

# UNICEF ZIMBABWE

## Sectoral Report for Education for the period January to December 2016



Submitted in March 2017

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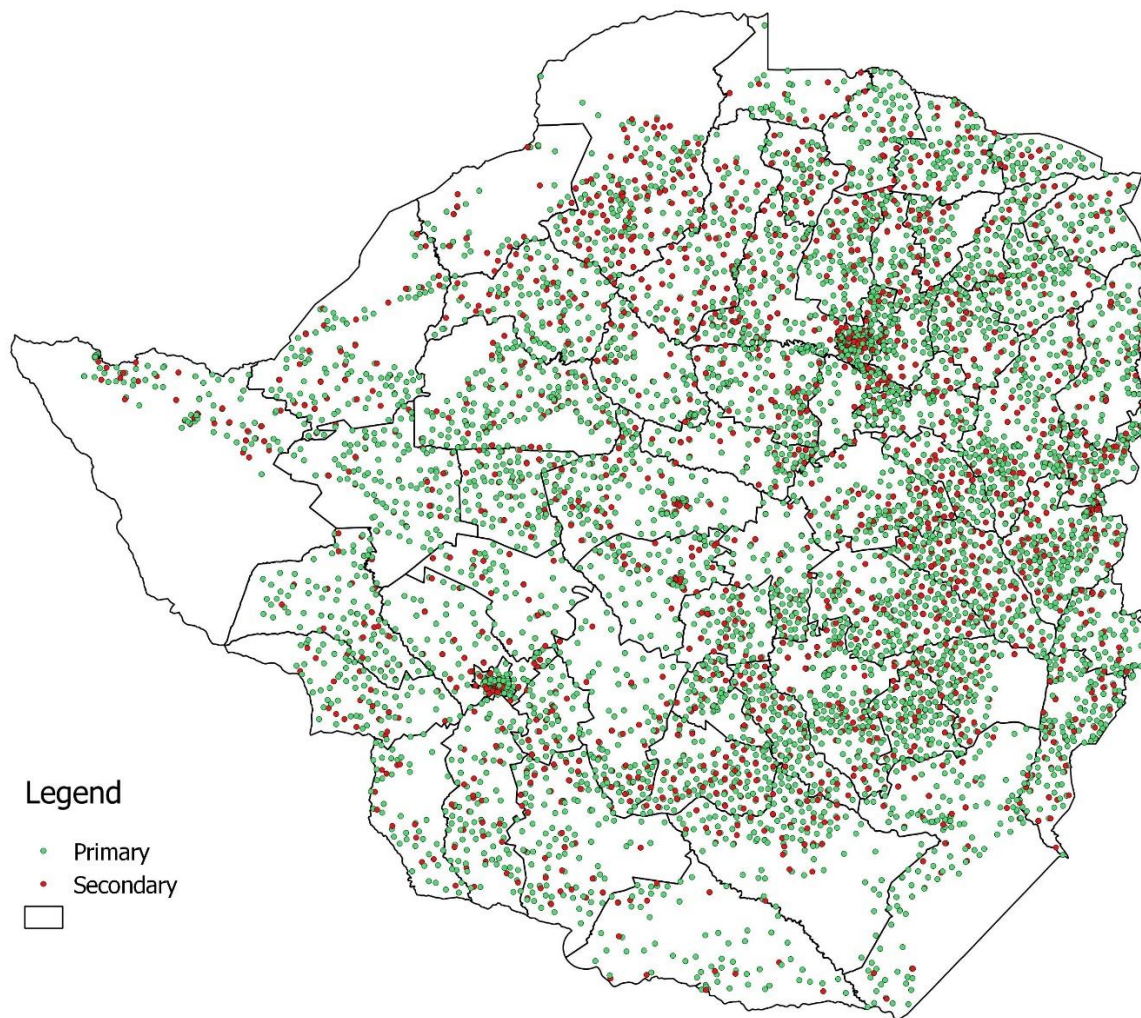
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**Cover Photo:** UNICEF Zimbabwe/2016

**Caption** School children from Binga Primary school are seen during a lesson under a tree at the school in Binga

Map showing Primary and Secondary schools in Zimbabwe in 2016

## Distribution of primary and secondary schools



## 1.0 Executive Summary

The education programme was guided by the Zimbabwe United Nations Development Assistance Framework (ZUNDAF 2016 – 2020) under the Social Services and Protection priority area and the UNICEF Country Programme 2016 – 2020. The overall goal of the UNICEF Zimbabwe Country Office (ZCO) in 2016 was to continue with efforts to gradually remove barriers to access to all levels of education, promote learning and strengthen the education system for the delivery of quality education. The interventions supported through the Education programme were aligned with the national priorities in the ZUNDAF framework, UNICEF Strategic Plan 2014-2017 and the priorities in the Ministry of Primary and Secondary Education (MoPSE)'s 2016-2020 Education Sector Strategic Plan (ESSP). The outcome that these interventions were designed to achieve was that, *by 2020, all boys and girls, including young people, have increased and more equitable access to, and completion of, quality, inclusive education, with improved learning outcomes*. The education programme is also contributing to the attainment of the Sustainable Development Goals (SDGs 2016 – 2030) as described under SDG four (<https://sustainabledevelopment.un.org/post2015/transformingourworld>).

This notwithstanding, the demand for education has remained high as reflected in the measures of access and participation. In 2016, gross enrolment rates (GER) and net enrolment rates (NER) at the primary level stood at 105.0% percent and 89.3 per cent respectively. However, GER and NER at pre-primary (51.9 per cent and 33.0 per cent) and lower secondary (76.7 per cent and 56.4 per cent) are lower but, in comparison with other countries in the region, remained high and show an upward trend. Pass rates at the end of Grade 7 (Total = 43 per cent; Males = 40%; Females = 45 per cent in 2016) and lower secondary (Total = 20 percent; Male = 30%; Females = 25 per cent in 2015) are low, but also show steady improvement over the past four years. What these positive developments masked, however, are the pockets of particularly disadvantaged children who failed to access education or dropped out of school, with the under-performance of the non-formal education subsector resulting in very few out-of-school learners accessing alternative forms of education. Many schools located in poor communities continued to offer non-conducive learning environments, resulting depressed pass rates in these schools at all levels. It is within this context that the Education programme was implemented.

School Improvement Grants (SIG) were disbursed to a total of 3,159 most disadvantaged schools in order to assist them improve their school environments through the implementation of selected components of their school development plans. By targeting these schools, the barrier to access that was created by the demand for fees required to fund school operations was ameliorated. By targeting the schools disadvantaged schools, SIG served as a cushion against exclusion of the most vulnerable social groups, namely, learners from the poorest households, schools and communities, children and young people who are out of school, as well as children with disabilities. While progress in the provision of life skills-based and technical and vocational education and training (TVET) was constrained in terms of the numbers reached (54% of target), the target for CWDs enrolled in school was exceeded by 24 per cent.



The two major quality improvement initiatives supported were teacher capacity development and curriculum reform. Teacher professional development initiatives that expanded teachers' capacity to deliver quality education covered early reading, catch up education and development of knowledge in specific subjects considered to be key to the curriculum but where teachers were in short supply. This also included strengthening teachers' capacity for the creation of more supportive environment for learners, particularly through the strengthening of their life skills, sexuality and HIV and AIDS education. The year 2016 was also the preparatory year (Phase 1) of the curriculum reform process that was initiated in 2015, with 104 syllabuses for primary, lower and upper secondary school levels developed and printed. A significant element of the curriculum reform process was the development of a continuous assessment framework. There were 120 children affected by the Mozambican conflict that spilled across the border into Zimbabwe. These children were provided with classroom tents and learning materials.

In order to ensure sustainability of these efforts, a large component of the programme supported system strengthening initiatives that focussed on a number of areas. Work on the alignment of the Education Act with the national Constitution as well as the development of prioritised policies started towards the end of 2016 and was set to continue into 2017. For the first time, the collection, capture and cleaning of EMIS data was successfully decentralised, and EMIS data was used to inform the Education Sector Performance Review (ESPR) for 2016, the best of the three ESPRs conducted so far. Real time data collection through an sms-based system (SlimEMIS) complemented data generated through EMIS. The evaluation of the EDF and GPE-supported programme components was initiated, but continued into 2017. Monitoring visits, including joint monitoring visits, also generated information on the achievements that were being achieved as well as constraints and challenges faced by schools. The visits also enhanced the system's accountability. All these helped strengthen the system's capacity to sustain the gains achieved in the delivery of quality education, create a more supportive legislative and policy environment, and informed planning, decision making and budgeting processes.

Thematic funds were strategically deployed to support those components that contributed to higher impact of interventions either by plugging gaps that, if left unattended, increased the risk of non-achievement of results. In this regard, the value of flexible Thematic and RR funds was catalytic in that they ensured the availability of the critical mix of inputs required and necessary to make a positive difference. In 2017 the Education programme will generally maintain the same set of activities, but with amendments made to the scope, targets and delivery strategies on the basis of information generated from experiences gained in 2016.

UNICEF would like to thank all donors who contributed to the achievements outlined in this report, with a special mention to the Government of Sweden for the country specific flexible thematic funding support. We look forward to continued collaboration in 2017 to achieve more results for the women and children of Zimbabwe

## 2.0 Strategic Context of 2016

In Zimbabwe, as is the case in most of the other countries in the Southern Africa region, agriculture is the mainstay of the economy, with 70 per cent of Zimbabweans dependent on rain-fed agriculture. The

country is facing one of its worst drought in almost a generation, and the El Niño-induced drought coupled with the inability of the state to provide alternatives, left about 4.1 million people food insecure.<sup>1</sup> Towards the end of 2016, heavy rains associated with La Niña pounded most parts of the country causing flooding, destruction of crops, and water-borne diseases such as typhoid. According to one recent study<sup>2</sup>, this has taken place in the context of “weak governance, limited resilience of citizens, and increasingly fragile infrastructure” and “a deepening economic crisis – characterized by deflation, stagnation and low productivity”. The Southern African region, Zimbabwe included, is facing the negative effect of falling commodity prices, and a weakened South African economy which together “threaten to accelerate Zimbabwe’s own economic deterioration, and could lead to humanitarian catastrophe.”

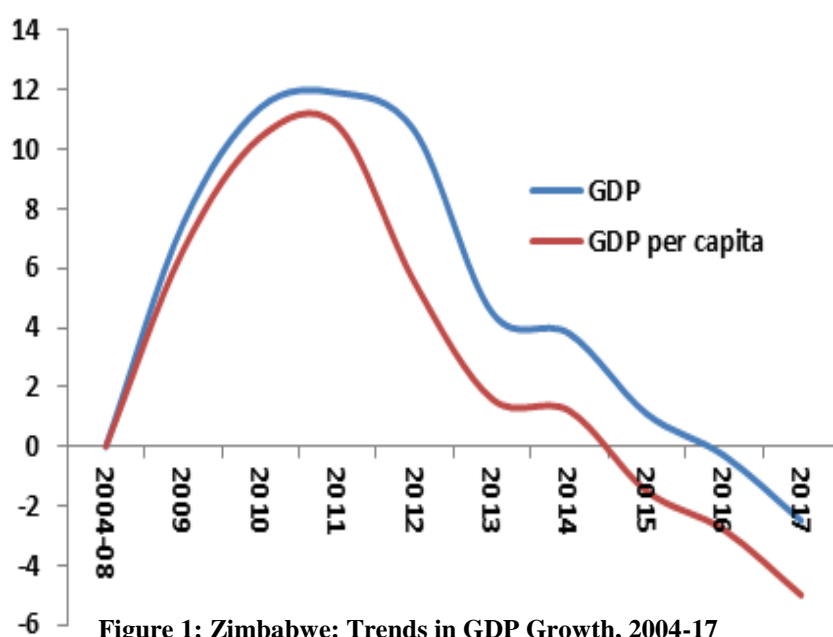


Figure 1: Zimbabwe: Trends in GDP Growth, 2004-17

The latest International Monetary Fund (IMF) projection is that, after five years of low growth, the Zimbabwean economy will contract over the next two years. A contracting economy and increasing population will contribute to an even steeper fall in GDP per capita which is estimated to decline by 5% in 2017 (See Figure 1). In fulfilment of the one of the terms of re-engagement negotiated at Lima 2015, the country paid its US\$107 million debt to the IMF in October 2016. In response, the IMF has announced the “removal

of the remedial measures applied to Zimbabwe that had been in place because of the member’s overdue financial obligations.” While this is good news, the IMF points out that “consideration of any future request for IMF financing would also require Zimbabwe to comply with other applicable IMF policies” such as settlement of debt to multilateral and bilateral creditors, and implementation of “strong fiscal adjustment and structural reforms to restore fiscal and debt sustainability and foster private sector development.”<sup>3</sup> Some of the required fiscal and structural reforms were part of the Lima agreement but have not been implemented.

In order to address the fiscal crisis, Government introduced bond notes in November 2016. The bond notes took the form of a five percent payment incentive on exports as well as three percent on remittances. The period between the announcement of the introduction of bond notes (which was in

<sup>1</sup> See: <http://www.reuters.com/video/2016/05/02/zimbabwe-drought-pushes-up-to-4-million?videoId=368335521>

<sup>2</sup> Chitiyo, K, Vines, A and Vandome, C (2016). The domestic and external implications of Zimbabwe’s economic reform and re-engagement agenda. Chatham House.

<sup>3</sup> Executive Board Removes Remedial Measures Applied to Zimbabwe  
<http://www.imf.org/en/News/Articles/2016/11/14/PR16505-Zimbabwe-IMF-Executive-Board-Removes-Remedial-Measures> (accessed 11/17/16)

May 2016) and their release into the system (November) was characterised by uncertainty and general resistance to the bond notes by the citizenry. The population was fearful that this marked the return to the dreaded Zimbabwean dollar of the hyperinflationary era, and this led to panic withdrawals of US dollars from accounts, leading to severe cash shortages that forced financial institutions to reduce the daily withdrawal limits. This resulted in long queues and more frequent trips to the bank, and a lot of workers' productive time was lost. One of Government's responses was the promotion of the use of "plastic money", which the population slowly adopted.

Another significant feature introduced by the Government was a ban on the import of a range of goods and other consumer products as part of its strategy to stimulate local production. Goods affected by the import ban included basic food items (such as selected grains, tinned foods and cooking oil), second hand clothing, as well as items such as spare parts for machines and items. Once again, this was met with initial resistance, especially from the large section of the population that derived its livelihood from cross-border trade in these goods and commodities. In one instance, protests against the ban turned so violent that the border had to be temporarily closed.<sup>4</sup>

While a new national constitution that was hailed as largely progressive was adopted in 2013, many laws are still to be aligned with the constitution. A total of 396 Acts are on the statute board, with 206 of them requiring alignment with the constitution. A major effort is therefore required to complete the alignment process, and so far progress has been slow. While it is encouraging that the alignment process was initiated in 2016, the legal framework for the provision of services will remain somewhat weak until the process is completed.

