ZIMBABWE

NATIONAL ACTION PLAN
OF
ZIMBABWE

EDUCATION FOR ALL
Towards 2015

Harare, 2005

CONTENTS

ACKNOWLEDGEMENTS

FOREWORD

Since the attainment of national Independence in 1980, the Government of Zimbabwe has always believed in and worked towards the provision of education for all its citizens. This is out of the realisation that the most important resource of any nation is its people and that the development of the nation is heavily dependent on that resource. The level and rate of development is also dependent on the level of education of the people. To that end, Government widened access to education for all Zimbabweans regardless of their age, race, creed and sex. This resulted in the expansion of existing schools and the establishment of many new ones. The expansion was even more phenomenal at the secondary school level. The Government was able to do this with the active support and participation of many stakeholders and cooperating partners.

Despite this unprecedented growth and development of the education system, the formal school system could not account for all school-going children. There remained many, especially in the remote parts of the country and commercial farming and mining areas, who failed to access education due to the unavailability of schools and poverty. To cater for the out of school children and adults Non-Formal Education was expanded and strengthened with the establishment of Programmes for the various categories of learners.

The provision of wider access to education was enhanced by the expansion of the system at all levels including teacher education. The Presidential Commission of Inquiry Into Education and Training (1999), was set up to establish, among other things, ways of increasing access to education.

It is Government's wish and hope that the achievement of Education For All goals will enable Zimbabweans to contribute more meaningfully to the nation's socio-economic and political development.

The Education For All goals can only be achieved when all Zimbabweans join hands and pull together. Government will do its best to make resources available to implement the various Programmes and projects throughout the plan period. The co-operating partners are also urged to join hands with Government in providing the required additional resources to make the National Action Plan a reality.

The Honourable A.S. CHIGWEDERE
MINISTER OF EDUCATION, SPORT AND CULTURE

ACRONYMS

ALOZ	:	Adult Literacy Organisation of Zimbabwe
ANFE	:	Adult and Non-Formal Education
BEAM	:	Basic Education Assistance Module
BEST	:	Better Environmental Science Teaching
BSPZ	:	Better Schools Programme of Zimbabwe
CSO	:	Central Statistical Office
CTL	:	Conditions of Teaching and Learning
ECEC	:	Early Childhood Education and Care
EFA	:	Education For All
ESAP	:	Economic Structural Adjustment Programme
ETRP	:	Education Transition and Reform Programme
EWP	:	Education With Production
ISTARN	:	Informal Sector Training and Resource Network
MERP	:	Millennium Economic Recovery Programme
MLA	:	Monitoring Learning Achievement
MHTE	:	Ministry of Higher and Tertiary Education
MOESC	:	Ministry of Education, Sport and Culture
NAC	:	National AIDS Council
NACP	:	National AIDS Control Programme
NAP	:	National Action Plan
NER	:	Net Enrolment Ratio
NESIS	:	National Education Statistical Information Systems
NGO	:	Non Governmental Organisation
NIR	:	Net Intake Rate
PASS	:	Poverty Alleviation Survey Study
PSIP	:	Public Sector Investment Programme
PTCE	:	Part Time Continuing Education
SACMEQ	:	Southern Africa Consortium for Monitoring Education Quality
SDA	:	School Development Association
SDC	:	School Development Committee
SDF	:	Social Dimensions Fund
SPS and SNE:		School Psychological Services and Special Needs Education
SEITT	:	Science Education In-Service Teacher Training
TVET	:	Technical and Vocational Education and Training
UNESCO	:	United Nations Education, Scientific and Cultural Organisation
UNFPA	:	United Nations Population Fund
UNICEF	:	United Nations Children's Fund
UPE	:	Universal Primary Education
VTCs	:	Vocational Training Centers
ZABEC	:	Zimbabwe Basic Education Course
ZALA	:	Zimbabwe Adult Literacy Association
ZIMDEF	:	Zimbabwe Manpower Development Fund
ZIMPREST	:	Zimbabwe Programme for Economic and Social Transformation
ZIMNATCOM:		Zimbabwe National Commission for UNESCO
ZINTEC	:	Zimbabwe Integrated Teacher Education Course
ZJC	:	Zimbabwe Junior Certificate
ZNCC	:	Zimbabwe National Crafts Certificate

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EXECUTIVE SUMMARY

The targets of this National Action Plan (NAP) indicate that it is possible to achieve Education For All (EFA) by 2015 in Zimbabwe; for example, the current Net Enrolment Ratio (NER) for primary education stands at 94%. It is envisaged that by 2015, a 100% NER is achievable. The NAP has detailed the activities, resources and the budget required to achieve the targets.

The report has three major sections. The first section presents the basic facts about Zimbabwe, gives an overview of the structure of the education system, outlines the major policy thrusts of access, quality, relevance and equity and indicates the main providers and financiers of education in Zimbabwe. The second section focuses on the six EFA goals and treats each goal under background, current situation and challenges. The six goals as given in the Dakar Framework for Action are:-

- ❖ Early Childhood Education and Care
- ❖ Primary education
- ❖ Life-skills
- ❖ Adult literacy, basic and continuing education
- ❖ Gender equity in education and
- ❖ Quality of education.

The third and final section is the plan of action matrix for all the six goals. The column headings for the matrix are goal, objectives, activities, timeframe, responsibility, resources, budget and expected output/outcome.

The main targets to be reached by 2015 are as follows:-

- ❖ Increase intake of 6 year olds into Grade 1 from 50 to 70%
- ❖ Increase NER at primary level from 94 to 100% (to capture about 160 600 children)
- ❖ Increase the completion rate for the primary cycle from 75 to 90%
- ❖ Reduce drop-out rate in Grade 1 from 12 to 5%
- ❖ Reduce drop-off rate at primary level from 6 to 2%
- ❖ Increase transition rate into Form 1 from 70% to 90%
- ❖ Increase percentage of trained teachers from 90 to 100%
- ❖ Achieve a pupil/textbook ratio of 1:2
- ❖ Increase adult literacy rate from 87 to 100%.

The achievement of EFA by 2015 will require total commitment on the part of Government, mobilisation of all available resources and sensitisation of the total population about the Programme. While the Government will play a major role in providing the funds for the implementation of the plan, it is envisaged that other key stakeholders including international development partners will also play a critical role in supporting the Programme technically and financially.

CHAPTER 1

BASIC FACTS ABOUT ZIMBABWE

1.1 Location

The country, Zimbabwe (Houses of Stone), is named after the Great Zimbabwe Monument. It is situated in South Central Africa between the Limpopo and Zambezi rivers. Zimbabwe is a land locked country with an area of 390,757 square kilometres. It shares borders with Zambia to the north, South Africa to the south, Mozambique to the east and northeast and Botswana to the west.

1.2 Population

As at 2002 population census the population was 11 800 000. According to the population census of 1992, the population of Zimbabwe was 10,401,767. This indicates a growth rate of about 1.13% per annum. Around 70% of the population of Zimbabwe is rural.

1.3 Agro-Ecological zones

Zimbabwe's territory falls into five agro-ecological regions according to rainfall patterns, as depicted in the table below:

Table 1 : Zimbabwe Agro-ecological Zones

Region	Rainfall	Major Agricultural Activities
I	1000 mm per annum	Forestation, horticulture, and intensive livestock production
II	750 - 1000 mm	Intensive crop and livestock production
III	500 - 750 mm	Livestock, tobacco, maize
IV	450 - 650 mm	Drought tolerant crop varieties
V	Less than 450 mm	Game farming, ranching

Approximately, 83% of the country lies in natural regions III, IV and V and is unsuitable for intensive crop production without irrigation. Alternative land use must therefore, be developed for these areas that currently cannot support economically viable agricultural production. Therefore the provision of water for irrigation is necessary.

1.4 The Economy and Development Indicators

The economic performance of Zimbabwe revolves around the following major sectors: agriculture, mining, manufacturing and tourism. The country is a major and important tourist destination and offers a variety of scenery, wildlife and a perfect climate.

The following are some of the key development indicators:

Table 2: Socio-economic development indicators:

INDICATOR	VALUE	YEAR
Infant Mortality Rate		2002
Life expectancy at birth (in years)	43	2003
GDP real annual growth rate	-5.8	2002
Total debt as a % of GDP	-	2002
Education expenditure as % of GDP	8.3	2000
Inflation rate	364	June 2003
Population below the poverty datum line %	-	2002
Adult Literacy Rate	-	2002
HIV/AIDS prevalence	-	2002
Population below 15 years	-	2002
Population (rural) with access to safe water %	-	2002
Proportion of undernourished children under five %	-	2002
Net enrolment ratio at primary	94	2002
Transition rate from primary to secondary	70	2002
Transition rate from 'O' to 'A' level	8%	2002

Source: Central Statistical Office, 2003

1.5   Government Expenditure on Education

Since independence, the education sector has received, on average, above 20% of the national budget in a bid to increase access and participation. In the 2002 Budget, Education, Sport and Culture was allocated 21.2% of the total budget while Higher and Tertiary Education received 5.4% giving a total of 26.6% of the national budget. However, 93% of this went to staff salaries and allowances leaving only 7% for learning materials, infrastructural development and maintenance.

1.6   Enrolments

The net enrolment ratio at primary level is 94% while that at secondary is 45%. The transition rate from primary to secondary is 70% while that of Form 4 to lower sixth is 8%. However, the current expansion at Advanced Level should see an improvement in the transition rate from Ordinary to Advanced Level.

CHAPTER 2

POLICY FRAMEWORK

2.1   Rationale for the Policies

The pre-independence era was characterised by policies which were discriminatory in nature and which marginalized and disadvantaged the majority of the population. While education for the white children was made free and compulsory as far back as 1935, education for the black population remained a privilege. Between 1951 and 1955, for example, the expenditure for African education was £2 209 389 (42% of the total education budget) against the vote for European education of £3 096 175 (58% of the total education budget). The discrepancy becomes even more apparent when one considers that there were 56 000 White and Asian pupils against 800 000 African pupils. The annual unit cost per European pupil was £126 compared to £6 per African pupil.

Participation rates for the majority of the population remained low at both primary and secondary school levels. There were bottlenecks throughout the system, the most serious of which was the transition rate from primary to secondary education, which was fixed at a rate of not more than 12½%. Not more than 37½ % of primary school graduates were channelled to vocationally oriented junior secondary schools while the remaining 50% were expected to fend for themselves.

The need to address these and other imbalances in the education system formed the basis for the post-independence policies. At independence in 1980, education policies in Zimbabwe were a result of a deliberate effort by the Government which came into power, to address the gross inequalities and imbalances which existed. The Government acknowledged that education was the key to socio-economic and political transformation.   It also acknowledged that education was a basic human right, which played a pivotal role in combating ignorance, disease and poverty.

Pre-service training for teachers was mostly provided by missionaries, with government providing training facilities at a few institutions. At technical and vocational education and training level, segregation also existed, for example at Harare Polytechnic, blacks were barred from enrolling into any Programmes. Access to University education was limited due to inadequate capacity of the existing University. This was made worse by the segregation policies that prevailed throughout the education and training system.

Tertiary education in Zimbabwe is after at least four years secondary education. Post secondary education is offered by a number of government ministries and private institutions.   The Ministry of Higher and Tertiary Education is responsible for pre-service training of teachers. In addition, it is also responsible for vocational and technical education and universities. However, both ministries (Ministry of Education, Sport and Culture and Ministry of Higher and Tertiary Education), are involved in the in-service training of teachers. Staff development Programmes involving additional academic and

professional qualifications are the responsibility of the Ministry of Higher and Tertiary Education.

2.2   Some Programmes Under-pinning Policy Initiatives during the Post-independence Period

A number of policy initiatives from a national context formed the background to some of the education policies. The following are some examples of such initiatives.

2.2.1 The Economic Structural Adjustment Programme

At independence, primary education was declared tuition free. This situation prevailed during the first ten years of independence. However, when the Economic Structural Adjustment Programme was introduced during the early nineties, tuition fees were reintroduced in urban primary schools as a cost recovery measure.

2.2.2 Zimbabwe Programme for Economic and Social Transformation

From 1996 to 2000, Government implemented the Zimbabwe Programme for Economic and Social Transformation (ZIMPREST). This, among other things, advocated for the decentralisation of certain functions to local authorities. The education sector has gone a long way in implementing this policy. There has however, been protracted discussions on the merits and demerits of decentralisation. It has been argued that some local authorities have not yet developed the requisite capacities to administer the delivery of quality education services. Nevertheless, individual Ministries have identified the tasks they are prepared to hand over to local authorities. For example, the Ministry of Education, Sport and Culture has decentralised the siting of schools and is now channelling building Grants-in-Aid through the local authorities.

2.2.3 Presidential Commission of Inquiry into Education and Training (1999)

As a result of public concern regarding the relevance and quality of education, a Presidential Commission of Inquiry into Education and Training was set up and it produced a report in 1999. One of its major recommendations was that the education system should prepare children for the world of work by equipping them with basic survival, technical and vocational skills.

2.2.4 The Basic Education Assistance Module (BEAM)

As the percentage of families living below the poverty datum line continued to rise due to the country's economic downturn, the Government introduced the BEAM Programme as a social safety net in 2001. The Programme pays levies, school and examination fees for children from disadvantaged families. It is a successor to and an improvement on the Social Dimensions Fund (SDF), which was also used for the same purpose. This initiative upholds the policy of access to eleven years of school education for all children. Government has taken measures to ensure greater efficiency and

transparency in the administrative controls of BEAM to ensure that only deserving pupils get assistance from the Programme.

Although BEAM has greatly increased access to education for many learners who would otherwise have dropped out of school due to destitution, it still falls far short of meeting the needs of the many families that are living below the poverty datum line (61% in 1996).   Furthermore, another problem with the BEAM is that beneficiaries in one year are not necessarily going to benefit in the following year.

BEAM is not the only assistance Programme that was available from government. There were other social assistance Programmes such as the:

- Income Transfer and Public Works;
- Children in Specially Difficult Circumstances;
- Health Fee Waivers.

