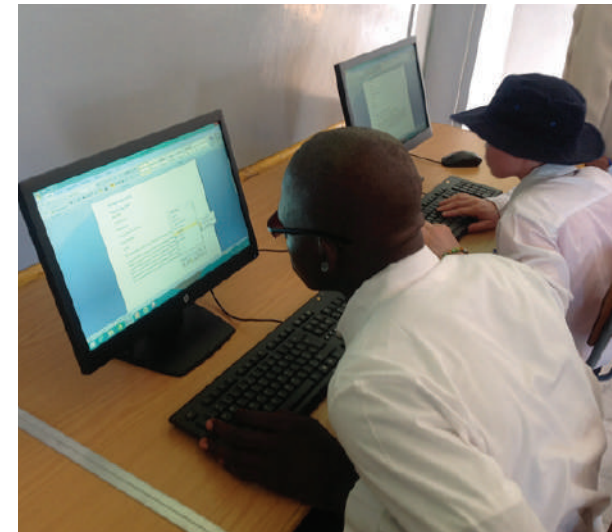




MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ANNUAL STATISTICAL REPORT FOR 2014



ZIMBABWE

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ABBREVIATIONS AND ACRONYMS

Acronym	Definition
AIR	Apparent Intake Rate
ASER	Age Specific Enrolment Rate
BEAM	Basic Education Assistance Module
CDTS	Curriculum Development and Technical Services
ECD	Early Childhood Development
EDF	Education Development Fund
EFA	Education for All
EMIS	Educational Management Information System
ETF	Education Transition Fund
GER	Gross Enrolment Rate
GoZ	Government of Zimbabwe
GPI	Gender Parity Index
ICT	Information and Communication Technology
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoPSE	Ministry of Primary and Secondary Education
NER	Net Enrolment Rate
NIR	Net Intake Rate
OVC	Orphans and Vulnerable Children
PCR	Pupil to Classroom Ratio
PMU	Programme Management Unit
PSeR	Pupil to Seating Ratio
PQTR	Pupil to Qualified Teacher Ratio
PTeR	Pupil to Textbooks Ratio
PTR	Pupil to Teacher Ratio
PToR	Pupil to Toilet Ratio
PWR	Pupil to Writing Ratio
PRD	Directorate for Education Policy Planning, Research and Development

Acronym	Definition
SAC	Sport, Arts and Culture
SDC	School Development Committees
TCR	Teacher to Classroom Ratio
TTR	Teacher to Toilet Ratio
UNICEF	United Nations Children's Fund
ZimStat	Zimbabwe Statistics Agency
ZIMSEC	Zimbabwe School Examinations Council

FOREWORD

Educational Statistics are crucial for effective management of the primary and secondary education. Statistics also convey a clear picture of the System for the benefit of internal and other interested parties. The 2014 Educational Statistical Report adds to a series of similar publications produced annually by the Ministry of Primary and Secondary Education for the purpose of providing quality Education Statistics for our nation.

Accurate, timely and relevant statistical information has always been critical in issues associated with the Zimbabwe education system. It is common cause that our education system has undergone massive expansion since independence in 1980. Zimbabwe has seen the number of primary and secondary schools increasing from 3 161 in 1980 to 8 287 in 2014 and the enrolment also increasing from 1 235 994 in 1980 to 4 066 160 in 2014. Such a rate of expansion can only be effectively sustained through a supply of statistics that support informed decision making and equitable allocation of human, financial and material resources.

The Ministry also considers Information and Communication Technology (ICT) as an essential tool that enhances effectiveness and efficiency in the collection, processing and dissemination of Education Statistics. Efforts to achieve the Ministry's goal of collecting education statistics from the source electronically through both wired and wireless connectivity are bearing fruits as evidenced by the results in the document.

It is with great pleasure therefore that I present this volume of the 2014 Ministry's Annual Statistical Report.

Hon. Dr L. D. K. Dokora, MP

Minister of Primary and Secondary Education Harare, July 2015



PREFACE

This 2014 Ministry of Primary and Secondary Education's Annual Statistical Report was compiled with the need to meet information needs of a wide spectrum of users of Education Statistics. The Zimbabwean Education System is drawing remarkable interest locally and abroad because of its widely celebrated high standards and the knowledge and skills that it offers. The publication has therefore been designed to be useful to many organizations, companies, individuals and the Ministry itself in providing statistics that support informed decision-making to ensure that optimal benefits are derived from the Education System and that Quality Education is sustained against the current background of increasing educational demand and scarcity of resources.

The report provides information on school identification, characteristics, enrolments, staffing, buildings and facilities. It also provides Education Statistical Indicators on demand for education, access to education and internal efficiency in education. With just a year to go to 2015, the deadline for the Education for All (EFA) Goals and Millennium Development Goals (MDGs), this report provides essential statistics for the summative evaluation of the two programmes.

However, the production of the report was characterised by financial and technical constraints. Great efforts were made to ensure that issues of quality data were observed as the report was being produced. Indeed, it is pleasing to say that the statistics contained in the report are a true reflection of the Zimbabwean Education System in 2014.



Dr S. J. Utete-Masango

Secretary for Primary and Secondary Education



EXECUTIVE SUMMARY

This report is based on the 2014 Annual Educational Statistical Census Information. Limited Statistical Information from previous years is also included excluding 2007, 2008 and 2011. The 2014 Annual Educational Census covered 8,287 schools comprising 5,863 primary schools and 2,424 secondary schools. A total of 5,822 primary schools offer ECD classes. The report provides indicators that give a clear picture of the education system for the purpose of monitoring and making comparisons with other countries' education system.

Currently, there are 4,066,160 pupils in schools. ECD enrolment is 427,826 with 214,300 males and 213,526 females. Primary school enrolment is 2,658,690 with 1,344,127 males and 1,314,563 females. Secondary school enrolment is 979,644 with 494,091 males and 485,553 females.

The Net Intake Rate for the primary school level is below 50% which implies that less than half of the children are entering grade 1 at the age of 6 years whereas in secondary school almost 23% of pupils are entering form 1 at the age of 13 years.

The 2014 data was collected from all formal schools which registered with the Ministry as formal schools. ECD data was collected from all primary schools that have ECD centres, hence the data is excluding independent colleges and private, community and local authority ECD centres. The collected data showed that the general participation of ECD pupils aged between 3 and 5 years was below 34% and almost 51% of learners were accessing ECD level regardless of age. Over the period 2009 to 2014 there was a drop from 97.7% to 92.2% of children enrolled in primary school who were of the official primary school going age. However, gender parity was almost at par.

Participation of learners aged 13 to 16 years at lower secondary was above 46% over the period 2000 to 2014. In 2014 the participation was at 53.73%

denoting an increase in enrolment. However, participation of learners aged 17-18 years in Upper Secondary was very low (less than 10%). Generally, there is bias towards the female group in lower secondary while in upper secondary bias is towards the males.

The Zimbabwe education system had 12,124 ECD teachers of which 32.66% were qualified; 74,129 primary school teachers of which 89.16% were qualified to teach and 43,361 secondary school teachers of which 74.19% were qualified to teach.

On average, there were 35 learners to a teacher at ECD level; 36 learners to a teacher at Primary school level and 23 learners to a teacher at secondary school level. ECD pupil/teacher ratio is above the national benchmark of 1:20. Classrooms for ECD were very few. On average there were 85 ECD learners to an ECD classroom. Primary and secondary schools had an average of 45 and 44 learners per classroom respectively.

The age of completion at ECD, primary, lower secondary and upper secondary is 5, 12, 16 and 18 years respectively. Overall completion rate at ECD and primary school level was at 75.36% and 77.25% respectively which was relatively high indicating a high degree of retention rate and a large proportion of pupils completing the levels. Lower secondary recorded a completion rate of 64.19%. Upper secondary recorded the worst completion rate of below 11% indicating a very low degree of retention rate and a small proportion of pupils completing the level.

There are public examinations at Grade 7, Form 4 and Form 6 levels. Government policy states that there is automatic promotion from ECD to Form 4, marking completion of General Certificate of Education Ordinary Level. Only learners who pass this Level are eligible to enrol for upper secondary and others enrol into tertiary institutions. However pupils are allowed to repeat under special

permission. Furthermore, the Ordinary Level pass rate is 23% implying that 67% of Ordinary level completers are failing to proceed to upper secondary or tertiary institutions. Retention of learners from level to level is decreasing with the lowest percentage from form 4 to form 5 (dropout rate is 78%). However, this data does not necessarily mean that the learners dropped out from the Education System completely as some would have joined Tertiary Institutions. There are only 16.25 % and 15.78% completing Form 5 and Form 6 respectively.

Water is available in most schools with only 1.16% and 1.32% primary and secondary schools respectively throughout the country reporting no access to any water source. The main source of electricity for both primary and secondary schools is from the national grid. There are 52.09% and 28.22% of primary and secondary schools respectively without electricity.



CHAPTER 1: PREAMBLE

1.1 INTRODUCTION TO ZIMBABWE EDUCATION SYSTEM

The Zimbabwe Education System is comprised of Primary, Secondary and Tertiary/Higher Education. Primary level is sub-divided into Infant Education (ECD A, ECD B, Grades 1 and 2) and Junior Education (Grades 3 to 7). Secondary level has Lower Secondary (Forms 1 to 4) and Upper Secondary (Forms 5 to 6). The Tertiary/Higher Education covers Teachers Colleges, Polytechnics, Technical/Vocational Colleges and Universities. Figure 1 below shows the structure of the Education System.

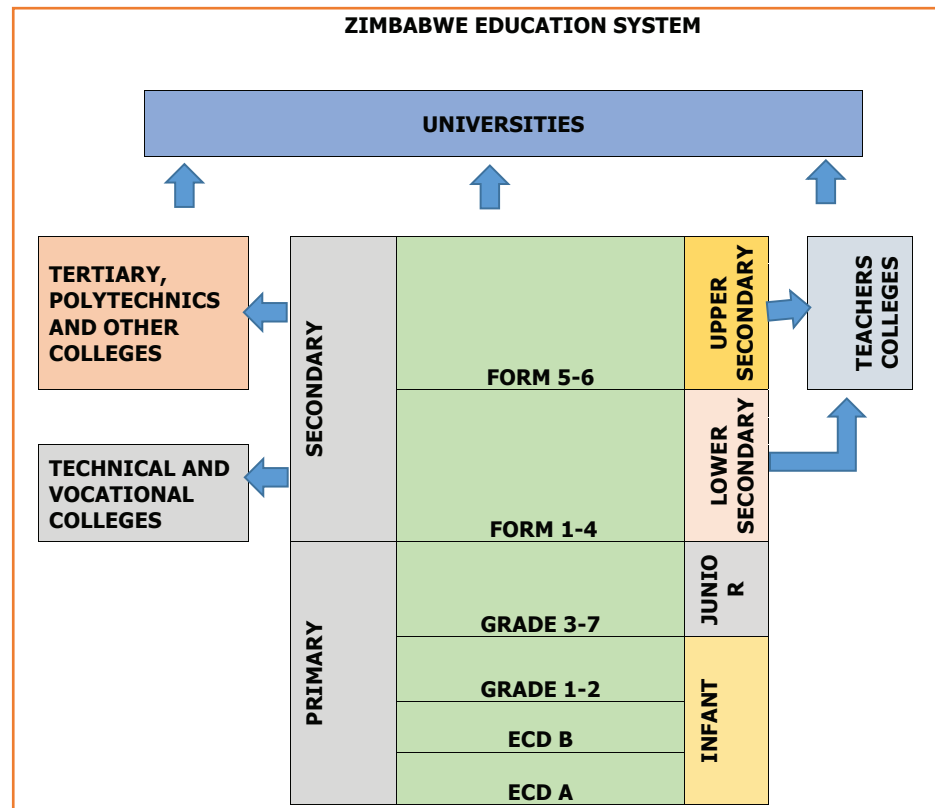


Figure 1: The Structure of the Education System

1.2 PRIMARY SCHOOL SYSTEM (INFANT AND JUNIOR SCHOOL)

The primary school system covers infant and junior education. Infant education consists of 4 years of schooling from ECD A to Grade 2. At ECD level children are developed through play. Pre-formal skills in reading, writing, speaking and listening are expected to be mastered by ECD children. At Grade 1 and Grade 2 there is formal teaching of all the subjects in the school curriculum. Junior education consists of 5 years of schooling from Grade 3 to Grade 7. At the end of Grade 7 learners sit for national public examinations to mark the end of the primary cycle. There is a policy of automatic promotion to the next level, from Grade 1 to Form 4 (passing or failing does not prohibit learners from progressing to the next level).

1.3 SECONDARY SCHOOL SYSTEM, LOWER SECONDARY (FORM 1-4)

The lower secondary school level is a four-year programme culminating in the Ordinary Level Certificate. In the first two years learners are exposed to varied experiences and are afforded an opportunity to discover their own intellectual abilities, aptitudes and interests. They are offered the full curriculum viz, the Sciences, Humanities, Languages, and must do at least one of Business/Commercial subjects, Computer Studies and Technical/Vocational Education subjects. This enables the learners to pursue subjects they are good at for the last two years. Upon completion of this cycle, learners can join the world of work, go for professional training in tertiary colleges, or proceed to do a further two years at high school.

1.4 UPPER SECONDARY SCHOOL (FORMS 5 AND 6)

The two year upper secondary level offers Advanced Level studies in preparation for tertiary and university education. For learners to enter this level they have to pass their Ordinary Level Examinations (5 subjects or more with Grade C or better).

