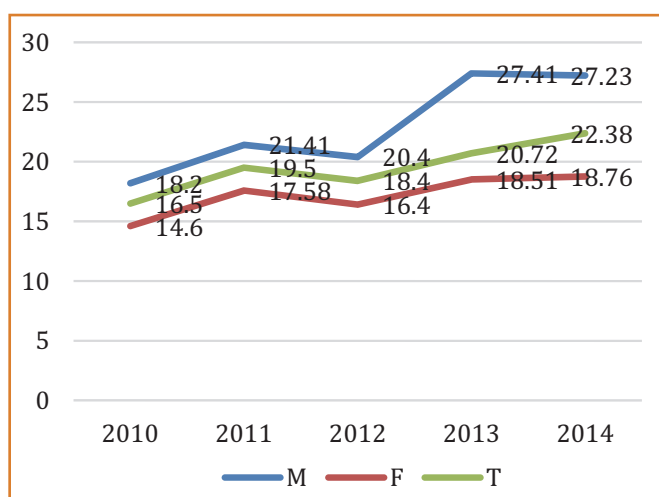
## Programme: Secondary Sub-sector

### Background

Zimbabwe's secondary school subsector spans six years of post-primary education. It is divided into four years of lower secondary education and two years of upper secondary education. Lower secondary covers the learners between the ages of 13 and 16 and is considered as part of "basic education". In Form 4 learners write the 'O' level examination, which, for the majority, marks the last year of schooling. Thereafter, a small proportion (18.1%) transition to 'A' level, some join polytechnics and training colleges that provide skills in various trade areas and others join the employment/self-employment sector.

The post-Independence democratization of access to education saw the greatest expansion at the secondary level, in 1979 there were only 177 secondary schools with a student population of 66,215, ten years later there were 1,502 schools with an enrolment of 695,882. By 2015, the number of secondary schools was 2,718 with a student population of 1,026,984 and a staff of 46,517. Secondary school enrolment has been steadily increasing at an average annual rate of 4.1 per cent during this period and GER at lower secondary has increased from 57.7% in 2009 to 73.4% in 2014 but GER in upper secondary remains very low growing from 7.4% in 2009 to 11.4% in 2014.

74.2 percent of secondary school teachers are trained however, the figure for rural areas is 72.5 per cent compared to 79.0 per cent for urban areas. The national figures mask disparities among the 72 districts: Binga District, located in a remote party of the country has 22 per cent of all untrained teachers.



**Figure 13**

'O' level pass rates have been improving but remain low (see graph) with more than three quarters of participants failing to reach a pass grade suggesting quality focused interventions are required. A review of the relevance of the curriculum and the best method of assessing learning has led to the development of a new curriculum and the adoption of an evaluation through continuous assessment which will be phased in over the next five years.

A major factor for the failure of students to commence and/or complete secondary education is payment of fees, which at this level are much higher than at the primary school. Those most affected are in the lowest wealth quintile where attendance is 35.3% compared to 81.3 per cent in the top quintile. Similarly, 30.7 per cent of children of secondary school age in the lowest quintile were not attending school compared to 8.1 per cent for the top quintile. Vulnerable children will continue to be supported through BEAM and other government initiatives but funds are scarce and the programmes stutter.

The low GERs and NERs, and the low examination pass rates at Grade 7 mean that many learners fail to enter or succeed in secondary education. MoPSE has responded by strengthening the Non-Formal Education (NFE) opportunities. The recently launched NFE policy requires every secondary school to



offer NFE services offering the new curriculum to NFE learners. NFE teachers will receive orientation and professional development on the new approaches to learning and relevant learning materials will be prepared.

A further access barrier is disability. In 2014, out of an estimated total of 370,287 learners with disabilities<sup>22</sup> only 32,254 were in school and, of these, only 4,955 were in secondary school. Access is exacerbated by large rural-urban disparities in the provision of special needs education services.

The rapid expansion has outpaced school infrastructure, particularly in geographical areas that were previously under-served and this has seen the establishment of “satellite schools”<sup>23</sup> to cater for such populations. In 2014, as many as 747 of the 2,424 secondary schools (30.8%) were satellite schools (compared with 16.4% for primary schools), and these constitute the bulk of the backlog of 2,056 schools that MoPSE indicated need to be constructed. However, these satellite schools account for only 12.7 per cent of the secondary school enrolment, suggesting that many of them are generally small schools that may be classified as “unviable”.<sup>24</sup>

Zimbabwe is vulnerable to disasters and emergencies – droughts, localized floods (in low-lying areas), wind and rain storms (including lightning strikes). Some disaster risk reduction measures that have been taken by MoPSE, together with the Civil Protection Unit, include the development of a DRR manual for schools and training of school staff in the preparation of DRR plans. However, further action is needed to build the skills for the implementation of disaster risk plans and strategies and for procuring and prepositioning relevant materials.<sup>25</sup>

Despite the increasing demand for secondary education and the need to expand both lower and upper secondary opportunities and the additional costs associated with the introduction of the new curriculum, the budget for secondary education has fallen in 2016 by 7.5% from the 2015 levels.

During the period 2016 to 2020, the secondary school programme will pursue four related policy goals that focus on improving quality, expanding access, improving teaching for better learning, and enhancing schools’ access to sustainable ICT-assisted learning. Each of these is outlined below.

### **GOAL 1: Increased Access to Formal and Non-Formal Secondary Education, with Equity**

While the Constitution of Zimbabwe and the Education Act of 2006 guarantees and protects every child’s right to access and complete the basic education cycle, evidence on the ground show that close to half of children fail to access or complete secondary level. Over the next five years, significant strides will be achieved on this goal by addressing supply and demand factors that affect access. This will entail expanding the system’s capacity for the provision of education opportunities, including more flexible learning arrangements that meet learners’ peculiar circumstances. Deliberate focus will be on providing various forms of support to targeted, vulnerable social groups that face a higher risk of not being able to continue education.

<sup>22</sup> Figures are based on the 2013 study “Living Conditions Among Persons with Disability Survey” conducted by Ministry of Health and Child Care with UNICEF support.

<sup>23</sup> A satellite school is a school that does not have infrastructural and other provisions that meet the standards established by government for official registration, and so operates temporarily as an extension of a registered “mother school” until such requirements have been met. In 2014, the average enrolment for satellite school was 167 compared to 570 for registered schools.

<sup>24</sup> This term does not imply that a school has to be closed, their small size implies that, if they are to offer a full school curriculum, then they incur additional human and financial overheads that would not apply to schools which meet the minimum thresholds of 320 students.

<sup>25</sup> See, for example, the story on this link. <http://www.zbc.co.zw/news-categories/local-news/63189-hailstorm-destroys-10-schools-in-mat-south>

Indicator	Baseline 2015	2016	2017	2018	2019	2020
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75%	35	37	39	41	43	45
Lower Secondary Gross Enrolment	75.2	76	77	78	79	80
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75%	35	37	39	41	43	45
Gross Enrolment Secondary (Form 1-6)	54.9	56	57	58	59	60
No. of CWDs enrolled in secondary (Form 1-6)	4,955	6,964	8,973	10,982	12,991	15,000
Percentage of Out of School Children of Secondary School Age (13-18)	(2014) 20.6				(2018) 18	
Number of Children with Disabilities enrolled in Primary and Secondary Education (excl. Special Schools)	40,226	42,000	44,000	47,500	50,000	55,000
Attendance Rate Poorest Quintile in Form 1-4	35.3				42	

## Strategies

1. *Prepare a school financing policy, through research, review, change and adjust school financing statutory instruments in order to direct resources to the most disadvantaged districts, communities and schools, especially satellite schools;*
2. *Review funding and human resource policies in order to incentivize transition of CWDs and OVCs from primary to secondary school through a performance-based school improvement grant supplement*
3. *Enforce implementation of NFE policy and regulations*
4. *Strengthen the policy framework on school health, HIV&AIDS, Life Skills and Sexuality Education and campaign against schoolgirl pregnancy*
5. *Strengthen institutions' capacity for effective response to disasters and emergencies*
6. *Strengthen community participation in school governance*
7. *Provide adequate school infrastructure, inspect independent colleges and recommend for registration those that meet stated criteria, provide WASH facilities in secondary schools, targeting those that are in the most disadvantaged areas and communities*

## GOAL 2: Improved Learning Outcomes in Secondary Formal and Non-Formal Secondary Education.

Low pass rates at secondary school level, particularly at lower secondary, necessitate policies, strategies and interventions that target the main drivers of quality along key dimensions. The drivers of quality targeted are the following: the curriculum, teaching and learning environment as well as materials, teacher knowledge and pedagogical skills, school leadership and management as well as teacher supervision, and community support for schools. MoPSE's quality-related targets over the next five years are presented in the table below.

Indicator	Baseline 2015	2016	2017	2018	2019	2020
Survival Rate Form 4 (for those entering Form1)	84.0	85	86	87	88	89
Form 4 pass rate( T	27.86	29	30	31	32	33
Survival Rate Form 4 (T) (for those entering Form1)	84.0	85	86	87	88	89
Lower Secondary Completion Rate (T)	65.7	66	66.5	67	67.5	68

### Strategies

1. Support the implementation of the new curriculum in all secondary schools: Procure appropriate resources, develop teacher capacity (knowledge, skills, and attitudes), train inspectors for the provision of effective supervision and support
2. Analyse O and A level pass rates annually to establish trends with special focus on languages and the STEAM/STEM learning areas of maths, science and tech-voc and review examination and class results on an annual basis in order to promote better teaching and learning in these learning areas;
3. Roll out and institutionalize Teacher Professional Standards (TPS), accompanied by a strong communication strategy and establishment of the Teaching Professions Council
4. Strengthen capacity for employment and self-employment through the establishment of partnerships for the promotion of STEAM/STEM and Tech/Voc: School-on-the-Shop floor, Life skills orientation, Mathematics, Science and Technology camps, exhibitions and Olympiads, on the job work experience;
5. Institutionalise the implementation of Performance Lag Address Programme (PLAP) at secondary school level
6. Strengthen community participation in school governance; Review Statutory Instrument 87 of 1992 to align it with new demands of the sector, guide and monitor the operation of SDCs
7. Review supervision frameworks and standards and train for school-based supervision
8. Strengthen leadership and management at all levels

**GOAL 3: Improved Teaching**

Teachers are the education system's most valuable resource, and are the focus of the system's biggest financial investment. Teachers who possess the requisite knowledge and skills, and who demonstrate high levels of commitment, facilitate more effective learning that improves learning outcomes. Over the next five years, the goal is to ensure that the best teachers are attracted to and retained in the system, and that they are deployed to provinces, districts and schools in such a way that their services benefit the entire system on a more equitable basis.

Indicator	Baseline (2014)	Target (2020)	2016	2017	2018	2019	2020
See Annex 1: Process Indicators							

**Strategies**

1. *Through research, design and implement an incentive system to encourage retention and repatriation of teachers*
2. *Prepare and implement a teacher capacity development programme that can identify and respond to specific teacher learning needs*
3. *Decentralise secondary school inspection and review District Education Office staffing accordingly, including provision appropriate resources to support inspection and supervision visits by districts*

**GOAL 4: Increased Number of Institutions Offering Computer-Assisted Learning**

The new curriculum endorsed by Cabinet in 2015 emphasises the importance of focusing on 21st century competences (cognitive, intrapersonal and interpersonal skills and abilities). It also recognizes the critical role that emerging ICTs can play in supporting more effective acquisition and development of these competences by all learners. In this regard, emphasis over the next five years will be on expanding access to "green" (i.e. sustainable) ICT facilities, services and tools that promote the acquisition of these 21st century skills by all learners, with a focus on those who are most disadvantaged.