Each of the above developments had far-reaching impacts on the education sector. The economic crisis that Zimbabwe experienced during the period 2000-2009 left the education system significantly weakened. However, from 2010 onwards, it witnessed steady recovery and development that was supported by a growing national economy. During the same period, the education sector's share of the national budget remained high at 28 per cent, with absolute amounts rising from US\$316 million in 2010 to a peak of US\$890.1 million in 2015. However, the increase was mainly a reflection of the rising wage bill that crowded out expenditure on non-wage component of sector support. Furthermore, since 2015 Zimbabwe has experienced a deepening economic crisis against the backdrop of deflation, stagnation and low productivity. This was exacerbated by the negative effects of falling commodity prices and a weakened South African economy. From the second quarter of 2016 right up to the end of the year, the country faced a serious liquidity crunch that severely constrained broad access to resources and negatively affected the operation of institutions at all levels.<sup>5</sup> For the first time in seven years, the education sector's share of the national budget suffered a decline, sliding from US\$890.1 million in 2015 to US\$810.4 million in 2016, with 98.6 per cent of it going to meet staff costs alone. The budget for 2017, announced in November 2016, declined further to \$803 million.<sup>6</sup>

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<sup>4</sup> See <http://www.voazimbabwe.com/a/violent-riots-rock-beitbridge-as-pretesters-demand-reversal-of-import-ban/3400881.html>

<sup>5</sup> See, for example, <http://www.herald.co.zw/cash-crisis-hits-banks-shops/>

<sup>6</sup> Ministry of Finance and Economic Development (2017): *The 2017 National Budget Statement: "Pushing Production Frontiers Across All Sectors of the Economy"*. Presented to the Parliament of Zimbabwe on 8 December, 2016 by Hon. P. A. Chinamasa, MP Minister of Finance and Economic Development.

The declining state investment in the education sector has starved schools of the much-needed resources, particularly for non-salary expenditure. Given the Zimbabwean population's high education-seeking behaviour, this has resulted in parents and guardians carrying a disproportionate burden of funding the non-salary portion of education. However, not all parents have the capacity to pay the prescribed fees, especially given the difficult economic context that has left many parents economically vulnerable. To address this, MoPSE has in place a non-exclusion policy whose intended impact is to protect the most disadvantaged children's right to education. In reality, the non-exclusion policy was not always adhered to by all schools, resulting in some of the school-going age children dropping out of school or remaining out of school. A robust non-formal education (NFE) policy is also in place, and provides for the provision of flexible learning arrangements for learners in special circumstances. However, the NFE policy still experiences implementation deficits, partly due to the requirement that learners pay prescribed fees, and partly because of poor policy communication. As a result, many out-of-school children still fail to access non-formal education.

On the legal front, the alignment of the Education Act with the Constitution started in the third quarter of 2016, and consultations on the proposed changes only began towards the end of the last quarter. The legal framework for the provision of quality education will only be complete when the alignment process has been completed. This inevitably also impacts on the sector's ability to develop and implement policies, statutory instruments and other legal provisions that adequately respond to the sector's needs.

Generally, the sector has a very strong infrastructure base, but a huge infrastructure deficit remains, particularly in the newly resettled geographical areas where the provision of education services has been traditionally inadequate. Underfunding of the education sector by Government consequent on an underperforming economy as well as deepening levels of poverty among school communities coupled with declining funding levels from partners remains one of the major bottlenecks. Although UNICEF prepositioned stock as part of its general emergency preparedness and provided technical support, it was not able to secure funding for an adequate response to the drought in the form of school feeding. GoZ has, however, been able to procure grain to feed 1,070,867 children in the Infant School Module (ECD A to Grade 2). The education system's school supervision system remains starved of resources, with a shortage of serviceable vehicles and inadequate fuel. This has frustrated efforts to ensure sufficient numbers of school supervision visits. The recent establishment of a Directorate of Inspection and the movement of supervisory staff from the provincial to the district level is expected to contribute to more frequent supervision, but this transitional period has actually witnessed a drop in the number of schools visited in 2016 compared to schools reached in 2015. Underfunding has also resulted in the continued enforcement of a moratorium on staffing levels at management levels (national, provincial and district), and specific areas such as curriculum, planning and policy development are the worst affected. This has had a negative impact on continuity in the provision of quality education services.

Despite these challenges, there have been positive developments in the education sector. The sector itself has displayed remarkable resilience, and during 2016 UNICEF, through its Education Programme,



sought to ensure that the gains made are protected, and that new opportunities for further development of the sector are fully exploited.

### 3.0 Results in the Outcome Area

#### *Theory of Change*

The interventions supported by UNICEF Zimbabwe's Education Section in 2016 sought to ensure that, "By 2020, all boys and girls, including young people, have increased and more equitable access to, and completion of, quality, inclusive education, with improved learning outcomes". These interventions support the Strategic Plan 2014-2017 outcome on *improved learning outcomes and equitable and inclusive education*. The focus is on promoting early learning, girls' education, education in emergencies, and promotion of partnerships for greater impact and stronger education systems.

In Zimbabwe, the high literacy levels, participation rates and generally high quality in education mask huge disparities by wealth status, geographical location, (dis)ability status, and to a lesser extent, age and gender.<sup>7</sup> Despite the existence of the policy of non-exclusion, one of the major causes of lower participation rates among the lowest wealth quintiles is failure to raise the various fees required by the school. This, of course, also reflects both the existence of weaknesses in the policy and legislative framework as well as deficits in policy implementation and enforcement of legal provisions. The impact of these two factors are worst felt among the children with disabilities (CWDs) a large proportion of whom are unable to access education. This is because not only are fees a major generalised bottleneck, but also because, for this group of learners, the cost of education is even higher given the need for assistive devices and additional learning support systems. Furthermore, school environments often do not provide environments (e.g. construction designs that offer CWDs easy access to classrooms, WASH facilities and others). The net effect has been the existence of a large number of out of school children (OOSC).

The Government of Zimbabwe (GOZ) has made a lot of progress in expanding access to education by addressing the supply side of the equation. In those locations where education services were inadequate or non-existent, it has provided for the establishment of "satellite schools".<sup>8</sup> While schools also exist in rural areas, they are largely supported by rural communities who have a weak economic base, and who are only able to provide basic (but in most cases not ideal) infrastructure and other resources to support learning.<sup>9</sup> These differences in resource provision largely account for the huge differences in learning outcomes among schools, and the persistence of these inequities is also compounded by low state funding for education (largely caused by limited revenue inflows into the fiscus) as well as limited additional support from funding partners.

<sup>7</sup> The gallery of maps presented in the Annex to this report illustrate some of these issues.

<sup>8</sup> Satellite schools are those that, because of inadequate infrastructure and other facilities, do not qualify for official registration. This means that, invariably, such schools offer learning environments that are not sufficiently conducive to learning.

<sup>9</sup> The schools in rural areas are classified as P3 (primary) and S3 (secondary) schools, and are among the poorest. P1 and S1 schools are located in the most affluent (usually low density urban residential) communities, while P2 and S2 schools are the poorer (but not poorest) schools located in the high density urban residential locations.

Despite the limited resources, a lot more could be achieved through good prioritisation and more efficient use of existing resources. In order to do this, Ministry of Primary and Secondary Education (MoPSE) has not only to advocate for more resources from Treasury, but to ensure the existence of a strong, well-function education delivery system that optimises on these resources. The reality, however, is that more than 98 per cent of the budget availed to it goes towards meeting staff costs, leaving very little to support non-staff inputs. The shortage of resources has also placed severe limits on its ability to monitor and supervise schools to assure quality and provide support.

MoPSE was aware that the narrow academic focus of the curriculum offered by schools did not fully meet the knowledge and skills demands of the 21<sup>st</sup> century, and that this adversely affected the quality of education offered. It therefore embarked on an ambitious curriculum reform process that in 2016 focused on preparations for a national rollout in January 2017. One feature of the new curriculum was its ability to meet the more diverse needs of different learners with different capacities, with a continuous assessment component that took into account this reality. However, the curriculum reform process was extremely challenging, given the high cost of materials (syllabuses, teachers' guides, textbooks, stationery, specialist equipment and others) as well as need to invest in the preparation of teachers and supervisors (training) for full implementation amid serious resource constraints.

The Education programme interventions are designed to address the various causal factors associated with low access to education services, low quality of education and inequity. The overall strategy is to provide support to schools, targeting the most disadvantaged, in order to ensure expanded access by the most vulnerable categories of children. Such support included the provision of school improvement grants (SIG), procurement of resources for CWDs (e.g. special learning materials, equipment and assistive devices) and support for the establishment of WASH facilities, among others. Addressing these bottlenecks was expected to result in *Enhanced capacities of stakeholders at all levels, including communities, for increased learning opportunities for out-of-school children and young people, and equitable access for and retention of disadvantaged children.*

To support quality enhancement, the Education programme supported a mix of interventions largely around the curriculum and its implementation, including support to the curriculum reform process, capacity building for teachers and supervisors, support to teacher supervision and school monitoring and enhanced school management. Attention was also paid to the need to respond to the needs of children facing different types of humanitarian situations such as displacement caused by conflict, effects of drought, and floods. The output expected from these interventions is *increased national capacity to provide access to age-appropriate, quality learning opportunities and minimize the effects of disasters on learning.*

Focus was also on strengthening the education system as whole so that it continued to deliver education of good quality on a sustainable basis. The interventions included support to sector planning, monitoring and review, data collection to inform decision making, and the development of legal, policy and budgetary frameworks that supported service delivery and accountability at all levels. The output expected is *strengthened political commitment, accountability and national capacity for evidence-based legislation, planning and budgeting for scaling-up quality and inclusive education.*

The overall outcome that the Education program seeks to realise out of these interventions is that *by 2020, all boys and girls, including young people, have increased and more equitable access to, and completion of, quality, inclusive education, with improved learning outcomes.*

### **Contribution of Thematic Funds and Regular Resources (RR)**

While the bulk of the funds used to support the interventions came from the Education Development Fund (a pooled fund) and the Global Partnership for Education (GPE), Thematic funds not only supported specific interventions to complement the said funds, but because of their flexibility, also played a catalytic role by focusing on components that maximized the impact of other interventions in strategic ways. One of the key areas supported through Thematic Funds and RR were monitoring visits, including joint monitoring visits by MoPSE, UNICEF and partners. Such visits collected information used to ascertain that intended results were being achieved, assessed the level of policy implementation, including the identification of gaps in policy implementation, verification of presence and use of materials provided to provinces, districts and schools, and documenting best practices, challenges and constraints, as well as lessons learned. A critical subcomponent of the monitoring exercise involved monitoring the effects of drought on the education sector. A specific dimension of accountability that Thematic Funds and RR supported were audits and spot checks of partners who received funds to implement the Education programme. By so doing, not only did UNICEF ensure proper and efficient utilization of funds, but it also provided opportunities for on-site capacity development of partners in the management of all financial resource – and not just Thematic Funds and RR – to ensure better value for money.

The role of HIV and AIDS as a cross-cutting issue that affects the delivery of education as well as learners' participation is well-known. Several elements of this component were largely supported through Thematic Funds and RR, and these included support to the review of the Life Skills Strategy and inter-agency work that promoted collaboration among UN agencies. Work on HIV and AIDS, life skills and sexuality education also brought together sections as they supported work on the HIV and AIDS, life skills and sexuality education syllabuses. This ensured sufficient integration among relevant interventions across different sectors. Thematic Funds and RR also contributed to the development of the technical and vocational education and training (TVET) strategy. This was particularly important, given the emphasis that the new curriculum places on this component.

Enhanced teacher capacity promotes the delivery of quality education. In this regard, Thematic Funds and RR were used to support in-service training of teacher, with a focus on developing high level skills among teachers teaching subjects areas considered to be key to the school curriculum, but where there was a critical teacher shortage (Sciences, Mathematics, ICT, Indigenous languages, ECD and TVET). Lastly, part of the Thematic Funds and RR added value to the Education programme through their support to UNICEF staff costs. UNICEF's biggest strength lies in the staff who support the delivery of the Education programme.

## Results Assessment

Education falls within the Social Services and Protection (SSP) cluster of the Zimbabwe United Nations Development Assistance Framework (ZUNDAF). SSP falls within the Social Services and Poverty Eradication cluster of the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset).<sup>10</sup> The SSP cluster has the following three outcomes: (a) *Vulnerable populations have increased access and utilization of quality basic social services*. (Outcome 6.1); (b) *Key institutions provide quality and equitable basic social services* (Outcome 6.2); and (c) *Households living below the food poverty line have improved access to and utilization of social protection services* (Outcome 6.3). The Education sub-cluster supports expanded access to education and to improved quality in education, with a focus on the most disadvantaged populations (equity).

The 2016-2020 ZUNDAF was finalised in 2015 and was ready for implementation beginning January 2016. This framework has enabled several government ministries and UN agencies to work together in determining priority interventions designed to achieve common goals in the Education sector within the broader context of broader goals set by the Social Services and Protection (SSP) group to which Education is a subgroup.

In 2016, the implementation of the Education programme built upon the successes registered in 2015 and the years before. In particular, there was a sense of optimism as the Education Sector Strategic Plan (ESSP) for 2016-2020 was successfully completed and endorsed both by the Ministry of Primary and Secondary Education, the Local Education Group (LEG) and by the Global Partnership for Education (GPE). 2016 was also the preparatory year for the implementation of a new curriculum whose blueprint was adopted in July 2015. However, there remained a sense of uncertainty in the broader political economy, with economic prospects of the country remaining depressed despite efforts to re-engage with the international community. However, the Education programme itself concluded the year 2016 on a positive note, with continuation of DFID support to the value of \$36 million (2016-2018), GPE approving an additional \$20.6 million (2017-2018) while Germany released \$16 million (2017-2018) to support the education sector.

***Outcome: By 2020, all boys and girls, including young people, have increased and more equitable access to, and completion of, quality, inclusive education, with improved learning outcomes.***

Overall, significant results have been achieved in the expansion of access to primary and secondary education, particularly by disadvantaged social groups. Although they have remained a little depressed, learning outcomes have also steadily improved, reflecting a strengthened education that, however, remains severely under-resourced. Progress made in 2016 against the outcome and targets set is summarized in the table below.

<sup>10</sup> ZimAsset has the following four clusters: (a) Food Security and Nutrition; (b) Social Services and Poverty Eradication; (c) Infrastructure and Utilities; and (d) Value Addition and Beneficiation.