1.5 EDUCATION STRATEGIC PLANNING

The Zimbabwe Education System is presently guided by a number of government-sanctioned plans and major support programmes. The relationship of these major interventions with the emerging strategy in wider government and within the education sector is reflected in the diagram below:

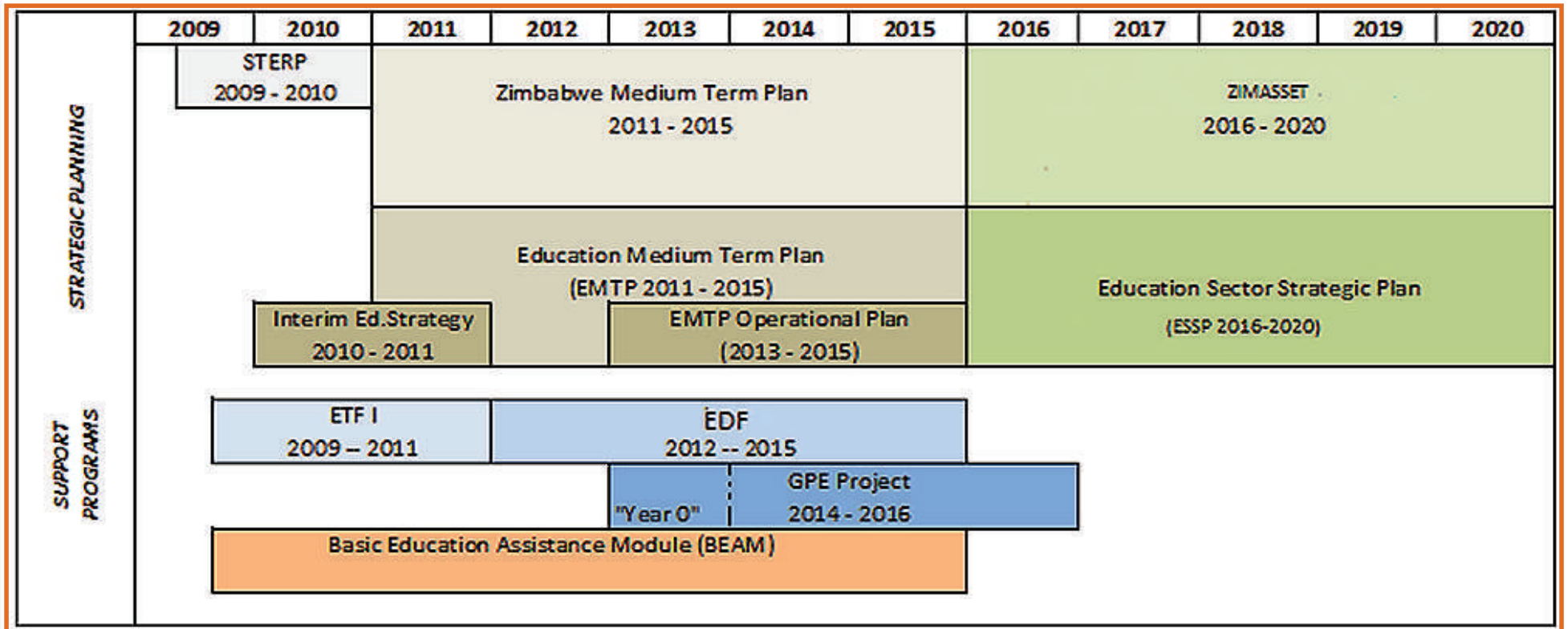


Figure 2: Strategic Planning Context

CHAPTER 2: DEMAND FOR EDUCATION

2.1 POPULATION DATA

The school-age population in Zimbabwe was projected at 5,390,661 in 2014. Of this population 2,691,428 were males and 2,699,233 were females. The official entry age into primary level is 3 years and the learner is expected to finish secondary school by the age of 18 years.

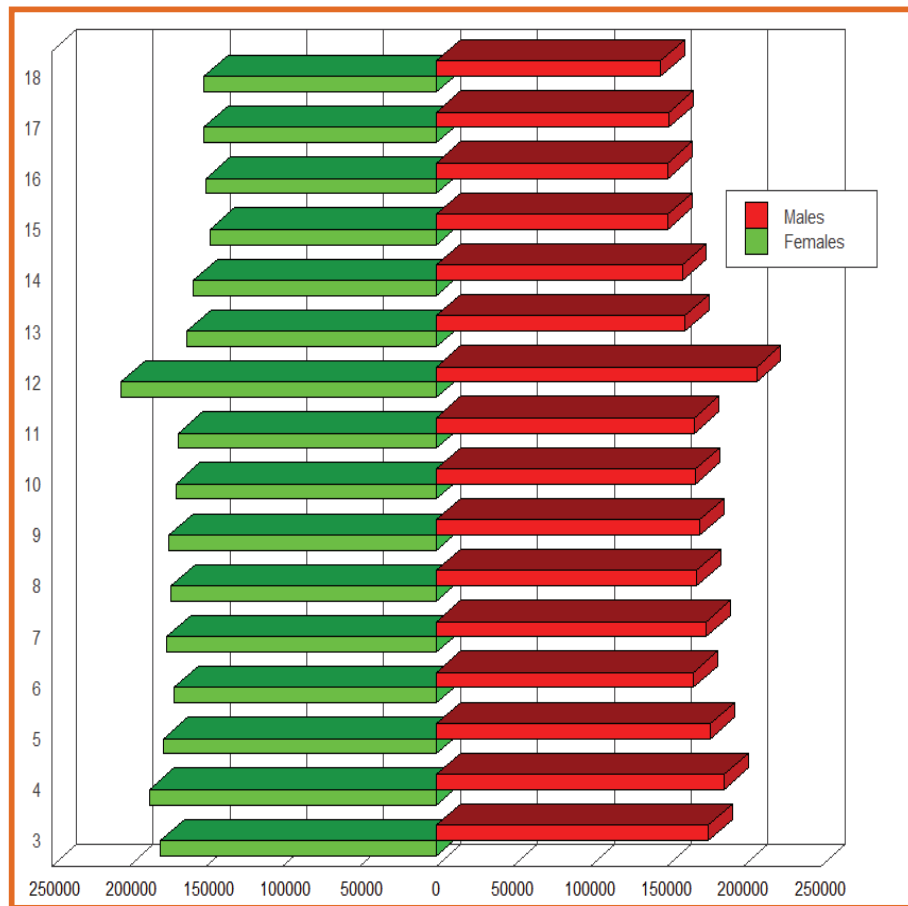


Figure 3: Distribution of School-Age Population by Sex and Age

Table 1: Distribution of School Age Population by Sex

Age	Males	Females	Total
3	176871	179528	356399
4	187207	186505	373712
5	178418	177460	355878
6	167242	170547	337790
7	175669	175443	351112
8	169284	172535	341818
9	171435	174261	345696
10	168750	169539	338289
11	167807	167541	335349
12	208363	205200	413563
13	161680	162522	324202
14	159948	158380	318327
15	150583	147147	297730
16	150837	149751	300588
17	151568	151375	302943
18	145766	151499	297265
Total	2691428	2699233	5390661

Source: Zimstat

Figure 3 and Table 1 above show the distribution of school age population by age and sex. The 12 year age group projection has a higher population than the rest of the age groups. The actual count for this age group was this high during the 2012 population census. By now this cohort is expected to be 14 years old but is still being projected at the 12 year age group. This will affect some indicators that are calculated based on this age group.

Table 2: School-Age Population by Level and Province

	ECD			Primary			Secondary Forms 1-4			Secondary Forms 5-6			Total 3-18 years
	Population age group (3-5 years)			Population age group (6-12 years)			Population age group (13-16 years)			Population age group (17-18 years)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	22333	22679	45012	47353	50557	97910	26130	31620	57750	14531	19280	33811	234483
Harare	73386	74809	148195	149533	158511	308045	75660	90513	166173	39683	54924	94607	717020
Manicaland	78761	78853	157614	177797	178370	356167	90447	86172	176619	41200	38402	79601	770001
Mashonaland Central	49475	49418	98893	113466	112868	226334	56424	52017	108441	26832	24075	50907	484574
Mashonaland East	56128	55163	111291	129786	128462	258249	67472	62203	129675	31596	28389	59985	559199
Mashonaland West	61204	61387	122591	140511	139181	279692	70990	68883	139873	34401	33011	67412	609568
Masvingo	68601	68679	137280	158334	158220	316553	77422	75361	152782	33823	33851	67674	674290
Matabeleland North	33578	32925	66502	79920	78618	158538	39823	37423	77246	18544	16817	35362	337648
Matabeleland South	30834	30741	61574	71470	70247	141717	37522	35010	72532	18151	16173	34323	310147
Midlands	68197	68840	137037	160380	160031	320411	81158	78598	159756	38574	37951	76525	693729
Grand Total	542495	543493	1085988	1228550	1235066	2463616	623047	617800	1240848	297335	302874	600208	5390660

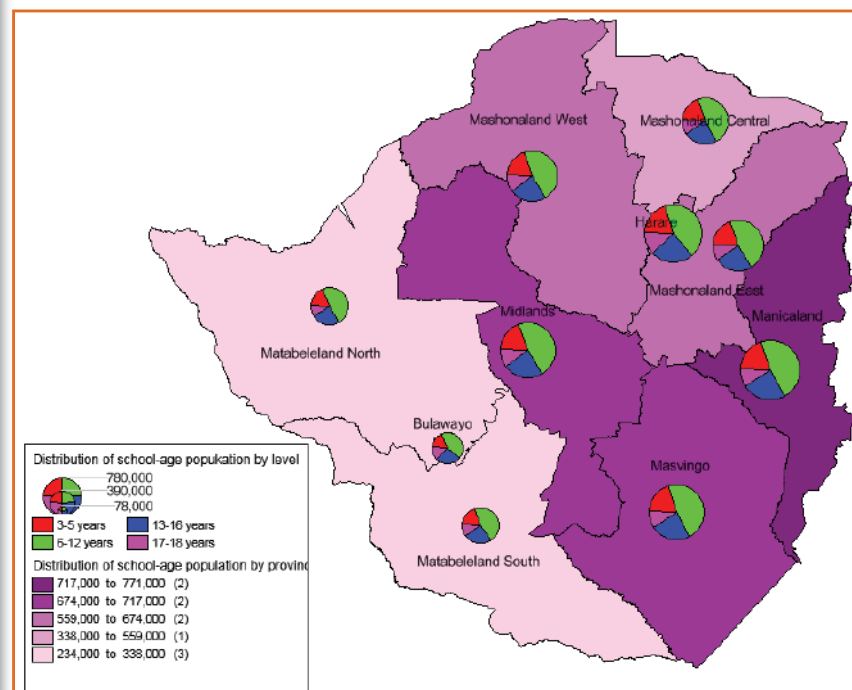


Figure 4: School Age Population by Province

Table 2 and Figure 4 show school age population between 3 and 18 years by province and school level. Bulawayo, Matabeleland South and Matabeleland North provinces have got the least school age population. Most of the school age population is concentrated in Manicaland, Harare, Masvingo and Midlands provinces.

Table 3: Percentage of School-Age Population Distribution by Level and Gender

	ECD			Primary			Secondary Forms 1-4			Secondary Forms 5-6			Total 3-18 years
	Population age group (3-5 years)			Population age group (6-12 years)			Population age group (13-16 years)			Population age group (17-18 years)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	4.12%	4.17%	4.14%	3.85%	4.09%	3.97%	4.19%	5.12%	4.65%	4.89%	6.37%	5.63%	4.35%
Harare	13.53%	13.76%	13.65%	12.17%	12.83%	12.50%	12.14%	14.65%	13.39%	13.35%	18.13%	15.76%	13.30%
Manicaland	14.52%	14.51%	14.51%	14.47%	14.44%	14.46%	14.52%	13.95%	14.23%	13.86%	12.68%	13.26%	14.28%
Mashonaland Central	9.12%	9.09%	9.11%	9.24%	9.14%	9.19%	9.06%	8.42%	8.74%	9.02%	7.95%	8.48%	8.99%
Mashonaland East	10.35%	10.15%	10.25%	10.56%	10.40%	10.48%	10.83%	10.07%	10.45%	10.63%	9.37%	9.99%	10.37%
Mashonaland West	11.28%	11.29%	11.29%	11.44%	11.27%	11.35%	11.39%	11.15%	11.27%	11.57%	10.90%	11.23%	11.31%
Masvingo	12.65%	12.64%	12.64%	12.89%	12.81%	12.85%	12.43%	12.20%	12.31%	11.38%	11.18%	11.28%	12.51%
Matabeleland North	6.19%	6.06%	6.12%	6.51%	6.37%	6.44%	6.39%	6.06%	6.23%	6.24%	5.55%	5.89%	6.26%
Matabeleland South	5.68%	5.66%	5.67%	5.82%	5.69%	5.75%	6.02%	5.67%	5.85%	6.10%	5.34%	5.72%	5.75%
Midlands	12.57%	12.67%	12.62%	13.05%	12.96%	13.01%	13.03%	12.72%	12.87%	12.97%	12.53%	12.75%	12.87%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%



Figure 5: Distribution of School-Age Population by Province and Level

The provincial percentage distribution of school going age population by level shown in Table 3 and Figure 5. Manicaland Province has the highest percentage of 14.28% followed by Harare Province with 13.30%. Bulawayo and Matabeleland South provinces have the lowest percentage recording 4.35% and 5.75% respectively.

2.2 SCHOOLS

Table 4 and Figure 6 show the number of schools by level and year. The number of primary and secondary schools in Zimbabwe were increasing annually since 2006. Currently, 5,822 out of 5,863 primary schools are offering ECD classes and this is in line with the policy of increasing children’s access to ECD. Only 41 primary schools were still to offer ECD classes. The number of primary schools offering ECD increased by 2.70% from 0.78% in 2013. The number of primary and secondary schools increased by 1.00% and 2.11% respectively between 2013 and 2014.