2.3   Cross Cutting Issues Under-pinning Policy Initiatives

2.3.1   HIV/AIDS, Health and Life Skills Education

Zimbabwe is one of the countries experiencing the worst effects of the HIV/AIDS pandemic. The scourge now poses a serious threat to all the post independence gains in education. The government has responded to the situation by establishing the National Aids Council and a National Aids Policy. The Council co-ordinates implementation of AIDS Programmes through a variety of activities in partnership with NGOs and other stakeholders.

The different public sectors, which include Health, Education, Mining, Tourism and others, have put in place sectoral policies meant to combat the spread of HIV/AIDS and mitigate its devastating effects. The two ministries of education, with the assistance of their partners, have incorporated HIV/AIDS and Life Skills into their curriculum. Teachers have also received in-service training on this important component.

2.3.2 Gender Equity and Equality

Gender inequality has remained one of the persistent causes of disparities in education. Deep-rooted negative attitudes against girls education militate against their active participation particularly in Maths and Science. However, after the Beijing conference in 1995, the government developed a National Gender Policy which seeks to address among other things the gender insensitivity through education and training.

2.3.3 Poverty

The persistent drought and the poor performing manufacturing mining and tourism sectors have resulted in little economic growth and this has caused

serious poverty levels in both rural and urban areas. It is estimated that 80% of Zimbabwe's population is currently living below the poverty datum line.

The net result of the above scenario is that many children drop out of school as their parents or guardians fail to raise fees for the education of their children. Some children of school going age even fail to register for grade one as their parents/guardians struggle to have even one meal a day. While Government has come up with some initiatives to address this problem, much still remains to be done.

2.4   The Policies

The two ministries of education have policies, which address major issues in the following areas to achieve education for all: -

2.4.1   Improving access to primary, secondary and tertiary education;
2.4.2   Improving the quality of education services including sport and culture;
2.4.3   Improving the relevance of the curricula at the various levels of the system to cater for the contemporary and future needs of the youth;
2.4.4   Ensuring equity in the provision and delivery of education services with special focus on marginalized and disadvantaged groups, including the Girl Child;
2.4.5   Ensuring an adequate and well trained teaching force;
2.4.6   Strengthening partnerships between Government, parents, the community and the private sector in meeting the costs of education and training;
2.4.7   Intensifying efforts to improve early childhood education and care;
2.4.8   Providing Programmes for adults so as to create opportunities for life-long and continuing education;
2.4.9   Increasing access to information and communication technology at all levels of the education system;
2.4.10 Paying greater attention to the education of children with special needs with particular focus on the practice of inclusiveness and teacher education;
2.4.11 Intensifying the development of Science and Technology at school level; and
2.4.12 Strengthening the teaching and learning of vocational and technical education at school level.

2.5   Implementation Challenges

There are a number of challenges that have to be addressed in implementing the above policies. Major among these are the following:

2.5.1   Achieving a 100% net enrolment ratio;
2.5.2   Developing adequate infrastructure;
2.5.3   Supplying adequate learning and teaching materials;
2.5.4   Providing qualified teachers, particularly in remote schools;
2.5.5   Providing adequate and appropriate equipment for the effective teaching of technical and vocational subjects;
2.5.6   Promoting corporate participation in education;
2.5.7   Integrating early childhood education and care into the education system;
2.5.8   Providing electricity, and information and communication technologies and back up services;
2.5.9   Improving road networks and social services.

CHAPTER 3

The Structure of Zimbabwe's Education System

3.0   Introduction

Zimbabwe has two Ministries of Education. These are: The Ministry of Education, Sport and Culture and the Ministry of Higher and Tertiary Education. Ministry of Education, Sport and Culture caters for Early Childhood Education and Care, Primary and Secondary Education. The Ministry of Higher and Tertiary Education is responsible for university, technical and teacher education.
Figure 1. below summarizes the country's education system.

Figure 1: Zimbabwe's Education System
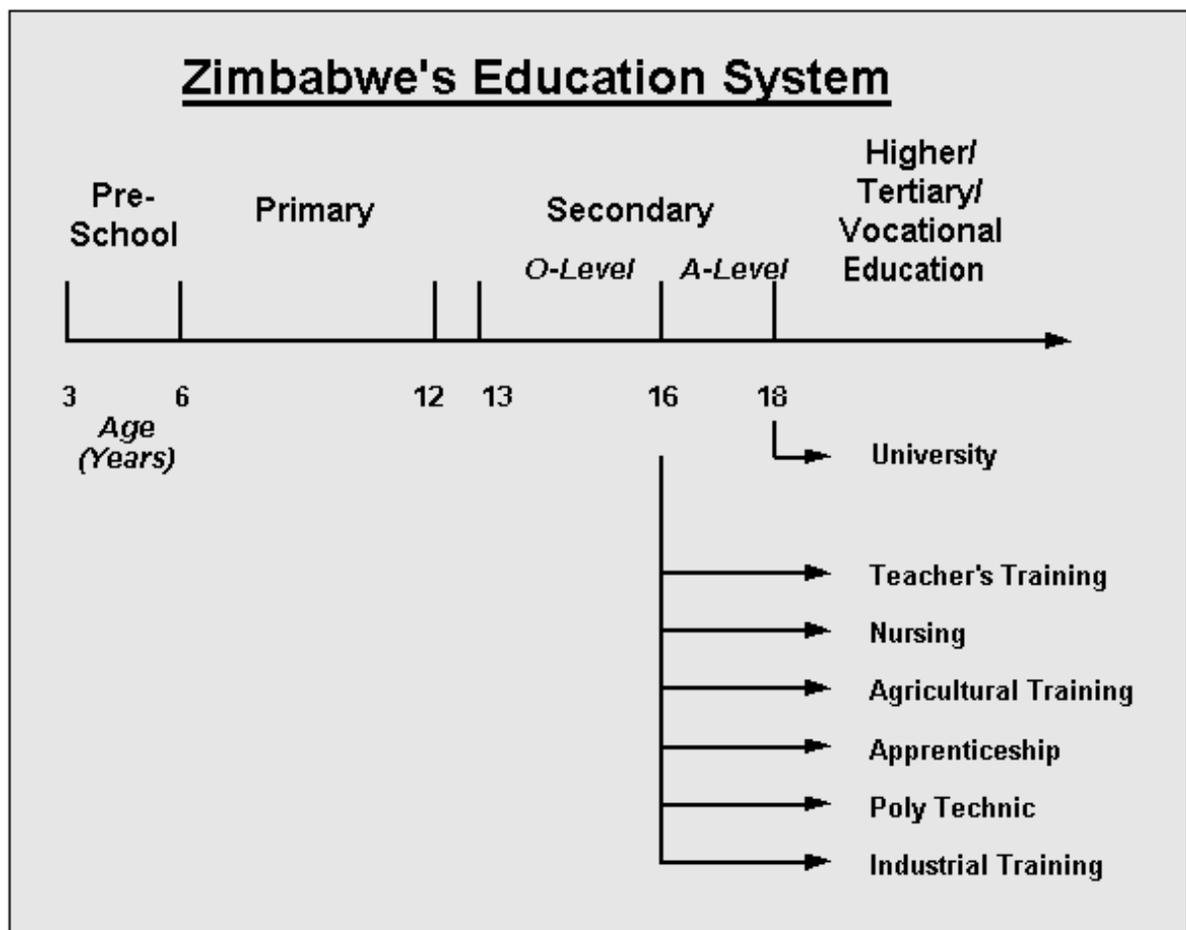
3.1   Basic Education

Zimbabwe's basic education system comprises:
• Early Childhood Education and Care (ECEC) system;
• Primary School Education cycle comprising 6 – 12 year olds;
• Secondary education up to 'O' level;
• Life long and continuing education.

3.1.1 Early Childhood Education and Care

Early Childhood Education and Care is a three-year cycle for 3–6 year olds. The MOESC has a new policy which incorporates ECEC into the primary education cycle. To this end at least 2 ECEC classes should be attached to every primary school.   The MHTE has already started training ECEC teachers.

3.1.2 Primary Education

Primary education is a 7-year cycle and the official entry age is 6 years. This Programme espouses the policy of compulsory education and automatic promotion from one level to the other. There is a national examination, at the end of the cycle. Due to the shortage of secondary schools in some disadvantaged areas and the inability to raise the required school fees by some parents the national examination becomes terminal to about 30% of the pupils at the Grade 7 level.

3.1.3 Secondary Education

Secondary education in Zimbabwe comprises a four-year General Certificate of Education, (Ordinary Level). The official entry age is 13 years. There is automatic progression from Form 1 to Form 4.

Zimbabwe is one of the countries that follow the British system of education. Students sit for the General Certificate of Education Ordinary Level at the end of four years of secondary education. This examination is equivalent to the Cambridge University General Certificate at ordinary level from which it emanated.

After the 'O' Level, students who succeed can proceed to do a 2-year General Certificate of Education Advanced Level cycle. This is a restricted cycle since progression is on merit and the number of places is also limited.

General Certificate of Education (Advanced Level) examination is the entry requirement into university. However, Zimbabwean students are accepted into universities outside Zimbabwe on the strength of their General Certificate of Education Ordinary – Level examination results.

Those who pass 'O' level but fail to proceed to do 'A' level can do any of the following:

• Teacher education
• Nursing education
• Agricultural education and training

- Polytechnic education
- Industrial training and trade testing

3.2 Tertiary Education

Tertiary Education in Zimbabwe comprises a multiplicity of Programmes offered in different types of institutions that include technical and vocational training colleges, teacher colleges and universities. The duration of these Programmes varies from Programme to Programme and course to course.

3.2.1 Technical and Vocational Education and Training (TVET)
In Technical and Vocational Education and Training (TVET) the duration of the Programmes varies from short to long term courses. On completion of a Programme, students are awarded either certificates or diplomas with the Higher National Diploma being the highest qualification awarded by the Polytechnics.

3.2.2 Teacher Education
Teacher education colleges produce qualified teachers for primary, secondary, technical high schools and vocational training Centers. The pre-service teacher education Programme is open to those who have successfully completed either their 'O' levels or 'A' levels. Entry into primary school teacher education colleges is 'O' level and the duration of the course is three years. For secondary school teacher education the entry requirement is 'A' level and the duration is generally two years. On completion the trainees are awarded the Diploma in Education.

3.2.3 University Education
In Zimbabwe, entry into University is the preserve of those who would have successfully completed their 'A' levels. The duration of the under graduate degree Programmes is usually three years, although there are some Programmes that last longer like applied sciences. The Universities also offer postgraduate degrees at masters and doctoral level. A recent development has been the introduction of distance and open learning at University level. This is through the Zimbabwe Open University.

3.3 Special Needs Education

Up until independence, Government's involvement in the provision of special needs education had been minimum compared to that of the other players. Government owned only three schools while the other players had twenty-seven schools.

After independence, Government legislated for the provision of education for all. In democratised the functions of the Schools Psychological Services to

cover all schools. It went on to create an enlarged Schools Psychological Services and Special Needs Education Division to cater for learners with special needs. This division faces a lot of challenges due to inadequate resources.

3.4 Life long and Continuing Education

Running parallel to the formal education system, in Zimbabwe, is the complementary life long and continuing education system. It aims at according access to and participation in education to the previously denied and disadvantaged members of the society. *Adult Literacy* classes and *Distance Education* *are used to reach these learners*.

3.4.1 The Adult Literacy Programme

- **Adult Literacy Classes** teach basic numeracy, writing and reading skills.
- **Post/Functional Literacy** classes impart life-long skills through income-generating projects.
- **The Zimbabwe Basic Education Course** (ZABEC) is the equivalent to the formal primary education course. The course evolves through three levels, which are:
  - ZABEC 1 which is equivalent to Grades 1 – 3
  - ZABEC 2 which is equivalent to Grades 4 – 5 and
  - ZABEC 3 which is equivalent to Grades 6 – 7

3.4.2 Distance Education

The Programme caters mainly for secondary and tertiary education. It provides access to and participation in education, for all those who aspire to improve their educational qualifications, and might have:
- Failed to progress to secondary education for one reason or another; and
- Dropped out of school due to a variety of reasons.

Distance Education is largely effected through Programmes that include:
- Part-time Evening Continuing Education Classes
- Study Groups
- School on the air
- Correspondence Colleges
- Independent/Private Colleges

CHAPTER 4

Provision and Financing of Education in Zimbabwe

4.1 Introduction

The providers of education in Zimbabwe are: Government, Local Authorities, Church Organizations and Trustees/Board of Governors.

4.2 Church Organizations

Prior to 1980 the provision of education for the majority black people was largely in the hands of church organisations. Church organisations have made and continue to make immense contribution to the establishment, growth and development of education in Zimbabwe. They actually pioneered the provision of education for the African people. The different church organisations established schools at their respective mission stations and in their areas of influence. In these schools the learners received tuition in basic education, teacher education and industrial skills training. Furthermore, as at 2003, church organisations have three established teachers' colleges and four universities.

Church organisations and other responsible authorities contribute to the growth and development of education through the provision of infrastructural facilities, while donors are providing funds for the provision of tutorial facilities, human resource development and teachers' accommodation.

4.3 **Central Government**
Government bears the greatest financial burden in the field of education. Furthermore, education has been and is still receiving the largest single share of the national budget since Independence in 1980. In 2002 the educational vote allocation for both education ministries accounts for about 26.6 percent of the national budget. This heavy investment in education is set to increase, considering new educational Programmes such as the vocationalisation of the curriculum, increased emphasis on Science and Mathematics, and the establishment of more 'A' level schools.

Government direct funding of education goes towards staff salaries, capital development such as the Public Sector Investment Programme and Building Grants-in-Aid, as well as for learner support services like the Basic Education Assistance Module (BEAM), the Equalisation Grant for government schools, Per Capita Grants, and 'A' level scholarships. Staff salaries accounted for at least 93 percent of the total education budget in 2002

In order to alleviate the plight of those families and children who were finding it difficult or impossible to meet the cost of education, Government introduced BEAM as a social safety net. The Programme, which is a successor to the Social Dimensions Fund (SDF), pays school and examination fees for children from disadvantaged family backgrounds right from Grade One to 'A' Level.