## Progress against Outcome Indicators and Target for 2016

Outcome Indicators					
Indicator	Baseline	Year	2020 Target	2016 Target	2016 Actual
1. Lower secondary school gross enrolment ratio	Total: 75.2 Female: 75.3 M: 75.2	2015		Total: 76 Female: 76 M: 76	Total: 76.7 Female: 76.5 M: 76.7
2. Percentage of trained ECD teachers/facilitators	32.7	2015	54	35	53.4
3. Percentage of pupils achieving at or above the grade-appropriate level after completing Grade 2 for Mathematics and English	English: Total: 51 Female: 56 Male: 47  <u>Mathematics:</u> Total: 67 Female: 70 Male: 65	2014	<u>English:</u> Total: 56 Female: 61 Male: 52  <u>Mathematics:</u> Total: 72 Female: 75 Male: 70	<u>English:</u> Total: 53 Female: 57 Male: 49  <u>Mathematics:</u> Total: 68 Female: 71 Male: 66	<u>English:</u> Total: 53 Female: 57 Male: 47  <u>Mathematics:</u> Total: 66 Female: 69 Male: 64
4. Pre-primary gross enrolment ratio	Total: 39.4 Female: 39.3 Male: 39.5	2013	Total: 50 Female: 50 Male: 50	Total: 44.5 Female: 44.4 Male: 45.6	Total: 51.9 Female: 51.8 Male: 52.1
5. Secondary gross enrolment in the 10 districts with the lowest enrolment rates	Total: 51.2 Female: 50.7 Male: 51.9	2013	Total: 71.2 Female: 71.2 Male: 71.2	Total: 55.2 Female: 56.0 Male: 55.6	Total: 57.1 Female: 57.3 Male: 57.0
6. Grade 7 pass rate among the bottom 10% of schools	Total: 2.2% Female: 2.3% Male: 2.1%	2013	Total: 12.2% Female: 12.2% Male: 12.2%	Total: 4.2% Female: 4.3% Male: 4.3%	Total: 3.1% Female: 3.4% Male: 2.9%
7. Attendance rate poorest quintile in pre-primary, primary and lower secondary education (Form 1-4)	<u>Primary:</u> Total: 93.3 Poorest: 90.4 (Richest: 97.5)  <u>Lower Secondary</u> (Form 1-4):	2014	<u>Primary:</u> Total: 96 Poorest: 95 (Richest: 98)  <u>Lower Secondary</u> Total: 62 Poorest: 50	No Target for 2016. Data available in 2018	N/A

	Total: 54.9 Poorest: 35.3 (Richest: 81.3)		(Richest: 83)		
8. Percentage of children aged 36-59 months which have been engaged in activities with an adult to promote learning and school readiness	Total: 43.1 Female: 43.1 Male: 43.1	2014	Total: 50 Female: 50 Male: 50	No Target for 2016. Data available in 2018	N/A

EMIS data for 2016 shows that participation rates at the primary school level have remained high, with gross enrolment rates (GER) and net enrolment rates (NER) at 105 percent and 89.3 per cent respectively. However, GER and NER at pre-primary (51.9 per cent and 33 per cent) and lower secondary (76.7 per cent and 56.4 per cent) are lower, but show an upward trend. Between 2013 and 2016, pre-primary gross enrolment rates (GER) rose by 31.7 per cent and lower secondary GER in the 10 districts with the lowest enrolment rates rose by 11.5 per cent between 2013 and 2016. In all cases, 2016 figures show an increase over 2015, with gender parity index of between 0.97 and 1.02. The rise in participation rates, particularly within such a constrained economic environment, reflects a combination of several positive factors, among them (a) the impact of the policy on non-inclusion on grounds of wealth, gender, ability status, geographical location, race or linguistic origin; (b) Zimbabwean communities' high education-seeking norms and behaviour; and (c) the resilience of the education sector and school. The latter point is borne out by the fact that the government has maintained investment in education at around 8 percent of GDP (although 98.6 per cent of it goes towards meeting staff costs) while communities have contributed 96 per cent of the non-staff component of the education budget. The sector has also enjoyed significant financial and technical support from the Education Development Fund (EDF) and the Global Partnership for Education (GPE), both of which are managed by UNICEF. The major challenge remains the existence of disparities in access to education caused by the gaps that the policy on non-exclusion still creates in the world of reality. In particular, children from poorer families, learners residing in geographical locations that were historically under-served, as well as children with special learning needs (e.g. children with disabilities or CWDs) still exhibit lower participation rates. For this reason, UNICEF has strongly advocated for a deliberate focus on these disadvantaged social groups.

Learning outcomes, as a proxy indicator of quality, show satisfactory progress against targets set. ZELA scores for 2015, compared to 2014, show stabilisation of performance at Grade 2. The percentage of learners performing at or above the grade-appropriate level in English rose from 51 to 53, but in Mathematics it declined from 67 to 66. Pass rates at Grade 7 have improved from 41.61 per cent in 2015 to 42.90 per cent in 2016. At both levels, girls to outperformed boys. Pass rates at lower secondary, though rising steadily, remain low (27.9 per cent in 2015 compared to 22.4 per cent in 2014), with boys outperforming girls.

In 2016, significant progress was registered towards equity of access and learning outcomes. Lower

secondary GERs in the ten lowest-performing districts rose by 5.9 percentage points between 2013 and 2016, with gender parity maintained. In comparison, the national average for GER also increased, but by a much lower percentage (3.4 percentage points). However, Grade 7 pass rates among the bottom 10 per cent of schools rose by only 0.9 of a percentage point (against a national average of 9.62 percentage points) from 2.2 to 3.1 per cent, falling below the 2016 target of 4.2 per cent. These results point to the persistence inequities in learning outcomes between the best and worst performing schools. Neither Grade 7 nor lower secondary pass rates reached the 50 per cent mark, a result of underfunding of the sector (leading to under-provision of infrastructure and learning resources), a non-responsive curriculum, and a learning assessment system that narrowly focuses on academic achievement to the exclusion of other learner competences, as well as unequal allocation of well trained, competent and motivated teachers. For this reason, UNICEF has continued to advocate for an equity-based approach to education support, with considerable success. MoPSE's 2016-2020 Education Sector Strategic Plan (ESSP), school improvement grants (SIG) and provision of fuel for school monitoring and inspection reflect elements of this equity thrust. UNICEF also supported MoPSE's preparatory activities the new curriculum to be implemented in January 2017.

Support to the development of the ESSP was accompanied by a strong capacity building component targeted at MoPSE staff at central, provincial, district and school levels. The outcome of these efforts was a credible, costed, equity-focused ESSP that acknowledged the realities of a strained resource envelope. The ESSP was endorsed by the Education Coordination Group that comprises MoPSE, other sector ministries, funding partners (chief among them DFID), CSO representatives, UN partners, and the World Bank. Recognizing its strength, GPE availed US \$ 20.6 million to support the implementation of selected components of the ESSP, with Germany contributing Euro 14 million. Largely through UNICEF support, MoPSE's capacity for the generation of accurate, up to date information for evidence-based policy development, sector planning, and decision making processes was expanded. The sector's Education Management Information System (EMIS) was strengthened further at decentralized levels, merged with the Teacher Development Information System (TDIS), and complemented by the collection of real-time data used to monitor a selected subset of indicators. EMIS data for 2016 was available in November, in time to inform the Education Sector Performance Review (ESPR) that was conducted in mid-November. In 2017, UNICEF Education Section will work more closely with its Social Policy counterparts to support more effective use of the ESSP and available data to build and present to Ministry of Finance and Economic Development (MoFED) a stronger investment case for education.

***Output 1: Enhanced capacities of stakeholders at all levels, including communities, for increased learning opportunities for out-of-school children and young people, and equitable access for and retention of disadvantaged children.***

The major achievements for 2016 include improvement in the quality of school environments, the expansion of access to education for children from the most disadvantaged communities, and the significant progress in the pursuit of the equity and inclusivity in education. Progress against each of the indicators and targets under this output is summarised in the table below.

*Progress against Output 1 Indicators and Targets for 2016*

Output 1 Indicators					
Indicator	Baseline	Year	2020 Target	2016 Target	2016 Actual
1. Number of schools with functional school management committees (disaggregated by primary and secondary level)	3	2015	3.5	3	3 (Total: 7,340 Prim: 5,170 Sec: 2,170)
2. Number of children and young people with access to life skills based technical education by age, gender and geographic location	Total: 32,760; Female: 12,227 Male: 20,533	2015	100,000	45,000	Total: 20,762 (Below 12 yrs: 469 13-16 yrs: 1,316 17-18 yrs: 2,046 19-24 yrs: 11,889 Above 24 yrs: 5,042)
3. Number of children with disabilities (CWD) enrolled in primary and secondary education	Total: 34,734 Female: 15,150 Male: 19,584	2014	50,000	40,000	Total: 49,692 Female: 22,066 Male: 27,626
4. Per cent of primary and secondary schools with income of less than \$15000 receiving school improvement grants	100%	2015	100%	100%	98.7% (3,159 out of the 3,200 schools targeted)

The decline in the financial resources available to UNICEF in 2016 resulted in the reduction of both the number of schools benefitting from school improvement grants (SIG) and the amounts disbursed to each beneficiary school. UNICEF and MoPSE had to increasingly focus the available resources on the very most disadvantaged schools and their communities. Using available EMIS data on school income, SIG recipient schools targeted were only those unregistered satellite schools that realized annual income of US\$15,000 or less and registered schools with annual income of US\$10,000 or less. A total of 3,159 out of the 3,200 schools targeted (98.7%) received SIG in 2016, benefitting just over 750,000 children. The Joint Monitoring Visit (JMV) findings presented by Campaign for Female Education (CAMFED) at the Education Sector Performance Review (ESPR) confirmed that SIG had contributed to the improvement of schools' physical environment and to the availability of teaching and learning materials. Income from SIG also enhanced the retention of poor children in school by reducing the overall cost of education. The 10.7% increase in GER in early childhood centres between 2015 and



2016 may also be attributed to the implementation by MoPSE of the home grown school feeding programme whose implementation was technically supported by UNICEF.

The number of out of school children who accessed skills-based, non-formal education increased marginally by 0.7 percent from 20,533 in 2015 to 20,762 in 2016, far below the annual target of 45,000. While the small increase reflects the supportive environment provided by the NFE policy that UNICEF supported in 2014, there was slow and inadequate implementation of the NFE policy. In 2016 UNICEF therefore supported the development of a clearer set of operational guidelines to support the fuller implementation of the policy, and also supported MoPSE in monitoring policy implementation.

In line with the equity focus reflected in MoPSE's ESSP and UNICEF's strategic plan, UNICEF has advocated for the expansion of access to education by children with disabilities (CWDs) and continued to target more SIG resources to institutions that enrolled CWDs. As a result, the number of children with disabilities increased from 34,734 to 49,692 between 2015 and 2016 by far exceeding the 2016 target of 40,000.

This year, UNICEF continued to financially support the implementation of the national deworming exercise, but with reduced funding as part of the gradual process of institutionalising it as a regular MoPSE/Ministry of Health and Child Care (MoHCC) programme. A total of 2,875,413 children were treated for bilharzia and 3,298,238 were treated for intestinal worms, contributing to healthier children who concentrate better on learning tasks. UNICEF also supported the drilling of boreholes at 20 satellite schools in the most disadvantaged districts of Binga, Hurungwe and Mwenezi, and supported the construction of toilets with handwashing facilities at 27 schools in the same districts. This enhanced the quality of the learning environments of children in these schools through the promotion of health and hygiene, including menstrual hygiene management (MHM) for girls.

***Output 2: Increased national capacity to provide access to age-appropriate, quality learning opportunities and minimize the effects of disasters on learning.***

Overall, there was satisfactory progress against Output 2. Preparations for the roll out of the new curriculum in January 2017 were completed. These included the finalization and printing of syllabuses, enhancing teacher capacity for delivery of the new curriculum, and the development of a new assessment framework. However, there is need to enhance MoPSE's capacity for school monitoring.

*Progress against Output 2 Indicators and Targets for 2016*

Output 2 Indicators					
Indicator #	Baseline	Year	2020 Target	2016 Target	2016 Actual
1. Average number of visits per school by District Education Inspectors per year	1.3	2014	3	1.8	0.97 (7,141 out of 8,800 schools Jan-Oct)

2. Percentage of schools using teaching and learning materials which have been developed to deliver the curriculum	0	2015	100%	0	0
3. Number and percentage of UNICEF targeted children in humanitarian situations accessing formal or non-formal basic education	0	2015	100	100%	120 (100%) (120 children provided with classroom tents)
4. Percentage of in-school children aged 15-19 with comprehensive knowledge on HIV prevention by sex	F: 51.4% M: 48.7%	2014	Female: 60% Male: 59%	---	---

Preparations for the new curriculum that will be rolled out in phases from January 2017 were completed in 2016. These included the finalization, printing and distribution of 19 primary and 41 lower secondary syllabuses, training of 71,700 teachers in syllabus interpretation and procurement of complementary readers. A framework for curriculum-based continuous learning assessment system that offers opportunities to assess students against an expanded knowledge and skills base was developed. The critical mix of new syllabuses, learning materials, enhanced teacher competences and a new assessment system has laid a very firm base for the delivery of education of better quality.

MoPSE, with technical and financial support from UNICEF, selected civil society organisations (CSOs), teacher training colleges and universities for prioritized development of teacher competences in order to improve the quality of education. Areas of such support include the Early Reading Initiative (ERI), covering 38,000 teachers and the Performance Lag Address Programme (PLAP), a catch-up education initiative that reached 32,000 teachers. Longer-term undergraduate and post-graduate diploma and degree programmes in priority areas of need also covered 2,482 teachers. Monitoring reports observed improved pedagogical practice by the trained teachers. UNICEF provided technical and financial support to the training of teachers in the use of Teacher Professional Standards (TPS) to develop own professional development plans that respond better to individual teachers' professional development needs.

UNICEF's target was to provide materials that would ensure that children facing humanitarian situations continued to learn. In 2016, 120 children of refugees fleeing conflict in Mozambique were provided with classroom tents. The El Niño-induced drought that also affected Zimbabwe in 2016 caused hunger among learners. While the government was able to respond to this situation, it benefitted from UNICEF's technical assistance at the planning and monitoring stages of the home grown school feeding programme that MoPSE implemented through a government-owned grain facility. The programme reached 1,070,867 children in 83.4 per cent of the schools targeted. The programme's good coverage partly explains the high attendance rates of 96.1 per cent (96.0 per cent for males and 96.3 per cent for females) that was observed in October. UNICEF in collaboration with UNESCO, UNFPA and the

National AIDS Council (NAC) supported the finalization of the School Health Policy that should provide a holistic framework for addressing learner welfare issues.

UNICEF provided fuel to support school monitoring and inspection visits by MoPSE staff at central, provincial and district levels. By October 2016, some 7,141 visits had been undertaken (average = 0.97 visit per school). This figure fell below the 2015 annual average (1.3 visits per school) and the 2016 target (1.8 visits per school). Nevertheless, at the ESPR, reports by the MoPSE staff at provincial and district levels pointed to better school management of staff and resources as a result of these monitoring visits. In future, UNICEF will support MoPSE's efforts not only to ensure that more school monitoring visits are conducted, but that the visits are qualitatively better in terms of the information they generated, as well as the quality of support provided to schools during these visits.

***Output 3: Strengthened political commitment, accountability and national capacity for evidence-based legislation, planning and budgeting for scaling-up quality and inclusive education.***

The major achievement against Output 3 in 2016 was the preparation of a credible, fully costed and equity-focused 2016-2020 Education Sector Strategic Plan (ESSP), the decentralized collection, capture and use of 2016 EMIS data, and an equity-focused education sector performance review. These interventions strengthened the system despite the resource constraints it faces.