Table 4: Number of Schools by Level and Year

	ECD		Primary		Secondary	
	No of Schools	% increase	No of Schools	% increase	No of Schools	% increase
2006	...		4834		1621	
2009	4865	0.64%	1641	1.23%
2010	5114	...	5646	16.05%	2237	36.32%
2012	5625	9.99%	5753	1.90%	2312	3.35%
2013	5669	0.78%	5805	0.90%	2374	2.68%
2014	5822	2.70%	5863	1.00%	2424	2.11%

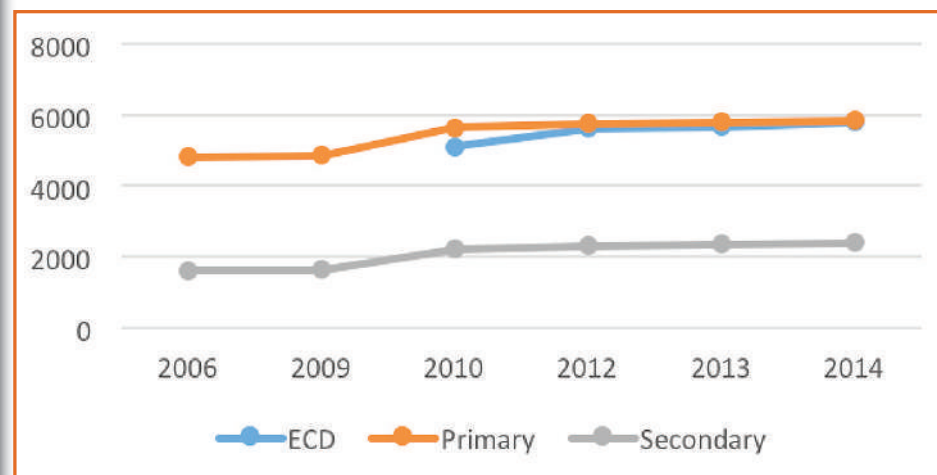


Figure 6: Number of Schools between 2006 and 2014

The establishment of schools is dependent on a number of factors of which the most significant one is school age population density. Where there are high densities there are fewer but big schools in terms of enrolment. The table 5 and figure 6 shows the distribution of primary and secondary schools by province. Masvingo province has the highest number of primary schools (866) and Bulawayo province has the least number (130). Manicaland province has the highest number of secondary schools (391) while Bulawayo province has the least number (52).

Table 5: Distribution of Schools by Province and Level

Province	Number of Schools		Percentage Distribution	
	Primary	Secondary	Primary	Secondary
Bulawayo	130	52	2.22%	2.15%
Harare	225	94	3.84%	3.88%
Manicaland	865	391	14.75%	16.13%
Mashonaland Central	488	209	8.32%	8.62%
Mashonaland East	688	331	11.73%	13.66%
Mashonaland West	719	348	12.26%	14.36%
Masvingo	866	338	14.77%	13.94%
Matabeleland North	580	174	9.89%	7.18%
Matabeleland South	507	157	8.65%	6.48%
Midlands	795	330	13.56%	13.61%
Grand Total	5863	2424	100.00%	100.00%

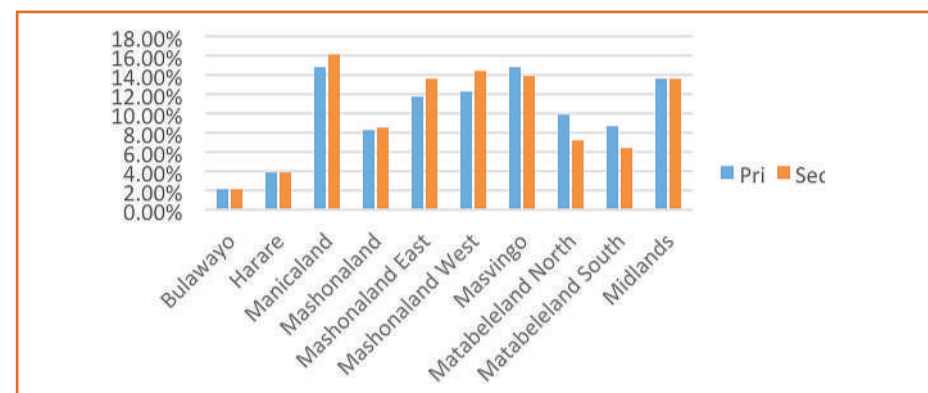


Figure 7: Percentage Distribution of Schools by Province and Level

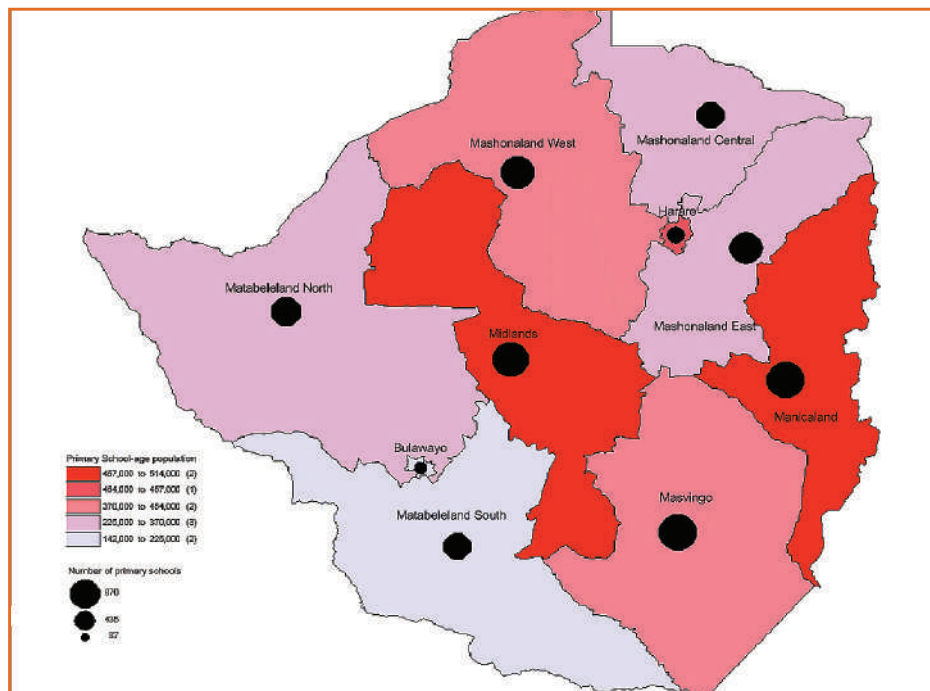


Figure 8: Distribution of Primary Schools by Province

Figure 8 above shows the distribution of primary school age population as well as the primary schools. Harare and Bulawayo have the least number of schools but have the highest population densities. The remainder of schools appear to be evenly distributed among the remaining provinces.

Table 6: Distribution of Schools by Level and Province

Province	Primary			Secondary		Grand Total
	ECD and Primary	ECD only	Primary	"O" Level	"A" Level	
Bulawayo	126		4	12	40	182
Harare	212	1	12	38	56	319
Manicaland	860		5	251	140	1256
Mashonaland Central	488			163	46	697
Mashonaland East	686		2	258	73	1019
Mashonaland West	712		7	261	87	1067
Masvingo	861		5	188	150	1204
Matabeleland North	579		1	132	42	754
Matabeleland South	505		2	90	67	664
Midlands	792		3	230	100	1125
Grand Total	5821	1	41	1623	801	8287

Table 6 above shows the distribution of schools by the highest academic level they reach. Out of the total 5,863 primary schools 5,821 offer at least an ECD class. Only 42 primary schools in the system do not offer ECD classes. Out of 2,424 secondary schools only 801 schools offer "A" level classes.

Satellite schools were established to improve access to education and reduce distance walked to school. During the land reform period a lot of families moved into farms where there were very few schools thereby triggering establishment of more satellite schools for both primary and secondary levels. Mashonaland West had the highest number of satellite schools at primary and secondary levels of 29.90% and 49.71% respectively as shown in the table 7 on the next page & in figure 9 below.



Table 7: Number of Schools by Level, Registration Status and Province

Province	Primary				Secondary				Grand Total
	Registered	Satellite	Total	% Satellite	Registered	Satellite	Total	% Satellite	
Bulawayo	126	4	130	3.08%	47	5	52	9.62%	182
Harare	220	5	225	2.22%	89	5	94	5.32%	319
Manicaland	794	71	865	8.21%	268	123	391	31.46%	1256
Mashonaland Central	387	101	488	20.70%	125	84	209	40.19%	697
Mashonaland East	608	80	688	11.63%	252	79	331	23.87%	1019
Mashonaland West	504	215	719	29.90%	175	173	348	49.71%	1067
Masvingo	694	172	866	19.86%	245	93	338	27.51%	1204
Matabeleland North	457	123	580	21.21%	113	61	174	35.06%	754
Matabeleland South	444	63	507	12.43%	122	35	157	22.29%	664
Midlands	667	128	795	16.10%	241	89	330	26.97%	1125
Grand Total	4901	962	5863	16.41%	1677	747	2424	30.82%	8287

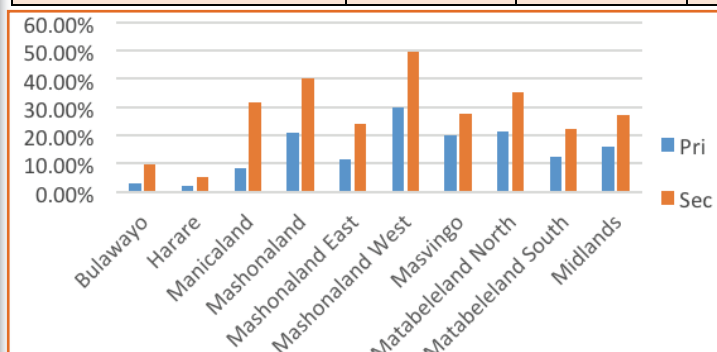


Figure 9: Percentage Distribution of Satellite Schools by Province and Level

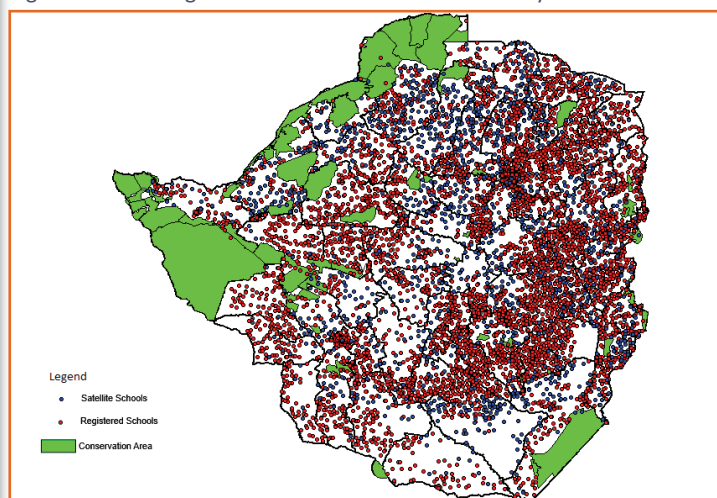


Figure 10: Distribution of Schools by Registration Status

Figure 10 across represents distribution of schools by registration status. Registered schools are more concentrated in the Eastern region of the country. Satellite schools are more concentrated in the northern region of the country.

Most of the population in Zimbabwe live in rural areas and that is where almost 90% of schools are located. Bulawayo and Harare have the least number of rural schools at 11.54% and 6.67% for primary, and 15.38% and 3.19% for secondary schools respectively as shown in the Table 8 below.

Table 8: Distribution of Schools by Level, Location and Province

Province	Primary				Secondary				Grand Total
	Rural	Urban	Total	% Rural	Rural	Urban	Total	% Rural	
Bulawayo	15	115	130	11.54%	8	44	52	15.38%	182
Harare	15	210	225	6.67%	3	91	94	3.19%	319
Manicaland	824	41	865	95.26%	376	15	391	96.16%	1256
Mashonaland Central	469	19	488	96.11%	201	8	209	96.17%	697
Mashonaland East	667	21	688	96.95%	319	12	331	96.37%	1019
Mashonaland West	635	84	719	88.32%	310	38	348	89.08%	1067
Masvingo	840	26	866	97.00%	327	11	338	96.75%	1204
Matabeleland North	556	24	580	95.86%	164	10	174	94.25%	754
Matabeleland South	487	20	507	96.06%	147	10	157	93.63%	664
Midlands	726	69	795	91.32%	297	33	330	90.00%	1125
Grand Total	5234	629	5863	89.27%	2151	272	2424	88.74%	8287

Schools are categorized by the economic status of communities sending their children to these schools as shown in table 9 below. This determines the capitation grant classes allocated to them by government. P1 and S1 schools are located in urban low density areas and some elite boarding schools regardless of their location. P2 and S2 schools are located in urban high density areas including government schools and some boarding schools belonging to church organizations located in rural areas. P3 and S3 schools are located in rural areas. In terms of government aid, P3 and S3 schools will get the highest per capitation learner grant and S1 and P1 the lowest.

Table 9: Number of Schools by School Level, Capitation Grant and Province

Province	Primary				Secondary				Grand Total
	P1	P2	P3	Total	S1	S2	S3	Total	
Bulawayo	41	72	17	130	18	24	10	52	182
Harare	66	142	17	225	34	56	4	94	319
Manicaland	21	29	815	865	10	26	355	391	1256
Mashonaland Central	8	17	463	488	5	11	193	209	697
Mashonaland East	12	18	658	688	18	14	299	331	1019
Mashonaland West	29	68	622	719	16	29	303	348	1067
Masvingo	8	23	835	866	12	19	307	338	1204
Matabeleland North	4	21	555	580	5	10	159	174	754
Matabeleland South	7	13	487	507	7	11	139	157	664
Midlands	18	65	712	795	18	34	278	330	1125
Grand Total	214	468	5181	5863	143	234	2045	2424	8287

Table 10: Percentage Distribution of Schools by School Level, Capitation Grant Type and Province

Province	Primary				Secondary			
	P1	P2	P3	Total	S1	S2	S3	Total
Bulawayo	31.54%	55.38%	13.08%	100%	34.62%	46.15%	19.23%	100%
Harare	29.33%	63.11%	7.56%	100%	36.17%	59.57%	4.26%	100%
Manicaland	2.43%	3.35%	94.22%	100%	2.56%	6.65%	90.79%	100%
Mashonaland Central	1.64%	3.48%	94.88%	100%	2.39%	5.26%	92.34%	100%
Mashonaland East	1.74%	2.62%	95.64%	100%	5.44%	4.23%	90.33%	100%
Mashonaland West	4.03%	9.46%	86.51%	100%	4.60%	8.33%	87.07%	100%
Masvingo	0.92%	2.66%	96.42%	100%	3.55%	5.62%	90.83%	100%
Matabeleland North	0.69%	3.62%	95.69%	100%	2.87%	5.75%	91.38%	100%
Matabeleland South	1.38%	2.56%	96.06%	100%	4.46%	7.01%	88.54%	100%
Midlands	2.26%	8.18%	89.56%	100%	5.15%	10.30%	84.55%	100%
Grand Total	3.65%	7.98%	88.37%	100%	5.86%	9.65%	84.41%	100%

Table 10 shows percentage distribution of schools by school level, capitation grant type and province. Bulawayo and Harare provinces have got the least number of P3 and S3 schools compared to the other eight provinces where most of the primary and secondary schools are P3 and S3. In total 88.37% and 84.41% of the schools in Zimbabwe are P3 and S3 respectively.