Government provides the necessary policy framework and guidelines for the provision of education. Government is responsible for bearing the greater financial burden for education provision in terms of staff salaries and allowances. It also provides tuition, Per Capita grants and building grants-in-aid for both primary and secondary schools. Grants-in-aid are for infrastructural development of primary and secondary schools. In addition, Government directly owns and manages 5.8% of primary schools and 12.8% of the secondary schools across the country.

Currently, Government owns and runs ten (10) of the thirteen teachers' colleges, seven (7) Polytechnic colleges, two (2) vocational training colleges and seven (7) of the eleven universities in the country.

The provision of education is not restricted to the two education ministries. There are other Ministries and government departments, which own and manage their own schools and training institutions. These include the ministries of:

- Health and Child Welfare;
- Lands and Agriculture;
- Youth Development, Gender and Employment Creation;
- Public Service, Labour and Social Welfare;
- Defence;
- Mines;
- Home Affairs; and
- Environment and Tourism.

4.4 **Local Authorities:**

The majority of the schools in the country are owned and run by the local authorities through the Ministry of Local Government, National Housing and Public Works. This Ministry does so through rural districts and urban council authorities.

In the case of Rural District Councils, parents and communities have made a particularly significant contribution to the provision and development of education. Parental and community involvement in education provision is largely in the form of school fees, building and development levies. They also provide labour in the construction of school facilities. Parents also contribute by way of providing books, stationery, uniforms and other learning facilities.

Table 3: The distribution of schools by Responsible Authority

Responsible Authority	PRIMARY %	SECONDARY %
Government	5.8	12.8
Local Authorities	79.4	70.4
Churches	4.6	11.3
Trustees/Board of Governors	2.3	2.0
Other	7.9	3.5

Source: Ministry of Education, Sport and Culture, 2000

It should be noted that 79.4% of the primary schools and 70.4% of the secondary schools are run by local authorities.

4.5   **Other Providers and Financiers of Education and Training**

The Education Act (1987) as amended in 1991 allows anybody in Zimbabwe to start a school provided it is registered with the Ministry of Education Sport and Culture. Individuals, private companies, Committees/Trustees and Non-Governmental Organisations own 10.2% of primary schools and 5.5% of secondary schools. The Manpower Development Act (1994) provides for the registration of tertiary colleges. Currently there are more than 300 registered private colleges and several financial institutions. Organisations and international agencies offer scholarships and assistance towards institutional development and the provision of learning materials.   At tertiary level, the private sector contributes to technical training through the ZIMDEF levy. This is a 1% levy of the wage bill of different companies.

There are also several companies, organisations and cooperating partners that offer scholarships, and contribute to the provision of learning materials and Institutional development.

CHAPTER 5

THE SIX EFA GOALS : PAST AND PRESENT PERFORMANCE AND CHALLENGES

5.1   Early Childhood Education and Care (ECEC)

5.1.1 Background

Pre-Independence

Before independence, Early Childhood Education and Care Programmes were accessible to only a few children from privileged families residing in urban and other Centers.   This meant that this vital service, which was meant to provide a foundation for future development, was utilised by the elite thereby perpetuating social and economic injustices at the earliest stage of child development to the

majority who did not have access to such Programmes. The Government of the day did not make attempts to promote early childhood development Programmes for the majority of the country's citizens.

Post-Independence

In 1982 the Government, through the Ministry of Community Development and Women's Affairs initiated early childhood Programmes in rural areas using a community-based approach, which emphasised community involvement in the running of Centers. The major task faced by the ministry was the development of the curriculum, provision of physical facilities, training and setting up of guidelines for standards control and supervision. This initiative led to the mushrooming of Centers with the majority operating under trees and manned by untrained staff. In 1980, there were approximately 1000 Centers in both urban and rural areas. The number of Centers increased to about 9 000 in 1999.

In 1988 the Programme was transferred to the Ministry of Education, Sport and Culture whose main responsibility was to administer and standardise the Programme. Presently the administration and supervision of ECEC Centers is a shared responsibility of the Ministry of Education, Sport and Culture, which caters for the 3 – 6 year age group and the Ministry of Public Service, Labour and Social Welfare, which is responsible for the 0 – 3 year age group.

Access rate for Early Childhood Education and Care was projected at 20% in 1990 and expected to rise to 48% by the year 2000, but it only rose to about 35% in 1998.

The following table shows the distribution of Centers and their enrolments by Provinces in the year 2001:

Table 4: Centres and Enrolment by Provinces (2001)

Region	No. of Centers	No. of children in E.C.E.C.		Total No. of Children	Teachers
		M	**F**		
Harare	425	3 816	3 864	7 680	432
Manicaland	1 236	23 216	29 118	52 334	3 397
Mash. Central	969	19 889	20 152	40 041	1 923
Mash. East	789	18 279	18 560	36 839	1 934
Mash. West	576	12 822	13 282	26 104	1 742
Masvingo	1 431	24 748	31 540	56 288	4 000
Mat. North	986	22 560	21 393	43 953	2 731
Mat. South	749	21 827	17 317	39 146	1 840
Midlands	1 450	48 114	50 183	98 297	3 451
Total	**8 611**	**195 271**	**205 409**	**400 680**	**21 449**

Source: Ministry of Education, Sport and Culture, 2000

It should be noted however that the table presents only registered Centers, leaving many more of those still unregistered.

5.1.2 Funding

Although the Government accepts and values the importance of ECEC, not much has been done in this area because of limited financial resources. Government pays allowances for teachers and supervisors and provides grants-in-aid for the construction or improvement of ECEC Centers. In the mid 1980s the Government funded the construction of one model ECEC Center per province. At present the Ministry of Education, Sport and Culture continues to channel funds towards the building and provision of ECEC facilities. Because of limited financial resources, Government calls upon stakeholders to play an equally important role in the provision of Early Childhood Education and Care services through construction of physical facilities.

5.1.3 Registration of ECEC Centers

Registration of ECEC Centers is governed by the provisions of Statutory Instrument No. 72 of 1999. This provides the following criteria for the registration of rural Centers:

- Teacher should have a minimum academic qualification of ZJC
- Teacher should be below 55 years of age
- Teacher child ratio of 1:20
- Total in door playing space to allow for at least 2.25 square metres for each child
- One squat hole toilet to 12 children for a Center (rural) and flush water – closets (urban)
- Separate toilets for staff.

In terms of the same regulations, urban Centers should have at least a qualified teacher in ECEC. The teacher pupil ratio changes to 1:24.

5.1.4 Training

5.1.4.1   Pre-Service Training

Pre-service training of ECEC teachers has been largely offered by non-governmental training institutions leading to the award of a three year Diploma in Early Childhood Education and Care. Universities have also contributed to the training of ECEC graduate teachers.

5.1.4.2   In-Service Training

Government has appointed ECEC District Trainers to In-service ECEC teachers already working in registered Centers. The training leads to the award of a certificate of attendance.

Table 5: ECEC Teachers who have received In-service Training

REGION	Total No. of Teachers	No. of Teachers In-Serviced	Percentage
Harare	432	234	54.17
Manicaland	3 397	910	26.78
Mashonaland central	1 923	375	19.50
Mashonaland East	1 934	555	28.69
Mashonaland West	1 741	609	34.98
Masvingo	4 000	602	15.05
Matebeleland North	2 731	675	24.71
Matebeleland South	1 840	976	53.04
Midlands	3 451	834	24.16
TOTAL	**2 449**	**5 770**	**26.90**

Source: Ministry of Education, Sport and Culture, 2000

The low level of training is attributed to inadequate resources.

5.1.5 The Vulnerable and Disadvantaged Children

In the past, ECEC Programmes have not embraced the vulnerable and disadvantaged children, particularly those with disabilities. There is need, therefore, to make a deliberate effort to include the vulnerable and disadvantaged children in ECEC Programmes. ECEC Centers are thus encouraged to take an inclusive approach in their Programmes. This will require a lot of community sensitisation and in-service training of ECEC teachers so that they are able to cater for all, including those with special needs.

5.1.6 Challenges

The Government is faced with a number of challenges including the following:

- Integration of the Early Childhood Education and Care Programme into the education system;
- Payment of ECEC teachers' salaries and per capita grant;
- Standardization of the training of ECEC teachers;
- The relevance of the ECEC curriculum;
- Provision of appropriate, relevant and suitable learning and teaching materials to the Programme;
- Shortage of physical facilities, materials and human resources;
- Prohibitive walking distances to some of the schools.

5.2   Access to Primary Education

5.2.1 Background

The Government at independence in 1980 adopted strategies to redress the imbalances regarding access and participation in education of the majority of the population. The demand for education in the first decade of independence was characterised by a high growth rate in the number of schools and enrolments as the system opened-up to accommodate the previously disadvantaged and/or discriminated social groups. The primary sector doubled in enrolments, from 1.2

million in 1980 to 2.2 million in 1989. The number of primary schools increased from 3161, in 1980, to 4779 in 2004. Following the Agrarian reform an additional 500 satellite primary schools were set up in newly resettled areas.

The Figure 5.1 and Table 5.3 below depict a relatively high demand for education in the first five years after independence. This can be attributed to the government's quantitative and equity approach to education in a bid to redress access and participation imbalances in the system. Only 184 new schools were opened between 1990 and 1999 as opposed to 1,369 between 1980 and 1990. The period after 1988 is marked by a relatively stable demand for new schools, hence a low growth rate in the establishment of such schools. This is attributable to a shift in policy, towards a qualitative approach, in an attempt to consolidate on earlier gains and enhance the quality of the educational services.

One of the policy initiatives in the 1990's entailed the reintroduction of tuition fees in urban primary schools as a cost-recovery measure. This initiative reversed the policies of the early years of independence, which sought to enhance access and participation in the education system of the previously denied and deprived members of the society. The new policy thrust undoubtedly impacted on the enrolment and attendance of children in the education sector. In 1990 the government fully endorsed the principles of the Jomtien World Conference on Education for All (EFA). The EFA goals re-affirmed the Government's policy concerns and Programmes in the education sector during the 1990's.

Figure 2 : Expansion of Primary Education
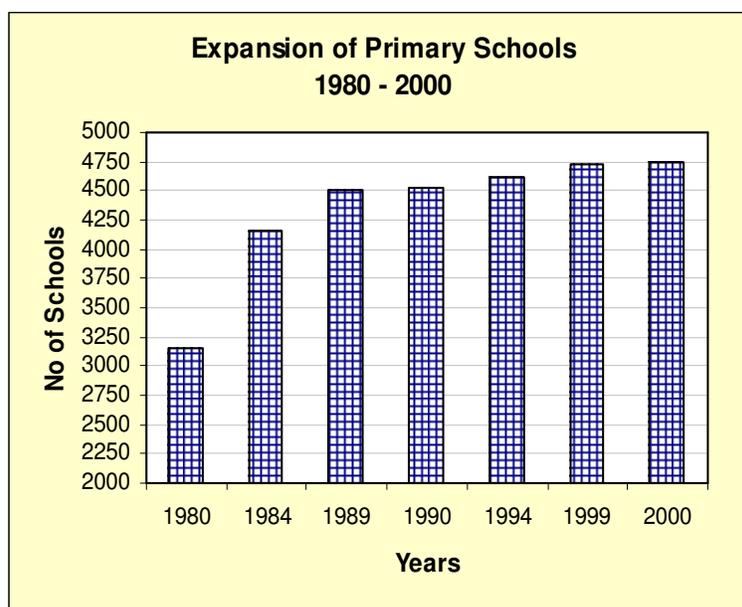
Table 6 : Expansion of Primary Education: Schools

	1980	1984	1989	1990	1994	1999	2000
Schools	3161	4161	4504	4530	4611	4723	4741

Source: Ministry of Education, Sport and Culture, 2000

The Figure 2 and Table 6 below show a drop in enrolment in 1990 due to policy shifts on tuition fees, among other reasons. Though there was a policy shift, the demand for education did not reduce because of the momentum gathered before the 1980s decade.

Figure 3 : Evolution of Primary Education: Enrolments

Evolution of Enrolments: Primary Education 1980 - 2000
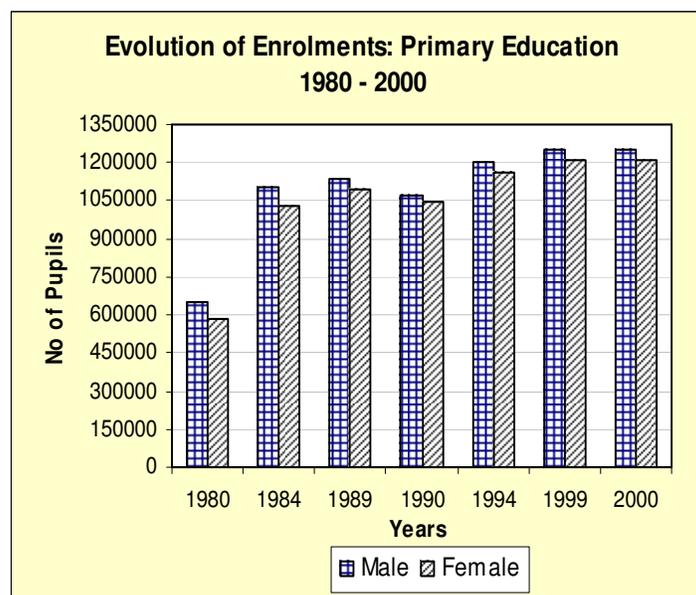
Table 7 : Evolution of Primary Education: Enrolments

	1980	1984	1989	1990	1994	1999	2000
Male	647761	1101899	1131986	1073452	1202569	1251533	1251921
Female	588233	1030405	1091185	1046429	1163651	1208790	1208748
TOTAL	1235994	2132304	2223171	2119881	2366220	2460323	2460669

Source: Ministry of Education, Sport and Culture, 2000

In the early 1990s, the government embraced free market economy, as opposed to scientific socialism of the early years of independence, as the guiding principle for the country's social and economic development. This was enshrined in the Economic Structural Adjustment Programme (ESAP). The implementation of the new economic order and its successors ZIMPREST and Millennium Economic Recovery Programme (MERP) had an impact on the performance and development of the education sector. The stringent economic measures undoubtedly affected the enrolment and attendance of children at all levels of the education system.