*Progress against Output 3 Indicators and Targets for 2016*

Output 3 Indicators					
Indicator	Baseline	Year	2020 Target	2016 Target	2016 Actual
1. Annual Education Sector Performance Review (ESPR) with specific focus on equity and inclusive education conducted	ESPR has no focus on equity & inclusion	2015	ESPR has focus on equity & inclusion	ESPR has focus on equity & inclusion	ESPR has focus on equity & inclusion
2. EMIS data for the year available for use in the same year, including data on children with disabilities	EMIS data for year available in same year, incl. data on CWDs	2015	EMIS data for year available in same year, incl. data on CWDs	EMIS data for year available in same year, incl. data on CWDs	EMIS data for year available in same year, incl. data on CWDs

3. Education sector plan includes risk assessment, risk management and DRR	ESP does not include risk assessment, management & DRR	2015	ESP includes risk assessment, management & DRR	ESP includes risk assessment, management & DRR	ESP includes risk assessment, management & DRR
4. Timely availability of data on access and learning disaggregated by sex, location and wealth-quintile	Data on access & learning disaggregated by sex, location & wealth quintile available	2015	Data on access & learning disaggregated by sex, location & wealth quintile available	Data on access & learning disaggregated by sex, location & wealth status	Data on access & learning disaggregated by sex, location & wealth status
5. Number of published research studies used to inform sector development	0	2015	2	0	0
6. Availability of a functional education information management system	3	2015	4	3.5	3.5
7. Availability of innovative approaches at scale to improve access to education for the most disadvantaged / excluded children [score]	3	2015	3.5	3	3
8. Availability of policies on inclusive education covering children with disabilities	3	2015	3	3	2.5
9. Availability of an early learning policy / programme [score]	3	2015	3	3	3
10. Availability of girls secondary education programmes / life skills [score]	3	2015	3.5	3	3



11. Availability of a well-functioning student learning assessment system [score]	2.5	2015	3	2.5	2.5
12. # / % of schools meeting child-friendly CFS / country-specific standards	79.4% (6580)	2015	80	80%	79.07% (6,985)

The 2016-2020 ESSP that was finalised and adopted in July 2016 now provides a comprehensive framework for MoPSE's pursuit of a clearer set of priorities and facilitates a smoother coordination of the sector. The ESSP also served as a resource mobilisation tool, with the Global Partnership for Education approving \$20.6 million on 2 December 2016 and the German Government providing 14 million euro to support the implementation of specific components of the ESSP. The development of the ESSP was a collaborative effort by government, UN partners, funding partners, CSOs and specialized institutions, it was an improvement on its predecessor as it more sufficiently addresses issues of gender, disaster risk reduction, HIV & AIDS, life skills and sexuality education.

UNICEF supported the expansion of MoPSE's capacity for a decentralised, web-based capture and cleaning of 2016 EMIS data. This led to the timely availability of data for informed policy and decision making at all levels, including the availability of such data for use at the 2016 Education Sector Performance Review (ESPR) that was conducted on 16 and 17 November 2016. EMIS was further strengthened through merging it with the Teacher Development Information System (TDIS). The implementation of an sms-based system for the collection of real-time data (SlimEMIS) and continued support to the implementation of the 2016 Zimbabwe Early Learning Assessment (ZELA) also broadened the scope and richness of data available to the sector. While the target of making "EMIS data for the year available in the same year" was achieved, future efforts will be on ensuring fuller use of the data at decentralized levels as well as expansion of MoPSE's capacity for the execution of more complex, EMIS-related tasks.

The availability of EMIS data and by data from field visits (including Joint Monitoring Visits), the availability of a clear set of sector performance indicators in the 2016-2020 ESSP, and MoPSE's enhanced capacity to produce more structured review reports, all contributed to a rich ESPR, the best of the three that have been conducted so far. On 13 December, MoPSE, UNICEF and selected partners in the education sector conducted an end of grant workshop for Global Partnership for Education phase 1 (GPE 1). This workshop provided an opportunity to systematically and critically review the total experience of GPE 1, and the lessons that can be built into GPE 2 set to be implemented from 2017 to 2020. This will ensure sustainability.

UNICEF has provided financial and technical support the alignment of the Education Act with the 2013 national constitution, and the last quarter saw the draft subjected to the mandatory national stakeholder consultations. This laid the anchor for the development policies and other statutory instruments to guide the development of the sector, with priority attached to the School Financing Policy, the Inclusive

Education Policy, the Early Learning Policy and the statutory instrument governing the operation of school development committees.

In 2016, MoPSE adopted a more inclusive approach to sector development by bringing to the table other sector ministries, UN agencies, funding partners such as DFID, and civil society organisations to provide strategic direction to sector development under the auspices of the Education Coordination Group (ECG). In 2016, the Ministry of Finance and Economic Development (MoFED), Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD), and the World Bank attended ECG meetings more regularly, making the partnership broader and stronger. Germany's December 2016 contribution to the Education Development Fund (EDF) was a further boost to the partnership. However, underinvestment by the state persisted in 2016, with education's share of the budget declining further and parents continuing to bear a disproportionate burden of the cost of education. UNICEF therefore sees the need to advocate for more domestic resources in 2017, and will use the new Education Act, the forthcoming school financing policy and the abundant data that is now available as the basis of the advocacy effort.

### **3.1 Key Strategic Partnerships and Inter-Agency Collaboration**

At country level, UNICEF worked in collaboration with a broad range of partners who are active in the education sector. These largely were members of any of the six Technical Working Groups (TWGs) set up by ECG to work on specific issues. In some cases, UNICEF worked alongside other entities as a member of specialised groups (e.g. subject panels that brought together universities, teachers' colleges, technical colleges, UN agencies, teacher organisations, religious groups, the National Arts Council, National AIDS Council to develop syllabuses for the new curriculum). Such partnerships ensured that as much of the in-country capacity that existed was harnessed, and this ensured sustainability.

UNICEF serves as the secretariat of the Education Coordination Group (ECG), which is the key coordinating and advisory body for the primary and secondary education subsector. ECG meetings are chaired by the Minister of Primary and Secondary Education, and all senior MoPSE management are required to attend. Other sector ministries that are members of ECG are MoFED and MoHTESTD. Active funding partners who supported Education Development Fund (DFID, Germany and OSISA), UN agencies (UNICEF and UNESCO), the World Bank, Education Coalition of Zimbabwe (umbrella body for civil society organisations) and a representative of INGOs (CAMFED) are also members of ECG. All these partner contribute to the debate on major education issues through their participation in ECG meetings that are held once every six weeks. Other ministries (e.g. Ministry of State for Liaising on Psychomotor Activities) and specialised entities such as the Zimbabwe School Examinations Council (ZIMSEC) are also invited to attend specific ECG meetings on an ad hoc basis as and when their technical inputs are required. In addition, these and other partners undertook two joint field monitoring visits in 2016 to assess the level of policy implementation, identify successes and constraints faced by the system at the local level, and to collect information and lessons that can inform policy.

Within the ZUNDAF arrangements at country level, UNICEF has worked closely with other UN agencies as a member of the Education subgroup of the SSP group where UNESCO, UNFPA, ITU and UPU are also members. UNICEF coordinates the SSP group as a whole alongside MoPSE while UNESCO co-

chairs the Education subgroup with MoPSE's support. Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD), Ministry of Youth, Indigenisation and Economic Empowerment (MoYIEE) and (Ministry of Information Communication Technology, Postal and Courier Services (MoICTPCS) are the other sector ministries that are members of the Education subgroup.

At the global level, the Global Partnership for Education has remained active in the education sector through the provision of financial support and technical guidance, and through the support it provides regarding Zimbabwe's participation in the global dialogue on education. During 2016, GPE visited Zimbabwe twice to provide quality assurance during the development of the ESSP, to participate in the November Education Sector Performance Review (including ECG), and to document successes achieved in the primary and secondary education subsector.

### **3.2 Value for Money**

UNICEF has continued to prioritise optimisation of resources in its delivery of the education programme. This involved taking a broad range of measures at every level, among them constant review of budgets and expenditures, implementation of cost-cutting measures, more meticulous planning, and the generation of different options on the use of the limited resources available.

A push has been made for a sharper sense of joint accountability for efficient resource use, particularly with MoPSE partners who submit requests for funding. In this regard, not only have MoPSE partners been requested to reduce their costs to ensure that they fall within the budgeted amounts but, where possible, to ensure more results from the same resource envelope. To ensure this, UNICEF officers at all levels have been required to closely scrutinise funding requests from partners, ensuring that results can be achieved at the lowest cost and in the most sustainable ways. Where necessary, suggestions on cost-cutting are offered before funds are committed for any activity. This has resulted in significant savings. One example of such measures taken was the use of government rates for field travel (\$55 per day, inclusive of accommodation and meals) that are lower than those used by UN before 2016 (\$75 per day). Holding all the other factors constant (number of days, numbers of staff, quality of work inputs, etc.), a 27% saving was effected on components that involved field travel. This had the added advantage of strengthening government systems.

UNICEF bidding processes for goods and services require that the process identifies the supplier or contractor who offers the highest quality at the lowest cost. Apart from adhering to this process, UNICEF engages the selected supplier in negotiations that could bring down costs further without compromising quality. This strategy was successfully employed, for example, in the identification of accounting firms that carried out the audit of vendors. Similarly, negotiations were made with the team of consultants identified to conduct the EDF evaluation, particularly when the scope of the evaluation was expanded through the addition of the GPE component.

Equity will remain central to the EDF agenda. Inequities in Zimbabwe are closely associated with geography, poverty, and disabilities and these account for the most underserved and hard to reach populations. Reaching these populations require additional expenditure as well as improved strategies for targeting. A major strategy for targeting used by EDF is to ensure SIG are paid to the poorest

schools – satellite schools with income under \$15,000 and registered primary schools with income under \$10,000. Resources will also be spent on providing equipment and supplies for children with disabilities in the school system. The unit cost of providing a child with a package comprising a dictionary, a hearing aide, and braille paper is expected to be \$262. This is considerably higher than what UNICEF would normally invest for each typically developing child, but essential to helping those with disabilities learn.

Despite significant progress, there remains a great need for MoPSE to take greater cognizance of the best value that can be produced from resources that it uses. It requires an ongoing discussion and a change in mind sets and procedures. The leadership of MoPSE continues to be supportive and the efforts to make VFM the organisation's culture will continue.

The collection of data from the field is an exercise that frequently requires large resource outlays, particularly in cases where such activities are centralised. In 2015, UNICEF supported the centralised, capture and cleaning of EMIS data at a cost of \$198,000. In 2016, the process was decentralised to the district level, and the cost came down by more than 50 per cent to only \$98,000. This was inclusive of the support to connectivity which facilitated web-based data capture and cleaning as well as quality assurance visits by central and provincial staff. The additional benefit was that the capacity for data capture and cleaning at decentralised levels were further strengthened. Similarly, supervision and monitoring of programme activities often require extensive travel to districts, provinces, schools and other programme sites to collect data. Travel, accommodation and other costs involved are substantial. The sms-based system (Rapidpro) that was developed in 2015 to facilitate the rapid collection of real time data on specific, high frequency indicators related to the system's context and performance continued to be used. This has drastically reduced cost by cutting down on the number expensive physical visits to sites in the field. This system has substantially cut down on the costs that would otherwise been incurred by physical field visits or surveys. It is recognised, however, that Rapidpro cannot totally substitute field visits, but such visits have been restricted to those that are more targeted, sample based and purposeful.

### **3.3 Constraints, Challenges and Lessons Learned**

Throughout 2016, Zimbabwe's education system continued to function in a challenging context. The effect of the drought, the emerging floods and the economic crisis were felt directly at a school level by learners, teachers and schools administrators. The effect was exacerbated by the fact that the system continued to rely heavily on bottom-up financing. While the constraints and challenges are many, the system also had many opportunities to learn and to apply the lessons learned from its experiences to help it sustain the gains made and overcome the challenges faced. Some of these lessons are outlined below.

By far the biggest constraint faced by the system in 2016, as has been the case over the past one and half decades, is the harsh economic context within which the education system continues to operate. From the turn of the millennium, resource inflows to support the education system have been declining steadily in tandem with economic underperformance which had the effect of reducing state investment in education. This is despite that the GOZ has continued to prioritise education, and has consistently



given it the largest share of the national budget. Because of the high value attached to education by communities, households have been willing to invest more and more in the education of their children. While the resources from community helped reduce the funding gap, the increasing levels of poverty also widened the equity gap in the resourcing of schools. Schools in the poorer communities therefore continued to be poorly resourced, and this has impacted negatively on participation levels and quality of learning as reflected in the pass rates of schools falling in different wealth categories.

The government has been mindful of the inequities reflected in the resourcing of schools, and has adopted funding approaches that are more and more equity-focussed. It has, for instance, ensured that larger amounts of resources availed to it, be it by the state or by funding partners, go towards supporting the schools in the poorest communities. In particular, deliberate efforts have been made to ensure that satellite schools, which are the newest schools established in locations that were previously deprived of education services, are the recipients of more financial support. The equity focus has been applied in the distribution of per capita grants, school improvement grants, and various loans and grants that support the establishment or rehabilitation of school infrastructure. The benefits of an equity-based approach to education financing is a lesson that has been applied in the design of the 2016-2020 ESSP.

Throughout 2016, the education sector went through a period of uncertainty. While the ravages of drought were felt at the schools level, the floods that began to be experienced towards the end of 2016 posed another threat. The liquidity crisis similarly constrained schools' operations while the impact of the bond notes stoked fears of the return to the dreaded hyperinflation period of the late 2000's. By the

<i>Average Daily Student Attendance, October 2016</i>				
School level	No of Schools	Attendance rate		
		Boys	Girls	Total
Primary	2099	95.97%	96.27%	96.12%
Secondary	836	96.06%	96.44%	96.25%
<b>Grand Total</b>	<b>2935</b>	<b>95.99%</b>	<b>96.30%</b>	<b>96.15%</b>

end of 2016, fears of a dip in donor funding were allayed through the continued support from DFID as well as the release of additional funding by GPE and Germany. However, the strengthening dollar meant that original resource levels were lower than originally expected given the decline of the British pound and the

Euro. These times of uncertainty stimulated the need for innovative strategies that helped sustain gains made in the sector. The government, for example, unveiled a home-grown school feeding scheme that sustained high rates of school attendance and participation, as reflected in the table above.

Another challenge that was brought about by the liquidity crisis was access to goods and implementation of aspects of the programme. Suppliers of some goods were reporting increasing challenges related to accessing critical inputs for some products. This was especially noticeable in printing where anything from binders to paper were readily available, leading to delays and sometimes increased costs. This was particularly a problem given the large quantities of printing jobs associated with the production of materials to support preparations for the implementation of the new curriculum introduced in January 2017. Some implementing partners were also unable to provide cash to workshop participants for subsistence or transportation. These led to participants waiting longer to receive money due to them. The response to these were the greater emphasis on effective planning (e.g. scenario

planning) and the increased use of plastic money to meet funding obligations at institutional level. The big lesson learned is the need to confront adversity through increased innovation.

Within the education sector, there are structural and process inefficiencies that delayed the implementation of critical activities. One of the major areas of concern relates to the development and approval of policies. Processes are significantly extended by the lack of clearly defined procedures with attendant time frames for completion. A case in point is the School Health Policy. This policy remained in draft for over a year without a clear process for completion. Since policies provide direction for future work, they often delay the development of strategies and reduce the extent to which strategic approaches are used. The decision by the ECG to approve a Technical Working Group on Policies and Legislation was a response to this issue. However, the extent to which this will address the issue depends on MoPSE's adherence to the proposals for a clearer, more streamline policy development and approval process.