Table 11: Number of Government and Non-Government Schools

Province	Primary			Secondary			Grand Total
	Government	Non-Government	Total	Government	Non-Government	Total	
Bulawayo	61	69	130	32	20	52	182
Harare	115	110	225	58	36	94	319
Manicaland	20	845	865	18	373	391	1256
Mashonaland Central	4	484	488	10	199	209	697
Mashonaland East	11	677	688	16	315	331	1019
Mashonaland West	31	688	719	18	330	348	1067
Masvingo	10	856	866	14	324	338	1204
Matabeleland North	9	571	580	12	162	174	754
Matabeleland South	8	499	507	11	146	157	664
Midlands	29	766	795	28	302	330	1125
Grand Total	298	5565	5863	217	2207	2424	8287

Table 12: Percentage Distribution of Government and Non-Government Schools by Level and

Province	Primary			Secondary		
	Government	Non-Government	Total	Government	Non-Government	Total
Bulawayo	46.92%	53.08%	100.00%	61.54%	38.46%	100.00%
Harare	51.11%	48.89%	100.00%	61.70%	38.30%	100.00%
Manicaland	2.31%	97.69%	100.00%	4.60%	95.40%	100.00%
Mashonaland Central	0.82%	99.18%	100.00%	4.78%	95.22%	100.00%
Mashonaland East	1.60%	98.40%	100.00%	4.83%	95.17%	100.00%
Mashonaland West	4.31%	95.69%	100.00%	5.17%	94.83%	100.00%
Masvingo	1.15%	98.85%	100.00%	4.14%	95.86%	100.00%
Matabeleland North	1.55%	98.45%	100.00%	6.90%	93.10%	100.00%
Matabeleland South	1.58%	98.42%	100.00%	7.01%	92.99%	100.00%
Midlands	3.65%	96.35%	100.00%	8.48%	91.52%	100.00%
Grand Total	5.08%	94.92%	100.00%	8.95%	91.05%	100.00%



schools and 8.95% of secondary schools in Zimbabwe.

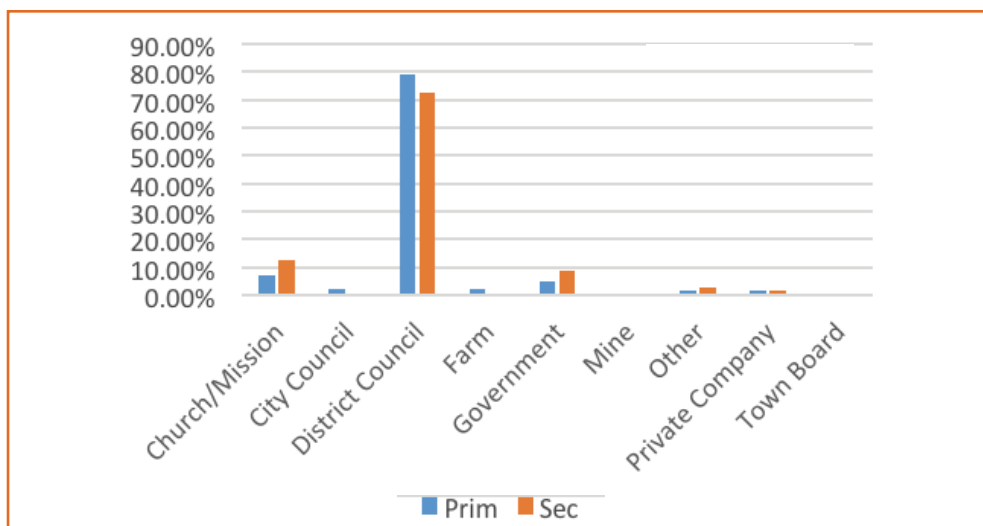
Province

Table 11 and Table 12 above, shows the percentage distribution of government and non-government schools by level and province. In Harare and Bulawayo more, than 46% primary and secondary schools were government. The other eight provinces had more than 91% of non-government primary and secondary schools. Overall, the government owned 5.08% of primary

Figure 11: Distribution of Primary and Secondary Government and Non-Government Schools

Figure 11 above shows the distribution of primary and secondary government and non-government schools. Most primary and secondary schools are non-government schools which constitute 94.92% and 91.05% respectively of the total schools. Table below

	Number of schools			Percentage of total		
	Primary	Secondary	Grand Total	Primary	Secondary	Grand Total
Church/Mission	417	309	726	7.11%	12.75%	8.76%
City Council	124	15	139	2.11%	0.62%	1.68%
District Council	4652	1760	6412	79.35%	72.61%	77.37%
Farm	120	17	137	2.05%	0.70%	1.65%
Government	285	206	491	4.86%	8.50%	5.92%
Mine	41	8	49	0.70%	0.33%	0.59%
Other	101	59	160	1.72%	2.43%	1.93%
Private Company	105	35	140	1.79%	1.44%	1.69%
Town Board	18	15	33	0.31%	0.62%	0.40%
Grand Total	5863	2424	8287	100.00%	100.00%	100.00%



shows numbers and percentage distribution of primary and secondary schools by responsible authority.

Table 13: Distribution of Schools by Responsible Authority

Figure 12: Percentage Distribution of Primary and Secondary Schools by Responsible Authority

Figure 12 above shows percentage distribution of primary and secondary schools by responsible authority. District Councils own 77.37% which is the majority of the schools.



CHAPTER 3: ACCESS TO EDUCATION

3.1 NEW ENTRANTS

At the beginning of each school year there are some learners entering at each education level for the first time. The system's ability to enroll children at the right age and have them flow through the system is dependent on what age they enter the school system. This section examines the enrolment patterns for children who enroll into the first grades of primary and secondary education for the first time. The official school entry age for grade 1 and form 1 is 6 and 13 years respectively.

Table 14: New Entrants into Grade 1, 2012-2014

Year	Male	Female	Total
2012	207289	215718	423007
2013	198970	206235	405205
2014	200924	208184	409108

Table 14 above shows the number of new entrants into grade 1. The number of learners in grade 1 who were entering the education system for the first time decreased from 423,007 learners in 2009 to 405,000 in 2012 and then increased to 409,108 learners in 2014.

Table 15: New Entrants into Grade 1 by Age and Sex

Age	M	F	Total	Female	Total
5 years	6472	7057	13529	52.16%	3.31%
6 years	68928	72998	141926	51.43%	34.69%
7 years	95056	90201	185257	48.69%	45.28%
8 years	28268	23829	52097	45.74%	12.73%
9 years	6930	5115	12045	42.47%	2.94%
10 years	1811	1249	3060	40.82%	0.75%
11 years	457	326	783	41.63%	0.19%
12 years	228	135	363	37.19%	0.09%
Above 12	34	14	48	29.17%	0.01%
Total	208184	200924	409108	49.11%	100.00%

The table 15 (bottom left), shows that more girls (51.43%) are entering into grade 1 at the correct age than boys.

The graph, Figure 13 below, shows that the majority of new entrants into grade 1 were aged between 6 and 7 years with the highest percentage (45.28%) being that of 7 year olds. About 79.97% of new entrants into grade 1 were either in the correct age or 1 year ahead.

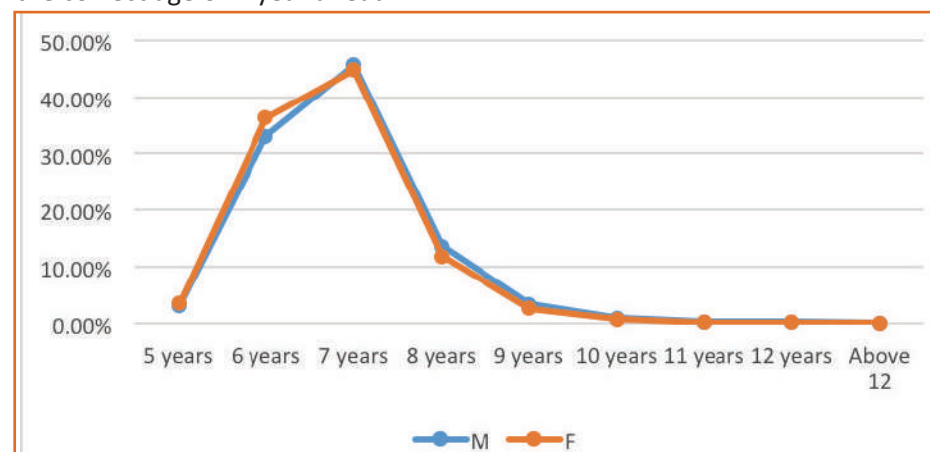


Figure 13: New Entrants into Grade 1 by Age and Sex

Table 16: New Entrants into Grade 1 by Age, Location and Sex

Age	Rural			Urban			Grand Total
	M	F	Total	M	F	Total	
5 years	5473	5938	11411	999	1119	2118	13529
6 years	50004	53157	103161	18924	19841	38765	141926
7 years	75058	71304	146362	19998	18897	38895	185257
8 years	25244	21155	46399	3024	2674	5698	52097
9 years	6467	4788	11255	463	327	790	12045
10 years	1696	1171	2867	115	78	193	3060
11 years	432	310	742	25	16	41	783
12 years	208	118	326	20	17	37	363
Above 12	29	11	40	5	3	8	48
Total	164611	157952	322563	43573	42972	86545	409108

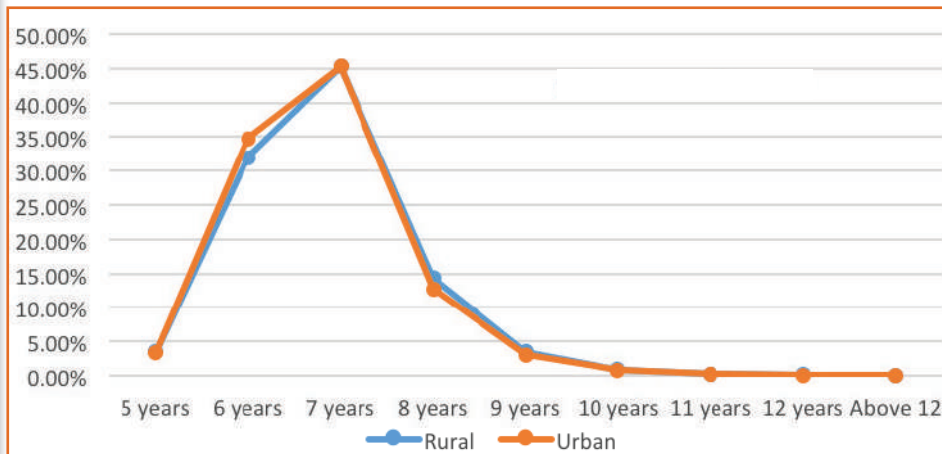


Figure 14: Percentage Distribution of New Entrants into Grade 1 by Age and Location

The graph figure 14 above, shows that the majority of new entrants into grade 1 in rural and urban areas were aged 7 years. Urban schools had almost equal proportions of new entrants aged 6 and 7 years. However, rural schools had a higher proportion of new entrants in the 7 year age group.

Table 17: New Entrants into Form 1, 2012-2014

Year	M	F	Grand total
2012	114086	118572	232658
2013	116750	122959	239709
2014	120696	126814	247510

The table 17 above shows that the number of new entrants into Form 1 increased from 232,658 in 2012 to 247,510 in 2014.

Table 18: New Entrants into Form 1 by Age and Sex

Age	M	F	Grand Total	% Female	% Total
Below 13	4019	6235	10254	60.81%	4.14%
13 years	30959	42040	72999	57.59%	29.49%
14 years	45534	49689	95223	52.18%	38.47%
15 years	25656	21312	46968	45.38%	18.98%
16 years	10452	5897	16349	36.07%	6.61%
17 years	3131	1334	4465	29.88%	1.80%
18 years	694	247	941	26.25%	0.38%
above 18	251	60	311	19.29%	0.13%
Grand Total	120696	126814	247510	51.24%	100.00%

The graph below shows that the majority of new entrants into Form 1 were aged between 13 and 15 years with the highest percentage in the 14 year olds age group (38.47%). Higher proportions of girls were entering the system at the correct age than boys.