The following sections give an insight into the trends in access to and participation in the education system. A brief insight into the effects of the policy initiatives on the internal efficiency and quality of the teaching service of the education system is also given.

5.2.2 Net Intake Rate (NIR)

The second decade of independence saw a steady increase of Net Intake Rate of official entry-age population from 29.1% to 51.4% between 1992 and 2000. The intake rate for girls was slightly higher in 1992 and 2000 as shown in the Figure 4 and Table 8. There is a challenge to increase the Net Intake Rate by 48.6% to achieve Education for All.

Figure 4 : Evolution of Net Intake Rate
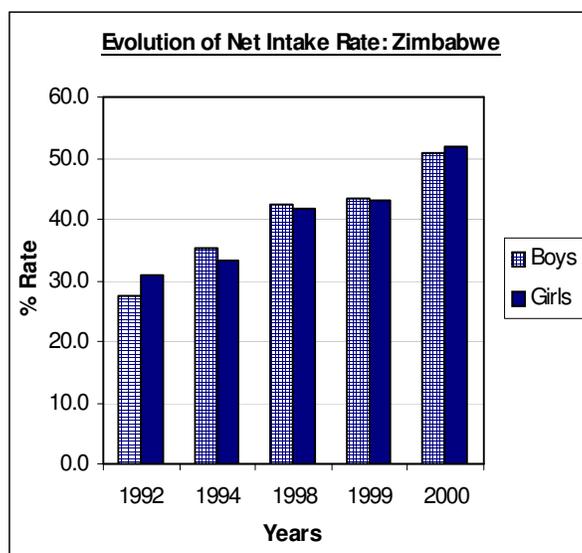
Table 8 : Evolution of Net Intake Rate (NIR) by Sex

Year	Boys	Girls	Both
1992	27.4	30.8	29.1
1994	35.4	33.3	34.3
1998	42.3	41.7	42.0
1999	43.5	43.0	43.3
2000	50.8	51.9	51.4

Source: School Census (MoESC); CSO Population projections, 2000

5.2.3 **Analysis of the Under Aged and Over Aged**

The Figure 5 and Table 9 below show the age-specific proportion of new entrants in the system in 2000. The over-age constituted over 54% of the first-graders' enrolments. This implies, therefore, that these over-age children/pupils took the place of the official entry age population. This could be attributed to distance to be travelled to school particularly in rural areas. The under-age pupils are found mainly in urban areas.

Figure 5 : Under and Over-Aged Grade One Pupils
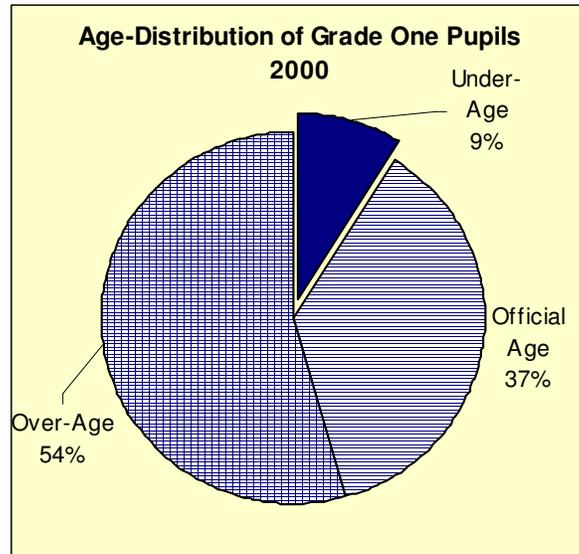
Table 9 : Under and Over-Aged Grade One Pupils

Years Under or Over Aged	Male	Female	Both	
< 6	8.6	9.2	8.9	**Under Age**
6	35.4	38.1	36.8	**Official Age**
7	37.7	37.0	37.3	
8	12.7	11.3	12.0	**Over Age**
9	3.4	2.8	3.1	
> 9	2.2	1.6	1.9	

Source: Ministry of Education, Sport and Culture, 2000

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5.2.4 **Coverage of the Primary Education System**

The Figure 6 and Table 10 below depict a gradual increase in the net coverage and/or participation of the target population, i.e., the 6-12 year-olds in the primary education sector. However, it can be discerned that the population figures have been on the decline, for the corresponding 6-12 years age group. Invariably this has an impact on the derived net enrolment ratio (NER), which might depict a slightly higher coverage and/or participation of the target population.

Figure 6: Evolution of Enrolment and Population :
Primary Education (6-12 years)
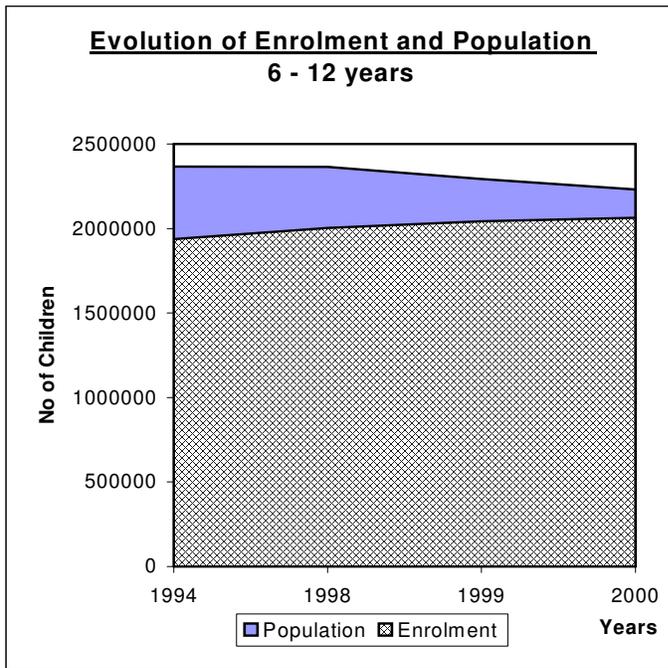
Table 10:   Evolution of Enrolment and Population :
Primary Education (6-12 years)

	1994	1998	1999	2000
Population	2366715	2365179	2293482	2230657
Enrolment	1937554	2003214	2043121	2062725

Source: M*inistry of Education, Sport and Culture, 2000*

5.2.5 Participation in Primary Education

5.2.5.1 Net Enrolment Ratio (NER)

The government's policy to increase participation and coverage in the primary-sub-sector led to a steady increase in the net enrolment ratio during the 1990s. By the year 2000, less than 10% of the primary school-going age population was not in the primary education system as shown by the Figure 7 and Table 11 below. The later part of the 1990s was characterised by gender disparities with an absolute difference of about 5%. Despite the disparities, the primary sub-sector depicted a near-achievement of *universal primary education (*UPE) or *education for all* for both sexes. The net enrolment ratio for girls was lower than that of boys. There is a challenge to increase the net enrolment ratio for girls.

Figure 7 : Evolution of Net Enrolment Ratio
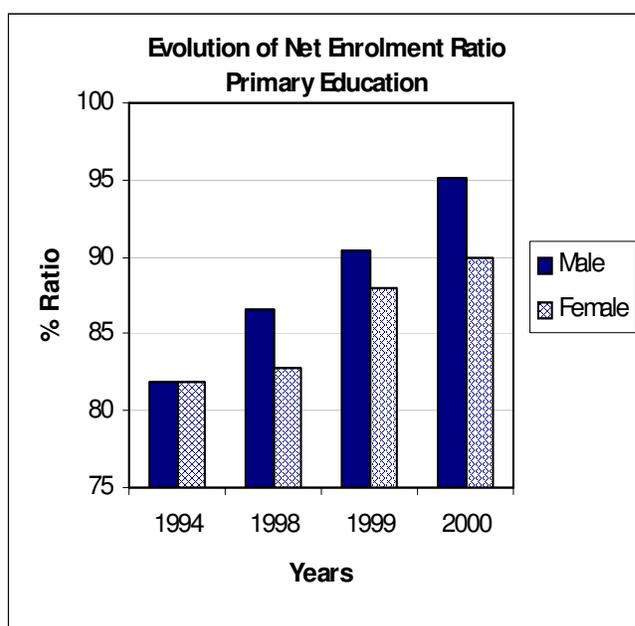
Table 11 : Evolution of Net Enrolment Ratio

	Male	Female	Both
1994	81.8	81.9	81.9
1998	86.7	82.8	84.7
1999	90.4	87.9	89.2
2000	95.1	90.0	92.5

Source: Ministry of Education, Sport and Culture, 2000

5.2.5.2   **Analysis of Participation in Primary Education**

The enrolment of the school-going age population witnessed a steady increase in the 1990s decade as depicted by Figure 8 and Table 12 below. As the country approaches the goal of *universal primary education* (UPE), the enrolment ratio is characterised by an out-of-school population of the target population of only 7.5% in the year 2000. This implies therefore that less than 10% of the primary school-going age population was not enrolled in the system.

Figure 8 : Evolution of Participation in Primary Education
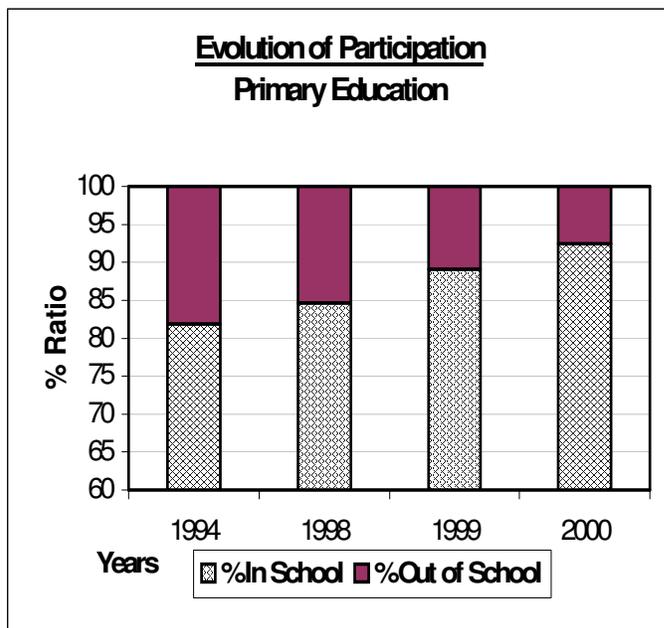
Table 12 : Evolution of Participation in Primary Education

	% In School	% Out of School
1994	81.9	18.1
1998	84.7	15.3
1999	89.2	10.8
2000	92.5	7.5

Source: Ministry of Education, Sport and Culture, 2000

5.2.5.3   **Analysis of the Out-of-School Population**

Figure 9 and Table 13 below show that the 1990s decade witnessed a decline in the out-of-school children of the target population. The figures have dropped from 18.1% to 7.5% of the school-going age population in the primary sub-sector. Gender disparities depicted a relatively higher non-participation of the girl-child although it should be noted that by the year 2000, 10% of the girls and 4.9% of boys were not enrolled in the system.

Figure 9 : Evolution of Out-of-School Population
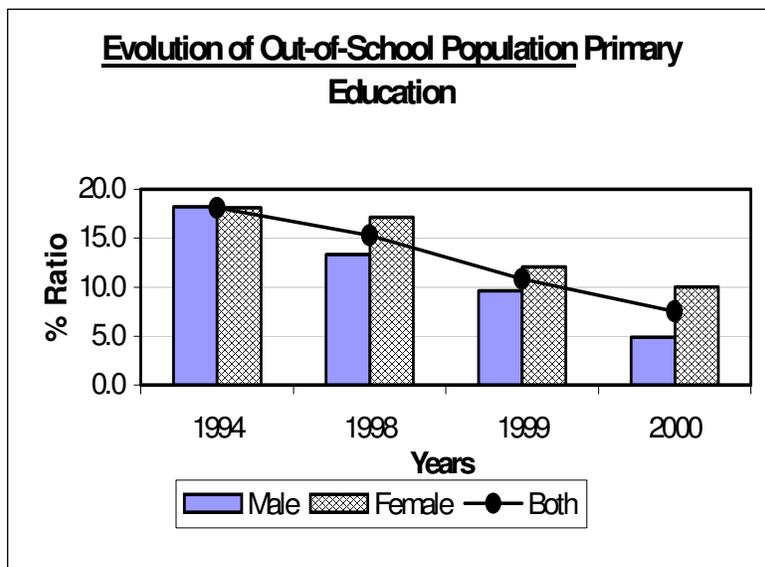
Table 13 : Evolution of Out-of-School Population

	Male	**Female**	**Both**
1994	18.2	18.1	18.1
1998	13.3	17.2	15.3
1999	9.6	12.1	10.8
2000	4.9	10.0	7.5

Source: Ministry of Education, Sport and Culture, 2000

5.2.6   Completion Rates in Primary Education

In the first two decades of Independence, on average, 75% of pupils enrolled in Grade 1 per given cohort completed the primary education cycle. This implies, therefore, that on average 25% of the children failed to complete their primary education. The dropouts from the system are attributable to a variety of socio-economic and cultural factors that negatively affected the participation of children. There were marginal gender disparities, as evidenced by the parity indices that imply equal participation by both girls and boys.

The Figure 10 and Table 14 below depict the trends in completion rates in the country, which varied between 70.3% and 76.6% for each cohort. It can be noted that more boys than girls completed the cycles. The lower completion rate of the 1984-1990 cohort can be attributed to the re-introduction of tuition fees and high drop-out rates.