There were several very successful initiatives that also offered lessons for the future. The huge strides made with preparations for the introduction of the new curriculum in January 2017 offered several lessons. One lesson learned was the importance of involving a broad range of players who bring in various forms of support to the process (e.g. financial and other resources, technical assistance, opportunities for dissemination of information and the broadening of public awareness). Another lesson was the need for a phased approach to any major, complex reform process that requires massive resource outlays, especially one that seeks to transform the education system. Another successful initiative that offered important lessons was the development of the 2016-2020 ESSP which, like the curriculum reform process, was also widely consultative and highly participatory. In 2016, the importance of the ESSP as a planning, review, coordination and resource mobilisation tool became clearly apparent. The ESSP, for instance, served as the framework used to coordinate and prioritise investment by different player in the sector. It also increasingly served as the basis for benchmarking the sector's performance, and was used as one of the documents in the grant application package submitted to the GPE.

### 3.4 Risk Assessment and Risk management

Programmatic and financial risks were identified during the implementation of programme activities in 2016. The risks identified during the implementation of programme activities in 2016 are listed below, with the measures taken to manage each of the risks briefly outlined in the column on the right.

Category	Possible Risk	Likelihood	Risk management
Financial resources	Misuse of funds by government or other implementing partners, resulting in financial loss	M	<ul style="list-style-type: none"> <li>Conducted micro-assessments on partners receiving funds above a given limit</li> <li>Conducted spot checks</li> <li>Provided training in HACT</li> <li>Provided training in financial management for targeted groups</li> <li>Conducted regular field monitoring visits, including joint Monitoring Visits involving government, donors, UN agencies and CSOs</li> </ul>

Procurement	Inefficient or flawed procurement processes leading to failure to realise value for money, or failure to procure goods at the right time and right place	L	<ul style="list-style-type: none"> <li>• Verification by independent agencies carried out on a sample of SIG recipient schools</li> <li>• Verification and inspection of goods procured through UNICEF funds done</li> <li>• UNICEF assumed responsibility for procurement for specific goods and services (on behalf of partner, e.g. IT equipment)</li> <li>• Secured guarantee from MoPSE that they have capacity to procure</li> <li>• Monitored procurement processes by government, with documentation required</li> </ul>
Fuel and other commodities	Misuse of fuel or other goods provided by UNICEF resulting in MoPSE's inability to undertake monitoring visits of the expected number and frequency	M	<ul style="list-style-type: none"> <li>• Provided guidelines for use of fuel and monitored compliance with the guidelines (e.g. use of fuel cards, maintenance of vehicle log books)</li> <li>• Analysed reports on use of fuel (tallied mileage with destinations and reported outcomes)</li> <li>• Included inspection of goods during monitoring visits</li> </ul>
Economic	Low government revenue and/or reduction in levels of donor funding leading to huge funding gaps	H	<ul style="list-style-type: none"> <li>• Held breakfast meeting with Parliamentarians as part of advocacy</li> <li>• Supported development of a credible and costed ESSP</li> <li>• Kept donors engaged in education programmes (ECG &amp; other forums)</li> <li>• Identified broader set of alternative funding sources</li> </ul>
Implementation	Partners' and staffing levels and structure is not optimal for efficient delivery of programme	M	<ul style="list-style-type: none"> <li>• Included review/audit of partner structures as part of verification</li> <li>• Reviewed technical assistance requirements and recruited TAs for specific tasks and limited period of time (e.g. for development &amp; costing of ESSP, Communication)</li> <li>• Advocated for decentralisation of some functions, e.g. EMIS data capture &amp; cleaning</li> </ul>
Monitoring and management	Proposed monitoring and implementation procedures are not followed/put in place	M	<ul style="list-style-type: none"> <li>• Required regular submission of monitoring reports</li> <li>• Conducted verification visits based on monitoring reports submitted</li> <li>• Conducted joint monitoring visits that included all ECG members and other partners (UN, CSO)</li> <li>• Agreed on benchmarks and core set of indicators to be monitored in the field</li> <li>• Held regular ECG meetings to review progress</li> </ul>

## 4.0 Financial Analysis

This section provides information on the financial resources that were available to support education results in 2016. The planned budget for Outcome Area 5 from UNICEF's Regular Resources and Other Resources (Regular and Emergency) amounted to **US\$ 22,204,000** as illustrated in Table 1 below.

**Table 1: Planned Budget for Outcome Area 5: Education  
Zimbabwe**

Intermediate Results	Funding Type <sup>11</sup>	Planned Budget <sup>12</sup> (US\$)
05-05 Education # General	RR	1,000,000
	ORR	21,204,000
<b>Total Budget</b>		<b>22,204,000</b>

Table 2 below illustrates that there were no country specific thematic funds received in 2016 for outcome area 5. This is because the funds used for achieving the 2016 results had been received in the last quarter of 2015 as illustrated in table 4. Total expenditure as illustrated in table 4 amounted to **US\$1,360,499**.

**Table 2: Country-level thematic contributions to Outcome Area 5: Education  
Zimbabwe**

Donors	Contribution Amount <sup>13</sup> (US\$)	Programmable Amount <sup>14</sup> (US\$)
Government of Sweden	0.00	0.00
<b>Total</b>	<b>0.00</b>	<b>0.00</b>

The total expenditure for the outcome area was **US\$33,504,525** (as shown in Table 3 above). The greatest expenditure for the education outcome area incurred in 2016 was on learning and child friendly schools. Expenditure under this organizational target accounted for 48% of the total expenditure for the outcome area as shown in table 3 below. This expenditure was primarily focussed on School Improvement Grants (SIGs).

<sup>11</sup> RR: Regular Resources, ORR: Other Resources – Regular, ORE: Other Resources – Emergency

<sup>12</sup> Planned budget for ORR and ORE does not include estimated recovery cost.

<sup>13</sup> Contribution amount: This is the total amount received from SIDA - Sweden

<sup>14</sup> Programmable amount: This is the amount available for programming which is derived from contribution amount less cost recovery

**Table 3: Expenditures by Programme Area for Outcome Area 5: Education  
Zimbabwe**

Organizational Targets	Expenditure Amount <sup>15</sup> (US\$)			
	Other Resources - Emergencies	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning		5,550,144	947	5,551,090
05-02 Equity # focus on girls# and inclusive education		546,351		546,351
05-03 Learning and child-friendly schools		15,995,103	191	15,995,293
05-04 Education in emergencies	76,181	295,764		371,944
05-05 Education # General		9,995,570	1,044,276	11,039,846
<b>Total</b>	<b>76,181</b>	<b>32,382,931</b>	<b>1,045,414</b>	<b>33,504,525</b>

Thematic funds flexibility enabled a focus on components that maximized the impact of interventions in strategic ways. For example, they enabled joint monitoring visits by MoPSE, UNICEF and partners. These visits were an opportunity for measuring and verifying progress and immediately taking remedial action to ensure achievement of results. They allowed for identification of gaps in policy implementation and documenting best practices, challenges and constraints, as well as lessons learned. Thematic Funds also supported audits and spot checks of partners who received funds in line with UNICEF's Harmonised access to Cash transfers (HACT) procedures.

**Table 4: Thematic expenses by Programme Area for Outcome Area 5: Education  
Zimbabwe**

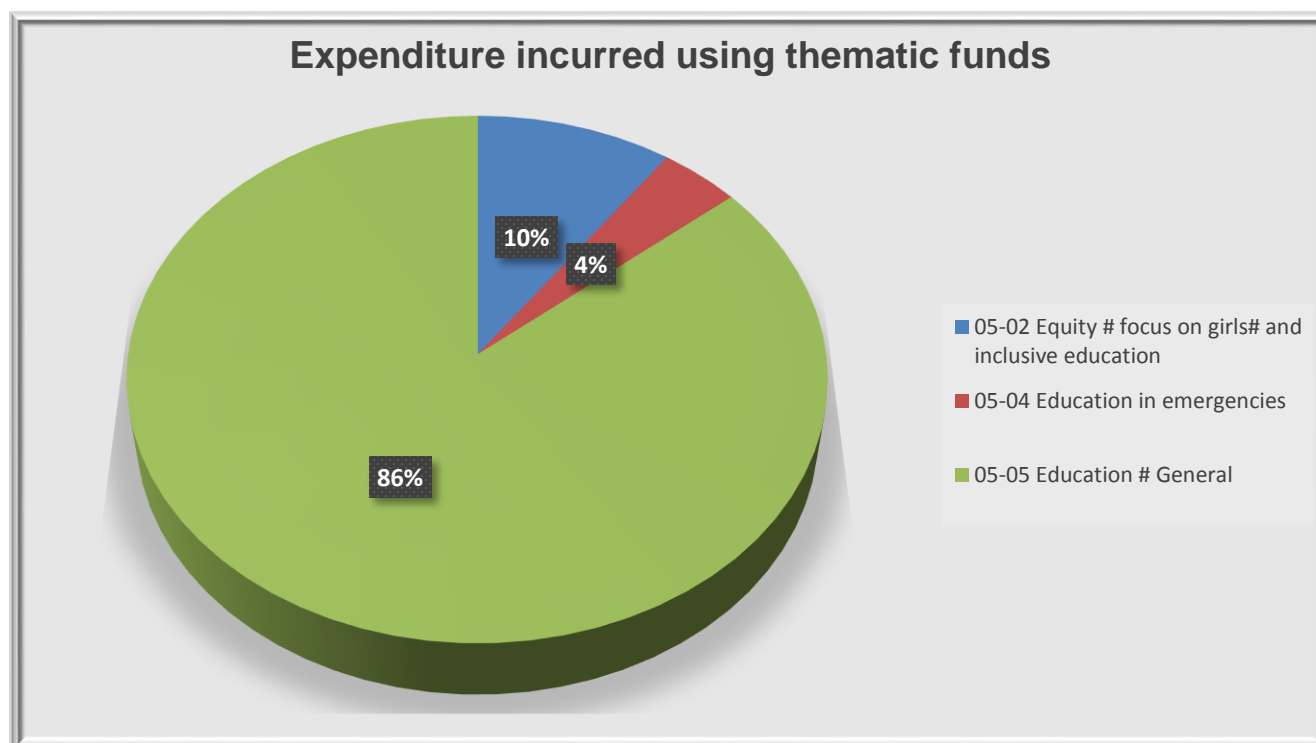
Organizational Targets	Total Utilised (US\$) <sup>16</sup>
05-02 Equity # focus on girls# and inclusive education	135,041
05-04 Education in emergencies	55,141
05-05 Education # General	1,170,317
<b>Total</b>	<b>1,360,499</b>

The pie chart below illustrates the key expenditures incurred using thematic funds in 2016

<sup>15</sup> Expenditure figures provided do not include recovery cost, and are indicative figures obtained from UNICEF Performance Management System

<sup>16</sup> Total Utilized figures excludes recovery cost and are indicative figures obtained from UNICEF Performance Management System





UNICEF also analyses expenditures using Specific Intervention Codes (SICs). Specific Intervention Codes refer to one of four codes that are used to identify an activity in UNICEF's Performance Management System. They enable compilation of data on expenditure by organizational target and key result area. In 2016, the following were the major expenses incurred in the education outcome area, analysed using Specific Intervention Codes.

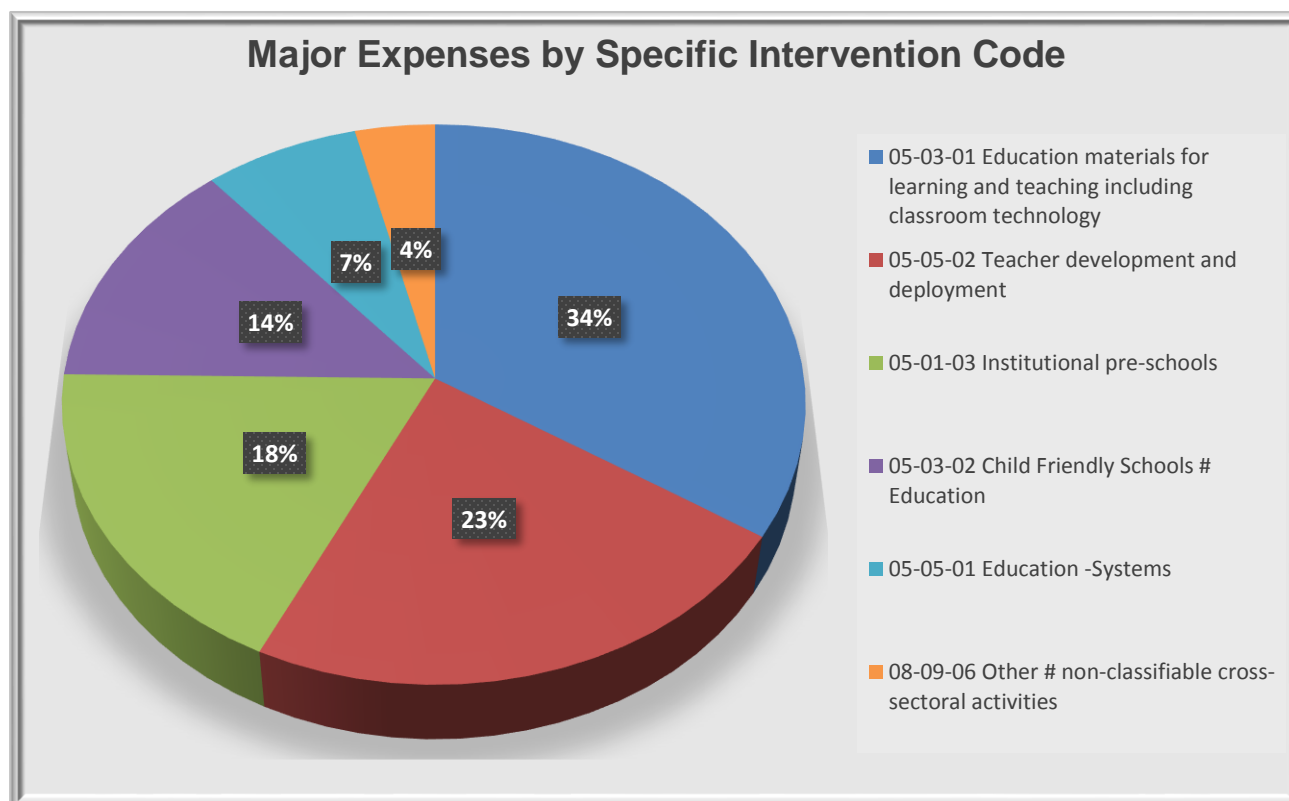
**Table 5: Major Expenses by Specific Intervention Codes for Outcome Area 5: Education Zimbabwe**

Specific Intervention Code	Total Utilised (US\$) <sup>17</sup>
05-03-01 Education materials for learning and teaching including classroom technology	10,313,739
05-05-02 Teacher development and deployment	6,957,037
05-01-03 Institutional pre-schools	5,476,479
05-03-02 Child Friendly Schools # Education	4,112,240
05-05-01 Education -Systems	2,226,510
08-09-06 Other # non-classifiable cross-sectoral activities	1,145,910
05-03-05 Curriculum reform or development	792,616
05-05-05 Education sector plans (incl. coordinating role)	558,106
05-03-04 Learning assessment systems	447,955
7921 Operations # financial and administration	329,556

<sup>17</sup> Total Utilized figures exclude recovery cost and are indicative figures obtained from UNICEF Performance Management System

05-02-02 Non-formal education (including adult literacy)	230,662
05-04-03 Life skills and vocational training	217,763
05-02-01 Out of School Children Initiative (OOSCI)	217,471
05-05-03 School health, nutrition, food and other non-education interventions	103,536
<b>Total</b>	<b>33,129,578</b>

The pie chart below illustrates the major expenses incurred by Specific Intervention Codes in 2016.