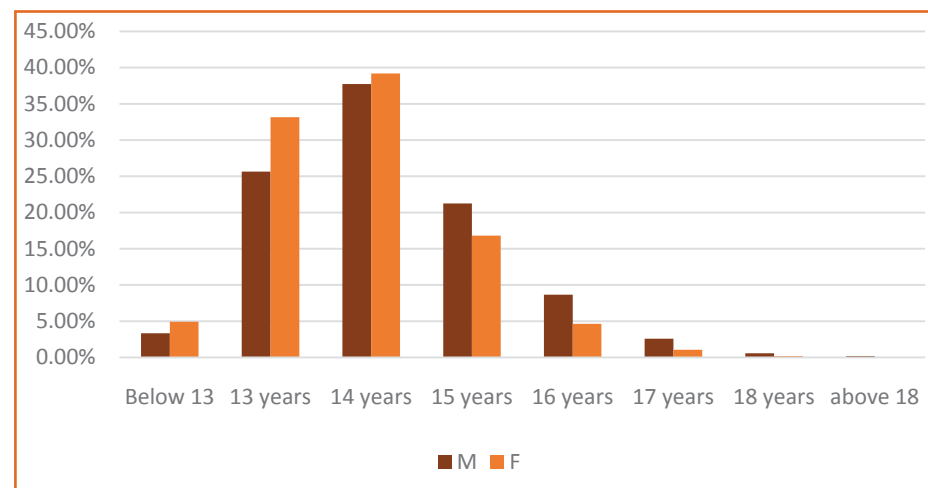


Figure 15: New Entrants into Form 1 by Age and Sex

Table 19: New Entrants into Form 1 by Age, Location and Sex

	Rural			Urban			Grand Total
	M	F	Total	M	F	Total	
Below 13	2849	4549	7398	1170	1686	2856	10254
13 years	20896	29437	50333	10063	12603	22666	72999
14 years	34524	38309	72833	11010	11380	22390	95223
15 years	21881	18242	40123	3775	3070	6845	46968
16 years	9400	5263	14663	1052	634	1686	16349
17 years	2941	1177	4118	190	157	347	4465
18 years	650	200	850	44	47	91	941
above 18	244	55	299	7	5	12	311
Grand Total	93385	97232	190617	27311	29582	56893	247510

The graph, figure 16 on the next page, shows that the majority of new entrants into Form 1 in rural areas were aged 14 years. To the contrary, the majority of new entrants into Form 1 in urban areas were aged 13 years with almost a similar proportion entering at the age of 14 years.

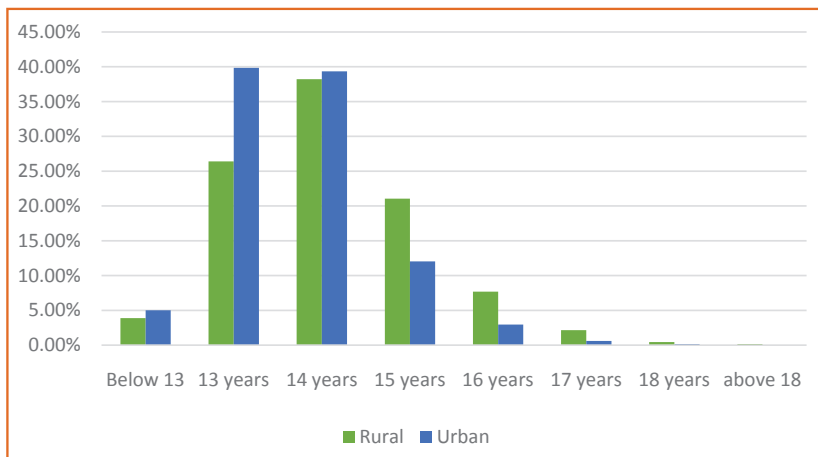


Figure 16: New Entrants into Form 1 by Age and Location

3.2 ECD ENROLMENT

Progress has been made in ECD as reflected by increased enrolment since 2010 as shown in table below. Between 2010 and 2013 there were more females enrolled in ECD compared to their male counterparts. However in 2014 more males were enrolled.

Table 20: ECD Enrolment Trend by Sex, 2010-2014

Year	ECD			
	Male	Female	Total	% Female
2010	149464	153501	302965	50.67%
2012	175443	177503	352946	50.29%
2013	185557	188568	374125	50.40%
2014	214300	213526	427826	49.91%

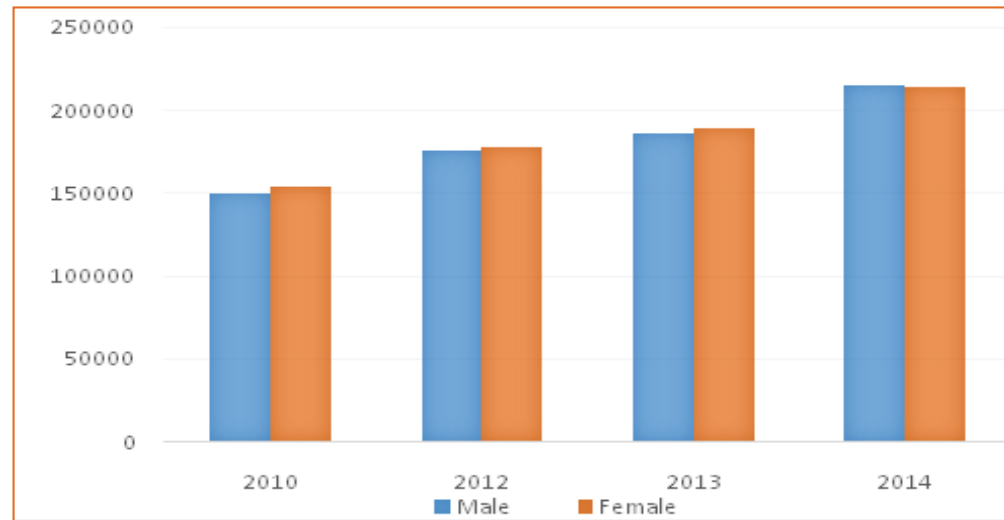


Figure 17: ECD Enrolment Trend by Sex, 2010-2014

Table 21 below shows ECD enrolments by capitation grant type and sex. Most learners in ECD are in the P3 capitation grant category. There were more female learners in ECD A than males. In ECD B there were less females than males.

Table 21: ECD Enrolments by Capitation Grant Type and Sex

Grant Class	ECD A			ECD B			Grand Total
	M	F	Total	M	F	Total	
P1	1897	1869	3766	4748	4846	9594	13360
P2	6225	6198	12423	16344	15821	32165	44588
P3	69362	70536	139898	115724	114256	229980	369878
Grand Total	77484	78603	156087	136816	134923	271739	427826



Table 22 below shows ECD enrolments by registration and sex. Most learners in ECD enrolled in registered schools. More learners enrolled in ECD B than in ECD A.

Table 22: ECD Enrolments by Registration Status and Sex

Registration Status	ECD A			ECD B			Grand Total
	M	F	Total	M	F	Total	
Registered	68722	69638	138360	121343	119432	240775	379135
Satellite	8762	8965	17727	15473	15491	30964	48691
Grand Total	77484	78603	156087	136816	134923	271739	427826

Table 23: ECD Enrolments by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	Total	M	F	Total	
Below 3 years	1141	1296	2437	90	106	196	2633
3 years	13226	14004	27230	353	363	716	27946
4 years	35803	36674	72477	5902	6057	11959	84436
5 years	20817	20654	41471	58115	59281	117396	158867
6 years	5466	5041	10507	59542	57874	117416	127923
7 years	830	755	1585	10609	9432	20041	21626
8 years	132	119	251	1658	1382	3040	3291
9 years	36	41	77	368	301	669	746
10 years	20	11	31	135	91	226	257
11 years	3	0	3	24	24	48	51
12 years	1	1	2	13	5	18	20
Above 12	9	7	16	7	7	14	30
Grand Total	77484	78603	156087	136816	134923	271739	427826

Table 23 above shows ECD enrolments by age and sex. Most learners in ECD are aged 5 and 6 years. Figure 18 below shows the distribution of ECD enrolments by age, grade and sex. ECD A has a significant number of correct aged learners and ECD B has a significant number of over-aged learners, above 51%.

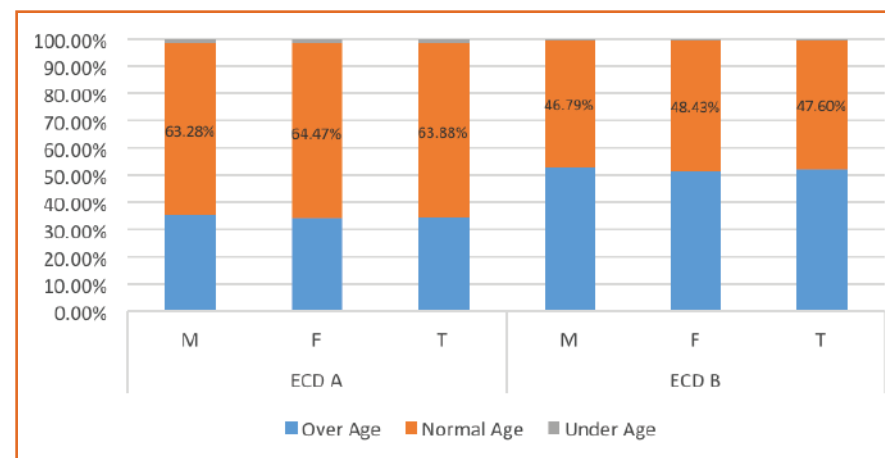


Figure 18: Percentage Distribution of ECD Enrolments by Age, Grade and Sex

The table 24 on the next page shows the distribution of ECD learners by province, level and sex. Manicaland province had more learners enrolled in ECD (18.70%) as compared to the other 9 provinces. Bulawayo and Harare had the least, owing to the fact that there are more private ECD centres in these provinces which were not captured in the annual education census.



Table 24: ECD Enrolments by Province and Sex

Province	ECD A			ECD B			Grand Total	% of Total
	M	F	Total	M	F	Total		
Bulawayo	1382	1410	2792	3861	3830	7691	10483	2.45%
Harare	2488	2412	4900	7476	7312	14788	19688	4.60%
Manicaland	16006	16401	32407	23796	23800	47596	80003	18.70%
Mashonaland Central	7759	7812	15571	12959	12670	25629	41200	9.63%
Mashonaland East	8071	8036	16107	15460	15160	30620	46727	10.92%
Mashonaland West	6786	7005	13791	14835	14944	29779	43570	10.18%
Masvingo	12921	13227	26148	22020	21342	43362	69510	16.25%
Matabeleland North	7086	7270	14356	9796	9727	19523	33879	7.92%
Matabeleland South	6251	6193	12444	9229	9006	18235	30679	7.17%
Midlands	8734	8837	17571	17384	17132	34516	52087	12.17%
Grand Total	77484	78603	156087	136816	134923	271739	427826	100.00%

Table 25: ECD Enrolments by Location and Sex

Location	ECD A			ECD B			Grand Total
	M	F	Total	M	F	Total	
Rural	70186	71409	141595	116808	115249	232057	373652
Urban	7298	7194	14492	20008	19674	39682	54174
Grand Total	77484	78603	156087	136816	134923	271739	427826

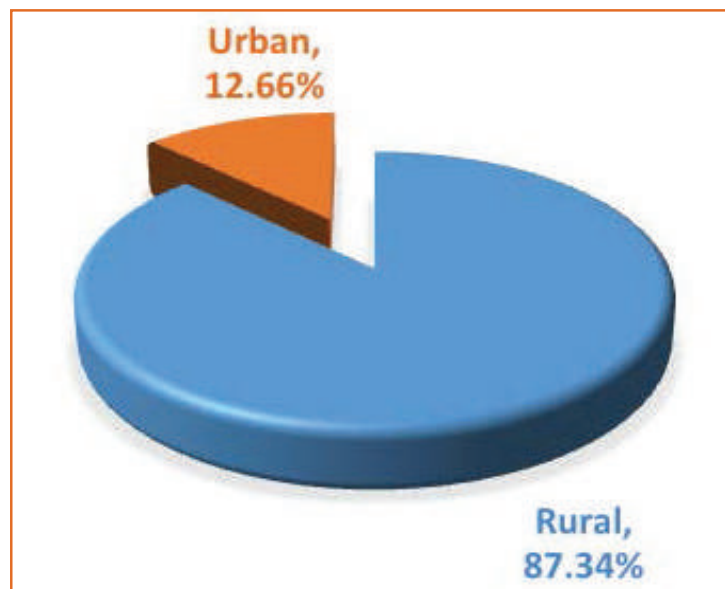


Figure 19: Distribution of Enrolments in ECD A and ECD B by Location

3.3 PRIMARY SCHOOL ENROLMENT

Primary enrolment increased from the year 2000 to 2002 followed by a minor drop in 2003. There was an upward trend from the year 2006 to 2012 from 2,445,520 to 2,666,451 learners. However, there was a minor decline of 0.12% in enrolment between 2012 and 2013 and another drop of 0.17% between 2013 and 2014 as shown in figure below. Gender balance has remained constant, with almost equal numbers of boys and girls enrolled in the primary level.