Figure 10: Evolution of Completion Rates: Primary Education
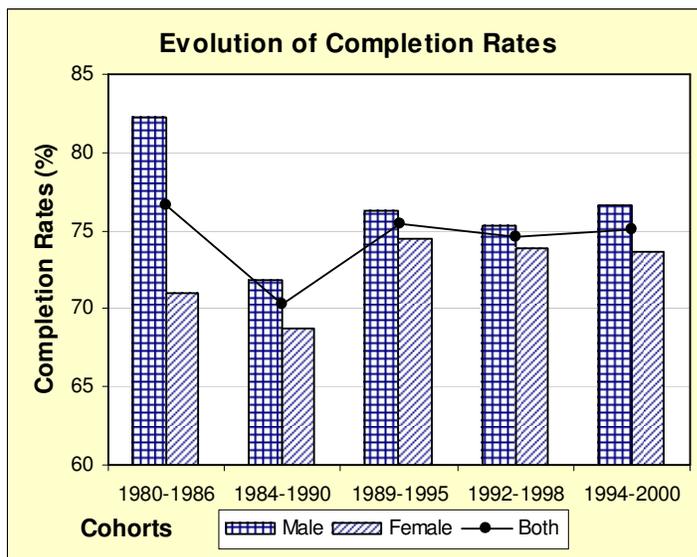
Table 14: Evolution of Completion Rates: Primary Education

Cohort	Male	Female	Both	Parity Index
1980 – 1986	82.3	71.0	76.6	0.84
1984 – 1990	71.9	68.7	70.3	0.94
1989 – 1995	76.3	74.5	75.4	0.97
1992 – 1998	75.3	73.9	74.6	0.96
1994 – 2000	76.6	73.6	75.1	0.92

Source: Ministry of Education, Sport and Culture, 2000

5.2.7 **Analysis of Human Resources Development**

The expansion of the education system in the post-independence period was marked by a rising demand for teachers in the schools. The result was a high demand for trained teachers during the first decade and a gradual improvement in the quality of the teaching service in the second decade. The Figure 11 and Table 15 below depict the trends in the supply of teachers during the first two decades of independence.

Figure 11 : Evolution of Trained & Untrained Teachers
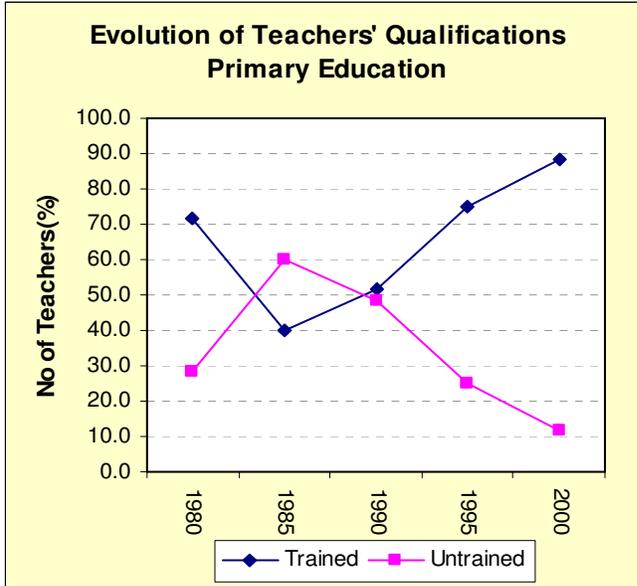
Table 15 : Evolution of Trained & Untrained Teachers – Primary Education

	1980	1985	1990	1995	2000
Trained	71.8	39.8	51.5	74.8	88.4
Untrained	28.2	60.2	48.5	25.2	11.6

Source: Ministry of Education, Sport and Culture, 2000

It should be noted that the 71.8% trained teachers for 1980 were for fewer schools and pupils as compared to 88.4% for 2000 which had more schools and pupils. During the first ten years, the system made extensive use of untrained teachers. However, more teachers were trained through the conventional teacher education Programmes and Zimbabwe Integrated National Teacher Education Course (ZINTEC).

5.2.8 Past and Present Performance of Vulnerable and Disadvantaged Children

Prior to 1980 Government Support Services for children with special educational needs and children in difficult circumstances in general were concentrated in former schools for whites and Asians. The few special institutions established for children with special needs were by missionaries and welfare organisations. At independence there was a shift towards providing these services to all schools as policy declared education as a constitutional right for all children. In 1996 the Ministry broadened its concept of integration to inclusive education in line with the Salamanca Conference Declaration (1994).

Schools Psychological Services and Special Needs Education Division in the Ministry of Education, Sport and Culture have as main objectives the following:

- To expand educational provision for children with special educational needs.

- To raise awareness of children with special educational needs and Inclusive schooling among teachers, heads of schools, parents and communities countrywide.

- To promote early identification and inclusive interaction Programmes for children with special educational needs.

- To staff develop Schools Psychological Services and Special Needs education's personnel, teachers, heads of schools and education officers on issues and practices in special needs education.

Table 16 below shows the enrolment of children with disabilities during the period 1999 to 2001.

Table 16 : National Enrolment of Children with Disabilities in Primary Schools : 1999 and 2001

Year	Male	Female	Total
1999	1 266	823	2 089
2000	6 490	10 368	16 858
2001	8 877	6 964	15 841

Source: Ministry of Education, Sport and Culture, 2000

The Table shows that enrolment rose from 2089 in 1999 to 16858 in 2000. Whilst in can be noted that they was a significant increase in enrolment after 1999, this was not a correct reflection of access to education by children with special needs when one considers a national perspective of the target population of children with special needs. This is against the background that in any population as per UNPA, 10% has one form of disability of another. In this regard, the enrolment figures shown in Table 5.13 reflect that a very small percentage of special needs children are accessing primary school education.

To increase access to basic education special needs children, there is need to:

- Conduct a survey of children with disability out of school.
- establish other groups of children in the category of disadvantaged children.

- in-service teachers, heads of schools and officers in other departments and sections on special needs education for the success of inclusive education,
- advocate for special needs education Programmes in the community
- provide access to special needs education at tertiary level

5.2.8.1. Challenges for the New Millennium for Children with special needs

One of the major challenges, in the new millennium, is the policy shift from integration to inclusion. This shift is inline with international development in special education. The shift calls for "schools for all", schools that are able to accommodate all children including those with disabilities.

The successful implementation of inclusive education will require:

- resource mobilization,
- community sensitization and participation,
- the in-servicing of all educators

The current economic hardships pause further challenges in that children with special needs are further marginalised during the hard times at both family and community level. Hence there is need to increase the 10% of BEAM funds earmarked for special needs education children.

5.2.9 Challenges to be met in achieving access to Education For All (EFA)

In summary, the challenges include:

- Shortage of trained teacher in remote areas
- increasing access to education by all children, especially girls and those in difficult circumstances, including street children
- ensuring that all children complete primary education
- enhancing access to quality education by all children
- providing relevant learning experiences
- providing affordable and sustainable learning experiences
- making the education system inclusive.

It is hoped that through the commitment of Government, all stakeholders and international partners, the needs of all children will be adequately addressed.

5.3 Life-long Skills

The Goal of Life-Long Skills is *"Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills Programmes"*.

5.3.1 Background

The Dakar Framework of Action recommends that in pursuing this EFA goal countries should respond to the call for all people to be given "an opportunity to gain knowledge and develop values, attitudes and skills" that will enable them to survive, take full control of their lives and fully participate in the development of their society.

Programmes that are put in place in order to realise the above goal should not concentrate on the provision of skills training only. Programmes should also incorporate other life skills like how to cope in the harsh world of today, which is characterised by a number of challenges. Some of these include drug abuse, HIV/AIDS; conflict and violence, lack of employment and school-age pregnancies, hunger and the rapidly changing technologies.

5.3.2 Vocational Skills Provision Initiatives

In this country, attempts to ensure that young people are equipped with the necessary vocational survival skills, translated into the introduction of several initiatives, as described below.

5.3.2.1   The F2 Schools Initiative

In 1966 the government of the day introduced junior secondary F2 schools. These schools were to have a strong vocational bias. Subjects like Animal Husbandry, Domestic Science and gardening being taught. This new Programme was meant to provide semi-skilled human resource requirements for industry and agriculture. Government commitment in this Programme was confined to the provision of a grant to build laboratories and workshops only. Local authorities and voluntary agencies were expected to bear the rest of the burden of operating these schools.

The new schools were stigmatised since they were associated with the less able pupils who could not be absorbed into the academically oriented senior secondary F1 schools. On the political front the F2 schools were viewed as an attempt by the colonial government to deny academic education to the African child. As a result the system failed to survive the tides of change that were ushered in by independence.

Although F2 schools Programme was discontinued, after 1980, the need to ensure that pupils acquired some skills during their school career was kept alive with the introduction of practical subjects in the secondary schools. Unfortunately by then, the curriculum had become exam-oriented and little relevance was given to the world of work.

5.3.2.2   The Education with Production Initiative

Independence brought in a new philosophy of education, which was referred to as Education With Production (EWP). This philosophy was an attempt to link education with the world of work. The thrust of the new initiative was to link theory with practice through pre-vocational education, whose practical input emphasised attitudinal and technical orientation to employment or self-employment. Unfortunately, once again the philosophy failed to capture the support of the populace, which was and still is more interested in the traditional academic education where examination results determine a person's future.

5.3.2.3   The Zimbabwe National Crafts Certificate (ZNCC) Initiative

The 1986 Education Plan, was an attempt to match schooling with vocational qualifications that were recognised by industry. This was also an attempt to ensure that the not so academically gifted would leave school with a vocational

qualification. This attempt led to the introduction of the Zimbabwe National Craft Certificate (ZNCC), which previously was offered to craft apprentices as part of their training. Unfortunately, when this certificate was introduced into the school system no attempt was made to ensure that the new Programme would fit into the school curriculum. Since pupils registered for the ZNCC were expected to pursue this alongside the academic component of their schooling, they ended up with very little time for the very practical ZNCC. As a result the training was watered down and the failure rate was very high. A number of reasons were advanced such as the need for well equipped schools for the practical subjects and qualified teachers. Little efforts were made to rectify the problems identified. Instead ZNCC was abandoned in favour of the less demanding National Foundation Certificate (NFC).

5.3.2.4 The National Foundation Certificate (NFC) Initiative

NFC was seen as a cheaper alternative to the ZNCC. It ensures that pupils are equipped with skills that form the basis for future training and employment.

5.3.2.5 The Vocational Training Centers Initiative (VTCs)

The Ministry of Higher and Tertiary Education (MHTE) embarked on a Programme of establishing Vocational Training Centers (VTCs) in both rural and urban Centers, in an attempt to ensure that young people were equipped with skills relevant for employment either formal or informal sector.

The target for this Programme was, primarily school dropouts, retrenchees and even school leavers who could not be absorbed by the formal technical and vocational colleges. This Programme was in response to the call that every young person should access some form of skills training.

The VTCs did not insist on the pre-requisite five 'O' levels. The Programmes offered by these Centers were demand driven since Centers strove to introduce courses that were geared to meet the skills needs of the communities within which the VTCs were located.

5.3.2.6 The Informal Sector Training and Resource Network Initiative

Another initiative was the Informal Sector Training and Resource Network (ISTARN) Programme, which was also aimed at capturing, those people who could not access skills training at the formal technical and vocational colleges. This Programme succeeded in providing skills training and networking among the beneficiaries and other operators in both the formal and informal sector.

5.3.2.7 Provision of Teachers for the Vocationalisation Programme

In an effort to ensure the supply of qualified teachers for the above initiatives Belvedere and Chinhoyi Technical Teachers' Colleges were established. Unfortunately, again the Programmes at these institutions were criticised for not affording enough time for the practical training thereby resulting in the production of graduates that were insufficiently qualified.

5.3.3 Health, HIV/AIDS and Life Skills

5.3.3.1   Background

Zimbabwe is one of the countries experiencing the worst HIV/AIDS epidemic in Sub-Saharan Africa. The first case of HIV/AIDS in Zimbabwe was identified in 1985. Since then the number of reported cases of AIDS has been rising steeply. The 2001 estimates from the National AIDS Coordinating Programme of the Ministry of Health and Child Welfare showed that around 2000 people are dying of AIDS every week.

The AIDS pandemic is wreaking havoc mostly on the most productive segment of the population, i.e. the 15-49 age groups. HIV/AIDS is now posing a serious threat to the socio-economic fabric of the Zimbabwean society.

In the Education Sector, HIV/AIDS is affecting the demand, supply, quality and management of education. Education sector infrastructure and human resource planning will need to anticipate substantial changes in the expected numbers of both learners and teachers in the next few years and this has an implication on the attainment of the EFA goals.

Among learners, knowledge about HIV/AIDS and behaviour change remains rather low to produce an AIDS-free generation. In the institutions there are teachers and learners who are infected and need proper care and support. Like most countries in Sub-Saharan Africa, Zimbabwe faces a crisis of growing numbers of orphans and vulnerable children. It is estimated that by year 2005 about 1.1 million children under the age of 15 will have been orphaned. Unsupported orphans and vulnerable children, in particular girls are at a high risk of HIV infection. Children affected and infected by the pandemic tend to drop out of school, attend erratically, concentrate poorly and suffer from emotional and behavioural disturbances.

Teachers are at a substantial risk of HIV infection and this loss of staff could lead to a need to increase the teacher training output. A small percentage of schools is directly impacted by staff illness and deaths. Schools are finding themselves in a situation where they have to play a role in addressing the needs of orphans and vulnerable children, in most cases when teachers' skills in handling children with special needs are limited.

Against this background, the following initiatives have been put in place:

**5.3.3.1   The National AIDS Control Programme (NACP) and the National
                 AIDS Council (NAC)**

In 1987 the Government established the NACP and latter in 2001 the NAC was formed to replace the NACP.

5.3.3.2   HIV/AIDS and Life-Skills Programme Initiative

In 1992, the two Ministries of Education, introduced the compulsory teaching of HIV/AIDS and life skills in primary and secondary schools as well as in all tertiary education institutions. Under this initiative, teaching and learning materials were produced, and an extensive teacher training Programme was put in place, to prepare teachers to teach these subjects. HIV/AIDS was also introduced into the regular curricula of pre-service teacher education.

5.3.3.3   **Co-ordination of** t**he HIV/AIDS Initiative**

In order to strengthen its HIV/AIDS and Life Skills Programme, the Ministry of Education, Sport and Culture created, in 1999, an HIV/AIDS Desk, to spearhead the implementation of the schools HIV/AIDS and Life Skills Education Programme. The Desk consists of a Secretariat at Head Office and Provincial Co-ordinators in all provinces.