Indicator	Baseline (2014)	Target (2020)	2016	2017	2018	2019	2020
Increased number of institutions offering computer-assisted learning	347	2,450	767	1,187	1,606	2,027	2,450

**Strategies**

1. *Develop and implement policy on ICT in education*
2. *Seek partnerships to (green) electrify and network schools in order to promote e-learning*

## Programme – Capacity Development

In recent years the MoPSE has had a strong focus on building the capacity of the teaching staff and ensuring that the right qualified teachers are teaching the correct classes. More recently there has been a major effort to provide leadership, management and administrative capacity building to the schools and to the school committees. In Zimbabwe it is crucial to have competent school level management as parent generated funding constitutes the main source of funds for school development.

In the current ESSP period MoPSE has the intention to make a substantial investment in consolidating the gains made and in further extending the capacity of the whole non-teaching cadre in the ministry as well as school administrators so they can be effective and respected leaders and fully competent administrators thereby contributing to both an increase in efficiency and improved quality of learning.

The professional development programmes to date have been largely supply driven from the national ministry. MoPSE aims to review the current program provision with the intention of having a more demand led approach which will be better able to meet the local specific needs with tailored responses. The early discussions suggest that Districts, Provinces and the National level might develop the capacity program as a part of the program implementation as indicated in the Department strategic goals and that funds would be provided to the national levels, Provinces and Districts to initiate and manage the programmes. The impetus of demand will be captured in the Province and District Strategic Plans.

### GOAL:

MoPSE has efficient and effective administrative structures in place and that programs are managed and monitored by staff with the correct knowledge, management and leadership skills.

### Strategies

1. In 2016 prepare a Capacity Development Paper that will outline options for a demand led and locally managed program; the paper will outline funding options with a particular focus on putting in place a capacity building fund. The paper will include options for an indicator framework. The paper will be presented at the first ESSP 2015 – 2020 Review in November 2016.

**ESSP Implementation, Performance  
Monitoring and Evaluation, Review and Adjustment**

**Chapter** **4**

The ESSP provides the guiding framework for infant, junior and secondary education programmes in Zimbabwe from 2016 to 2020, an effective implementation and monitoring framework is required along with robust evaluation mechanisms and the opportunity to regularly adjust and update the plan. The process outlined will allow that adjustments be made and remedial action taken in a timely manner if and when required.

### Context

There is an approved **National Monitoring and Evaluation Policy (May 2015)**, which, while linked specifically to ZimAsset, provides a broader policy framework for monitoring and evaluation in the public sector. The policy is underpinned by the 'management for development results' approach and adheres to the principles of the '...integrated results based management programme' that also underpins the ESSP. ZimAsset Section 3.2.1.1.3 specifies the responsibilities of the Ministries and sub section d) states that a ministry should '...ensure that each project and programme has a monitoring and evaluation component and has a clear budget allocation'. The national policy provides the framework for monitoring including the process (Ch. 6), the importance of having the institutional capacity (Ch.7) and compliance requirements (Ch. 8). The ESSP monitoring and evaluation is in line with the national policy and the ESSP implementation, performance monitoring and evaluation and review strategy will provide a basis for reporting on education at the national level.

**The Hon. Minister** has the mandate and responsibility to monitor, assure and report that the education policy is in line with overall government policy and in addition must ensure that new policy is incorporated in a coherent and complementary manner with current policy and is then addressed in the ESSP.

The overall implementation authority for the ESSP lies with the **Permanent Secretary in MoPSE** who will also take the lead in monitoring the performance of MoPSE to achieve the ESSP goals, reviewing the architecture for delivering services, evaluating the success of the programmes and making adjustments to the programme based on evidence from the field and taking account of the overall political and social economy context.

To provide support for the Minister and the Permanent Secretary to fulfil their roles, formal implementation, performance monitoring, evaluation and review procedures will be adopted.

## Implementation

### National level

The infant, junior and secondary sub sector strategic activities and the performance goals have been agreed. A detailed multi-annual operational plan will be prepared under the authority of the Secretary and with the support of the Planning, Research and Statistics Department by May 2016. The operational plan will specify the priority actions for 2016 and the phasing of other activities for 2017 and 2018 in line with the programme based budget documentation. The outer years, 2019 and 2020 will remain indicative until they are added in 2017 and 2018 (that is a rolling operational planning process). The operational plan will include the following:

- The areas for policy review and development
- Sub sector programmes: Infant, Junior and Secondary
- Overall cross cutting programmes: New Curriculum phase in, teacher quality, infrastructure and leadership, management and administrative capacity building
- The responsible Department and relevant Divisions for the different activities.

While the Infant, Junior and Secondary sub sectors have been treated as separate and there have been separate task forces to prepare the strategies, the education system is unitary, which has been reflected in many of the goals and strategies being similar across the sub sector programmes given in Chapter 3 and these may be managed as separate programmes (Non Formal Education and Learner Welfare Services fall into this category). In order to support the holistic approach there are likely to be a number of programmes that are cross-sectoral, the Secretary may establish cross sectoral working groups to develop, implement and monitor such programmes.

Each programme will be cross-referenced as relevant and will have the following information:

- The goal
- The indicator
- The activities given by starting date and completion date
- The lead Principal Director and the Departments or Sections involved
- The input requirements and the source of funding
- Reporting requirements

### Province and District

With the support of and under the guidance of the Policy Planning, Research and Development Division, Provincial and District operational plans (OP) will be prepared in the first quarter of 2016. Taking the National ESSP as a starting point, the Provinces and the Districts will prepare operational plans that take account of the specific Province and District contexts and so provide local responses to achieve the national goals. The plans will allow for a focus on the unique access, equity and inclusion challenges in the Province and District and will concentrate, as needed, on specific areas of quality improvement, access, inclusion and modalities for making learning relevant within the local context. In preparing the plans, the Provinces and Districts will make use of disaggregated data from the EMIS and from the Provincial End of Year Evaluation Reports, the operational reports from schools on the implementation of the school development plans and guidance from the national level on the introduction of the new school curriculum. The Province and District plans will include a performance assessment framework with quantitative indicators mirroring the national goals, specific local goals and qualitative and process goals as relevant.

## Performance monitoring and review

### Impact monitoring

During 2019 and if deemed necessary and useful by MoPSE and other partners there may be an impact evaluation of the National, Provincial and District ESSP. MoPSE may decide to have an interim evaluation during early 2018.



## Outcome, output and process monitoring

### National level

#### A performance assessment framework

In order to facilitate monitoring a performance assessment framework has been prepared which brings together the qualitative, quantitative and process changes that have been agreed in the ESSP, the framework is provided as Annex 2.

#### Regular monitoring

The Education Coordination Group (ECG) is the national forum for regular and operational multi stakeholder engagement in the ESSP. The Terms of Reference of the ECG may be reviewed from time to time in order to reflect demands that may have emerged. The ECG has a mandate to monitor the ESSP, to ask for regular reports on specific areas, to offer advice and to seek for support to the sector.

#### Annual Review: National

There will be an annual review of the national ESSP in **November** of each year commencing in 2016. The terms of reference for the review of the ESSP will include specific requirements needed for the review of the Programme Based Budgeting cycle and the results based monitoring that is currently undertaken in the End of Year Review and Planning Programme. In the first quarter of 2016 MoPSE will explore the possibility of combining the ESSP review, the PBB discussion and the End of year review into a single annual sector review.

Inter alia, the ESSP review:

1. Will take account of the findings in the annual review reports from the Districts and the Provinces. District and Province staff will take part in the National review processes in order to feedback changes and adjustments into their own strategic plans;
2. Will incorporate analyses of information gathered through themed field visits to schools, Districts and provinces;
3. May include specific assessments, research and evaluation activities carried out by the Ministry of Education, other government ministries or agencies and research from other entities;
4. Will evaluate progress made in outcomes, outputs and processes given in the performance framework and will make recommendations for changes to the policy and/or strategic framework if needed;
5. Makes sure there is documentation and dissemination of best practices for wider adoption;
6. Recommends changes to operational plans as appropriate;
7. Prepares an action-based report, which will be used by the Education Coordination Group to monitor progress through the year.

The Review report will be shared at a national forum and a final ESSP review report prepared taking into account the inputs of the national forum.

#### In-year monitoring review

In order to inform the Programme Based Budgeting process there will be a mini review held in May of each year. The review will focus specifically on the results that have been included in the previous

year's PBB submission. An analysis and evaluation report will be prepared which MoPSE will use as a background paper for negotiation and discussion with the Ministry of Finance when reviewing and setting sector priorities.

### Provincial level

Provinces will prepare a rolling 3 year Provincial Operational Plan (POP) that will roll forward goals in line with the programme based budget, programme activities and input requirements each year. The POP will reflect the national goals but will take account of the local context and activities will have a local focus. The POP will have a performance framework that includes quantitative measurable results and describable qualitative and process indicators.

#### Monitoring of the Provincial Plan

- *Annual operational plan review* in **October** with a short report being discussed by stakeholders;  
A short summary Provincial Report will be publicly available for vertical and horizontal information purposes;
- Provinces will establish an *operational plan monitoring team* who will meet monthly under the chair of the PED. The monitoring team will include a representative of the NGO and CSO community who will ensure that all activity and resources are reported to the Province and so set against the POP activities as inputs. Minutes of the meetings will be available and a short (2 page) action focussed report prepared and sent to National and District levels. There will be a national level contact point to support the actions.
- Provincial supervision and support visits to Districts and schools will be carried out by nominated provincial and district education staff.

### District level

Districts will prepare a 3 year District Operational Plan (DOP) that will roll forward goals, programme activities and input requirements each year, in line with the programme based budget. The OP will have a performance framework that includes quantitative measurable results and describable qualitative and process indicators.

#### Monitoring of the Provincial Plan

- *Annual operational plan review* in **September** with a short report being discussed by stakeholders;  
A short District Report will be made publicly available for vertical and horizontal information purposes;
- Districts will establish an *operational plan monitoring team* who will meet monthly under the chair of the DEO. The monitoring team will include a representative of the NGO and CSO community who will ensure that all activity and resources are reported to the District and so set against the DSP activities as inputs. Minutes of the meetings will be available and a short (2 page) action focussed report prepared and sent to the Province. There will be a Province level contact point to support the actions.
- District supervision and support visits to schools: regular inspection, supervision and support visits will be made to schools (it is anticipated that the pedagogical inspection and the institutional supervisory mechanisms will complement each other).

## Formal student and teacher assessment

### Learning outcomes

There will be formal assessment using both examinations and continuous assessment:

- ECD A All children will be profiled on entering ECD, the profile will aim to identify earlier any problems that the child might encounter and provide for early remedial action;
- ECD B update of the child's profile to assess readiness for Grade 1 and to identify early on any potential learning challenges
- Grade 2 to assess early literacy and numeracy skills and to provide a basis for remedial work
- Grade 7
- 'O' level
- 'A' level

### Schools and Teacher Assessment and Support

Provincial and district education staff will conduct teacher supervision periodically to assess the performance of teachers against the key result areas stated by each individual teacher and in line with (a) the standards set out in the Teacher Professional Standards; and (b) the professional development needs expressed in each teacher's individual portfolio.

Such supervision should take both the mentoring and evaluative approach, must target those teachers who need the support most, and must ensure equity among schools in different locations.

Supervision by provincial and district office staff is in addition to the school-based supervision conducted by the school head on a regular basis. While external supervision by district level staff will be intensive and frequent, provincial education supervisors will carry out less frequent visits to school more to monitor overall progress by schools and districts in implementing the ESSP activities, and in providing quality assurance.

Additional training for the inspectorate in working with teachers in the framework of the TPS and the new curriculum will be accommodated under the institutional strengthening and capacity development programme.