Table 26: Primary School Enrolment Trend, 2000-2014

Year	Total, No.	% Female	% Change
2000	2439131	49.13	0.58
2001	2461683	49.14	0.92
2002	2480094	49.17	0.75
2003	2462829	49.31	-0.70
2004	2464682	49.48	0.08
2005	2461932	49.43	-0.11
2006	2445520	49.35	-0.67
2009	2478990	49.88	1.37
2010	2635745	49.65	6.32
2012	2666451	49.56	1.16
2013	2663187	49.50	-0.12
2014	2658690	49.44	-0.17

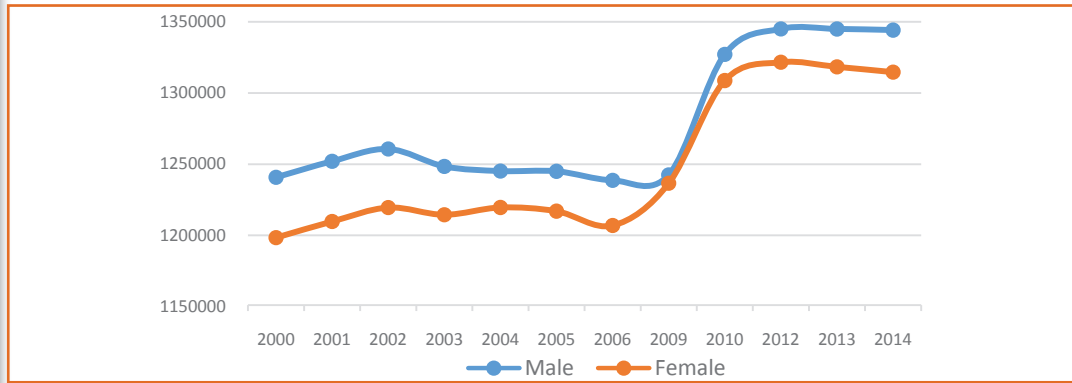


Figure 20: Primary School Enrolment Trend by Sex

Table 28: Primary School Enrolment by Location, Sex and Grade

Level	M	F	Grand Total	% Female
Grade 1	216136	207243	423379	48.95%
Grade 2	196868	189280	386148	49.02%
Grade 3	194742	191186	385928	49.54%
Grade 4	188910	186296	375206	49.65%
Grade 5	184862	184244	369106	49.92%
Grade 6	183336	182593	365929	49.90%
Grade 7	161790	160959	322749	49.87%
Authorized Special	15941	11601	27542	42.12%
Resource Unit	1542	1161	2703	42.95%
Grand Total	1344127	1314563	2658690	49.44%

Table 27: Primary School Enrolments by Sex and Grade

Level	Rural			Urban			Grand Total
	M	F	Total	M	F	Total	
Grade 1	171974	163818	335792	44162	43425	87587	423379
Grade 2	154153	147162	301315	42715	42118	84833	386148
Grade 3	152046	148069	300115	42696	43117	85813	385928
Grade 4	147828	144061	291889	41082	42235	83317	375206
Grade 5	144714	142191	286905	40148	42053	82201	369106
Grade 6	143746	141346	285092	39590	41247	80837	365929
Grade 7	124735	122110	246845	37055	38849	75904	322749
Authorized Special	12426	9300	21726	3515	2301	5816	27542
Resource Unit	824	555	1379	718	606	1324	2703
Total	1052446	1018612	2071058	291681	295951	587632	2658690

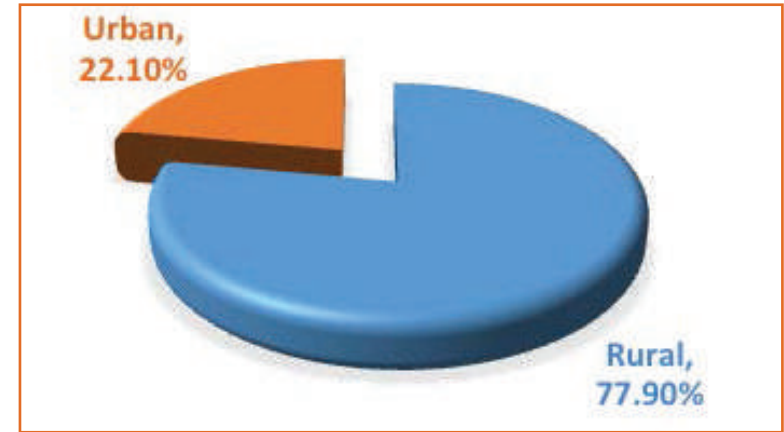


Figure 21: Urban and Rural Primary School Enrolment

Most of the primary school learners are concentrated in rural schools (77.90%) as shown in figure above.



Table 29: Primary School Enrolment by Type, Sex and Grade

Grade	P1			P2			P3			Grand Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Grade 1	9819	9738	19557	35453	34664	70117	170864	162841	333705	216136	207243	423379
Grade 2	9492	9631	19123	34277	33308	67585	153099	146341	299440	196868	189280	386148
Grade 3	9366	9813	19179	34326	34287	68613	151050	147086	298136	194742	191186	385928
Grade 4	8963	9610	18573	33236	33811	67047	146711	142875	289586	188910	186296	375206
Grade 5	8678	9469	18147	32620	33558	66178	143564	141217	284781	184862	184244	369106
Grade 6	8640	9294	17934	32191	33203	65394	142505	140096	282601	183336	182593	365929
Grade 7	7987	8495	16482	29820	31100	60920	123983	121364	245347	161790	160959	322749
Auth Special	951	571	1522	2521	1652	4173	12469	9378	21847	15941	11601	27542
Resource Unit	123	109	232	562	467	1029	857	585	1442	1542	1161	2703
Grand Total	64019	66730	130749	235006	236050	471056	1045102	1011783	2056885	1344127	1314563	2658690

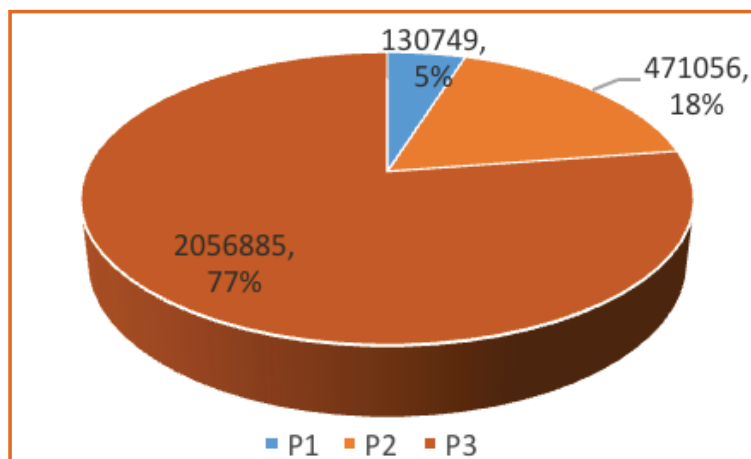


Figure 22: Primary School Enrolment by School Type

Table 30: Primary School Enrolment by School Registration Status, Sex and Grade

Grade	Registered			Satellite			Grand Total
	M	F	Total	M	F	Total	
Grade 1	192066	184151	376217	24070	23092	47162	423379
Grade 2	175705	169093	344798	21163	20187	41350	386148
Grade 3	174119	171398	345517	20623	19788	40411	385928
Grade 4	169226	167615	336841	19684	18681	38365	375206
Grade 5	166713	166718	333431	18149	17526	35675	369106
Grade 6	166645	166580	333225	16691	16013	32704	365929
Grade 7	148679	148484	297163	13111	12475	25586	322749
Authorized Special	15742	11475	27217	199	126	325	27542
Resource Unit	1540	1156	2696	2	5	7	2703
Grand Total	1210435	1186670	2397105	133692	127893	261585	2658690

Table 31: Primary School Enrolment by School Classification, Sex and Grade

Grade	Government			Non-Government			Grand Total
	M	F	Total	M	F	Total	
Grade 1	22696	22243	44939	193440	185000	378440	423379
Grade 2	21802	21587	43389	175066	167693	342759	386148
Grade 3	21957	22356	44313	172785	168830	341615	385928
Grade 4	21276	21866	43142	167634	164430	332064	375206
Grade 5	20702	21807	42509	164160	162437	326597	369106
Grade 6	20694	21736	42430	162642	160857	323499	365929
Grade 7	19587	20518	40105	142203	140441	282644	322749
Authorized Special	1699	1087	2786	14242	10514	24756	27542
Resource Unit	397	346	743	1145	815	1960	2703
Grand Total	150810	153546	304356	1193317	1161017	2354334	2658690

Table 32: Primary School Enrolment by Age and Grade

Ages	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Authorized Special	Resource Unit	Grand Total
5 years	9617	0	0	0	0	0	0	3	21	9641
6 years	142182	8853	0	0	0	0	0	28	35	151098
7 years	192965	120087	8551		0	0	0	93	94	321790
8 years	58931	166476	111915	9885	0	0	0	697	145	348049
9 years	14368	64063	160589	107192	10755	0	0	3774	249	360990
10 years	3877	19631	72413	150092	101663	11964	0	7531	320	367491
11 years	936	4727	22465	70087	141030	97001	11849	6765	367	355227
12 years	358	1640	7113	26904	78327	145416	92274	4848	401	357281
Above 12	145	671	2882	11046	37331	111548	218626	3803	1071	387123
Grand Total	423379	386148	385928	375206	369106	365929	322749	27542	2703	2658690

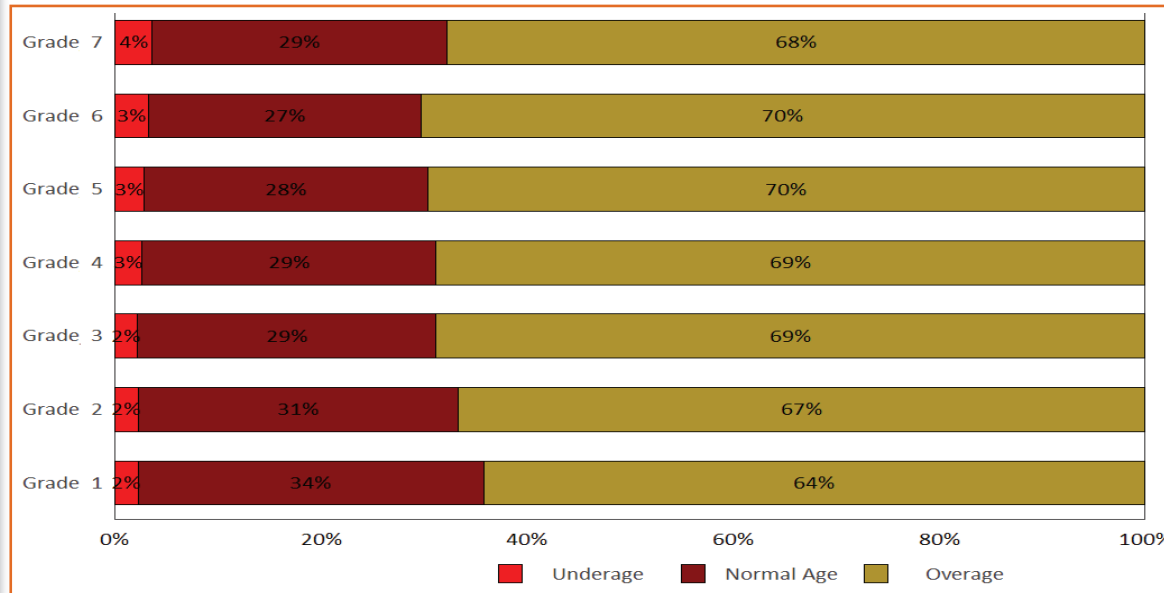


Figure 23: Percentage Distribution of Enrolments by Grade

Figure 23 above shows the percentage distribution of enrolments by grade. Each grade shows a significant number of over aged enrolments which range between 64% and 71% across all grades.



Table 33: Primary School Enrolment by Age, Sex and Grade

Ages	Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Authorized Special	Resource Unit	Grand Total
5 years	M	4578	0	0	0	0	0	0	2	12	4592
	F	5039	0	0	0	0	0	0	1	9	5049
6 years	M	69094	4097	0	0	0	0	0	15	22	73228
	F	73088	4756	0	0	0	0	0	13	13	77870
7 years	M	99048	57095	3850	0	0	0	0	57	56	160106
	F	93917	62992	4701	0	0	0	0	36	38	161684
8 years	M	31927	84684	51400	4340	0	0	0	378	85	172814
	F	27004	81792	60515	5545	0	0	0	319	60	175235
9 years	M	8289	35364	80012	48220	4708	0	0	1993	123	178709
	F	6079	28699	80577	58972	6047	0	0	1781	126	182281
10 years	M	2339	11302	40092	74508	45051	5487	0	4244	177	183200
	F	1538	8329	32321	75584	56612	6477	0	3287	143	184291
11 years	M	548	2863	13049	38682	69295	43361	5246	3997	198	177239
	F	388	1864	9416	31405	71735	53640	6603	2768	169	177988
12 years	M	213	1010	4402	15960	42819	70627	41584	2889	222	179726
	F	145	630	2711	10944	35508	74789	50690	1959	179	177555
Above 12	M	100	453	1937	7200	22989	63861	114960	2366	647	214513
	F	45	218	945	3846	14342	47687	103666	1437	424	172610
Grand Total		423379	386148	385928	375206	369106	365929	322749	27542	2703	2658690

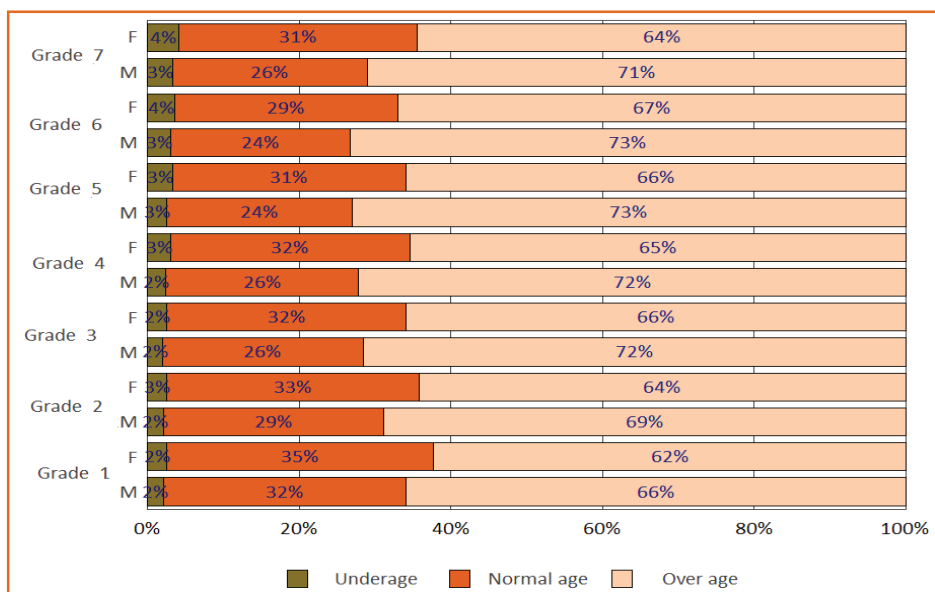


Figure 24 to the left shows the percentage distribution of primary learners by grade, age and sex. More females are enrolled at the appropriate age than their male counterpart. There are more over-aged male learners than females across all grades.