In the Ministry of Higher and Tertiary Education the Programme is coordinated by an officer at Head Office and a lecturer at each institution.

5.3.4 Challenges

The following are the challenges facing the Life-Long, HIV/AIDS and Health Skills education Programme in Zimbabwe:

- Improving the understanding of what vocationalisation is all about in order to be able to introduce a full-proof Programme;
- Defining a clear policy on vocationalisation;
- Catering for school drop-outs, school leavers and other categories not absorbed by the formal education system;
- Strengthening the resource base as the annual education budget is declining in real terms;
- Strengthening prevention Programmes to ensure that they lead to behaviour change;
- Promoting an expanded response in institutions that looks at prevention Programmes, care and mitigation;
- Strengthening the Basic Education Assistance Module (BEAM) by building on its successes, particularly with regard to targeting of recipients and the scope of needs that it meets;
- Assisting affected learners to get support from inside and outside institutions in the most efficient and feasible way;
- Enhancing flexibility of the education system to deal with the needs of vulnerable learners;
- Prioritising the development of a workplace HIV/AIDS policy and Programme to provide a manageable framework for action;
- Ensuring improved HIV/AIDS prevention and life skills Programmes targeted at staff and learners to enhance prevention among learners and staff;
- Reviewing pre- and in-service training for staff to ensure that adequate numbers of teachers with HIV/AIDS related skills are produced.

5.4. Adult Literacy, Basic and Continuing Education

5.4.1 Background

5.4.1.1   **Pre-Independence Era**

Successive Colonial regimes followed education policies that were racial and discriminatory against the African majority. As a result of such discriminatory policies many African people failed to access education altogether. The few who were lucky to access formal education were forced out of the system due to the

many and serious bottlenecks that were deliberately constructed for that purpose. The majority of those who survived the attrition only managed to complete primary education. Most of these did not manage to gain access to secondary school. Some who were lucky to access secondary education either dropped out of school at too early a stage to have benefited from the secondary school exposure. There were no educational safety nets for the school dropouts.

During the late 1970s, correspondence facilities and night school classes were organised as an alternative to universal secondary education. Those few who managed to acquire literacy and other skills outside the formal set-up took advantage of the few and rare opportunities that were made available by church and private sector organisations. There was, therefore, no clear policy on the provision of non-formal education.

5.4.1.2   **Independence Era**

Following the attainment of independence and the declaration of education as a human right for every child and adult, Government gave serious consideration to bringing opportunities for education within reach of all Zimbabweans. Initiatives were made to expand the provision of education to mostly illiterate adults by introducing the Adult and Non-Formal Education (ANFE) Programme. Having recognised the importance of adult and non-formal education as a viable alternative mode of providing basic education, the Ministry of Education created the Division of Adult and Non-Formal Education. This division was tasked with the responsibility of providing cheaper basic education as well as opportunities for those who would have dropped out of school. The main goals of the adult literacy Programmes were the eradication of illiteracy among adults and improving the quality of life of all Zimbabweans. The literacy rate was calculated to be about 50% in 1980, 62% in 1990 and 88% in 1999.

Figure 12 : Evolution of Literacy Rates in Zimbabwe
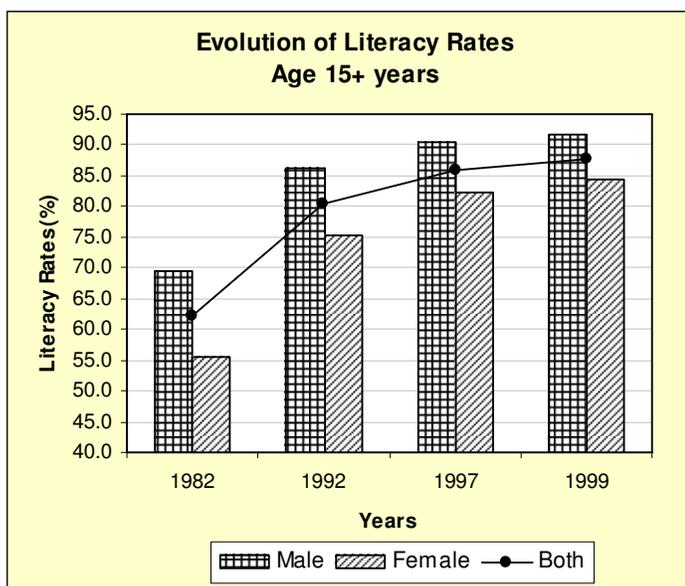
Table 17 : Evolution of Literacy Rates in Zimbabwe

	1982	1992	1997	1999
Male	69.5	86.1	90.3	91.7
Female	55.6	75.1	82.1	84.3
Both	62.3	80.4	86.0	87.8

Source: Ministry of Education, Sport and Culture, 1999

Government enacted the 1987 Education Act, which gave the Ministry of Education, Sport and Culture the responsibility for running Adult Non-Formal Continuing Education (ANCE) Programmes. These Programmes included primary and secondary education outside the formal school system, that is correspondence and distance education.

As a logical sequel to the passing of the 1987 Education Act and the creation of the Division of ANFE in the Ministry of Education, Sport and Culture, a number of activities to promote the Programmes were undertaken.

These included:

- Formation of study groups and independent/private colleges.
- Monitoring of the teaching and learning in those colleges.
- Introduction of functional literacy Programmes.
- Production and distribution of learning and teaching materials.
- Establishment of a radio channel for educational purposes.
- Introduction of a three-year primary school equivalent course for adults (Zimbabwe Adult Basic Education Course– ZABEC).
- Launching of a campaign to encourage employers of labour to open literacy classes at their work places.
- Launching of a mass media campaign to popularise and publicise literacy on International Literacy Days.

5.4.2 Adult and Non-Formal Education Programmes

5.4.2.1 Adult Literacy

Government efforts in adult and non-formal education are complemented by those of Non-Governmental Organisations (NGOs), church organisations and private sector companies. These organisations are running parallel Programmes. The Adult Literacy Organisation of Zimbabwe (ALOZ) and the Zimbabwe Adult Literacy Association (ZALA) are good examples of NGOs that are doing a sterling job in the provision and promotion of literacy in Zimbabwe.

In the literacy Programme the participation ratios show that there are more women than men. Furthermore, the participants do not want to learn literacy and numeracy per se but wish to be taught these skills alongside projects that are relevant to their daily needs.

The literacy Programme is community based. The literacy tutors are picked from the community. These tutors hold very low academic qualifications. Many hold Grade 7 or Standard 6 certificates while others have junior secondary qualifications. While better-qualified tutors would be desired, the limiting factor is the level of

remuneration that the tutors receive. Government pays the tutors a small allowance. The community is expected to supplement the allowance but this is hardly possible as the communities cannot afford to make their own ends meet.

Curriculum

The literacy curriculum is, on paper, quite relevant but very few tutors are qualified to manage it. In addition to basic literacy and numeracy, the curriculum includes Peasant Agriculture, Home Economics, Population and Family Life Education, Environmental Education, Gender Equity, Primary Health Care, and Civic Education.

Learning and Reading Materials

The literacy Programme is beset by the lack of learning and reading materials, which are critical if the literacy that learners gain, is to be sustained. Up to 1998, the Division of ANFE had material writers. Due to the restructuring of the MOESC, the posts of material writers were abolished, leaving the section with only three officers at Head Office level. This adversely affected the effectiveness of the section in delivering non-formal Programmes.

UNESCO International Literacy Award

Zimbabwe won the UNESCO International Reading Association Award in year 2000. The award was won by ALOZ for having made the greatest contribution to the development of literacy in Zimbabwe.

5.4.2.2   Study Groups

The Study Group Programme was meant to increase access to education to those students who had either dropped out of school or wanted to supplement their 'O' levels. At its inception the Programme was subsidised by Government. The subsidy was paid to Correspondence Colleges who provided lectures to students and marked their assignments. Unfortunately, the Government withdrew the subsidy in 1999 leaving most study groups unable to raise sufficient money to pay the mentors as well as to buy learning materials.

The Table 18 below shows that there is parity in participation between male and female students in study groups.

Table 18:   Study Groups and Enrolments: 2002

Region	No. of Centers	Male	Female	Total
Harare	19	1 200	982	2 182
Masvingo	6	71	59	130
Manicaland	12	703	982	1 385
Mash. Central	6	111	114	225
Mash. East	3	258	183	443
Total	**46**	**2 343**	**2 320**	**4 633**

Source: Ministry of Education, Sport and Culture 2002

5.4.2.3   Part Time Continuing Education Classes

This has proved to be a very popular Programme, which provides face to face tuition at a minimal fee. Part Time Continuing Education (PTCE) classes are generally held at secondary schools to assist those students who would like to supplement their 'O' level or 'A' level subjects or would like to acquire further academic qualifications. The Government pays the salaries of teachers for this Programme.

However, financial constraints make it impossible for PTCE classes to be established at more schools.

Table 19 below indicates that slightly more female students participate in the Programme (51.8%) than their male counterparts.

Table 19:   Part-time Continuing Education Classes (PTCEC):2002

Region	No. of Centers	Males	Females	Total
Harare	54	6 088	6 140	12 228
Masvingo	21	1 125	786	1 911
Manicaland	15	671	698	1 369
Midlands	114	2 069	2 276	4 345
Mash.West	10	119	1 005	2 199
Mat.South	21	217	264	481
Mash. Central	14	345	255	600
Mash. East	13	736	988	1 714
Mat. North	33	2 254	3 355	5 609
Total	**295**	**13 495**	**15 767**	**30 456**

Source: Ministry of Education, Sport and Culture, 2002

5.4.2.4   **Independent/Private Colleges**

Another Non-Formal Education Programme that has proved quite popular, especially with providers, are Independent/Private Colleges. These Colleges complement formal secondary schools and provide face-to-face teaching to students. With the stiff competition for formal school places, many who fail to secure places in conventional schools are left with no choice but to enrol at these colleges. Almost all these colleges are enrolling pupils from Form I and hold classes during the day just like conventional schools. In addition, these colleges cater for adults who attend afternoon or evening classes. Many of the colleges employ qualified teachers on both full-time and part-time basis. In addition to the formal school curriculum the colleges also offer commercial and secretarial courses. The colleges operate on a commercial basis.

Table 20 below shows that more female students participate in this Programme than male students.

Table 20 :   Independent/Private Colleges and Enrolments 2002

Region	No. of Colleges	Male	Female	Total
Harare	50	6 810	7 613	14 423
Mash. Central	2	390	290	680
Mash. East	2	300	355	655
Mash. West	2	316	284	600
Mat. North	21	1 641	1 519	3 160
Mat. South	Nil	Nil	Nil	Nil
Masvingo	3	277	290	567
Manicaland	13	405	381	786
Midlands	17	1 123	986	2 109
Totals	**110**	**11 262**	**11 718**	**22 980**

Source: Ministry of Education, Sport and Culture, 2002

5.4.3   **Challenges**

The ANFE Programme has undoubtedly made an invaluable contribution to the increase of educational access despite the constraints and limitations cited above. Literacy rates have been raised from their 1980 levels of about 50% to about 88% in 2000. The literacy level cannot be sustained unless reading materials are made available and a reading culture is developed. There is also an urgent need to carryout a survey to establish the actual literacy rate in Zimbabwe today. However, among the challenges facing this sector are:

- Lack of a comprehensive national policy on ANFE;
- Equipping community libraries and Centers to support educational creativity and productivity;
- Developing funding mechanisms that do not discriminate against ANFE
- Enlisting greater participation of local authorities, private sector and non-governmental organisations in the funding of the Programmes;

- Developing a reading and learning culture in students and adults;
- Developing relevant learning and teaching materials;
- Improving the qualifications and remuneration of literacy tutors and study group mentors.

5.5 Gender Equity in Education

5.5.1 Background

Gender equity in Zimbabwe is closely associated with the achievement of political independence in 1980. Prior to this period, women and children were regarded as minors. Policies in education together with cultural attitudes towards females disadvantaged girls.

Zimbabwe's constitution upholds equality in the enjoyment of rights by both men and women including participation in education. The Government of Zimbabwe regards education as a basic human right.

Although the Education Act of 1987 specifies that every child has a right to school education, this does not immediately translate into equal opportunities for both girls and boys. Problems relating to gender disparities continue to be of great concern to the nation. Several factors continue to militate against girls education, chief among which, are factors related to culture, poverty, attitudes of educationists, family members and peers. From puberty, some girls fall victim to teenage pregnancy and early marriages resulting in high drop out rates. Some members of society believe it is a waste of family resources to educate girls because they do not carry the family name. Some girls fall prey to older men and women and do not pursue their studies to high levels.

The impact of HIV/AIDS is more severely felt amongst girls than boys. It is the girl child who, in the event of one or both parents passing away, is more likely to drop out of school and fend for siblings. It is also the girl child who is most likely to drop out of school if the family fails to raise fees due to illness or death. Retrenchment, disability of the bread winner or sheer poverty in the home also may disadvantage the girl child.

5.5.2 Current Position

Female enrolment in the primary school as a proportion of total enrolments increased steadily to 49.2 percent in 2000. For secondary school, the female percentage is lower. It currently stands at about 44%. Even with affirmative action in Universities, female students population, remains as low as 33%.

There is evidence of gender bias in choice of subjects being studied at higher levels. Very few female students enrol for science subjects and many still shun to enrol in traditionally male dominated disciplines like engineering, surveying, metal and wood technology.

Apparent Intake Rate

The government's desire to increase access and participation in education is evidenced by a high admission rate for both sexes. However, the admission rate of more than 100%, in Grade 1, can be attributed to a high rate of under/over-aged enrolees and repeaters in the system. Girls of the official school admission age have higher chances of being in schools than the boys. Hence, boys constitute for the large number of over-aged pupils in Grade 1.

Gross Enrolment Ratio (GER)

The gross enrolment ratios for both males and females at primary school level were over 100% in 2000, see table and figure below. However boys had higher chances of being in school than girls although the disparities were marginal. The gender disparities can be attributed to socio-economic and cultural factors, which tend to militate against the girl-child.