## Institutional Strengthening and Capacity Development Programme

The ESSP with the implementation, evaluation and monitoring framework provides the Government, MoPSE and other stakeholders with tools to achieve the sector goals. In order to deliver efficiently and effectively MoPSE needs to have the right institutional architecture (structural and functional) in place along with staff that has the right knowledge and skills and the resources to be able to carry out their functions in a timely manner.

The institutional architecture covers the roles, responsibilities and accountability of the National Ministry, the Provincial and District Education Departments and schools. In the light of the introduction of the new curriculum and the national aspirations for a relevant and knowledge based learning with

a focus on ICT and STEAM/STEM, MoPSE will, in the second half of 2016, continue the review of the institutional management arrangements and develop new organisational operational structures, in order to ensure that they are fit for purpose. As a part of the review the needs and capacities of staff who are engaged in leadership, management, supervision, administration and financial management will be considered. Under the lead of the Division of Policy Planning, Research and Development, MoPSE will explore the options for putting in place a broad based capacity development programme and securing funding for this.

In addition, there will be strong focus on improving the standards of teaching and the opportunities for teachers to develop their professional knowledge and skills. It is the intention of MoPSE to develop an independent Teacher's Council to become the centre for professional standard setting, teaching monitoring and capacity building.

## Implementing the Performance Management

		Performance goal	Time frame	Verification
1.	<b>MoPSE national</b>	Monitoring ESSP progress ECG Review	Continuous	All reports are on time and of acceptable quality to Principals
		Support the sub national levels in implementing programmes and activities annually	Continuous	Provincial and District plans prepared and being monitored
		Review institutional architecture and capacity needs; Capacity development framework programme prepared and operational 2016	2016 2nd half 2016 / early 2017	Plan operational and reports
2.	<b>Provincial level:</b>	Prepare 3 year Sector Plan and monitor and review annually	2nd quarter '16	Plan and review reports
		Support to District levels		Reports
3.	<b>District levels</b>	Prepare 3 year Sector Plan and monitor and review annually	2nd quarter '16	Plan and review reports
		Support to schools		Reports
4.	<b>School levels</b>	SDP continue to be monitored and rolled forward		Reports
	<b>Teachers</b>	TPS, personal development plans, full operation of the TDIS		Reports

## Review Calendar

Activity	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
National	ESSP mini review	PBB review	PBB negotiation with MoF				ESSP Review MoPSE End of Year Review & NIPA	
Province						ESSP Review	PIPA*	
District					ESSP Review	DIPA		

\* National/ Provincial/ District Integrated Performance Agreement

## ESSP: Sector Financing

### Funding Scenarios

The two principal factors that impact on the MoPSE budget and hence the available domestic funding for ESSP are: firstly the level of funding planned for MoPSE by the Ministry of Finance (MoF) and; secondly growth in salaries that impact on the size of the personnel budget and hence on available funding for non-personnel and capital expenditure.

### Level of funding

The table below shows recent, projected and planned GDP, government expenditure and MoPSE education expenditure trends.

**Table 8: GDP, government and MoPSE expenditure trends**

	2012	2013	2014	2015	2016	2017	2018	2019	2020
	Actual			Est.	Budget/Projected				
Nominal GDP	12,472.0	13,490.0	14,197.0	14,165.0	14,362.0	15,372.0	16,231.0	17,233.0	18,316.0
Real GDP growth	10.6%	4.5%	3.8%	1.1%	1.4%	5.6%	3.5%	4.1%	4.2%
Government expenditure	3,647.0	4,065.0	4,024.0	3,901.0	4,002.0	4,275.0	4,514.0	4,796.0	5,123.0
Education expenditure (MoPSE)	674.2	747.1	796.5	879.7	810.4	811.9	813.6		
MoPSE as percent of GDP	5.4%	5.5%	5.6%	6.2%	5.6%	5.3%	5.0%		
MoPSE as percent of government expenditure	18.5%	18.4%	19.8%	22.6%	20.3%	19.0%	18.0%		
Inflation (CPI)	3.7%	1.6%	-0.2%	-2.4%	-0.8%	1.1%	1.6%	2.0%	2.0%

The table shows that 2015 MoPSE expenditure reached a recent high of 22.6% of government expenditure budget since then is budgeted by MoF to fall to 20.3% of government expenditure in 2016 and then 18.0% of government expenditure by 2018. MoF aims to achieve this through \$ 67 million of savings on the MoPSE personnel budget in 2016: \$ 47 million from removing the provision for teachers of one terms sabbatical leave after seven years of service, and \$ 20 million by MoPSE ceasing to pay the salaries of teachers in trust and private schools. Thereafter MoF is projecting a nearly static budget in 2017 and 2018. The major implication of this is that MoF is planning for no increase in the numbers of MoPSE staff and no salary increase for government employees for the next three years.

### Salary increases

The table below shows recent salaries and allowances for the principal teacher and administrator grades and their rate of growth.

**Table 9: Teacher and administrator salaries and their growth 2010 to 2016**

	2010	2011	2012	2013	2014	2015	2016
<b>Salaries and allowances</b>							
Teacher diploma: grade D1	\$2,340	\$3,216	\$3,216	\$5,376	\$6,024	\$6,024	\$6,024
Teacher degree: grade D2	\$2,412	\$3,288	\$3,288	\$5,484	\$6,084	\$6,084	\$6,084
Teacher degree plus Graduate Certificate in Education: grade D3	\$2,484	\$3,372	\$3,372	\$5,568	\$6,192	\$6,192	\$6,192
Administrative officers: grade D3	\$2,484	\$3,372	\$3,372	\$5,568	\$6,192	\$6,192	\$6,192
Administrative assistants: grade D1	\$2,340	\$3,216	\$3,216	\$5,376	\$6,024	\$6,024	\$6,024
<b>Growth rates</b>							
Teacher diploma: grade D1		37.4%	0.0%	67.2%	12.1%	0.0%	0.0%
Teacher degree: grade D2		36.3%	0.0%	66.8%	10.9%	0.0%	0.0%
Teacher degree plus Graduate Certificate in Education: grade D3		35.7%	0.0%	65.1%	11.2%	0.0%	0.0%
Administrative officers: grade D3		35.7%	0.0%	65.1%	11.2%	0.0%	0.0%
Administrative assistants: grade D1		37.4%	0.0%	67.2%	12.1%	0.0%	0.0%

The table shows that while there have been zero percent salary increases in some years these have been countered by substantial salary increases in other recent years. Clearly achieving a zero percent salary increase over the next three years will be a significant challenge.

### Three scenarios

Three funding scenarios have been projected for the MoPSE budget and hence for domestic funding available for the implementation of ESSP over the period 2016 to 2020: a no change scenario, a low scenario and a high scenario. The three scenarios are described and illustrated below.

#### The no change scenario

The no change scenario models the impact of no changes in variables from the conditions of the 2016 baseline year. Effectively the education system continues as if 'frozen in time' in 2016.

- Funding provided to MoPSE by the Ministry of Finance follows projections in the 2016-18 MTEF budget with the proportion of government expenditure on education through MoPSE falling from 20.3% in 2016 to 18.0% in 2018, then staying constant.
- Teacher and administrator salaries and allowances rise at 5.0% per annum which is in fact somewhat lower than in recent years.
- Pupil-teacher ratios and pupil-classroom ratios stay constant at their 2016 values.
- 2016 budget allocations for non-personnel current and capital expenditure only increase by the rate of inflation.

The table below shows the impact of the no change scenario on available funding for education through MoPSE.

**Table 10: No change scenario and impact of MoPSE funding and expenditure 2016 to 2020**

	2016	2017	2018	2019	2020
<b>1. PROJECTED AVAILABLE GOVERNMENT FUNDING</b>					
Projected government funding for MoPSE	\$810,431,000	\$811,854,000	\$813,570,000	\$864,395,596	\$923,331,659
MoPSE share of government expenditure	20.3%	19.0%	18.0%	18.0%	18.0%
MoPSE share of GDP	5.6%	5.3%	5.0%	5.0%	5.0%
<b>2. PROJECTED EXPENDITURE BY ECONOMIC CLASSIFICATION</b>					
<b>2.1. Current Expenditure</b>					
Employment costs	\$797,310,000	\$862,543,027	\$934,973,777	\$1,015,656,725	\$1,105,831,957
Goods and services	\$3,973,000	\$4,066,906	\$4,188,538	\$4,336,433	\$4,496,020
Maintenance	\$398,000	\$402,782	\$409,654	\$418,301	\$427,147
Current transfers	\$1,325,000	\$1,374,487	\$1,435,688	\$1,508,717	\$1,589,092
Targeted initiative	\$1,545,000	\$1,595,809	\$1,660,140	\$1,738,101	\$1,824,565
Sub-total Current Expenditure	\$804,551,000	\$869,983,011	\$942,667,798	\$1,023,658,276	\$1,114,168,782
<b>2.2. Capital Expenditure</b>					
Acquisition of fixed capital assets	\$4,915,000	\$5,118,760	\$5,368,225	\$5,664,356	\$5,990,808
Capital transfers	\$965,000	\$1,007,759	\$1,059,632	\$1,120,840	\$1,188,161
Sub-total Capital Expenditure	\$5,880,000	\$6,126,519	\$6,427,857	\$6,785,197	\$7,178,969
<b>TOTAL MOPSE</b>	<b>\$810,431,000</b>	<b>\$876,109,530</b>	<b>\$949,095,655</b>	<b>\$1,030,443,473</b>	<b>\$1,121,347,751</b>



	2016	2017	2018	2019	2020
<b>3. PROJECTED EXPENDITURE DISTRIBUTION</b>					
Personnel	98.4%	98.5%	98.5%	98.6%	98.6%
Non-personnel recurrent	0.9%	0.8%	0.8%	0.8%	0.7%
Capital	0.7%	0.7%	0.7%	0.7%	0.6%
<b>4. DONOR FUNDING</b>					
EDF funding	\$25,920,000	\$25,920,000	\$21,582,000	\$17,353,000	\$17,353,000
GPE funding	\$11,700,000	\$10,006,659	\$8,411,132	\$6,601,307	\$4,355,128
DFID: CAMFED	\$3,549,077				
DFID: World Vision	\$2,400,000	\$2,400,000			
Other donor funding					
<b>TOTAL DONOR FUNDING</b>	<b>\$43,569,077</b>	<b>\$38,326,659</b>	<b>\$29,993,132</b>	<b>\$23,954,307</b>	<b>\$21,708,128</b>
<b>FUNDING GAPS</b>					
<b>5. FUNDING SURPLUS (GAP) WITHOUT DONOR FUNDING</b>	<b>\$0</b>	<b>-\$64,255,530</b>	<b>-\$135,525,655</b>	<b>-\$166,047,877</b>	<b>-\$198,016,092</b>
<b>6. FUNDING SURPLUS (GAP) WITH DONOR FUNDING</b>	<b>\$43,569,077</b>	<b>-\$25,928,872</b>	<b>-\$105,532,523</b>	<b>-\$142,093,569</b>	<b>-\$176,307,964</b>

The result of the low scenario is that MoPSE rapidly moves into a funding deficit cause by (i) an allocation from Ministry of Finance that falls as a proportion of government expenditure; (ii) rapidly rising personnel expenditure caused by relatively large salary increases, and; (iii) no adjustment made to pupil-teacher and pupil-classroom ratios. Projected personnel expenditure stays almost the same at close to 98.5% in all years 2016 to 2020.

### Low scenario

The low scenario models the impact of small changes towards a better allocation of resources between programmes but still in a situation of constrained funding and rapidly increasing personnel costs.