Figure 24: Percentage Distribution of Enrolments by Age, Grade and Sex

Table 34: Primary School Enrolment by Province and Grade

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Authorized Special	Resource Unit	Grand Total
Bulawayo	15598	15213	14801	14520	14591	14704	14011	1636	181	105255
Harare	37933	37072	37860	37163	35968	35061	33432	1259	395	256143
Manicaland	70514	60807	60910	57937	58053	56706	47318	3523	503	416271
Mashonaland Central	38538	36714	36667	35369	35123	33470	28629	3150	212	247872
Mashonaland East	45205	41010	41091	40352	39971	40441	37934	1622	254	287880
Mashonaland West	48579	45314	45464	45280	44530	44103	38628	3314	335	315547
Masvingo	60201	52285	51551	49396	47475	45592	38746	4896	282	350424
Matabeleland North	27429	25767	26120	24668	24948	25264	21596	2969	137	178898
Matabeleland South	22824	21406	20720	20417	19759	20857	19573	1955	155	147666
Midlands	56558	50560	50744	50104	48688	49731	42882	3218	249	352734
Grand Total	423379	386148	385928	375206	369106	365929	322749	27542	2703	2658690

Table 34 shows Manicaland province has the highest number of learners with 416271 while Bulawayo province has the least number with 105255. Most Authorized Special learners are in Masvingo province (4896). The highest number of Resource Unit learners are found in Manicaland province (503) whereas the least number is found in Matabeleland North province.

3.4 SECONDARY SCHOOL ENROLMENT

Secondary schooling in Zimbabwe is divided into lower and upper secondary. In lower secondary, the enrolment trend is showing a decrease from 819,130 to 730,766 between 2002 and 2009. However, from 2012 to 2014 there was an upward trend. Out of the total enrolment in lower secondary, 50% were female learners in 2013 and 2014.

In upper secondary, enrolment is showing an upward trend from 36,771 to 56,566 between 2002 and 2006 followed by a drop of 16.1% in 2009. In 2012 there was a sharp increase of 37.3%, and between 2013 and 2014 there was a slight increase. There was a decrease of female learners from 44.4% in 2013 to 43.1% in 2014.

Table 35: Secondary School Enrolment, 2000-2014

Year	Form 1-Form 4			Form 5-Form 6			Form 1- Form 6		
	Total, No.	% Female	% change	Total, No.	% Female	% Change	Total, No.	% Female	% change
2000	817830	47	1.06	27398	41.5	53.3	845228	46.8	2.2
2001	828002	47.2	1.24	31505	42.3	15	859507	47	1.7
2002	819130	47.3	-1.07	36771	40.3	16.7	855901	47	-0.4
2003	810018	47.9	-1.11	42757	41.2	16.3	852775	47.6	-0.4
2004	802341	48.1	-0.95	49856	39.9	16.6	852197	47.6	-0.1
2005	801700	48.7	-0.08	54067	39.5	8.4	855767	48.1	0.4
2006	774922	48.8	-3.34	56566	38.1	4.6	831488	48.1	-2.8
2009	730766	49.9	-5.7	47469	41.9	-16.1	778235	49.4	-6.4
2012	871557	49.7	19.27	65177	44.1	37.3	936734	49.3	20.4
2013	890383	50	2.16	67078	44.4	2.9	957461	49.6	2.2
2014	911314	50	2.35	68330	43.1	1.87	979644	49.6	2.3

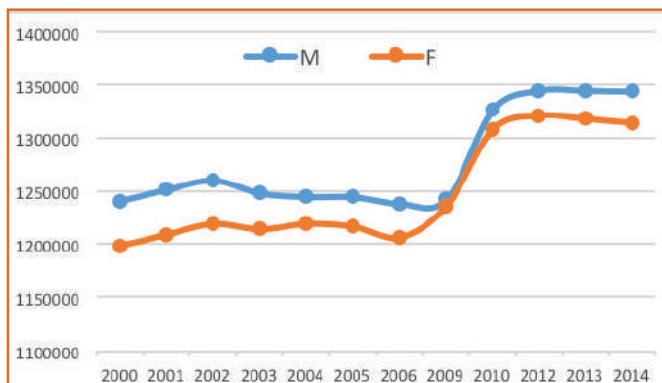


Figure 25: Secondary School, Form 1-4 Enrolment Trends

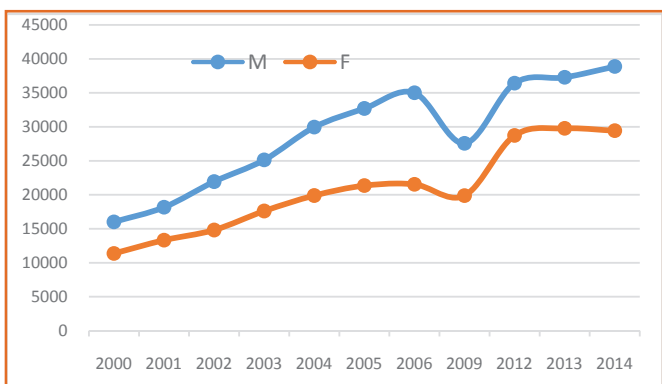


Figure 26: Secondary School, Form 5-6 Enrolment Trends

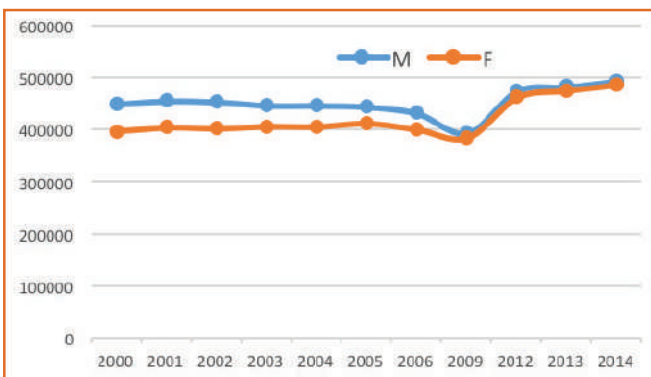


Figure 27: Secondary School, Form 1-6 Enrolment Trends

There are 979,644 learners in secondary school as shown in table below. In Forms 1 and 2 females constitute 50.93% and 50.92% respectively.

Table 36: Enrolment by Forms and Sex

Form	M	F	Grand Total	% Female
Form 1	121372	125951	247323	50.93%
Form 2	113052	117296	230348	50.92%
Form 3	116652	114915	231567	49.62%
Form 4	104026	96871	200897	48.22%
Lower 6	19992	15703	35695	43.99%
Upper 6	18319	14316	32635	43.87%
Authorized Special	553	404	957	42.22%
Resource Unit	125	97	222	43.69%
Grand Total	494091	485553	979644	49.56%

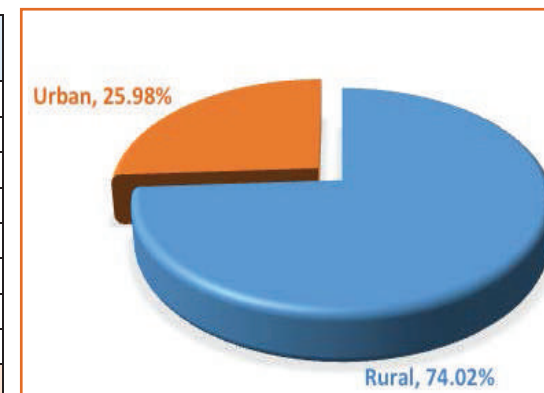


Figure 28: Secondary School Urban Rural Total

Table 37: Secondary School Enrolment by School Location, Sex and Form

Grade	Rural			Urban			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Form 1	93996	96514	190510	27376	29437	56813	121372	125951	247323
Form 2	85707	87409	173116	27345	29887	57232	113052	117296	230348
Form 3	88782	85524	174306	27870	29391	57261	116652	114915	231567
Form 4	77403	69228	146631	26623	27643	54266	104026	96871	200897
Lower 6	12069	8894	20963	7923	6809	14732	19992	15703	35695
Upper 6	11168	8064	19232	7151	6252	13403	18319	14316	32635
Authorized Special	108	80	188	445	324	769	553	404	957
Resource Unit	91	71	162	34	26	60	125	97	222
Grand Total	369324	355784	725108	124767	129769	254536	494091	485553	979644

Most of the secondary school learners are concentrated in rural schools (74.02%) as shown in figure above.

Table 38: Secondary School Enrolment by School Type, Sex and Form

Form	S1			S2			S3			Grand Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Form 1	10181	10564	20745	23651	26029	49680	87540	89358	176898	121372	125951	247323
Form 2	10178	10683	20861	23611	26711	50322	79263	79902	159165	113052	117296	230348
Form 3	10197	10780	20977	24181	26096	50277	82274	78039	160313	116652	114915	231567
Form 4	9759	10400	20159	22947	24097	47044	71320	62374	133694	104026	96871	200897
Lower 6	4881	4420	9301	6153	5392	11545	8958	5891	14849	19992	15703	35695
Upper 6	4173	4039	8212	5829	4984	10813	8317	5293	13610	18319	14316	32635
Authorized Special	175	123	298	297	226	523	81	55	136	553	404	957
Resource Unit	16	13	29	55	32	87	54	52	106	125	97	222
Grand Total	49560	51022	100582	106724	113567	220291	337807	320964	658771	494091	485553	979644

Table 39: Secondary School Enrolment by School Registration Status, Sex and Form

Form	Registered			Satellite			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Form 1	101387	105767	207154	19985	20184	40169	121372	125951	247323
Form 2	96281	100737	197018	16771	16559	33330	113052	117296	230348
Form 3	100824	100717	201541	15828	14198	30026	116652	114915	231567
Form 4	92418	87544	179962	11608	9327	20935	104026	96871	200897
Lower 6	19877	15594	35471	115	109	224	19992	15703	35695
Upper 6	18221	14237	32458	98	79	177	18319	14316	32635
Authorized Special	553	404	957				553	404	957
Resource Unit	124	96	220	1	1	2	125	97	222
Grand Total	429685	425096	854781	64406	60457	124863	494091	485553	979644

Table 40: Secondary School Enrolment by School Classification, Sex and Form

Form	Government			Non-Government			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Form 1	24675	26187	50862	96697	99764	196461	121372	125951	247323
Form 2	24518	26068	50586	88534	91228	179762	113052	117296	230348
Form 3	24950	25829	50779	91702	89086	180788	116652	114915	231567
Form 4	23681	23724	47405	80345	73147	153492	104026	96871	200897
Lower 6	6870	5169	12039	13122	10534	23656	19992	15703	35695
Upper 6	6193	4799	10992	12126	9517	21643	18319	14316	32635
Authorized Special	275	168	443	278	236	514	553	404	957
Resource Unit	35	36	71	90	61	151	125	97	222
Grand Total	111197	111980	223177	382894	373573	756467	494091	485553	979644

Table 41: Secondary School Enrolment by Age and Form

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Auth Special	Res. Unit	Grand Total
Below 13	9254	0	0	0	0	0	20	2	9276
13 years	72270	10995	0	0	0	0	114	14	83393
14 years	96003	73441	9946	0	0	0	230	4	179624
15 years	47810	84739	64655	9068	0	0	214	11	206497
16 years	16425	42668	81519	56609	2337	0	133	38	199729
17 years	4328	14193	47209	69540	14195	3806	135	46	153452
18 years	895	3235	19548	40705	11594	14022	72	73	90144
above 18	338	1077	8690	24975	7569	14807	39	34	57529
Grand Total	247323	230348	231567	200897	35695	32635	957	222	979644

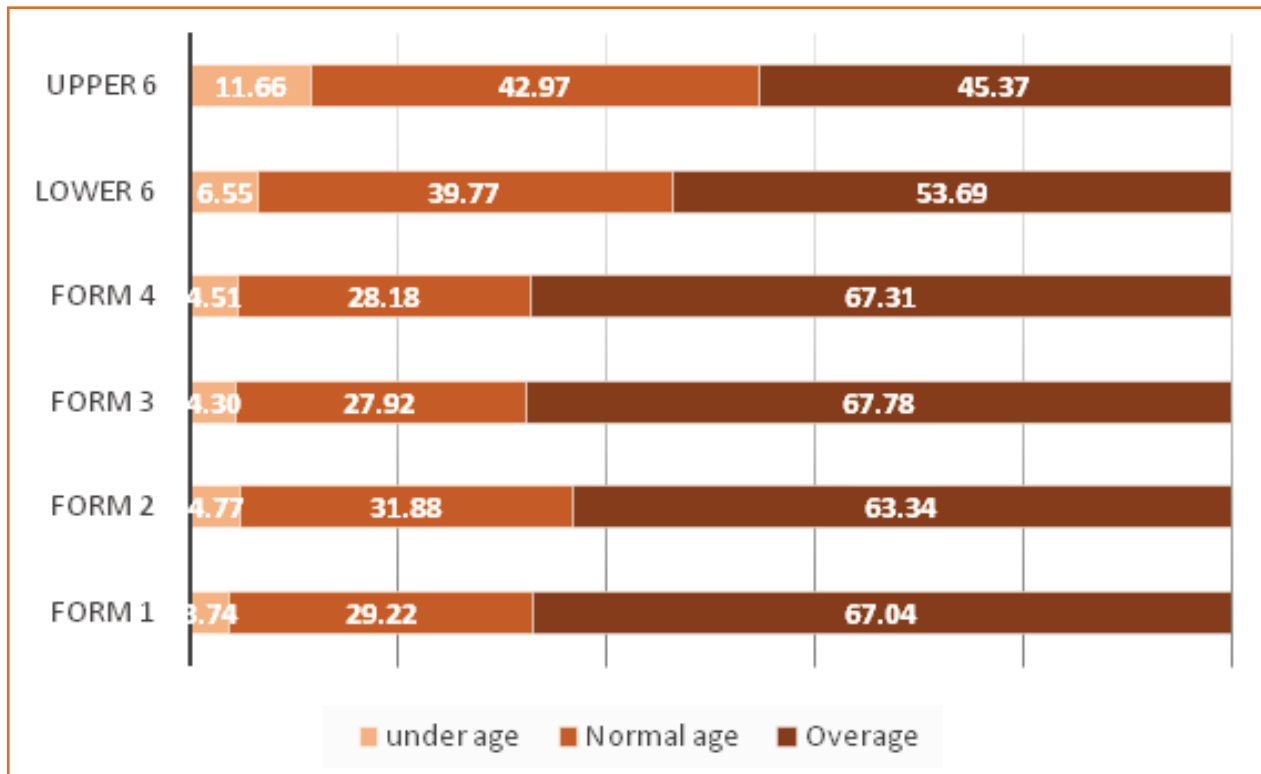


Figure 29: Percentage Distribution of Enrolments by Form

Figure 29 above shows the percentage distribution of enrolments by form. Each form shows a significant number of over aged enrolments which range between 45% and 68% across all forms. This is a slight increase in the number of over aged learners within the school system in comparison with the previous year where over aged enrolments ranged between 47% and 67% across forms.