## 5.0 Future Work plan

**Output 5.1:** Enhanced capacities of stakeholders at all levels, including communities, for increased learning opportunities for out-of-school children and young people, and equitable access for and retention of disadvantaged children.

- School Improvement Grants (SIG): Implement a school improvement grants (SIG) programme (grant disbursement, verification, monitoring, SDP development)
- Early Learning: Develop and implement an early learning strategy that improves screening, early stimulation and parental support for young children
- Out-of-School Children: Improve and increase access and retention to education for the most disadvantaged and marginalised children and young people including out-of-school children and young people

- Technical and Vocational Skills: Train and certify out-of-school-children and young people in targeted technical and vocational areas
- Children with Disabilities: Review policies and legislation on children with disabilities and strengthen inclusive planning at national, provincial and district levels
- School management: Assess the capacity of management and leadership in primary and secondary schools

**Output 5.2:** Increased national capacity to provide access to age-appropriate, quality learning opportunities and minimize the effects of disasters on learning.

- Teaching: Implement a teacher capacity development programme for 2,500 teachers
- Curriculum: Operationalise the new curriculum
- School Health: Create healthy and safe school environments (including WASH and deworming)
- Learning assessment: Develop an assessment framework and implement appropriate curriculum-based assessments including a performance lag assessment, ZELA, and continuous assessment.
- Early Reading Initiative: Build the capacity of infant school teachers (ECD A - Grade 2) on early reading and writing
- Performance Lag Address Programme (PLAP): Build the capacity of junior primary school teachers (Grade 3 - 7) for the provision of catch up education for children of different ability levels, including learners with special needs
- Teacher Professional Standards (TPS): Operationalise an improved teacher mentoring and management system based on the Teacher Professional Standards framework
- Teaching and learning material: Procure Early Reading complementary readers, PLAP resources and curriculum support materials
- Humanitarian response: Provide access to education for children in humanitarian situations within 48 hours of an event
- Monitoring: Monitor teaching and learning in schools through visits by provincial and district officers
- HIV and AIDS, Life Skills and other SRH education: Train primary and secondary school teachers in the provision of HIV and AIDS, life skills and sexuality education.

**Output 5.3:** Strengthened political commitment, accountability and national capacity for evidence-based legislation, planning and budgeting for scaling-up quality and inclusive education.

- Education sector planning: Finalise the 2016-2020 education sector strategic plan (ESSP) and related Operational Plans (national, provincial and districts) and undertake ESPRs that are aligned with national priorities and plans and support OD for MoPSE
- Data systems: Collect, analyse and manage EMIS, teacher development information system [TDIS] and Zimbabwe Early Learning Assessment [ZELA] data, involving decentralised data capture and cleaning and building the capacity of MoPSE in data analysis and interpretation
- Research and evaluation: Conduct and use research and evaluations to improve planning, policy making and programme design. Institutional strengthening through establishing CERID and supporting research
- Policy and planning: Develop in MoPSE staff skills for the development of legislation, policies and plans related to thematic areas and aligned to the constitution

- Monitor programmes and capacitate MoPSE for strengthened delivery of programme in districts and clusters.
- Communication and advocacy: Develop and implement advocacy and communication strategy for the education sector
- Real Time Monitoring and innovation: Implement an innovative system for real time data collection and analysis

**Table 6: Planned Budget for 2017 Outcome Area 5: Education  
Zimbabwe**

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
5.1: Equitable access to education	RR	157,922	16,900	141,022
	ORR	16,606,000	15,656,000	950,000
5.2: Improved learning opportunities	RR	111,263	100,000	11,263
	ORR	14,320,077	13,370,077	950,000
5.3: Education system strengthening	RR	89,729	200,000	-110,271
	ORR	2,099,500	1,411,604	687,896
5.3: Programme support costs	RR	641,086	668,100	-27,014
	ORR	2,283,421	1,601,983	681,438
<b>Sub-total Regular Resources</b>	<b>RR</b>	<b>1,000,000</b>	<b>985,000</b>	<b>15,000</b>
<b>Sub-total Other Resources - Regular</b>	<b>ORR</b>	<b>35,308,998</b>	<b>32,039,664</b>	<b>3,269,334</b>
<b>Total</b>		<b>36,308,998</b>	<b>33,024,664</b>	<b>3,284,334</b>

## 6.0 Expression of Gratitude

UNICEF Zimbabwe would like to extend its gratitude to the Governments of Germany (KfW), United Kingdom, the Open Society Institute of South Africa (OSISA) and the GPE secretariat for supporting the results achieved in Education in 2016. Special thanks go to the Government of Sweden for providing country-specific thematic funding that enabled the country office to be more responsive to the issues affecting children with greater flexibility. The Swedish funds were a critical element of the Education programme as evidenced by the results achieved in 2016.

The Government of Zimbabwe (GOZ), especially the Ministry of Primary and Secondary Education, has continued to provide leadership in the implementation of activities within this outcome area. UNICEF is appreciative of the strong partnership between UNICEF and GOZ, and looks forward to a fruitful collaboration in 2017 and the years beyond. This will facilitate the pursuit of quality education for all children in Zimbabwe.

## List of Acronyms

CAMFED	Campaign for Female Education
CERID	Centre for Educational Research, Innovation and Development
CFS	Child Friendly School
CSO	Civil Society Organization / Central Statistical Office
DFID	Department for International Development (UK)
ECD	Early Childhood Development
ECG	Education Coordination Group
EDF	Education Development Fund
EMIS	Education Management Information System
EMTP	Education Medium Term Plan
ERI	Early Reading Initiative
ESPR	Education Sector Performance Review
ESSP	Education Sector Strategic Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoZ	Government of Zimbabwe
GPE	Global Partnership for Education
HACT	Harmonised Approach to Cash Transfers
ICT	Information Communication Technology
IMF	International Monetary Fund
INGO	International Non-Governmental Organisation
ITU	International Telecommunication Union
JVPs	Joint Venture Partnerships
LEG	Local Education Group
MoHCC	Ministry of Health and Child Care
MoFED	Ministry of Finance and Economic Development
MoHTESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
MoICTPCS	Ministry of Information, Communication Technology, Postal and Courier Services
MoPSE	Ministry of Primary and Secondary Education
MoYIEE	Ministry of Youth, Indigenisation and Economic Empowerment
NAC	National AIDS Council
NER	Net Enrolment Rate
NFE	Non Formal Education
OOSC	Out of School Children
OSISA	Open Society Initiative of Southern Africa



PLAP	Performance Lag Addressing Programme
SDC	School Development Committee
SDP	School Development Plan
SIG	School Improvement Grant
SSP	Social Services and Protection
TA	Technical Assistance
TDIS	Teacher Training and Development Information System
TPS	Teacher Professional Standards
TVET	Technical and Vocational Education Training
TWG	Technical Working Group
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United National Population Fund
UNICEF	United Nations Children's Fund
UPU	Universal Postal Union
WASH	Water Sanitation and Hygiene
ZCO	Zimbabwe Country Office
ZELA	Zimbabwe Early Learning Assessment
ZimASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZimSEC	Zimbabwe School Examinations Council
ZUNDAF	Zimbabwe United Nations Development Assistance Framework

## Annex 1: Case Studies and Photos

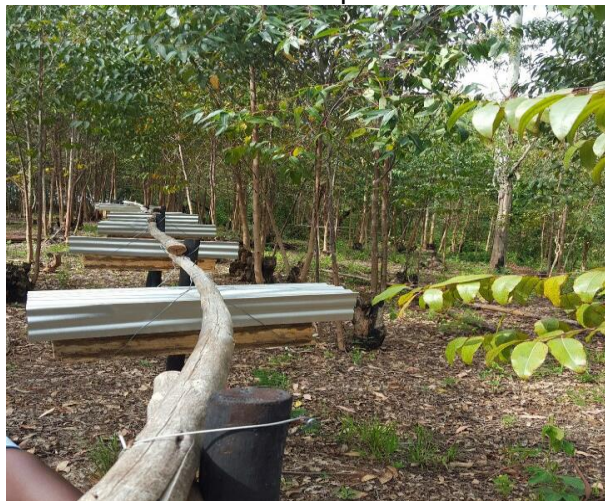
### School Improvement Grants: Building resilience through income generating initiatives

By Asimta Mutangadura

In order to increase schools' sources of income, the School Improvement Grant (SIG) eligibility criteria was revised to include a component on income generating activities. The schools are allowed to use at most 10% of their total SIG allocation to purchase inputs for viable income generating activities such as seeds, plants, fertilizer, animal husbandry (chickens, piglets, rabbits etc), apiaries (bee-keeping), feeds and small irrigation equipment (water tanks, gardening tools, drip kits). Research shows that school income generating initiatives, if managed well, have a potential to raise incomes for schools and help them accumulate assets. With the declining resources, there is need for schools to be creative and create opportunities to increase their incomes. Following are the stories of income generating activities at three schools.

#### Muponda Primary school-Bee rearing and orchard development

Located in the Eastern parts of the country, Muponda Primary is found in Mutasa District under Manicaland Province. Muponda was established in 1945 and has an enrolment of 207 children. The



school largely depends on levies for its operations and it charges \$20 per term. According to Mr. Mundoma, the acting head, the economic situation and the drought have reduced parents' ability to pay levies resulting in a gap between available funding and school expenses. He indicated that some parents have arrears dating back to two years ago. With the parents struggling to pay levies, there is need to creatively expand the income sources of the school as a way of bridging the gap and ensure that the educational outcomes are not compromised.

Beehives at Muponda Primary School

The acting head, Mr Mundoma, said: *"Bee-keeping has been a community driven project in this area so we decided to adopt the initiative using SIG funds and the community assisted in setting up the necessary structures. We are fortunate that we are close to the forestry companies and we got the materials at a cheaper price. In the orchard, we mainly have apple trees. Both projects have a ready market - for honey, the buyers come here now and then and for apples we can sell them locally at Hauna market or ferry them to Mutare town."*

The proceeds will benefit the learners through procurement of stationery and sporting equipment. In addition, he said that bee keeping is linked to the subject agriculture under animal husbandry so the learners will be able to put the theory into practice. However, he also highlighted that the initiatives have

met some setbacks. The drought experienced this year affected the orchard and the cold winter resulted in the loss of some bees.

### **Birimahwe Primary School**

Birimahwe is a registered primary is located in Hurungwe district in Dakura village. The school was established in 1978 and has an enrolment of 499 children.

Due to its low annual income status, the school qualified to receive SIG and they used the money to complete a classroom block and procure seeds and buckets for the garden. The school is leasing its classroom block during the weekends to churches at an agreed fee.



Classroom block at Birimahwe Primary school

*"We saw an opportunity on leasing and we grabbed it. The proceeds are being used to pay for electricity and make a contribution towards the maintenance and security of the piped water scheme which serves both the school and the surrounding community. We also procured seeds for gardening and buckets which are being used for watering the plants using SIG. The garden is helping us greatly since we are implementing school feeding. The Government is providing maize and the school provides the relish".*



School garden at Birimahwe Primary school

The school is getting its relish from the garden and the parents are not required to make any financial contributions towards school feeding thereby removing the burden from parents who are struggling to pay fees.

The school head Mr. Shoko said that the income generating project is also relevant to the new curriculum as agriculture is going to be taught in primary school from grade 3. Hence, the children will get the practical sessions from the garden.

### **Waiting for the rains - Songalalo Primary School**

Though the sky is clear blue and the land is dry, the Songalalo community is determined to plant maize as income generating activity for its school in a bid to generate additional revenue. Songalalo is a satellite primary school located in Hurungwe District in Mashonaland West Province. The school was established in 2002 and has an enrolment of 607.



*"Upon receiving our SIG allocation for this year, the School Development Committee (SDC), agreed to use part of the money to buy 20kg maize seed. The community was very cooperative and they prepared the land which is 1 hectare in size. We are just waiting for the rains and the parents will come again and plant the maize".*

According to Mr. Denga the senior teacher, if they receive adequate rains, from the 1 hectare plot, they are expecting a yield of 10 tonnes of maize. The community will provide the labour from the cultivating up to harvesting of the maize and SDC will mobilize the parents.

Maize seed awaits planting at Songalalo  
Primary School



Low payment rate of fees has resulted in the school being unable to meet its budgetary estimates, and this compromises the quality of education hence the need to embark on income generating projects as a way to offset the growing pressures on school budgets.

*"It is our hope that we are going to have a good yield and the proceeds will be used to offset levies for selected OVC. The selection committee will choose a few OVC which will benefit from the proceeds after selling the maize".*

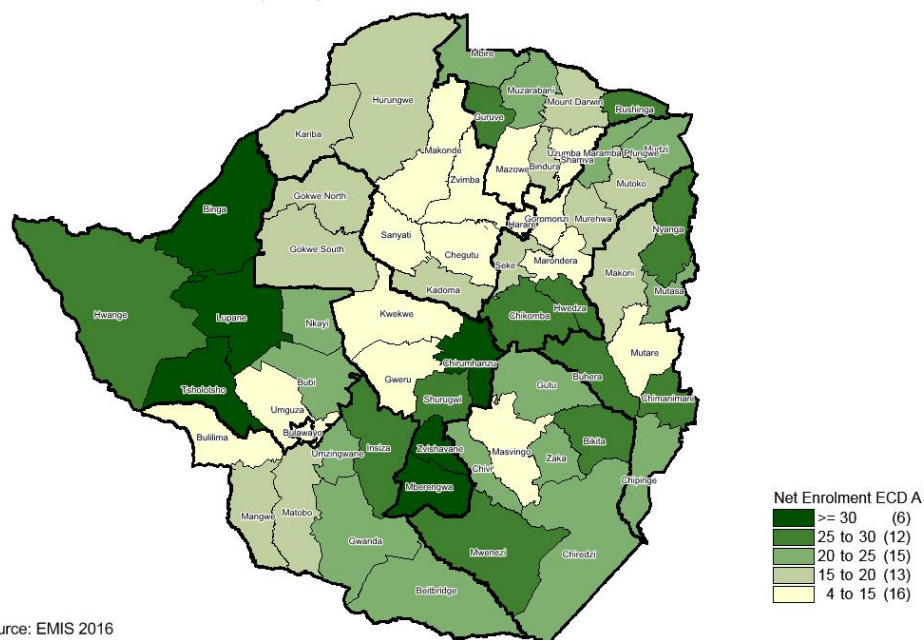
Mr. J.T Denga showing the ploughed one-hectare plot ready for maize planting.