- Funding provided to MoPSE by the Ministry of Finance follows projections in the 2016-18 MTEF budget with the proportion of government expenditure on education through MoPSE falling from 20.3% in 2016 to 18.0% in 2018, then staying constant.
- Teacher and administrator salaries and allowances rise at 5.0% per annum which is in fact somewhat lower than in recent years.
- Pupil-teacher ratios and pupil-classroom ratios fall from 75:1 to 60:1 in infant and 37:1 to 35:1 in junior education and rise slightly from 22:1 to 25:1 in secondary education between 2016 and 2020, resulting in a small redistribution of resources towards primary education.

## ESSP Implementation, Performance Monitoring and Evaluation, Review and Adjustment

- 2016 budget allocations for non-personnel current and capital expenditure increase in size to \$ 30.3 million for non-personnel current and \$22.7 million for capital by 2020.

The table below shows the impact of the low scenario on available funding for education through MoPSE.

**Table 11: Low scenario and impact of MoPSE funding and expenditure 2016 to 2020**

	2016	2017	2018	2019	2020
<b>1. PROJECTED AVAILABLE GOVERNMENT FUNDING</b>					
Projected government funding for MoPSE	\$810,431,000	\$811,854,000	\$813,570,000	\$864,395,596	\$923,331,659
MoPSE share of government expenditure	20.3%	19.0%	18.0%	18.0%	18.0%
MoPSE share of GDP	5.6%	5.3%	5.0%	5.0%	5.0%
<b>2. PROJECTED EXPENDITURE BY ECONOMIC CLASSIFICATION</b>					
<b>2.1. Current Expenditure</b>					
Employment costs	\$797,310,000	\$852,428,603	\$929,643,520	\$1,010,119,163	\$1,100,215,668
Goods and services	\$3,973,000	\$10,777,176	\$11,538,002	\$13,839,377	\$16,179,025
Maintenance	\$398,000	\$442,677	\$452,464	\$472,994	\$493,723
Current transfers	\$1,325,000	\$6,203,174	\$6,715,476	\$8,328,932	\$9,967,259
Targeted initiative	\$1,545,000	\$2,416,540	\$2,670,766	\$3,128,229	\$3,617,668
<b>Sub-total Current Expenditure</b>	<b>\$804,551,000</b>	<b>\$872,268,170</b>	<b>\$951,020,229</b>	<b>\$1,035,888,695</b>	<b>\$1,130,473,342</b>
<b>2.2. Capital Expenditure</b>					
Acquisition of fixed capital assets	\$4,915,000	\$8,980,039	\$10,953,363	\$14,770,122	\$18,763,210
Capital transfers	\$965,000	\$1,835,978	\$2,253,209	\$3,059,906	\$3,909,248
<b>Sub-total Capital Expenditure</b>	<b>\$5,880,000</b>	<b>\$10,816,017</b>	<b>\$13,206,572</b>	<b>\$17,830,028</b>	<b>\$22,672,458</b>
<b>TOTAL MOPSE</b>	<b>\$810,431,000</b>	<b>\$883,084,187</b>	<b>\$964,226,801</b>	<b>\$1,053,718,723</b>	<b>\$1,153,145,800</b>

	2016	2017	2018	2019	2020
<b>3. PROJECTED EXPENDITURE DISTRIBUTION</b>					
Personnel	98.4%	96.5%	96.4%	95.9%	95.4%
Non-personnel recurrent	0.9%	2.2%	2.2%	2.4%	2.6%
Capital	0.7%	1.2%	1.4%	1.7%	2.0%
<b>4. DONOR FUNDING</b>					
EDF funding	\$25,920,000	\$25,920,000	\$21,582,000	\$17,353,000	\$17,353,000
GPE funding	\$11,700,000	\$10,006,659	\$8,411,132	\$6,601,307	\$4,355,128
DFID: CAMFED	\$3,549,077				
DFID: World Vision	\$2,400,000	\$2,400,000			
Other donor funding					
<b>TOTAL DONOR FUNDING</b>	<b>\$43,569,077</b>	<b>\$38,326,659</b>	<b>\$29,993,132</b>	<b>\$23,954,307</b>	<b>\$21,708,128</b>
<b>FUNDING GAPS</b>					
<b>5. FUNDING SURPLUS (GAP) WITHOUT DONOR FUNDING</b>	<b>\$0</b>	<b>-\$71,230,187</b>	<b>-\$150,656,801</b>	<b>-\$189,323,127</b>	<b>-\$229,814,141</b>
<b>6. FUNDING SURPLUS (GAP) WITH DONOR FUNDING</b>	<b>\$43,569,077</b>	<b>-\$32,903,528</b>	<b>-\$120,663,670</b>	<b>-\$165,368,820</b>	<b>-\$208,106,013</b>

The result of the low scenario is that MoPSE even more rapidly moves into a similar and larger funding deficit caused by (i) an allocation from Ministry of Finance that falls as a proportion of government expenditure; (ii) rapidly rising personnel expenditure caused by relatively large salary increases, and; (iii) increased allocation of resources to non-personnel current and capital items such as teaching and learning materials, school grants and building grants. Projected personnel expenditure falls from 98% in 2016 to 95% in 2020.

### High scenario

The high scenario models the same rebalancing of resource allocations as in the low scenario but with an increase in funding from the Ministry of Finance and lower salary increases.

- Funding provided to MoPSE by the Ministry of Finance increases slightly, rather than falling as planned, with the proportion of government expenditure on education through MoPSE rising from 20.3% in 2016 to 21.0% in 2017 then staying constant.

## ESSP Implementation, Performance Monitoring and Evaluation, Review and Adjustment

- Teacher and administrator salaries and allowances rise at a lower rate of 3.0% per annum.
- Pupil-teacher ratios and pupil-classroom ratios fall from 75:1 to 60:1 in infant and 37:1 to 35:1 in junior education and rise slightly from 22:1 to 25:1 in secondary education between 2016 and 2020, resulting in a small redistribution of resources towards primary education.
- 2016 budget allocations for non-personnel current and capital expenditure double in size to \$ 66.4 million for non-personnel current and \$ 22.7 million for capital by 2020.

The table below shows the impact of the high scenario on available funding for education through MoPSE.

**Table 12: High scenario and impact of MoPSE funding and expenditure 2016 to 2020**

	2016	2017	2018	2019	2020
<b>1. PROJECTED AVAILABLE GOVERNMENT FUNDING</b>					
Projected government funding for MoPSE	\$810,431,000	\$897,750,000	\$947,940,000	\$1,007,160,000	\$1,075,830,000
MoPSE share of government expenditure	20.3%	21.0%	21.0%	21.0%	21.0%
MoPSE share of GDP	5.6%	5.8%	5.8%	5.8%	5.9%
<b>2. PROJECTED EXPENDITURE BY ECONOMIC CLASSIFICATION</b>					
<b>2.1. Current Expenditure</b>					
Employment costs	\$797,310,000	\$836,191,867	\$894,565,815	\$953,490,537	\$1,018,754,471
Goods and services	\$3,973,000	\$19,707,937	\$22,994,563	\$27,441,297	\$33,256,529
Maintenance	\$398,000	\$635,264	\$699,519	\$766,313	\$861,991
Current transfers	\$1,325,000	\$12,943,734	\$15,362,404	\$18,595,085	\$22,856,636
Targeted initiative	\$1,545,000	\$5,440,162	\$6,549,531	\$7,733,332	\$9,399,474
<b>Sub-total Current Expenditure</b>	<b>\$804,551,000</b>	<b>\$874,918,965</b>	<b>\$940,171,831</b>	<b>\$1,008,026,564</b>	<b>\$1,085,129,102</b>
<b>2.2. Capital Expenditure</b>					
Acquisition of fixed capital assets	\$4,915,000	\$8,980,039	\$10,953,363	\$14,770,122	\$18,763,210
Capital transfers	\$965,000	\$1,835,978	\$2,253,209	\$3,059,906	\$3,909,248
<b>Sub-total Capital Expenditure</b>	<b>\$5,880,000</b>	<b>\$10,816,017</b>	<b>\$13,206,572</b>	<b>\$17,830,028</b>	<b>\$22,672,458</b>
<b>TOTAL MOPSE</b>	<b>\$810,431,000</b>	<b>\$885,734,982</b>	<b>\$953,378,403</b>	<b>\$1,025,856,592</b>	<b>\$1,107,801,560</b>

	2016	2017	2018	2019	2020
<b>3. PROJECTED EXPENDITURE DISTRIBUTION</b>					
Personnel	98.4%	94.4%	93.8%	92.9%	92.0%
Non-personnel recurrent	0.9%	4.4%	4.8%	5.3%	6.0%
Capital	0.7%	1.2%	1.4%	1.7%	2.0%
<b>4. DONOR FUNDING</b>					
EDF funding	\$25,920,000	\$25,920,000	\$21,582,000	\$17,353,000	\$17,353,000
GPE funding	\$11,700,000	\$10,006,659	\$8,411,132	\$6,601,307	\$4,355,128
DFID: CAMFED	\$3,549,077				
DFID: World Vision	\$2,400,000	\$2,400,000			
Other donor funding					
<b>TOTAL DONOR FUNDING</b>	<b>\$43,569,077</b>	<b>\$38,326,659</b>	<b>\$29,993,132</b>	<b>\$23,954,307</b>	<b>\$21,708,128</b>
<b>FUNDING GAPS</b>					
<b>5. FUNDING SURPLUS (GAP) WITHOUT DONOR FUNDING</b>	<b>\$0</b>	<b>\$12,015,018</b>	<b>-\$5,438,403</b>	<b>-\$18,696,592</b>	<b>-\$31,971,560</b>
<b>6. FUNDING SURPLUS (GAP) WITH DONOR FUNDING</b>	<b>\$43,569,077</b>	<b>\$50,341,676</b>	<b>\$24,554,728</b>	<b>\$5,257,715</b>	<b>-\$10,263,432</b>

The result of the high scenario is that MoPSE moves into a funding surplus caused by (i) an allocation from Ministry of Finance that slightly rises as a proportion of government expenditure to 21%, and; (ii) less rapidly rising personnel expenditure. This scenario provides a window of opportunity to reprioritize the budget with increased allocations to teaching and learning materials, school grants and building grants, while also staying within budget. Projected personnel expenditure falls significantly from 98% in 2016 to 92% in 2020.

### Comparison of the three scenarios

The charts below compare the proportions of the personnel, non-personnel current and capital resources available to MoPSE from 2016 to 2020.