Figure 13: Evolution of Gross Enrolment Ratio
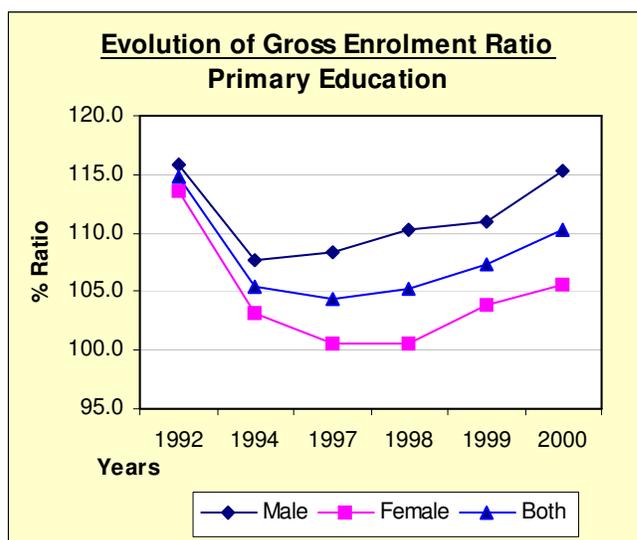
Table 21: Evolution of Gross Enrolment Ratio

	Male	Female	Both
1992	115.9	113.6	114.8
1994	107.7	103.1	105.4
1997	108.4	100.5	104.4
1998	110.2	100.5	105.2
1999	111.0	103.9	107.4
2000	115.3	105.6	110.3

Source: Ministry of Education, Sport and Culture, 2000

Table 22: Gross Enrolment in Teachers' Colleges – 2002

TYPE OF TEACHERS COLLEGE	MALE	FEMALE	TOTAL	MALE %	FEMALE %
Secondary Colleges	2494	2809	5303	47.0%	53.0%
Govt. Primary Colleges	2766	3915	6681	41.4%	58.6%
Non Govt. Primary Colleges	1102	1137	2239	49.2%	50.8%
ZINTEC Colleges	1665	2116	3781	44.0%	56.0%

TOTAL	**8027**	**9977**	**18004**	**44.6%**	**55.4%**

Source: Ministry of Higher and Tertiary Education, 2002

Table 23:   Gross Enrolment in Technical and Vocational Education:

Male	11 018	67,4%
Female	5 340	32,6%
Total	**16 358**	**100%**

Source: Ministry of Higher and Tertiary Education, 2002

Table 24:   Gross Enrolment in Universities (except Zimbabwe Open University)

Male	14 662	67,3%
Female	7 108	32,7%
Total	**21 770**	**100%**

Source: Ministry of Higher and Tertiary Education, 2002

It can be discerned from tables 21, 22 and 23 above that participation of females in technical / vocational and university education is lower than that of males. Females constitute 33% of Gross University and Technical/Vocational enrolments whilst males constitute 67%. However, in teacher education females constitute 55.4% of the total enrolment whilst males make up 44.6%.

Initiatives taken to address gender inequality in Education

The government of Zimbabwe recognises that education is a means of empowerment and for women, it raises their aspirations beyond child bearing. In pursuance of this, the government put several initiatives in place to increase opportunities for education of the girl child.   The Zimbabwe Programme for Economic and Social Transformation's (ZIMPREST) major objective is to alleviate poverty through empowerment of individuals and communities particularly women and girls by promoting female participation in education with special emphasis on Mathematics, Science and Technical Education.

Other initiatives put in place by the government with assistance from cooperating partners include:

• Introduction of national gender policy

- Introduction of affirmative action for female learners

- Policy of re-admission of female learners after pregnancy

- The production of the National Strategies Plan for the education of Girls, Orphans and Other Vulnerable Children

- The production of the video *"Mwanasikana"* (The Girl Child). The video shows factors that militate against the girl child's education.

- Production of learning and teaching materials which include:

  ✓ Gender Sensitisation Manual

  ✓ Gender Teacher's Resource Book

  ✓ Gender Handbook for SDC's and SDAs.

  ✓ Role Model Readers Books 1-5.

The materials have been used in gender sensitisation and training causes for teachers, school heads and SDCs and SDAs. The Role Model Readers were designed to help pupils understand gender issues and to encourage them to pursue education to greater heights. They provide profiles of successful Zimbabwean women who have pursued non-traditional careers so that the pupils can identify with them as role models. The readers highlight females who have made it as pilots, engineers, technicians, truck drivers and many other careers and professions. In describing the successes of these females, the authors encourage the readers to be hardworking, courageous, perseverant committed and diligent.

The initiatives mentioned above have gone a long way in motivating parents and the girl child to realise the empowering potential of education and as shown earlier in this section girl's participation in education has continued to increase over the years. However a lot still needs to be done to eliminate gender disparities in education.

Challenges

Among the major challenges in this area are:

- The elimination of gender disparities in education by through the following:

    - unaffordable direct and indirect of primary and secondary education

    - increased risk of dropping due to the lack of parental guidance

    - the problem of child labour

    - religious and cultural beliefs and practicals which negatively impact on girls' and boys education

    - the femiliarisation of HIV/AIDS

    - location, safety and security of schools and communities

- Support for gender sensitivity through continued curriculum reform and revision of learning/teaching materials by both Ministries of Education

5.6   **Quality of Education**

5.6.1 **Background**

Quality in education embraces several dimensions that include resource inputs like financial, material and human. It also embraces curriculum relevance, breath, depth and content and influences the output in terms of the number of children who successfully complete various levels of education. Other dimensions of quality include appropriateness of teaching approaches, level of children participation in the system, survival, coverage and performance of pupils in public examinations.

5.6.2 **Curriculum**

The relevance of the curriculum is based on the extent to which it meets the needs of each individual learner, societal goals, the national economy and challenges facing the country. The curriculum's ultimate goal is to provide opportunities for learners so that each one obtains maximum benefit according to his/her potential.

The Zimbabwean curriculum seeks to achieve national goals of:

➢ Establishing a strong scientific and technological base for economic development.

➢ Expanding technical and vocational education in order to equip learners with skills.

➢ Promoting development of skills and competencies in language and communication, numeracy and literacy as well as entrepreneurship.

In pursuance of the attainment of these national goals, Zimbabwe offers a wide curriculum at primary, secondary and tertiary levels, which seeks to enhance development of sound knowledge, skills and attitudes towards the total development of the whole being.

In order to improve the quality and relevance of teaching and learning in schools and colleges, the Government has taken the following initiatives:

- Programmes aimed at improving the teaching and learning of Science, Maths and other subjects, e.g. Better Schools Programme of Zimbabwe (BSPZ), Better Environmental Science Teaching (BEST), Education Sector Transition and Reform Programme (ESTRP) and Science Education In-Service Teacher Training (SEITT). These Programmes also help to improve the provision of physical facilities and furniture.
- Instituting pre and in-service training Programmes meant to improve competencies and qualifications of teachers and lecturers such as the Zimbabwe Open University which offers degree and diploma Programmes in areas such as leadership, managerial and supervisory skills
- Participating in Programmes such as Southern Africa Consortium for Monitoring Education Quality (SACMEQ), Monitoring Learning Achievements (MLA), Conditions of Teaching and Learning (CTL) and Strengthening National Education Statistical Information Systems (NESIS).   These Programmes help to monitor performance. Research and evaluation activities have also been carried out using tools that are similar to the ones used in the Programmes cited above.

- Reviewing and up-dating the curriculum. to improve quality and relevance
- Training staff for remedial education, speech therapy and others.

5.6.3 Human Resources

Teachers have continued to be trained and staff developed in content and methodologies. Government has also put a lot of effort in improving the quality of education through raising and improving the qualifications of teachers. However, quality has also been negatively affected by the reduction of personnel in the monitoring and supervision unit.

At tertiary level, the Government is transforming the Harare Institute of Technology into a degree awarding institution. One of its objectives is to offer higher level training for the Polytechnic lecturers.

Table 25 : Trained and untrained Teachers

Year	Trained	Untrained	Total	% Trained	% Untrained
1990	31347	29539	60886	51.48	48.52
1991	37455	20981	58436	64.10	35.90
1992	40783	20031	60814	67.06	32.94
1993	41767	19739	61506	67.91	32.09
1994	40326	16369	56695	71.13	28.87
1995	47505	15970	63475	74.84	25.16
1996	48668	15050	63718	76.38	23.62
1997	49815	14706	64521	77.21	22.79
1998	53077	13425	66502	79.81	20.19
*1999	55342	4631	59973	92.28	7.72
2000	58730	7710	66440	88.40	11.60

Source: Ministry of Education, Sport and Culture, 2000

Teacher : pupil ratio
Government also continues to review teacher pupil ratio to improve quality of teaching and learning. The present situation stands at:

Primary ratio is	1:40
Secondary	1:35

Figure 14:   Trained and untrained Teachers

Percentage of trained and untrained teachers from 1990-2000
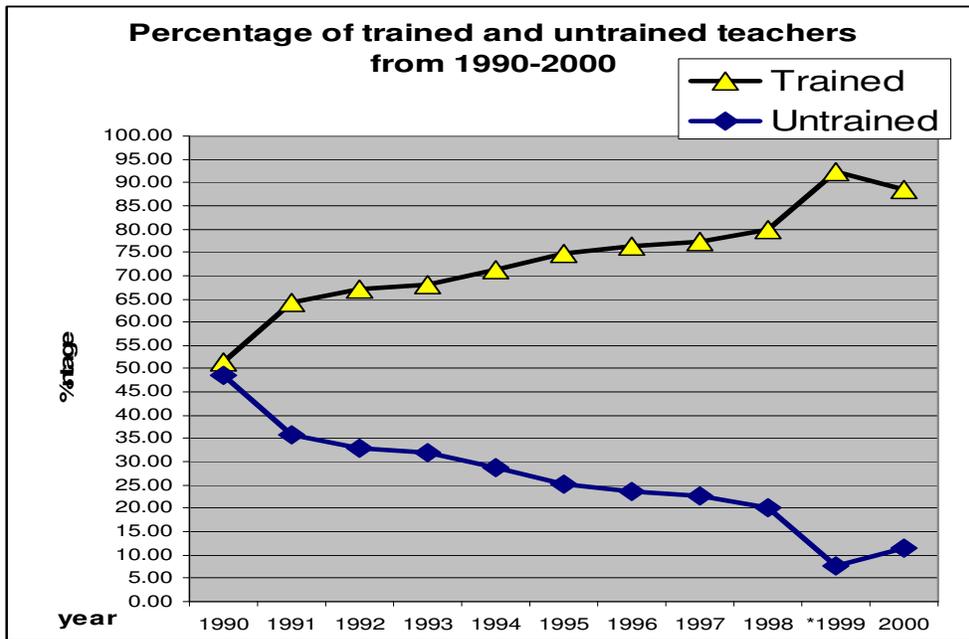
Source: Secretary's Annual Reports 1980 - 2000

5.6.4 Material Resources

In Zimbabwe, the quality of education in disadvantaged areas is negatively affected by poor infrastructure, lack of teaching and learning materials. This is aggravated by the poor economic conditions prevailing in the country. Most pupils in these areas share one textbook among 8 or more pupils. Most of the schools do not have libraries, technical and vocational workshops and laboratories. In some higher and tertiary institutions workshops are equipped with inadequate and sometimes outdated equipment. Text books are priced beyond the reach of many.

Examinations

About 22% of all students who sit for the 'O' level examinations pass five or more subjects with grad 'C' or better. This leaves more than 70% of the student population with passes in less than 5 subjects.

Finance

Government expenditure (page 7) has shown that only 7% of the total budget on education goes to infrastructural development, teaching and learning materials. This leaves a big gap in terms of delivering quality more financial resources are needed.

5.6.5 Challenges

The challenge is to improve the quality and relevance of the education by addressing the following:

- Capacitating school Heads to better supervise schools;

- mobilising more resources for the support of education, including encouragement of local communities to render more support in education;

- continuing to improve the quality of inputs in the human skills area, through staff development at all levels;

- determining the literacy and numeracy levels of children and adults though surveys;

- strengthening educational administration and management so that there is greater support for the teachers as well as optimum utilisation of limited resources;

- developing a more effective supervision and monitoring structure;

- reviewing and revamping the curriculum;

- reviewing the examination system;

- providing qualified teachers and trainers;

- developing strategies to encourage cost sharing between Government and stakeholders;

- developing incentives to attract private sector participation in education and training, specifically at tertiary level.

CHAPTER 6

THE LOGFRAME

6.1   Introduction

The logframe examines actions required in pursuance of the six goals under the given columns. Special attention should be paid to the column on the budget for the various activities as this is a mere estimate. Inflation rates and consequent changes in the prices of commodities may affect the estimates made, requiring adjustments from time to time.