## Map Gallery

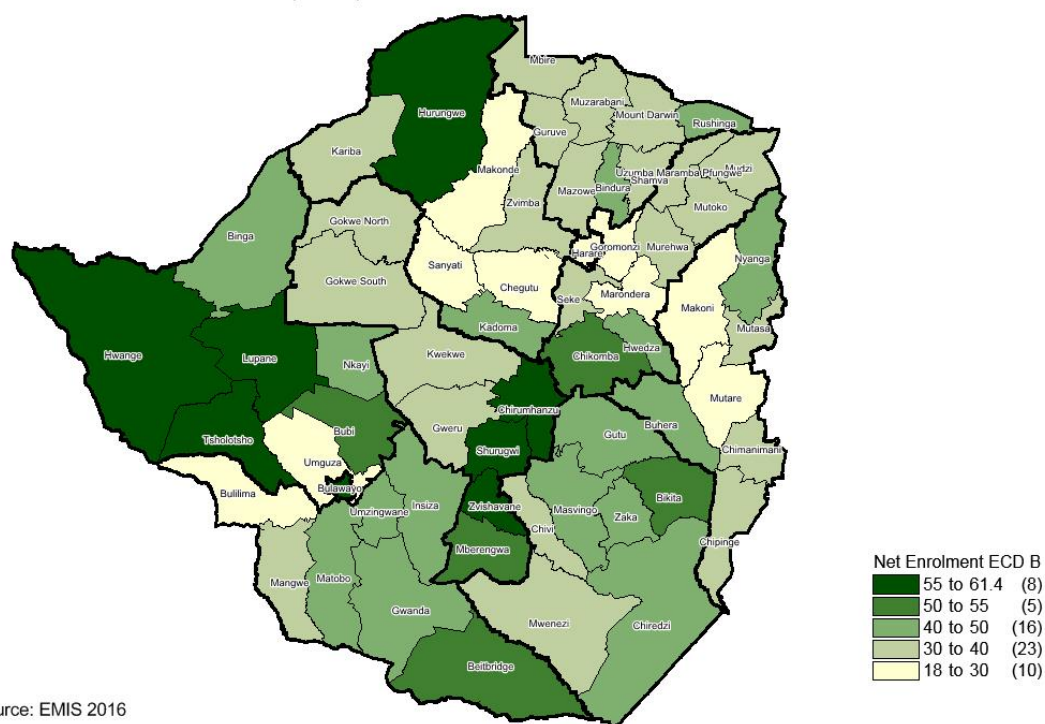
### 2.1: Access to Education by District by level of Education

Net Enrolment Rate ECD A (2016)



Source: EMIS 2016

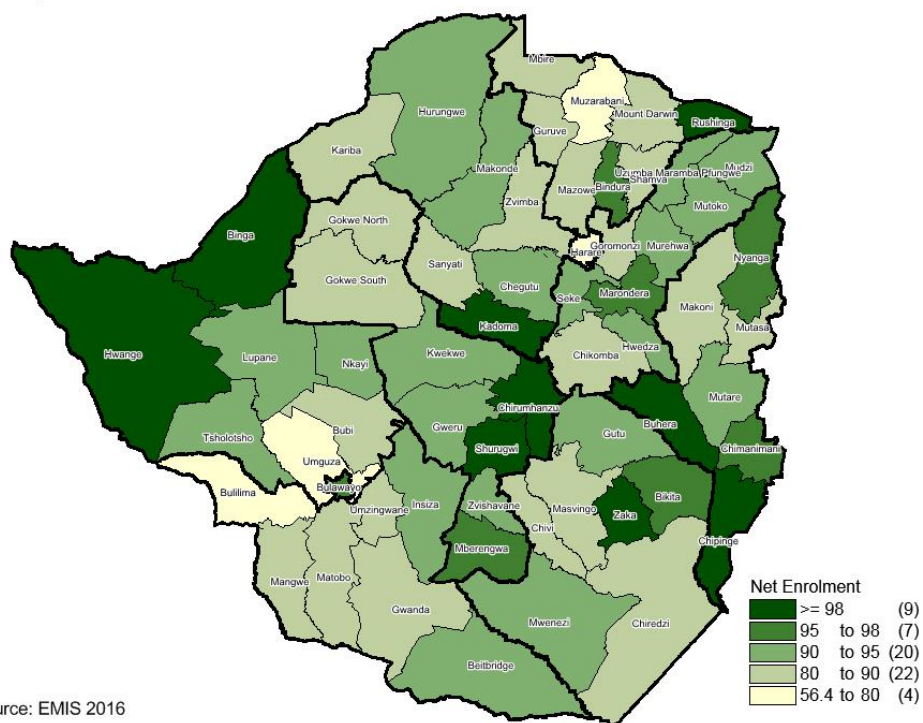
Net Enrolment Rate ECD B (2016)



Source: EMIS 2016

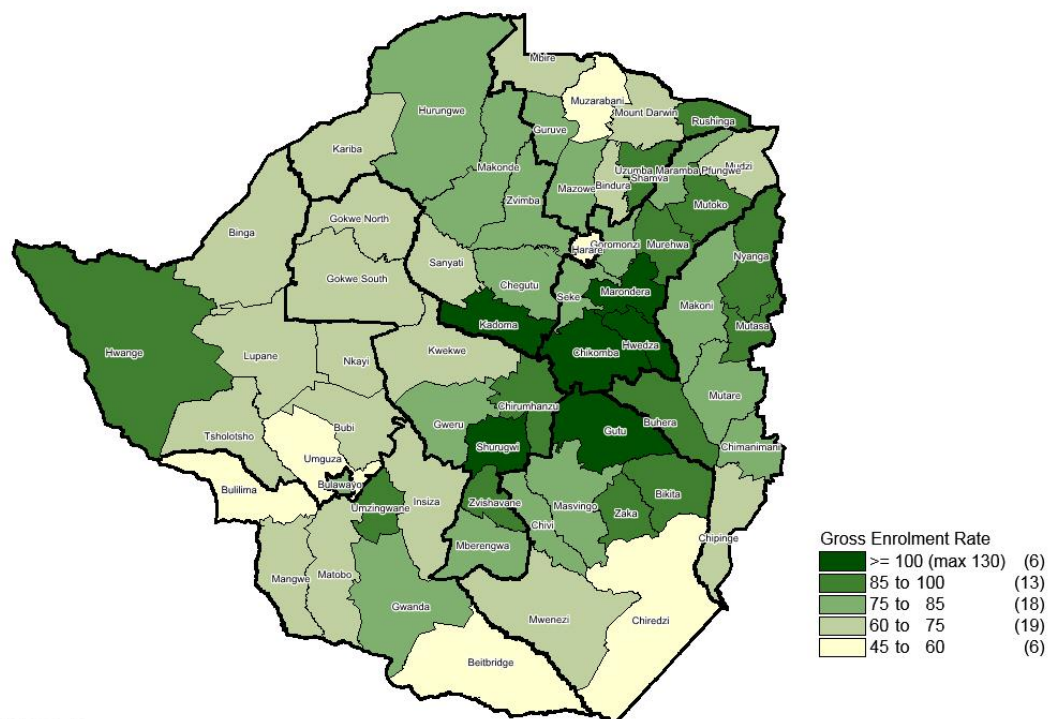


## Primary Net Enrolment 2016



Source: EMIS 2016

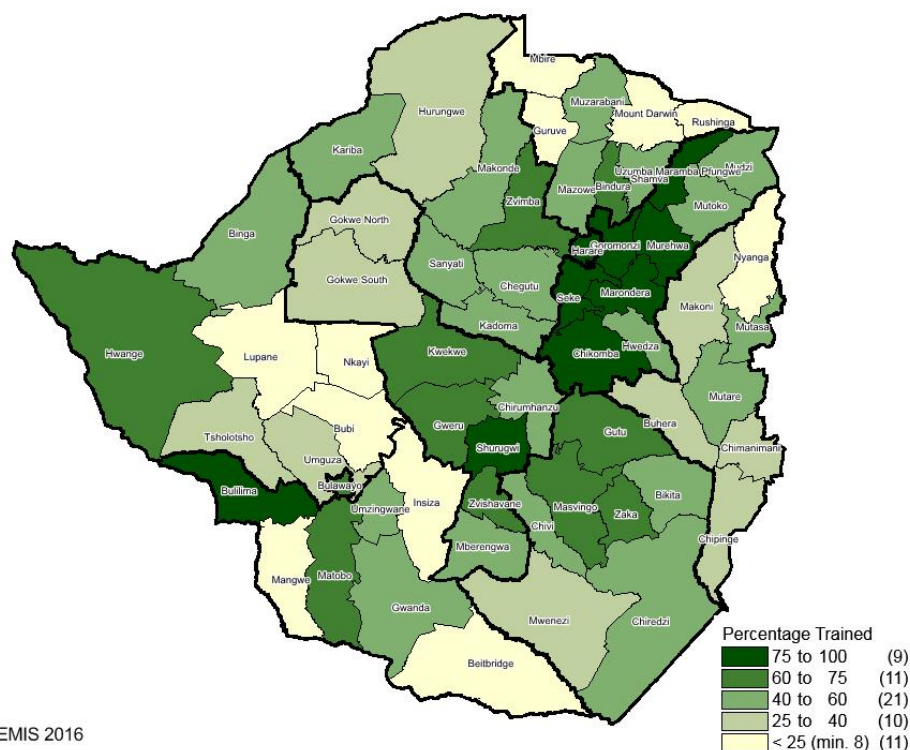
## Gross Enrolment Lower Secondary 2016



Source: EMIS 2016

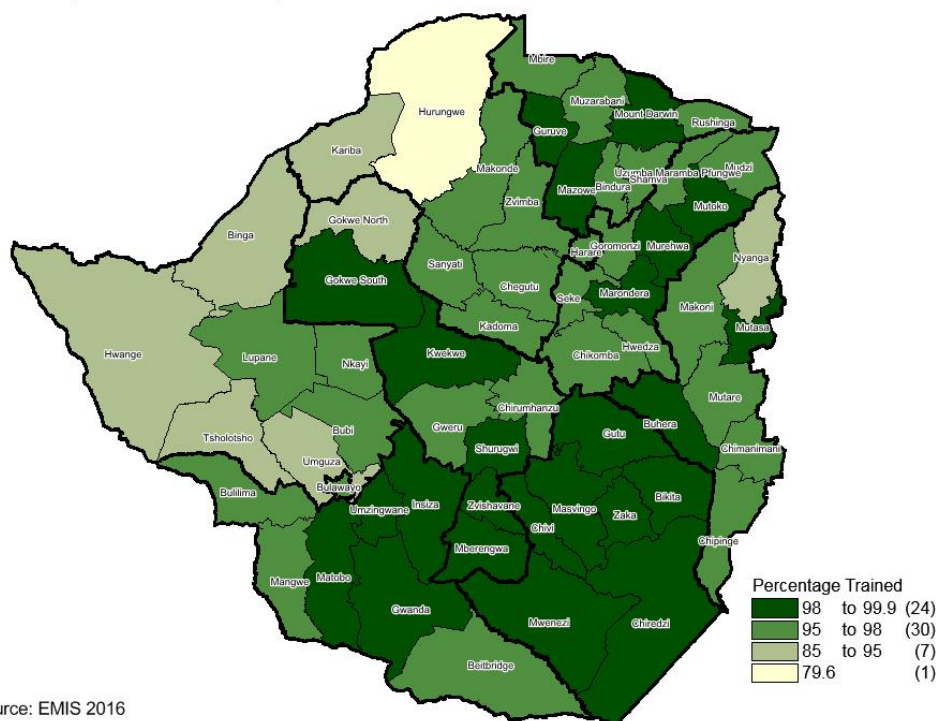
## 2.2: Percentage of Trained Teachers by District by Level of Education

Percentage Trained ECD Teachers 2016



Source: EMIS 2016

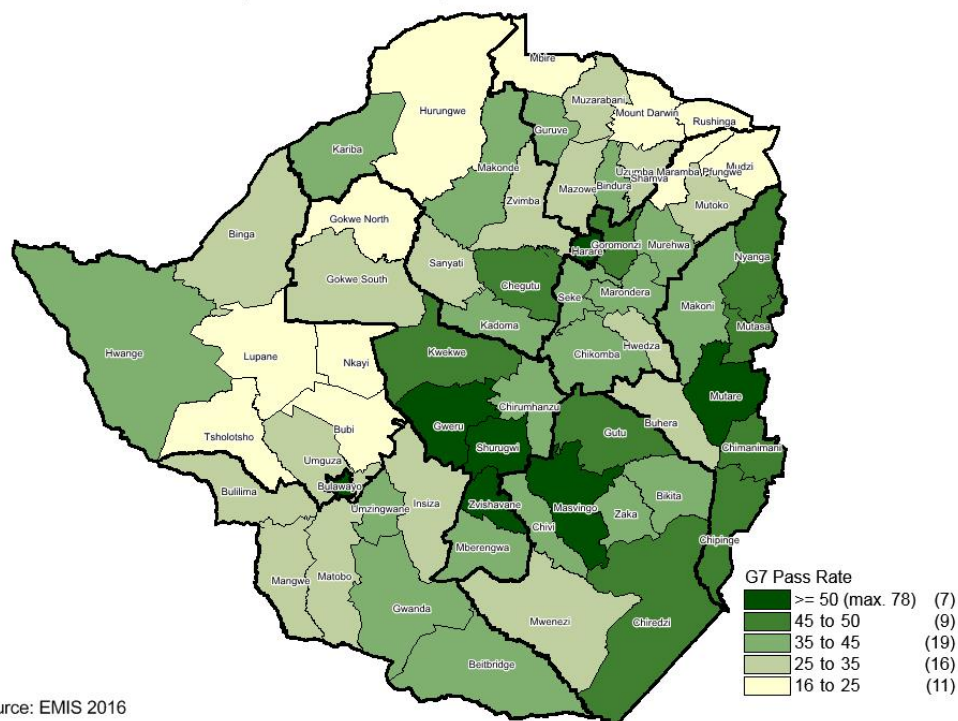
Percentage Trained Primary Teachers 2016