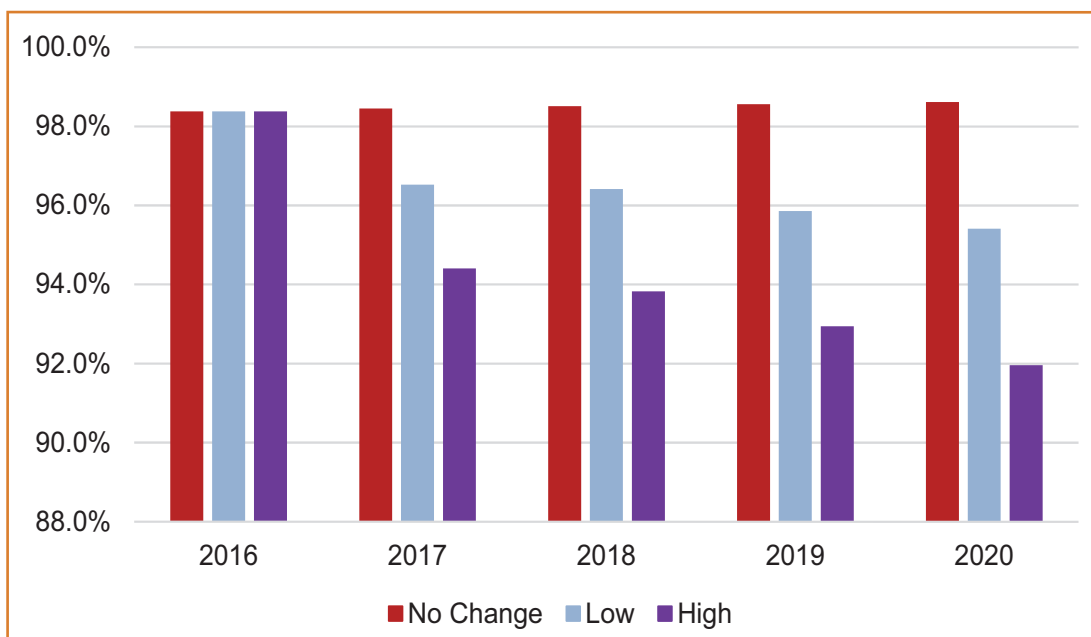


Figure 14 : Proportion of personnel as total MoPSE expenditure 2016 to 2020

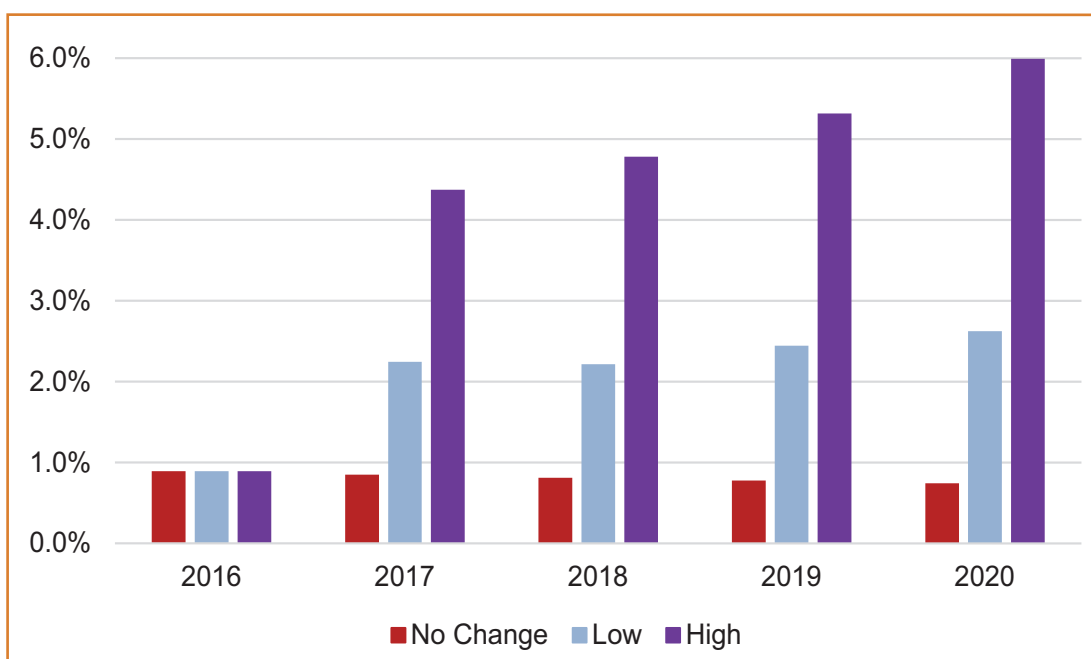


Figure 15: Proportion of non-personnel current as total MoPSE expenditure 2016 to 2020

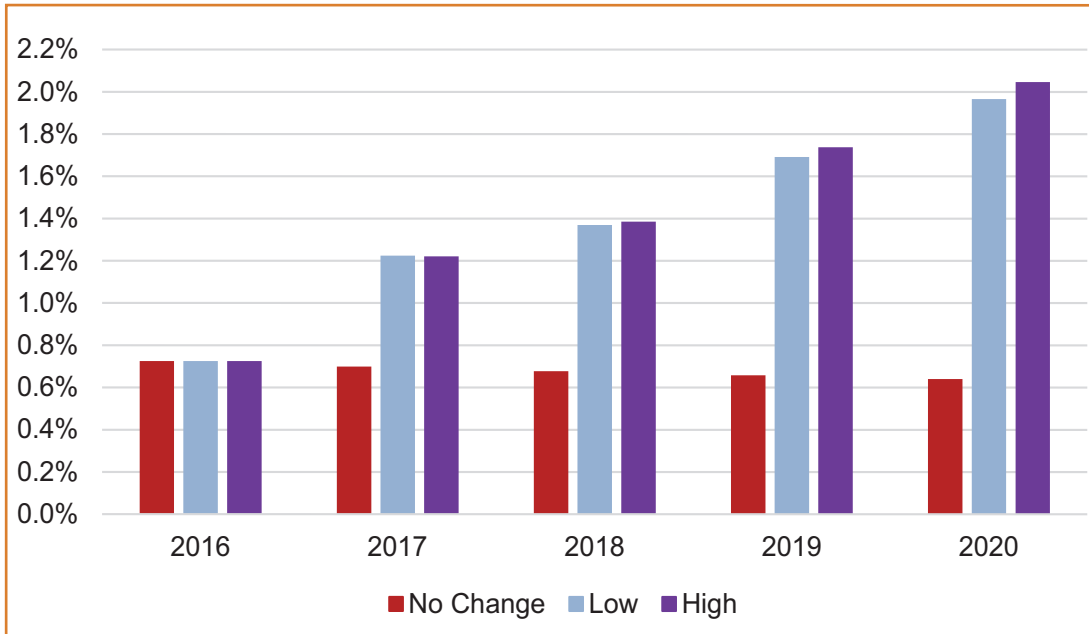


Figure 16: Proportion of capital as total MoPSE expenditure 2016 to 2020

The two charts below show the projected funding gap with and without donor funding for the three scenarios from 2016 to 2020.

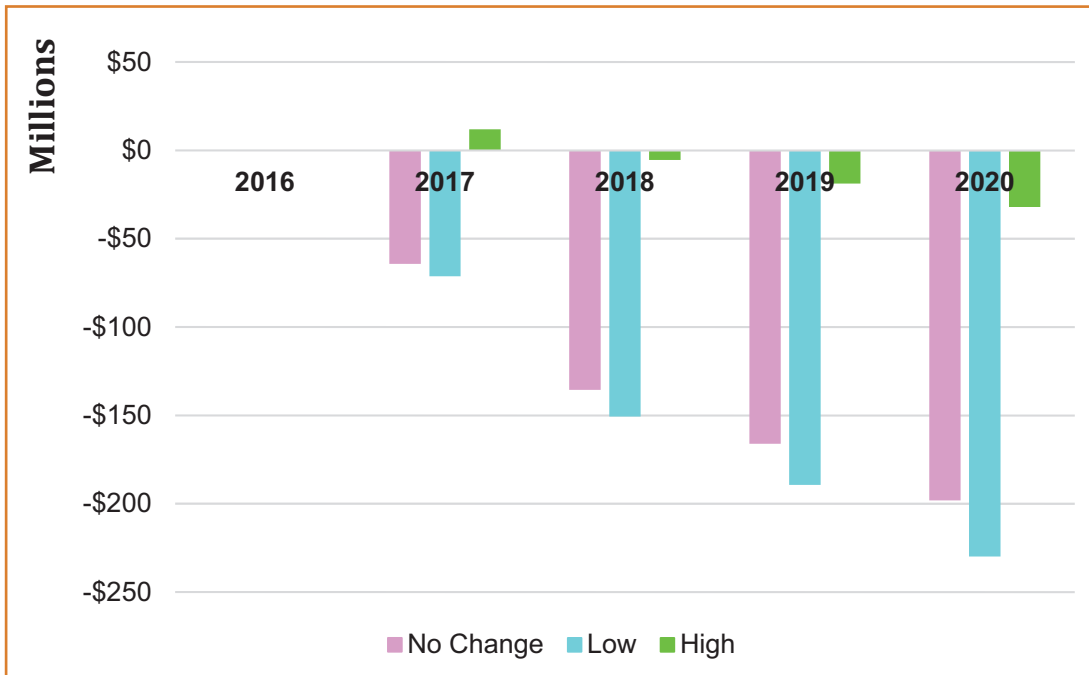


Figure 17: Projected MoPSE funding gap without donor funding 2016 to 2020

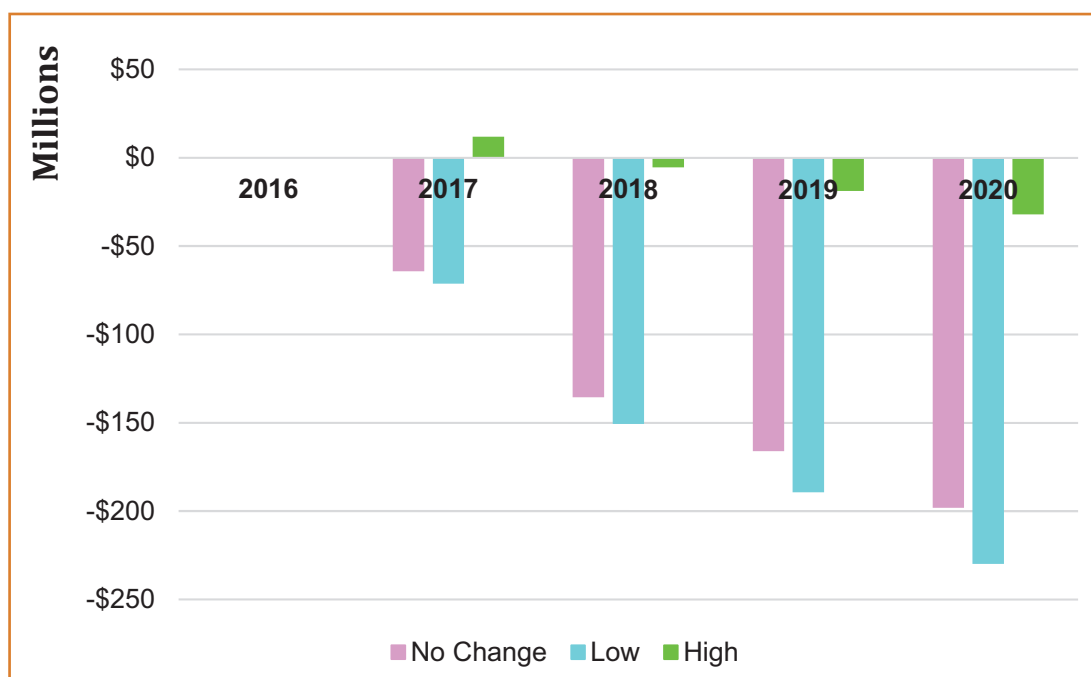


Figure 18: Projected MoPSE funding gap with donor funding 2016 to 2020

### Scenario conclusion

The high scenario for MoPSE funding and therefore for funding available for ESSP implementation is realistic and achievable. Its success will depend on a slight increase in funding from the MoF to levels that are still below recent trends, and on a commitment to moderate salary increases. It is however vital to achieve the high scenario so that domestic funding can be released for non-personnel current funding and capital funding.

- Investment in education will release funds to devote to non-personnel government expenditure. These funds will be directed to the vitally important areas of providing teaching and learning materials and per capita grants to schools, which have virtually stopped in recent years.
- Investment in education will release funds to devote to capital expenditure in schools through building grants, which have also virtually stopped in recent years.

Funding in these areas is vital to promote quality education and an equitable education system by especially directing funds to P3, S3 and satellite schools that serve the poorest.



## ESSP Implementation, Performance Monitoring and Evaluation, Review and Adjustment

The table below sets out the funds allocated from both MoPSE and donor resources for the implementation of ESSP during the current MTEF period 2016 to 2018.