6.1 **EARLY CHILDHOOD EDUCATION AND CARE**

Goal(s)	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
Expansion of Early Childhood Education and Care (ECEC) Programme	To establish the number of children not attending ECEC Centers To build capacity among stakeholders in the provision of ECEC Programme	Desk research Compile and publish report Conducting sensitization workshops for stakeholders for purpose of capacity building Building, furnishing and registration of ECEC Center Provision of Pre-service and In-Service Training to ECEC teachers	X X X	 X x	 X x	MOESC (Statistics Unit) MOESC Government Community Local Authority NGOs and stakeholders e.g. Urban and rural authorities. MOESC (ECEC Section) Ministry of Higher and Tertiary Education	Data Capture personnel Computer Hardware and software Building materials Training material Teaching and learning materials	 1,0 1,5	Statistical Bulletin. 2 000 ECEC Centers constructed and furnished. Communities sensitized. 10 000 teachers in-serviced 5 000 teachers trained. Improved services in Centers.
	To extend and	Sensitisation of	X			MOESC (SPS &			

Goal(s)	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
	include the vulnerable and disadvantaged in the Programme	stakeholders on inclusiveness in the Programme				SNE; ECEC NGO MHTE MOESC (SPS & SNE; ECEC	Training Materials Travelling & Subsistence Vehicle Awareness leaflets Media	10	21 000 ECEC teachers In-serviced 16 000 SDA/SDC representatives sensitised 95% of disadvantaged and vulnerable children accessing ECEC.
TOTAL								12,5	

6.2 **ACCESS TO PRIMARY EDUCATION**

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
Ensure that by 2015, all children especially girls and those in difficult circumstances have access to and complete primary education of good quality.	To increase the admission rate of 6 year olds in schools from 58% to 70% To increase participation of the 6 – 12 year olds from 92% to 100% To achieve parity in participation between boys and girls. To increase completion rates from 75% to 90% To reduce drop out rate in primary schools from 25 to 5%	Provide adequate learning and teaching equipment and facilities for all children including those with special needs	X	X	X	MOESC and Cooperating Partners.	Vehicles for project(s) supervision and monitoring Hardware	15,0	- Improved access for 6 year olds. -70% net intake rate -Increased participation by all children in primary education -100 % NER -Equal participation by the girl-child in primary education -Parity index of 1 -Adequate facilities & equipment for special needs pupils -More schools in disadvantaged areas. -More pupils proceed to next grade 90% completion rate by both boys and girls -More pupils proceed to secondary education
		Construct schools in all under-served, disadvantaged and remote areas of the country	X	X			Data analysis software Classrooms Teaching	250,0	
		Implement a sustainable student	X				Equipment	15,0	
		Scholarship/ Financial assistance Programme, eg. enhance BEAM and ETRP	X	X					
		Ensure that tuition fees and levies are kept at affordable levels through regulatory measures.	X	X	X	MOESC	Researchers	1 050,0	- dropout rate of 5% -90% transition rate from primary to secondary Statutory Instrument
	To increase trained teachers from 88% to 100%	-Increase enrolment of student teachers -Train more teachers	X		X	MOESC and MHTE	Training Equipment at Teachers' Colleges	11,5	-Quality teaching service in schools -100% trained teachers

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
	To reduce the pupil – Teacher ratio to 35:1

Reduce pupil – textbook ratio to 1:2 | -Provide textbooks to needy schools
-Provide adequate water and sanitary facilities in needy schools e.g. Education Transition Reform Programme (ETRP)'s School Improvement Grant (SIG) component.
-Build teachers' houses
-Provide adequate furniture in needy schools

Improving training and quality of teaching staff through in-service training e.g. BSPZ clusters Programme. | X

X

X

X

x | X

X

X

X

x | X

X | Cooperating Partners

Local GVT.

MOESC | | 25,0

35,0

25,0 | in primary education

-Reduce double sessions in schools

-Pupil-teacher ratio of 35:1 in schools

-Reduced sharing of textbooks by pupils

-Improved health and hygiene in schools

-Adequate sitting and writing places in schools

-Reduced overcrowding in teachers houses

-Improved recruitment incentives for trained teachers. |
| | To provide a | -Review and | X | X | X | MOESC and | Hardware | | Revised, relevant and |

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	**2010**	**2015**				
	relevant learning experience	update the current curricula				MOHET	Software	0,5	adaptive primary curricular
		-Introduce and promote an education content and practices that include life-skills	X	X	X		Paper		Revised and updated learning and teaching materials in primary schools
		-Develop diverse, flexible and innovative approaches to learning and teaching.	X	X	X				Enhanced life-long skills Programmes.
	To make the education system inclusive	-Identify and include the socially, culturally and economically excluded and disadvantaged children.	X			MOESC	-CSO Household & demographic survey data and population data	20,0	-Inclusion of all primary school-age population in primary schools

-100% coverage & participation in primary education by all primary school-age children |
| | | -Identify and include all the under-served, disadvantaged. | X | | | | -Data from Poverty Alleviation Survey Study (PASS) | | -Statistics of excluded children

-List of all excluded and |

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
		-Harness secondary data sources to improve data collection of children excluded from the education system, e.g. CSO Household & demographic surveys & population censuses	X				Data Analysis software		underserved and disadvantaged -Categories of excluded children.
		-Establish the categories of children in difficult circumstances not attending school in the country	X						

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
	To carry out an outreach Programme particularly in the remote rural areas, peri-urban and resettlement areas.	Institution of awareness Programmes -Screening and assessment Organise support facilities Follow up reviews.				MOESC (SPS & SNE)	-Information leaflets -Vehicle hire for outreach	0,5	Enhanced community awareness and participation
	To facilitate access to the mainstream school infrastructure for all learners	-Identify physical barriers in all schools Target specific schools for priority installation of ramps, rails, special toilets entrances etc. Identify schools for residential facilities.				MOESC (SPS & SNE)	Building materials	0,5	Schools that are accessible to disabled. Increase in enrolment. Better service delivery
	To minimize school failure and the	Strengthen remedial Programme	X	X	X	MOESC (SPS & SNE)	Trainers Counsellors	5,5	Improved support services.

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	**2010**	**2015**				
	resultant emotional and behaviour problems among all learners	Strengthen Guidance and Counselling	X	X	X				
		Provide special counseling support for learners with disabilities.	x	x	x				
	To pre and in-service teachers, heads of schools, education officers etc. on special needs education for the success of inclusive education	Identify training needs	X	X	X	Ministry of Higher and Tertiary Education	Learning and teaching materials	0,1	Improved teacher performance
		Hold in-service workshops	X	X	X	MOESC (SPS & SNE)	Travelling and Subsistence for participants		Increased number of teachers serviced.
		Offer Post Diploma courses by MHTE .	X	X	X				
	To ensure high literacy levels for all learners	Produce and provide braille textbooks and	X	X	X	MOESC (SPS & SNE)	Braille paper	0,1	Improved service delivery.

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
		learning materials					Audio cassettes		High literacy rate.
		Procure braille stationary and other assistive devices and distribute to schools on request	X	X	X				
		Produce enlarged print books for low visioned learners	X	X	X				
		Produce talking books (audio) for the visually impaired	X	X	X				
		Simplify written text to increase the comprehension of deaf learners.	X	X	X				
	To maintain an accurate database for planning, monitoring and evaluation of progress in inclusion.	Data collection and recording of all learners with special needs.	X	X	X	MOESC (SPS & SNE)		0,05	Statistical data
		Conduct periodic surveys on trends in inclusiveness.	X	X	X				Survey reports.

Goal	Objectives	Activities	PART 1: Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	**2010**	**2015**				
		Use data for advanced planning.	X	X	X				
TOTAL								1 204,0	

6.3 LIFE-LONG SKILLS

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	**2010**	**2015**				
Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills Programmes including HIV/AIDS	To develop and implement a vocationali-sation Programme for secondary schools	Conduct a study to determine what the Programme should incorporate taking past initiatives in this area into cognisance.

Design vocationalisation Programme for secondary schools.

Draw up inventory of schools with requisite equipment.

Put in place structures, equipment and other resources that will foster the successful implementation of the programmes. | X

X

X

 |

X |

X | MOESC MHTE | Human Material Financial | 0,2 | Study report with recommend-ations on the way forward

Programme document

Inventory in place. Gaps identified. Infrastructure in place. Equipment procured.

Sensitised staff and pupils that understand and appreciate the new concept. |

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
		Sensitise and orient staff, students and the community towards the new Programme.	X	X	X				Evaluation report.
		Design and launch industrial exposure Programme for relevant staff.							Number of staff exposed to relevant industrial practices.
		Pilot test and launch Programme.		X					
	To improve access to skills training for youth especially the disadvantaged and marginalized such as school drop outs.	Ensuring that technical and vocational institutions operate at full capacity through the provision of evening, weekend and vacation Programmes country wide.	X	X	X		Human Material Financial	20,0	Efficient utilization of resources.

More training providers on the market especially informal traders who would be offering apprenticeship training. |
| | | Actively encouraging the participation of the private sector and industry in the provision of training | X | X | X | | | | |
| | | Speeding up the replication of Informal Sector Training and Resource network (ISTARN) to other provinces. | X | X | X | | | | The ISTARN concept introduced in all the provinces. More people especially young adults accessing skills training within their |

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/Outcome
			2005	2010	2015				
									localities or provinces.
	To improve the quality of skills training at tertiary institutions	Intensify targeted pre-and in-service training for trainers and instructors.	X	X	X	MHTE	Human Material Financial	2,0	Qualified and up to date trainers and instructors employed.
		Strengthen the lecturer Programme at Gweru Technical and Belvedere Technical Teachers Colleges	X	X	X				A Programme capable of producing trainers and instructors who are conversant with technologies and skills required by the labour market.
		Ensure the efficient utilization of resources.	X	X	X				Efficient tertiary education and training system.
		Establish resource Centres for the development and provision		X	X				Resource Centres in place and producing relevant

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Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
		of teaching and learning materials.							and up-to-date teaching and learning materials.
	To contribute to the reduction in the HIV/AIDS prevalence among education personnel and students.	Strengthening the delivery of HIV/AIDS education in schools and tertiary institutions.	X	X	X	MOESC MHTE	Human Financial Material	2,0	Behaviour change especially among the young adults.
		Strengthening the delivery of civic and life skills education including population education.	X	X	X				Reduction in HIV/AIDS infection among the young. A well-informed public with regards to civic education and life skills.
TOTAL								224	

6.4 ADULT LITERACY, BASIC AND CONTINUING EDUCATION

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	**2010**	**2015**				
Wider Access to Education	To achieve universal basic education in literacy and numeracy.	Carry out a survey to establish basic education needs Make recommendations for improving access.	X X			MOESC	Human Financial Material	20,25	Survey Report
	Increase community awareness of and desire for literacy.	Develop advocacy strategies to enlighten communities on the value and importance of literacy. Conduct research to ascertain levels of literacy in the country.	X X			MOESC	Financial Human	 20,35	Appreciation of the value of literacy by communities Research Report
	Remove barriers to access	Consult with stakeholders on facilities and access procedures for groups with special needs. Identify needs of special groups Recommend on possible steps to be taken to remove barriers.	X X X			MOESC Stakeholders Stakeholders Community Leaders	Financial Human	20,1	Inventory of facilities and access records of groups with special needs. Greater participation by disadvantaged groups.

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Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	**2010**	**2015**				
	Train adult and non-formal educators	Recruit, train Non-formal educators	X	X	X	MOESC Stakeholders	Financial Human	21,0	Trained Non-formal educators.
	Promote partnerships in the provision of Non-Formal Education	Recommend appropriate and economic user fees.	X	X	X	- MOESC - Private Sector - Partners	Human	20,1	Greater and more meaningful financial contribution by learners.
		Recommend the allocation of a special budget for Non-Formal Education.	X	X	X				More realistic budget allocation for ANFE
		Consult and sensitise companies on the value of Non-Formal Education	X	X	X				Greater involvement and contribution in ANFE by Private Sector.
TOTAL								101,9	

6.5 **GENDER EQUITY IN EDUCATION**

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
Eliminating gender disparities and achieving gender equity by 2005	To achieve gender equity and equality by 2005	Review and revise curricula to make it gender sensitive	X	X	X	MOESC and MHTE	Human Financial Material	10,0	Gender sensitive curricula produced. Education personnel sensitized.
		Gender-sensitise teachers and school administrators	X	X	X		Gender Trainers Venues	10,0	Girls' retention in schools improved
		Educate parents and communities on the importance of educating the girl child.	X	X	X		Gender Trainers Venues Stationery		SDCs, SDAs and college advisory councils gender sensitized. Parity achieved in enrolment between boys and girls.
	To mobilise resources for achieving the stated objective	Fundraising from all stakeholders – writing project proposals	X	X	X				
	Increase girls access to secondary education to 50% of enrolment.	Construction of schools in disadvantaged areas and new resettlement areas. Provision of safe water and sanitary conditions in schools	X	X	X	MOESC MLGNHPW	Building materials Builders	10,0	Number of schools registered reduced walked distance to school
	Mobilise resources to improve participation in science and maths	Run maths science Camps	X	X	X			10,0	Improved achievement rates in Maths & Science Improve enrolment of girls in Maths Science and Technologies

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
	Produce gender disagregated statistics in the two ministries	Train more females in Mathematics, Science and Technical teaching	X	X	X	MHET		5,0	Number of female teachers trained in Science, Mathematics and technical
		Provision of scholarship Programme for girls from disadvantaged families.	X	X	X	MOESC		1,0	Lists of students on scholarship and BEAM Programme
	Mobilise funds from stakeholders for scholarships								Yearly statistics bulletin
		Data capture Data cleaning Data processing	X	X	X	MOESC & MHTE	Data Capture Clerks		
TOTAL								46,0	

6.6 QUALITY OF EDUCATION

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
Improving all aspects of the quality of education	Review existing curriculum so that it is relevant to the needs of the nation.	Research and consult widely. Convene national panels to review syllabuses.	X	X	X	MOESC	Financial Human Material	100,0	Revised curriculum
	Improve availability of learning resources	Mobilise stakeholders to provide funding for procurement of resources	X	X	X	MOESC	Financial Human Material	500,0	Reduce textbook pupil ratio to 1:2 more effective learning
Improve available of learning and teaching resources	Improve supervision from the current situation to at least two visits per school per year.	Undertake school visits for the purpose of supervision	X	X	X			100,0	Improve quality and relevance of education
	Institute qualitative learning assessment throughout the curriculum	Monitor learning assessment throughout the curriculum	X	X	X	MOESC	Financial Human Material		More trained teachers in schools.
Improve teaching and learning		Develop instruments for assessment							Improved pass rates.
	In-service each teacher at least once in every five years.	Organise in-service training workshops for teachers	X	X	X	MOESC MHTE		10,0	
		Write teachers manuals on different subjects				MHTE			
	Reduce the employment of under- qualified and untrained teachers by 5%	Improve social infrastructure in rural areas and conditions of service						50,0	Improved pass rate across the curriculum to 50% at 'O'level
	Improve pass rate at								

Goal	Objectives	Activities	Time Frame			Responsibility	Resources	Budget in Billion ZWD	Expected Output/ Outcome
			2005	2010	2015				
	'O' level to 50%	Identification of schools staffed with under-qualified and untrained teachers and replace them with trained teachers.	X	X	X	MOESC			
TOTAL								760,0	
GRAND TOTAL								**2 348,4**	

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