Source: EMIS 2016

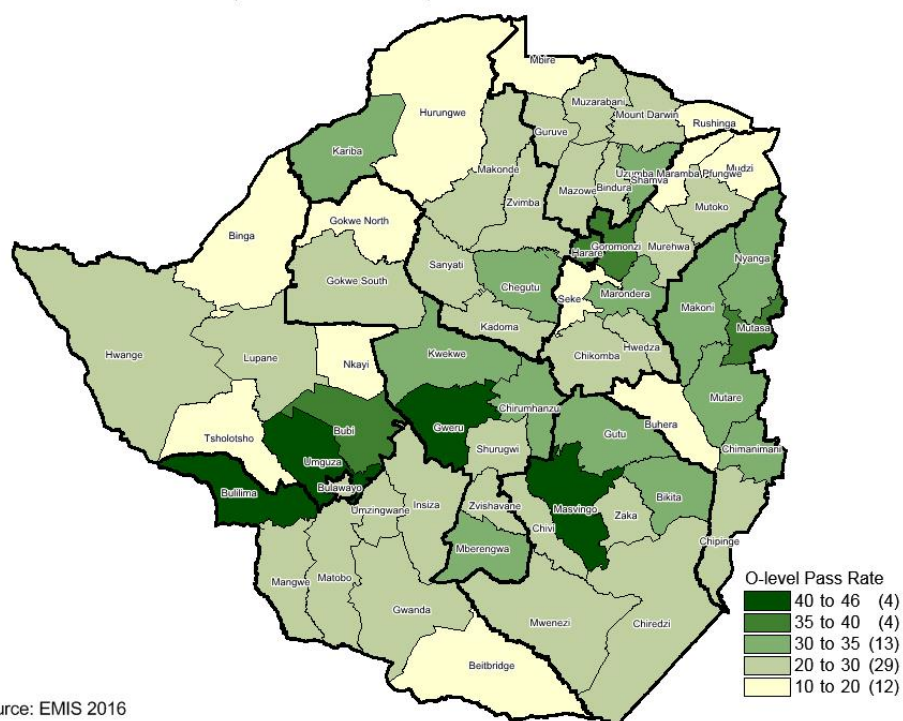
## 2.3: Pass rates by District and by Level of Education

Grade 7 Passrate 2015 (Males + Female)



Source: EMIS 2016

O-level Passrate 2015 (Males + Female)

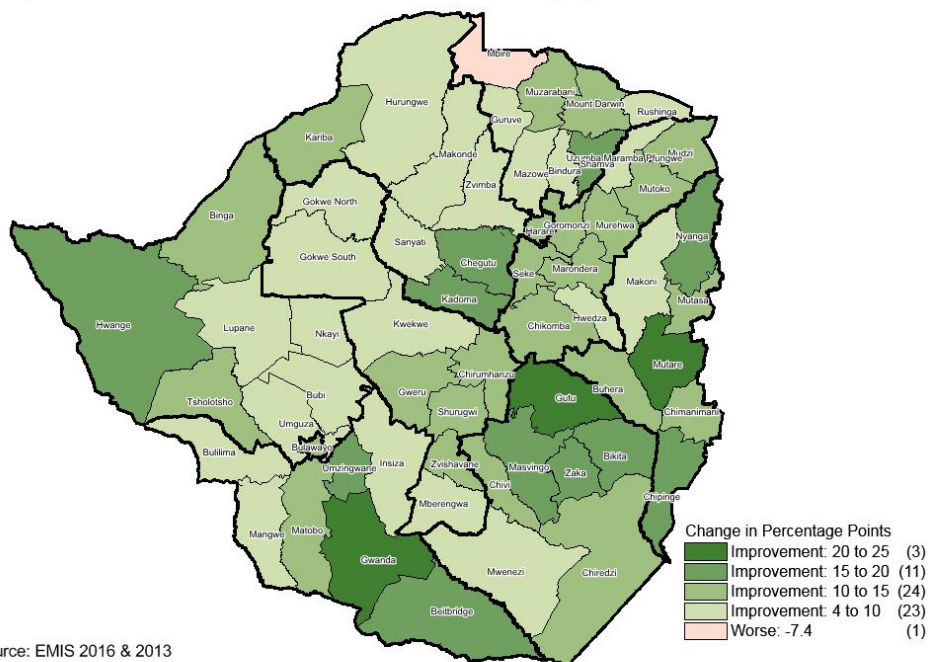


Source: EMIS 2016



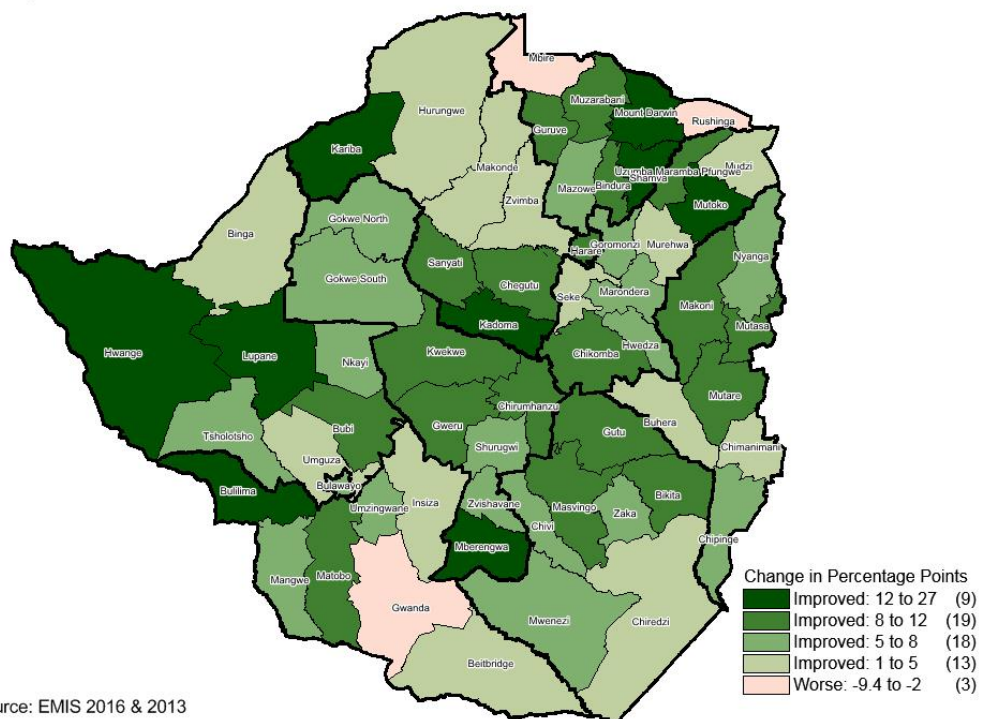
## 2.4: Change in Learning Outcomes by District and Level of Education

Change in Grade 7 Passrate 2015 vs 2012 in percentage points



Source: EMIS 2016 & 2013

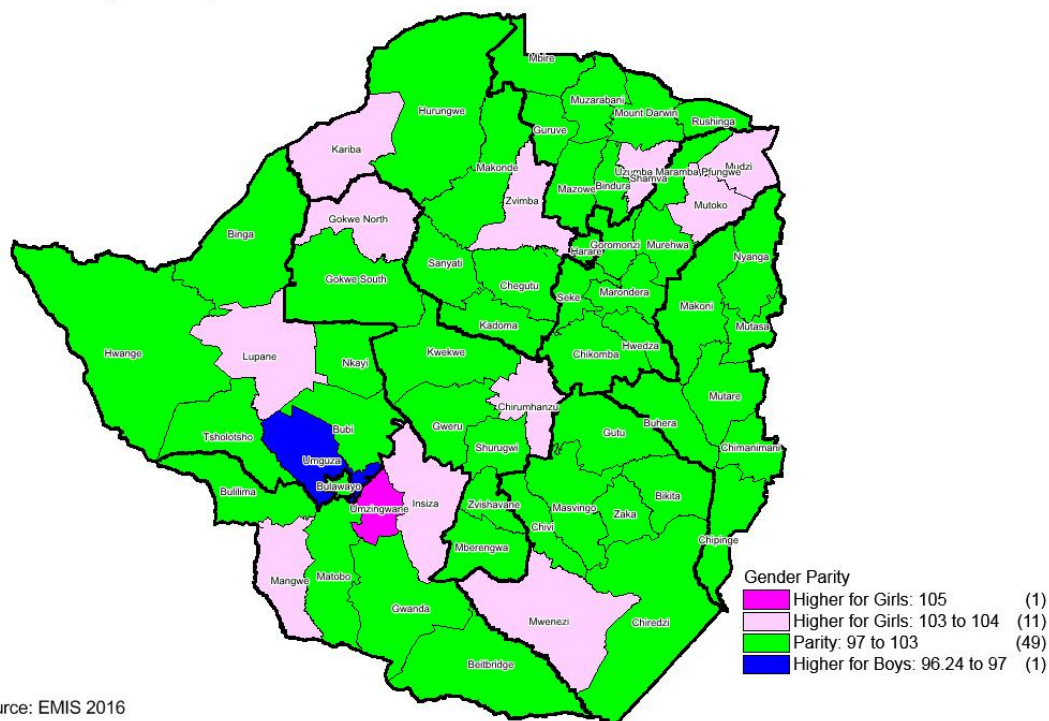
Change in O-level Passrate 2015 vs 2012



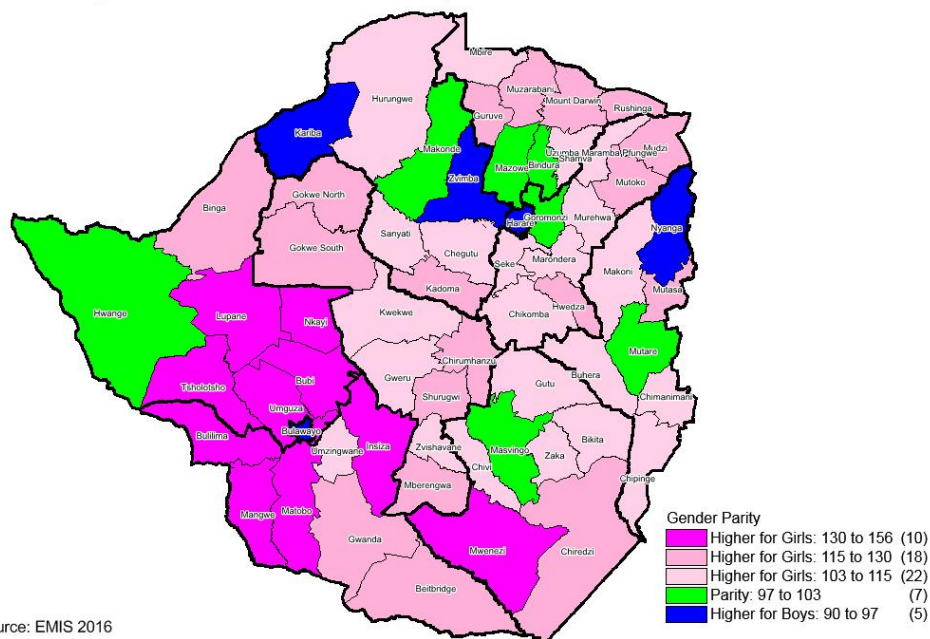
Source: EMIS 2016 & 2013

## 2.5: Gender Parity: Access and Pass Rates by District and Level of Education

Gender Parity Primary Net Enrolment 2016

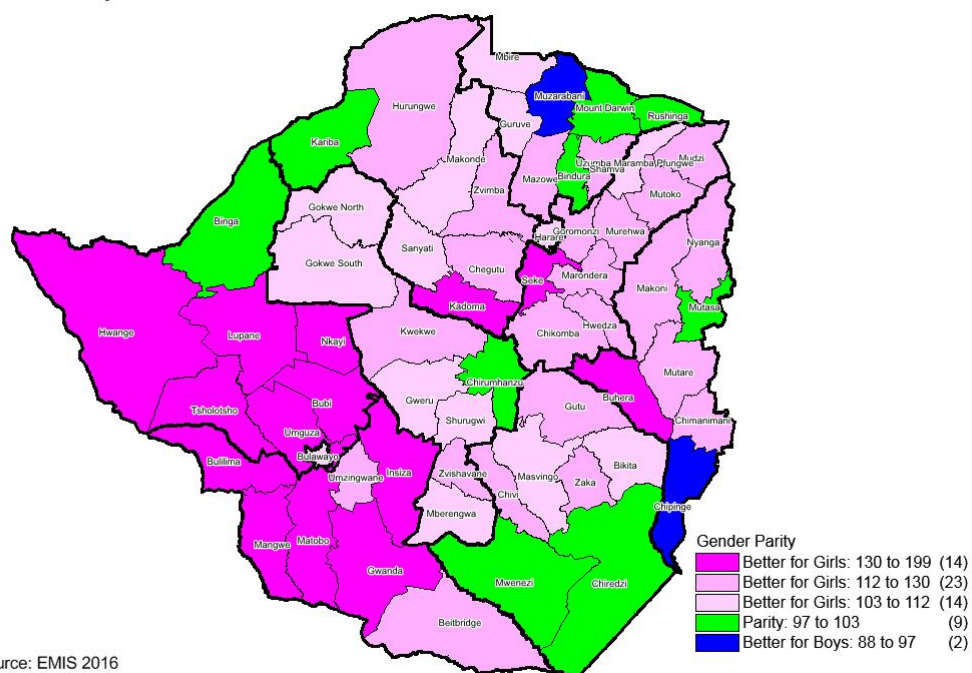


Gender Parity Net Enrolment Lower Secondary 2016



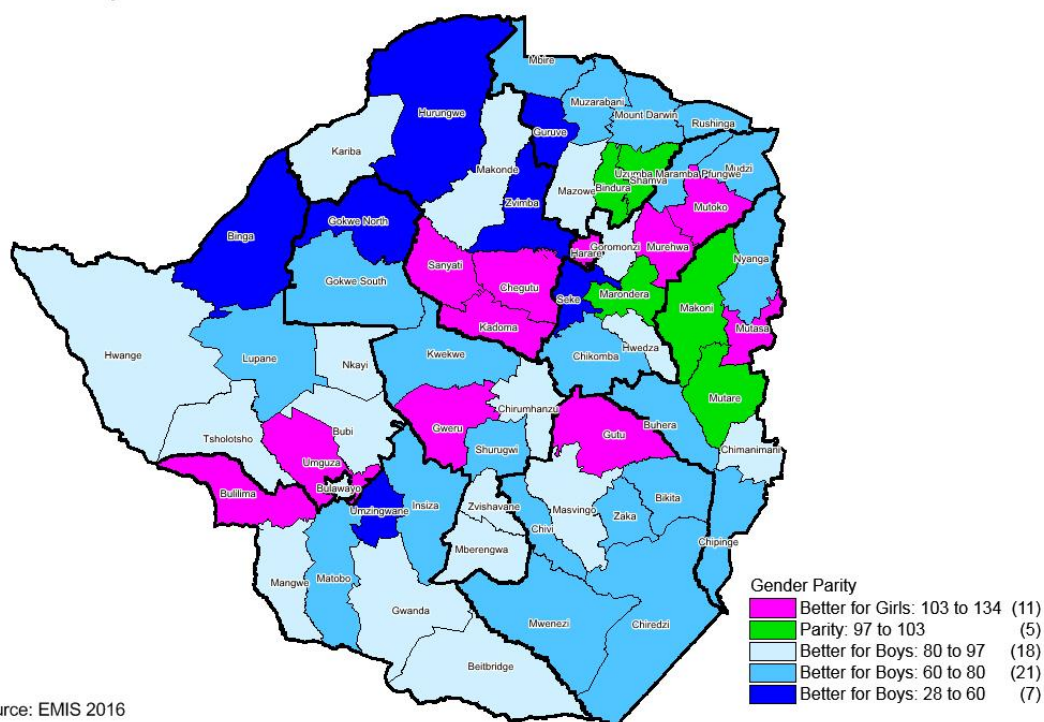


# Gender Parity: Grade 7 Passrate 2015



Source: EMIS 2016

# Gender Parity: O-level Passrate 2015



Source: EMIS 2016