Programme	2016	2017	2018
<b>1. New Curriculum</b>			
Syllabus preparation and revision, Teacher CD by grades/ forms of phasing; Learning materials design & provision (note 1)	1849	1143	1143
Learning materials procurement (note 2)		30000	18000
Publicity/ advocacy (note 3)	200	100	0
<b>Total new curriculum implementation</b>	<b>2049</b>	<b>31243</b>	<b>19143</b>
<b>2. Infrastructure</b>			
CDTS equipment and refurbishment of facilities	10000	10000	
New construction (note 4)	10000	40000	40000
labs for selected schools		300	400
Renovation and refurbishment (note 5)	5000	5000	5000
<b>Total infrastructure</b>	<b>25000</b>	<b>55300</b>	<b>45400</b>
<b>3. Teacher Professional development</b>			
Teacher Capacity Development Programme (note 6)	1800	1800	1800
Teacher Professional Standards Training, Monitoring and follow up	800	100	100
<b>4. Early learning</b>			
Procurement of learning materials and training Includes ERI Note 7	3500	1000	1000
<b>5. EMIS, TDIS, ICT &amp; STEAM</b>			
Procurement of hardware & software, training, data collection activities, printing reports	650	500	500
<b>6. Non-Formal Education</b>			
Allowances, textbooks, stationery (Note8)	250	1500	1500
<b>7. Special Needs Education</b>			
Procurement of assistive devices, training (Note 9)	250	300	1500
Devept. Screening and training	45	1300	

Programme	2016	2017	2018
<b>8. PLAP scale up</b>			
Extension to secondary education		1570	2355
<b>9. Disaster Risk Reduction</b>			
Procurement & pre-positioning of emergency supplies, logistics, training (note10)		350	100
<b>10. Capacity development programme (note 11)</b>	500	1000	1900
<b>11. Research and CERID</b>			
Establish research centre	232	3678	3650
<b>12. Policy development and legal and regulatory work</b>			
<b>13. National</b>			
Monitoring and supervision from the National Provincial and the District	50	50	50
<b>14. Provincial</b>			
Monitoring and supervision from the National Provincial and the District	216	216	216
<b>15. District</b>			
Monitoring and supervision from the National Provincial and the District	460	460	460
<b>16. School Improvement Grants</b>			
<b>Total all activity</b>	<b>48402</b>	<b>112617</b>	<b>91424</b>
<b>Total programmes not including capital</b>	<b>23402</b>	<b>57317</b>	<b>46024</b>

Notes	
1	Syllabus preparation includes:
	Providing printed syllabuses to schools/ teacher.
	For New Curriculum Teacher Development assume that when Grade is phased in then 2 trainings are needed, subsequently 1 training per year.
	2 x 3 day training @\$25 per training per teacher including materials
2	Learning materials design for additional materials, updates for current books and review of Publishers' books - costed at \$1 per child See detailed operational plan
	Procurement assumes that all students need 4 core textbooks when they enter a new grade of the new curriculum, excluding ECD. Textbook cost \$7.00
3	Publicity: main campaign in 2016, reduced in 2017
4	New construction schools per year @ \$1.2m per school; ECD classrooms @\$40,000; Infant schools @ \$80,000; Sports facilities @\$200,000
5	Renovation includes bringing satellite schools to minimum standard levels and providing WASH
6	Teacher Quality: professional training (number who enter the part time programme)
7	Early learning programmes to strengthen reading and maths in infant schools (ERI)
8	NFE: adjusting syllabuses and materials and textbooks training for teachers in adult learning
9	Special Needs Education includes procurement of assistive devices and training of staff
10	Disaster Risk Reduction (DRR) includes materials needed to respond to emergencies as well as training of staff for disaster risk planning and response
11	Capacity Development Programme: To work up to indicative grants of \$20,000 to each District and \$20,000 to Provinces and \$250,000 National level (against a national programme). The first and second years are establishment and piloting

## Sources of funding

### Government budget

#### **Capital budget:**

A small capital budget (\$5.5m) has been allocated for 2016 for minor repairs and small construction and is subject to release from Treasury.

**Recurrent costs:**

Government funds all MoPSE teaching staff and non teaching staff salary costs which for 2016 takes 23.8% of the total government budget and takes 98.4% of the education budget. The salary budget has reduced from 2015, in part as a result of teachers in non-government schools being taken off the payroll and further rationalisation may provide an opportunity to increase the non salary treasury contributions.

The non-salary budget for 2016 (\$13m including the capital projections) has decreased by 25% and the actual outturn is dependent on the monthly cash position of Treasury making rational planning complicated. Previous years have seen the non-salary budget squeezed by more than 50%

Future budget predictions are complicated by the impact of the El Nino phenomenon on food security and international uncertainty on economic growth. It would appear unlikely that the fiscal situation will change dramatically in the next 2 years.

Government is proposing to establish an equity focused **equalisation pooled fund** that will be resourced from a variable contribution of school funds (richer schools contributing more funds). The funds will be used to joint venture projects for capital investment in the most vulnerable areas.

**School level funding**

Approximately 96% of non-salary spending by schools is funded through legitimate school fees and levies which can legally be retained at the school level. Schools prepare school development plans with School Development Committees and keep accounts.

The resources collected at school level vary considerably from school to school depending on the ability of parents to pay. A complex system of privately funded school fees and levies now provides the main source of income for schools. It is both a considerable burden on parents and highly inequitable, with schools serving the middle class and the wealthy able to charge significantly higher fees and levies than schools serving poor communities.

It is not possible to allocate this funding in the table (as it is school specific).

**District level funding**

Districts and Provinces collect a percentage of the fees paid by students. This follows on from a joint Zimbabwe and Dutch Government programme The Zimbabwe Better Schools Programme during which over a 5 year period funds were provided to schools for professional development programmes that often were delivered and monitored by Districts. The collection of this fee is not part of a formal legal or regulatory framework and accountability is being strengthened.

Overall financial transparency will benefit from the preparation of a comprehensive school financing policy with standards and regulations, which will provide for transparency in the use and accounting for all funds.

**Development Partner Funding*****Global Programme for Education (GPE); 2016 budget \$ 11, 656,325***

The present GPE grant is running from 2015 through 2016 and has a development objective to boost

learning outcomes in basic education through continuous professional development of teachers, improved teacher supervision and management as well as strengthened evidence based policy and strategic planning. There are 3 components for 2016

*Component 1: \$8,895,818*

Professional development for better teacher and learning in order to improve the quality of teaching at ECD A through to Grade 7: the continuation of the training of all teachers on both the Early Reading Initiative for ECD to Grade 2 teachers, and on PLAP for teachers from grade 3 to 7, printing and distribution of training manuals and material, supplementary reading materials to all schools, and support equipment to all 1215 clusters across the country and support for district operations and monitoring and supervision.

*Component 2: \$2,402,365*

Covers supervision and management of teacher performance, in order to improve monitoring and management of teacher performance and in-service professional development including self-assessment and development of professional development plans. The programme will link with the Teacher Development Information System (TDIS), as well as training at all levels of Ministry on the use of TDIS.

*Component 3: \$358,142*

Strengthens strategic planning and further development and implementation of the sector plans at the national and sub national levels.

### MoPSE is preparing for a second GPE Grant to run from 2017 – 2020 with the following programmes

**Programme 1:** Providing a strong policy, legal and regulatory framework: \$ 1,200,000. (See ESSP Executive Summary No. 8 on policy development and Chapter 2 on national development priority, education policy and key programmes and Chapter 3 on policy, legal and regulatory frameworks needed for all sector programmes).

**Programme 2:** Implementing the New Curriculum: \$ 16,864,000 (See ESSP Executive Summary, Sub sectors and goals No. 15 on the introduction, monitoring and adjustment of the new curriculum from ECDA to A level. Also Chapter 2 on the overarching curriculum framework and Chapter 3 on curriculum implementation in each of the subsectors of Infant, Junior and Secondary programmes)

**Programme 3:** Inclusive education, non-formal education and accelerated learning: \$ 2,210,000 (See ESSP Executive Summary No. 8 on policy development, Chapter 1 on background and current situation, Chapter 2 on the overarching framework, which shows this is part of priority programmes: programme 4 (Junior learning) programme 5 (Secondary learning) and programme 6 (learner support services).

Chapter 3 on Inclusive Education policy

**Programme 4:** Institutional strengthening; \$ 6,550,000 (See Executive Summary core programme No 16 a-f; Chapter 1 on infrastructure needs of the education sector, Chapter 3 Sector programmes and institutional needs, Chapter 4 on M & E for institutional strengthening and capacity development).

**Programme 5:** Programme management and monitoring \$2,550,000. (See ESSP Executive Summary No. 22 1-7 on monitoring and evaluation, No. 23 on indicators to be used for monitoring and No. 24 on monitoring processes, agencies and timelines also detailed in Chapter 4 on ESSP implementation, performance monitoring and evaluation, review and adjustment).

It is planned that the second GPE grant funding will be disbursed through a fixed tranche of \$ 20,500,000 running from 2017 to 2019, and a variable tranche of \$ 8,900,000 running in 2019 and 2020.

**EDF – Total: \$25,000,000 for 2016-2017***Programme focus for 2016:**Access – \$11,000,000*

- SIG – School improvement grants for 3,200 schools a year over 2 years
- Early learning support to ECD centres
- Improve and increase access and retention to education for the most disadvantaged and marginalised children and young people including out-of-school children,
- Increase access to technical and vocational skills for out-of-school-children and young people
- Expand educational opportunities for children with disabilities,
- School management: Strengthen school management and leadership in school committees

*Quality – \$4,300,000*

- Implement teacher capacity development
- Support operationalization of the new curriculum,
- Assessment framework developed and appropriate curriculum-based assessments implemented including performance lag assessment (PLAP), ZELA, and continuous assessment

*Systems – \$700,000*

- Strengthen EMIS to link to the teacher development information system (TDIS), Zimbabwe Early Learning Assessment (ZELA), and decentralised data capturing and cleaning
- Research and evaluation: Conduct and use research and evaluations to improve planning policy making and programme design
- Policy and planning: Support development of legislation, policies and plans related to thematic areas and MoPSE capacity building,
- Communication and advocacy: Support advocacy and communication in the education sector

**Credible funding for the ESSP**

The Government and other partners are acutely aware of the challenges inherent in seeking funding for the ESSP but are also aware that it is important to be transparent about these challenges.

**Capital funding**

MoPSE evaluation is that there need to be 2,056 new schools and approximately 50% of the current stock need remedial or refurbishment work. Costs of new schools to meet the standards are high being quoted as ranging from £2 million for a small school to more than \$12 million for a large fully equipped secondary school however, the Ministry of Works is yet to approve school plans or unit costs and there may be possible savings. Nevertheless the cost will be enormous, in excess of \$4 billion, more than the total Government budget for 2016.

*For school construction*

Government is exploring the possibility of joint venture funding with a number of partners. Such ventures might include situations where venture partners construct and equip schools and are paid back over a period of time with funds that are collected from a capitation levy and held in a venture account.

Schools can use funds collected from levies to expand classroom space or to construct other rooms (ICT, STEAM/STEM) but currently school construction plans are not yet captured as part of an overall strategic infrastructure plan.

*For school repairs and refurbishment*

School levies can be used for repairs and refurbishment

*External funding*

MoPSE are in receipt of a \$20m OPEC loan, funds from which will be used to construct 17 new schools

MoPSE aims to construct 20 schools in 2016 and 40 schools per year thereafter.

**Operational funding***Remuneration*

The ESSP assumes that the remuneration costs will continue to be met from the national budget.

If the Government goods and services budget is released as planned against the Programme Based Budgeting heads and if the 2 years planned in the PBB budget are adhered to, then combined with the funding from the external partner in the GPE and the EDF, the ESSP programmes covering roll out of the new curriculum, teacher professional development, teacher quality assurance and improved early years learning could be largely funded.

The largest cost is for the replacement of school textbooks which will be needed over the ESSP period due to both wear and tear and to the need to progressively introduce learning materials more relevant to the curriculum.

## ANNEX 1 Performance Assessment Framework

## Key Performance Indicators

Indicators	MOV	2015	2016	2017	2018	2019	2020
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (T)	EMIS	35	37	39	41	43	45
Survival Rate Form 4 (F)	EMIS	79.3	81	82	84	85	87
Grade 7 Pass Rate (T)	Zimsec	41.8	44	47	49	52	54
# Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (T)	Zimsec						
EMIS	33	35	37	39	42	45	

Indicator/Goal	Baseline / 2016	2017	2018	2019	2020
Sector Performance Reviews	2015 National Sector Performance Review held with participation of civil society. 2016 National Sector Performance Review with participation of civil society to be held using an agreed monitoring framework and an analytical sector performance review report prepared in advance.	In addition to the national sector performance review, provincial and district levels with participation of civil society.	Annual Sector Performance Review meetings held at national, provincial and district levels. Consolidated findings and recommendations feed into the MTR of the ESSP		



Indicator/Goal		Baseline / 2016	2017	2018	2019	2020
<p>Sector Performance Reviews</p>	<p>2015 National Sector Performance Review held with participation of civil society. 2016 National Sector Performance Review with participation of civil society to be held using an agreed monitoring framework and an analytical sector performance review report prepared in advance.</p>	<p>In addition to the national sector performance review, reviews held at provincial and district levels with participation of civil society.</p>	<p>Annual Sector Performance Review meetings held at national, provincial and district levels. Consolidated findings and recommendations feed into the MTR of the ESSP</p>			
<p>New curriculum implementation as per the outputs in the operational plan</p>	<p>Curriculum Framework and Implementation Plan in place Syllabus, materials, teachers training completed for 2017</p>	<p>ECD A, Grade 1, Grade 3, Form 1, Form 3A Level 1 commence</p>	<p>ECD B, Grade 2, Grade 4, Form 2, A Level 2 commence + new assessment</p>	<p>Grade 5, Form 3 commence</p>	<p>Grade 6 commences, Grade 7 exams</p>	
<p>Number of Schools visited by District Education Officials</p>	<p>TBD</p>		<p>All schools, including the most remote ones, have been visited at least once per year</p>		<p>All schools, including the most remote ones, have been visited at least twice per year</p>	
<p>Data analysis and research on key factors influencing performance and retention is made available and informs</p>	<p>Terms of Reference for CERID developed and concept for operationalization of its research and analysis function produced</p>	<p>CERID operational at national level and produced at least two pieces of analysis on factors influencing performance and retention which are presented at the sector performance review. Capacity development programme in place to support expansion of CERID function to district level.</p>	<p>Capacity development to expand CERID functions to district education offices implemented. In at least 10 districts (1 per province) at least one piece of analysis presented at national and district sector performance reviews.</p>	<p>CERID led research is part and parcel of sector performance reviews at national and subnational levels. Evidence of specific recommendations from 2018 implemented in the operational plans.</p>		

## Policy, Legal and Regulatory

Activity, goal	Type of indicator	2016	2017	2018	2019	2020	Responsible agency	Verification
Prepare and implement a School financing policy	Process Output	TWG Options paper	Policy prepared	Policy implemented			Do PRD research	Reporting through ESSP Review Processes
Develop a policy and/regulatory framework for Teacher Professional Standards;	Process Output	TWG Options paper	Policy implemented					Reporting through ESSP Review Processes
Review the 2013 guidelines on School functionality standards to allow for variations and flexibility for local solutions;	Process Output	Options paper	Decision & implementation					Reporting through ESSP Review Processes
Review statutory Instrument 87 of 1992 in order to rationalize School Development Council and School Development Associations into a single entity;	Process Output	Options paper Decision and implementation					PRD	Reporting through ESSP Review Processes
Prepare and implement an ICT Policy for the education sector	Process Output	TWG Options paper	Policy prepared	Policy implemented			ICT	Reporting through ESSP Review Processes
Building on 2004 circular and later regulations, prepare and implement the Infant/ Early Childhood policy	Process Output	TWG Options paper	Policy prepared	Policy implemented			PD Infant	Reporting through ESSP Review Processes
Finalize and implement the School Health Policy;	Process Output	Policy implemented					PD Infant	Reporting through ESSP Review Processes
Prepare and implement a School feeding policy	Process Output	TWG Options paper	Policy implemented				PRD	Reporting through ESSP Review Processes
Prepare and implement an Inclusive Education policy	Process Output	TWG Options paper	Policy prepared	Policy implemented			PRD	Reporting through ESSP Review Processes
Prepare and implement the Assessment policy for the infant years	Process Output	Policy prepared	Policy implemented				PRD ZIMSEC	Reporting through ESSP Review Processes

## Phasing in of new curriculum

Activity, goal	Type of indicator	2016	2017	2018	2019	2020	Responsible agency	Verification
Learning materials prepared	Process Output	ECDA, Gr 3, Form 1 form 5	ECDB Gr4, Form 2, Form 6	Gr5, Form 3	Gr 6 Form 4	Gr 7	PDs	Reporting through ESSP Review Processes
Teacher professional development on NC	Process Output	ECDA, Gr 3, Form 1 form 5	ECDB Gr4, Form 2, Form 6	Gr5, Form 3	Gr 6 Form 4	Gr 7	PDs & HR	Reporting through ESSP Review Processes
Management and supervision CD	Process Output	National, Province and District	National, Province and District				PRD & HR	Reporting through ESSP Review Processes
Continuous assessment in place	Process Output	Formats, processes etc. prepared	Roll out and review	Roll out and review			PDs & ZIMSEC	Reporting through ESSP Review Processes
Communication strategy	Process Output	Rolled out	Rolled out					Reporting through ESSP Review Processes
Leadership, management, institutional operation	Process, output, outcome	Concept note	Establishment	Outcome TBD	Outcome TBD	Outcome TBD	HR & PRD	Reporting through ESSP Review Processes

	MOV	2015	2016	2017	2018	2019	2020
Grade 7 Pass Rate (T)	Zimsec	41.8	44	47	49	52	54
Grade 7 Pass Rate (M)	Zimsec	39.4	42	45	47	50	53
Grade 7 Pass Rate (F)	Zimsec	44.9	47	49	51	53	55
Grade 7 Pass Rate - Mathematics (T)	Zimsec	57.4	58	59	60	62	64
Grade 7 Pass Rate - Mathematics (M)	Zimsec	54.7	56	57	59	61	63
Grade 7 Pass Rate - Mathematics (F)	Zimsec	60.0	61	62	63	64	65
Grade 7 Pass Rate - General Paper (T)	Zimsec	50.0	52	54	56	58	60
Grade 7 Pass Rate - General Paper (M)	Zimsec	48.2	50	53	55	58	60
Grade 7 Pass Rate - General Paper (F)	Zimsec	51.7	53	55	57	58	60
# Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (T)	Zimsec EMIS	33	35	37	39	42	45
# Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (M)	Zimsec EMIS	28	31	33	35	38	40
# Districts (out of 72) with a G7 Pass Rate of 50 % in Mathematics (F)	Zimsec EMIS	39	40	42	43	45	46
# Districts (out of 72) with a G7 Pass Rate of 50 % in General Paper (T)	Zimsec EMIS	17	19	21	23	25	27
# Districts (out of 72) with a G7 Pass Rate of 50 % in General Paper (M)	Zimsec EMIS	16	18	20	22	24	26
# Districts (out of 72) with a G7 Pass Rate of 50 % in General Paper (F)	Zimsec EMIS	22	23	24	25	27	29
Form 4 pass rate( T)	ZIMSEC	27.9	29	30	31	32	33
Form 4 Pass rate( M)	ZIMSEC	30.5	31	31	32	32	33
Form 4 Pass rate ( F)	ZIMSEC	25.3	27	28	30	31	33
Lower Secondary Gross Enrolment (T)	EMIS	75.2	76	77	78	79	80
Lower Secondary Gross Enrolment (M)	EMIS	75.2	76	77	78	79	80
Lower Secondary Gross Enrolment (F)	EMIS	75.3	76	77	78	79	80
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (T)	EMIS	35	37	39	41	43	45
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (M)	EMIS	34	36	38	40	42	44
# Districts (out of 63) with a Lower Secondary Gross Enrolment of at least 75% (F)	EMIS	38	39	40	42	44	45
Survival Rate Form 4 (T) (for those entering Form1)	EMIS	84.0	85	86	87	88	89
Survival Rate Form 4 (F)	EMIS	79.3	81	82	84	85	87
Survival Rate Form 4 (M)	EMIS	88.8	89	90	90	91	91
Lower Secondary Completion Rate (T)	EMIS	65.7	66	66.5	67	67.5	68
Lower Secondary Completion Rate (M)	EMIS	67.3	66.5	67	67	67.5	68

	MOV	2015	2016	2017	2018	2019	2020
Lower Secondary Completion Rate (F)	EMIS	64.1	65	65.5	66	67	68
Gross Enrollment Secondary (Form 1-6) (T)	EMIS	54.9	56	57	58	59	60
Gross Enrollment Secondary (Form 1-6) (M)	EMIS	55.5	56	57	58	59	60
Gross Enrollment Secondary (Form 1-6) (F)	EMIS	54.3	55	56	57	58	60
No. of CWDs enrolled in secondary (Form 1-6)	SPRR	4,955	6,964	8,973	10,982	12,991	15,000
Net Enrolment Rate ECD A (T)	EMIS	15.0	20	25	30	35	40
Net Enrolment Rate ECD A (M)	EMIS	14.7	20	25	30	35	40
Net Enrolment Rate ECD A (F)	EMIS	15.2	20	25	30	35	40
Net Enrolment Rate ECD B (T)	EMIS	33.2	35	40	45	50	55
Net Enrolment Rate ECD B (M)	EMIS	32.6	35	40	45	50	55
Net Enrolment Rate ECD B (F)	EMIS	33.8	35	40	45	50	55
Percentage of Children with Disabilities enrolled in ECD A and B	EMIS	10	15	20	25	30	35
Percentage of Out of School Children of Primary School Age (6-12)	MICS	(2014) 6.6				(2018) 5	
Percentage of Out of School Children of Secondary School Age (13-18)	MICS	(2014) 20.6				(2018) 18	
Number of Children with Disabilities enrolled in Primary and Secondary Education (excl. Special Schools) (T)	EMIS	40,226	42,000	44,000	47,500	50,000	55,000
Number of Children with Disabilities enrolled in Primary and Secondary Education (excl. Special Schools) (M)	EMIS	22,836	23,520	24,200	25,650	26,500	28,600
Number of Children with Disabilities enrolled in Primary and Secondary Education (excl. Special Schools) (F)	EMIS	17,390	18,480	19,800	21,850	23,500	26,400
Attendance Rate Poorest Quintile in ECD A&B (T)	MICS	TBC					
Attendance Rate Poorest Quintile in ECD A&B (M)	MICS	TBC					
Attendance Rate Poorest Quintile in ECD A&B (F)	MICS	TBC					
Attendance Rate Poorest Quintile in Primary (T)	MICS	(2014) 90.4				(2018) 94	
Attendance Rate Poorest Quintile in Primary (M)	MICS	88.9				94	
Attendance Rate Poorest Quintile in Primary (F)	MICS	91.9				94	
Attendance Rate Poorest Quintile in Form 1-4 (T)	MICS	35.3				42	
Attendance Rate Poorest Quintile in Form 1-4 (M)	MICS					42	
Attendance Rate Poorest Quintile in Form 1-4 (F)	MICS					42	
Number of adults enrolled in basic literacy programmes	SPRR <sup>26</sup>	5,261	5,300	5,400	5,500	5,600	5,700

<sup>26</sup> SPRR = Sector Performance Review Report

	MOV	2015	2016	2017	2018	2019	2020
Learning Performance Grade 2 – Numeracy (T)	ZELA <sup>27</sup>	67%	68%	69%	70%	70%	70%
Learning Performance Grade 2 – English (T)	ZELA	51%	52%	54%	56%	58%	60%
Learning Performance Grade 2 – Shona (T)	ZELA	69%	70%	70%	71%	71%	72%
Learning Performance Grade 2 – Ndebele (T)	ZELA	78%	78%	79%	79%	80%	80%
Percentage of Qualified ECD teachers	EMIS	39.9%	44%	48%	52%	56%	60%
Number of Districts with at least 50% qualified ECD teachers	EMIS	17	19	24	28	32	34
Qualified ECD Teacher to Pupil Ratio	EMIS	1:85	1:80	1:75	1:70	1:65	1:60
Net Enrolment Rate Junior Education (G3-7) (T)	EMIS	94.6	95	95	95	96	96
Net Enrolment Rate Junior Education (G3-7) (M)	EMIS	92.2	93	94	94	95	96
Net Enrolment Rate Junior Education (G3-7) (F)	EMIS	97.1	97	97	97	97	97
Primary Completion Rate (T)	EMIS	79.7	80	81	82	83	84
Primary Completion Rate (M)	EMIS	78.7	80	81	82	83	84
Primary Completion Rate (F)	EMIS	80.8	81	81	82	83	84
Number of learners enrolled in PTCEs	SPRR	32,815	32,900	33,100	33,300	33,500	33,700
Number of learners enrolled in Functional literacy	SPRR	28,631	28,681	28,731	28,781	28,831	28,881
Number of Schools providing Basic Literacy programmes	SPRR	341	371	401	431	461	491
Number of Schools providing Functional Literacy programmes	SPRR	1,543	1,593	1,643	1,693	1,743	1,793
Number of Schools providing ZABEC	SPRR	790	840	890	940	990	1040
Number of Schools providing PCTEs	SPRR	1,053	1,103	1,153	1,203	1,253	1,303
Number of secondary schools offering computer-assisted learning	SPRR	347	767	1,187	1,606	2,027	2,450

<sup>26</sup> SPRR = Sector Performance Review Report

<sup>27</sup> ZELA = Zimbabwe Early Learning Assessment- measured at first term in Grade 3. Note: all ZELA related indicators will be disaggregated by sex as well as by socio-economic status and reviewed at sector performance reviews accordingly.

## Process Indicators

Indicator/Goal	Baseline / 2016	2017	2018	2019	2020
New curriculum implementation as per the outputs in the operational plan	Curriculum Framework and Implementation Plan in place Syllabus, materials, teachers training completed for 2017	ECD A, Grade 1, Grade 3, Form 1, Form 3A Level 1 commence	ECD B, Grade 2, Grade 4, Form 2, A Level 2 commence + new assessment	Grade 5, Form 3 commence	Grade 6 commences, Grade 7 exams
Increased Age appropriate infrastructure (also for children with disabilities): classrooms, washing and toilet facilities, outdoor areas, furniture	Draft Infrastructure Standards to be developed	Standards incorporated into Infrastructure Implementation Plan 2017 – 2020 Assessment tool developed to measure compliance with agreed standards	Regular monitoring of age appropriate infrastructure incorporated into EMIS and standard monitoring tools by district offices		
Number of local languages introduced in schools	3	6	9	12	16
Number of Schools visited by District Education Officials	TBD		All schools, including the most remote ones, have been visited at least once per year		All schools, including the most remote ones, have been visited at least twice per year
ECD policy and ECD standards and guidelines (IG4)	Review existing ECD standards and legal and regulatory framework. Agree on implementation plan.	New ECD Policy in place with agree standards and guidelines.	Implementation of new ECD policy and integration of standards and assessment tools into existing monitoring tools	Sector Performance Reviews analyse progress of implementation and compliance with standards	
Teacher Professional Standards	TPS framework and standards in place TPS monitoring tools being developed for use by districts and schools	Baseline for TPS compliance in place and targets set Development programmes for teachers developed based on TPS	Development programmes based on TPS implemented		

Indicator/Goal	Baseline / 2016				2017	2018	2019	2020
	2015	2016	2017	2018	2019	2020	2021	2022
Sector Performance Reviews	2015 National Sector Performance Review held with participation of civil society. 2016 National Sector Performance Review with participation of civil society to be held using an agreed monitoring framework and an analytical sector performance review report prepared in advance.	In addition to the national sector performance review, reviews held at provincial and district levels with participation of civil society.	Annual Sector Performance Review meetings held at national, provincial and district levels.	Consolidated findings and recommendations feed into the MTR of the ESSP				
Operational Plans reviewed and adapted based on a rolling work plan approach	First Operational Plans developed at national and sub-national levels. Sector Performance Reviews inform the operational plans for 2017-2019	Findings from annual sector performance reviews inform the operational plans for 2018-2019	Findings from annual sector performance reviews inform the operational plans for 2019-2020					
Governance systems	Inventory and Capacity Assessment of main governance systems, including regulatory frameworks, audit and PFM (public financial management) at all levels. Reflect main findings and capacity needs in an initial concept note on a capacity development framework	Agreed governance performance standards in place.						
Comprehensive capacity development programme to strengthen governance with emphasis on individual as well as institutional strengthening. Initiate operationalization of the capacity development programme	Implementation of capacity development programme for governance strengthening, informing rolling operational workplans.							
Strong Sector Coordination and Policy Dialogue	Education Coordination Group meets according to agreed meeting schedule. Revision of TORs, membership and priorities for strategic dialogue.	Education Coordination Group meets according to agreed meeting schedule	Education Coordination Group meets according to agreed meeting schedule	Education Coordination Group meets according to agreed meeting schedule	Education Coordination Group meets according to agreed meeting schedule	Education Coordination Group meets according to agreed meeting schedule	Education Coordination Group meets according to agreed meeting schedule	Education Coordination Group meets according to agreed meeting schedule



Overall there is a medium risk for the ESSP. The major risks are beyond the control of the Ministry per se and so will require vigilance on the part of the senior managers to identify and mitigate as possible. The ESSP has been developed in a conservative manner but would allow for expansion if there are positive changes in the macro political economy context (global and national).

The ECG will provide a forum for regular (6 weekly) review of the progress and will identify possible risks and take remedial action. The ESSP is not a stratijacket but rather a guiding programme, which through continual review, can be changed and adjusted to take account of prevailing conditions.

Category	Possible Risk	Risk Actions	Degree of risk
Political	Uncertainty in the run up to the 2018 election and post-election changes Concerns around fees and other levy payments – as a reduction of BEAM and other support programmes	The ESSP policies are in line with the international sustainable development goals and the Constitutional requirements. The policy framework that will be developed seeks to align the education legal and regulatory framework with the Constitution and carries on the work already started in the previous 5 year plan. The Education framework is largely 'politically neutral' and should not be overly affected by any political developments. Government is taking steps to regularize the debt situation with the IFIs and to stabilize revenues. Once achieved there should be the opportunity for social safety net grants and loans which will mitigate hardships	M
Economic	Slower than expected growth as a result of continuing internal and external stress and shocks to the economy will result in lower than anticipated revenues and so a reduction in the resources available for education. The already limited non-salary expenditure could be further squeezed and reliance on parental contributions becomes even greater so disadvantaging further the poorest and most vulnerable areas and children. Natural disasters Lower than expected parental payments as a result of economic downturn Reduced/ shifting donor funding	Ministry of Finance is seeking to improve the overall fiscal efficiency and to reduce the high remuneration costs in order to have funding for a buffer to shocks, to provide for stimulation to the economy and greater funding for the social sectors. However, the inputs from the external partners will continue to have a major role in covering the programme costs in the ESSP. Targets will be set in the OP for a consistent trajectory for increased total budget allocation to education and an increasing percentage allocation for non-salary costs within that. Recent targets set by government to reduce the share of employment costs of the overall budget and IMF expectations for greater social sector funding will be leverage to increase education spending. The Government has developed a comprehensive DRR plan that will be implemented as a part of the ESSP. Schools are encouraged to undertake environmental and income generating programmes. The ESSP is predicated on a conservative view of the government income and only takes account of donor contributions which have been committed or are likely to come on stream.	H

Category	Possible Risk	Risk Actions	Degree of risk
Implementation	New MoPSE structure is not optimal Inadequate staffing in MoPSE (large numbers of posts vacant or acting capacity)	The ESSP has a specific focus on developing the leadership roles, building management capacity and streamlining the administrative structures through both capacity building and providing the resources needed for leaders to lead and manage. The aim is to make the MoPSE national office into a policy and strategic agency with service delivery at the decentralized levels.	M
Monitoring and management	Proposed monitoring and implementation procedures are not followed/ put in place Confusion with other monitoring processes	The ESSP presents a clear implementation and monitoring structure along with the processes and the time lines. The Performance Assessment Framework has clear and agreed targets as well as process goals. The procedures aim to provide a joined up M&E process that links the PBB and the RBM into a coherent and complementary process.	M
Sub national	Operational plans are not prepared/ followed/ resourced Management structures not put in place Monitoring confusion	Provinces and Districts have been fully engaged in the development of the ESSP and are aware that they will need to prepare the Province and the District plans. MoPSE aims to provide support to the development of the plans very early in the current ESSP and to continue with mentoring. The review of the Constitution/ legislation will clarify the regulatory framework and should provide a simplified and coherent set of operational procedures.	H

ESAR 2015 p.34

Government of Zimbabwe (2013). *Survey on Living Conditions Among Persons with Disability*. Harare: Ministry of Health and Child Welfare.

Government of Zimbabwe (2013). *2012 Population Census*. Harare: ZIMSTAT.

Government of Zimbabwe (2015). *The 2015 Mid-Year Fiscal Policy Review Statement*. Harare. Ministry of Finance and Economic Development p.138.

Government of Zimbabwe (2015). *The 2015 Mid-Year Fiscal Policy Review Statement*. Harare: Ministry of Finance and Economic Development.

Kurebwa, M. and Lundi, A. (2015). Teachers Voices: Challenges of Double-Shift Sessioning in Gweru Urban Primary Schools. *International Journal of Innovative Research and Development*, 4(3): 38-41.

Kuyayama, A. (2013) Situational Analysis of the infrastructural and material needs of the public Early Childhood Development Centres. A report produced for the Education Coalition of Zimbabwe

Ministry of Finance and Economic Development (2014). The 2015 National Budget Statement.

Ministry of Health and Child Care (2013). *Living Conditions Among Persons Living with Disability Survey*.

Musiyiwa, Chikwiri and Herrera (2013). ECD 'B' Assessment in Zimbabwe

*Review of Education Sector Analysis in Zimbabwe 1990 – 1996* that was undertaken by the ADEA Working Group on Education Sector Analysis (UNESCO) in 1999

Susan Kageler (2015) Education Sector Analysis

The two documents are the *Poverty, Income, Consumption and Expenditure Survey (PICES)* conducted by the Zimbabwe National Statistics Agency (ZIMSTAT) in 2012 and the *Zimbabwe Poverty Atlas* that was jointly conducted by ZIMSTAT, UNICEF and The World Bank in 2015.

World Bank: Public Expenditure Review 2014

Zimbabwe National Statistical Agency. Zimbabwe Demographic Health Survey 2010-2011

*Zimbabwe Poverty Atlas*, pp. 201-218.