Table 42: Secondary School Enrolment by Age, Sex and Form

Ages	Sex	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Auth Special	Resource Unit	Grand Total
Below 13	M	3706	0	0	0	0	0	10	1	3717
	F	5548	0	0	0	0	0	10	1	5559
13 years	M	31182	4640	0	0	0	0	54	9	35885
	F	41088	6355	0	0	0	0	60	5	47508
14 years	M	45887	31828	4152	0	0	0	139	2	82008
	F	50116	41613	5794	0	0	0	91	2	97616
15 years	M	26145	41059	28532	3667	0	0	130	6	99539
	F	21665	43680	36123	5401	0	0	84	5	106958
16 years	M	10436	23480	39907	25349	998	0	76	21	100267
	F	5989	19188	41612	31260	1339	0	57	17	99462
17 years	M	3071	8956	26035	35105	6917	1835	82	23	82024
	F	1257	5237	21174	34435	7278	1971	53	23	71428
18 years	M	680	2289	12113	23603	6880	7166	40	42	52813
	F	215	946	7435	17102	4714	6856	32	31	37331
Above 18	M	265	800	5913	16302	5197	9318	22	21	37838
	F	73	277	2777	8673	2372	5489	17	13	19691
Grand Total		247323	230348	231567	200897	35695	32635	957	222	979644

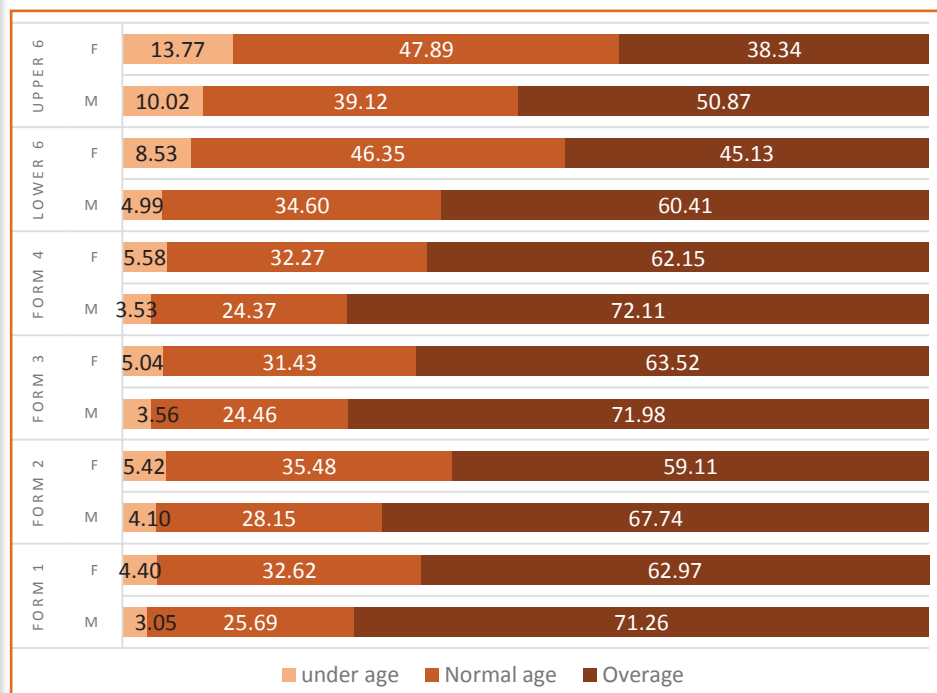


Figure 30 above shows the percentage distribution of secondary school enrolments by age, form and sex. There are more female learners (range between 24% and 48%) who are of the correct age than males across all forms.



Figure 30: Distribution of Enrolments by Age, Form and Sex

Table 42: Secondary School Enrolment by Age, Sex and Form

Province	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Auth. Special	Res. Unit	Grand Total	% of Total
Bulawayo	11915	11827	11824	11181	2804	2547	119	9	52226	5.33%
Harare	21820	22277	21457	20395	5160	4640	365	51	96165	9.82%
Manicaland	38993	35388	35637	31443	5704	5214	262	55	152696	15.59%
Mashonaland Central	20599	18829	17948	15438	2024	1840			76678	7.83%
Mashonaland East	30907	29088	28468	25256	3939	3616	6	16	121296	12.38%
Mashonaland West	29631	27276	27923	22552	3209	3103	106	19	113819	11.62%
Masvingo	31985	29122	31406	27606	5476	4843		7	130445	13.32%
Matabeleland North	14856	13248	12992	10290	1224	1115	61	4	53790	5.49%
Matabeleland South	14675	13043	12714	10564	1823	1728	5	30	54582	5.57%
Midlands	31942	30250	31198	26172	4332	3989	33	31	127947	13.06%
Grand Total	247323	230348	231567	200897	35695	32635	957	222	979644	100.00%

In summary, there are 4,066,160 learners enrolled in 8,287 primary and secondary schools. Of which, 2,052,518 learners are males and 2,013,642 learners are females. 427,826 learners are enrolled in 5,821 primary schools with ECD centres, 2,658,690 learners are enrolled in 5,863 primary schools and 979,644 learners are enrolled in 2,424 secondary schools. The table 44 and figure 31 across show the distribution of these enrolments by level and sex.

Table 43: Secondary School Enrolment by Province and Form

Grade	M	F	Grand Total
ECD A	77484	78603	156087
ECD B	136816	134923	271739
Grade 1	216136	207243	423379
Grade 2	196868	189280	386148
Grade 3	194742	191186	385928
Grade 4	188910	186296	375206
Grade 5	184862	184244	369106
Grade 6	183336	182593	365929
Grade 7	161790	160959	322749
Form 1	121372	125951	247323
Form 2	113052	117296	230348
Form 3	116652	114915	231567
Form 4	104026	96871	200897
Lower 6	19992	15703	35695
Upper 6	18319	14316	32635
Auth Special	16494	12005	28499
Res. Unit	1667	1258	2925
Grand Total	2052518	2013642	4066160

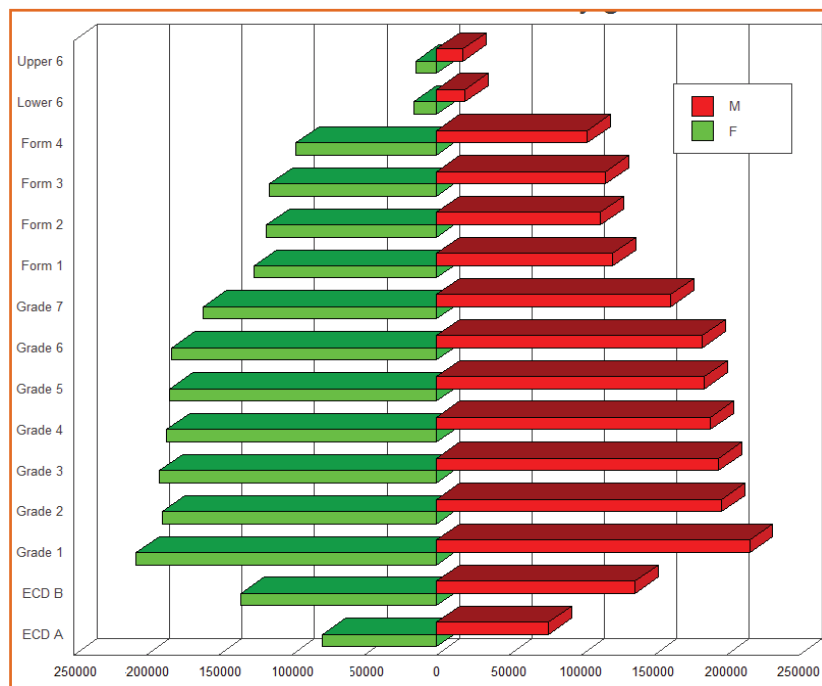


Figure 31: Distribution of Enrolments by Grade and Form

CHAPTER 4: ACCESS RATES

4.1 PRIMARY SCHOOL APPARENT AND NET INTAKE RATES

Table 45 across shows the trend of primary school Apparent Intake Rate (AIR) and Net Intake Rate (NIR) by sex from 2000 to 2014. The AIR remained above 138% between 2001 and 2009 and dropped sharply to 121% in 2014. Over the same period there was a higher proportion of under and over aged new entrants into grade 1 for boys than girls. The decrease in AIR maybe an indication of the system's capacity to enroll children at the correct school entry age.

The NIR shows an upward trend from 50.90% in 2000 to 57.30% in 2006 followed by a gradual decline between 2009 and 2014 from 54.60% to 42.02%. This indicates that the system's ability to enroll children of the correct age into grade 1 is declining.

Table 45: Apparent and Net Intake Rates Trends for Primary School, 2000-2014

Year	Apparent Intake Rate (AIR)				Net Intake Rate (NIR)			
	Male	Female	Total	GPI AIR	Male	Female	Total	GPI NIR
2000	136.50%	132.70%	134.60%	0.97	49.90%	51.80%	50.90%	1.04
2001	146.00%	140.80%	143.40%	0.96	54.50%	55.20%	54.80%	1.01
2002	144.90%	140.10%	142.50%	0.97	53.70%	54.80%	54.30%	1.02
2003	142.30%	137.80%	140.10%	0.97	53.50%	54.70%	54.10%	1.02
2004	144.80%	139.80%	142.30%	0.96	54.40%	55.90%	55.20%	1.03
2005	143.00%	136.60%	139.80%	0.96	54.10%	54.60%	54.40%	1.01
2006	139.70%	137.70%	138.70%	0.99	56.20%	58.40%	57.30%	1.04
2009	149.20%	145.40%	147.30%	0.97	55.90%	53.20%	54.60%	0.95
2012	137.50%	129.20%	133.30%	0.94	48.60%	49.90%	49.30%	1.03
2013	128.30%	120.70%	124.50%	0.94	44.90%	46.10%	45.50%	1.03
2014	124.48%	117.81%	121.11%	0.95	41.21%	42.80%	42.02%	1.04

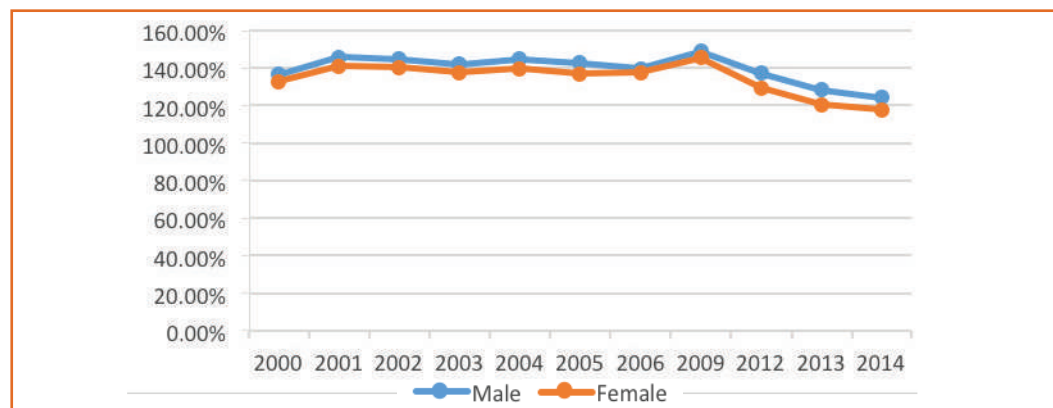


Figure 32: Primary School Apparent Intake Rate



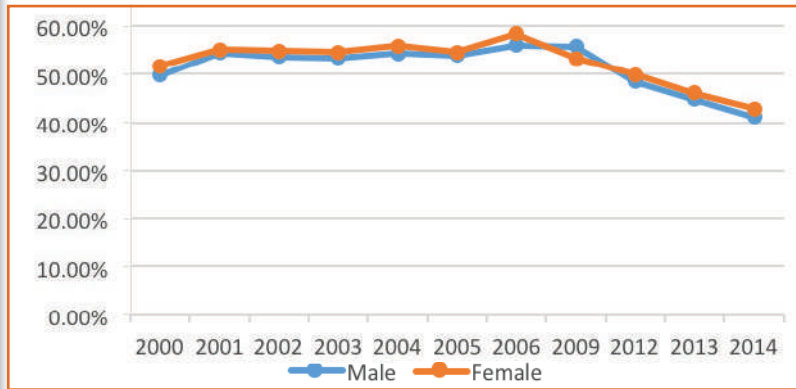


Figure 33: Primary School Net Intake Rate

Table 46: Primary School Apparent Intake Rates by Province

Province	New Entrants into Grade 1			Population Aged 6			Apparent Intake Rate		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	7758	7571	15329	6597	7082	13679	117.60%	106.90%	112.06%
Harare	19084	18603	37687	22071	22852	44923	86.47%	81.41%	83.89%
Manicaland	35534	33977	69511	24070	24579	48650	147.63%	138.24%	142.88%
Mashonaland Central	18901	18426	37327	15634	15697	31331	120.90%	117.39%	119.14%
Mashonaland East	21940	20969	42909	17553	17702	35255	124.99%	118.46%	121.71%
Mashonaland West	22950	22503	45453	18768	19147	37915	122.28%	117.53%	119.88%
Masvingo	30041	28345	58386	21124	21702	42826	142.21%	130.61%	136.33%
Matabeleland North	13416	12559	25975	10563	10616	21179	127.01%	118.30%	122.65%
Matabeleland South	11315	11080	22395	9495	9379	18874	119.17%	118.14%	118.66%
Midlands	27248	26891	54139	21367	21791	43158	127.52%	123.40%	125.44%
Grand Total	208187	200924	409111	167242	170547	337790	124.48%	117.81%	121.11%

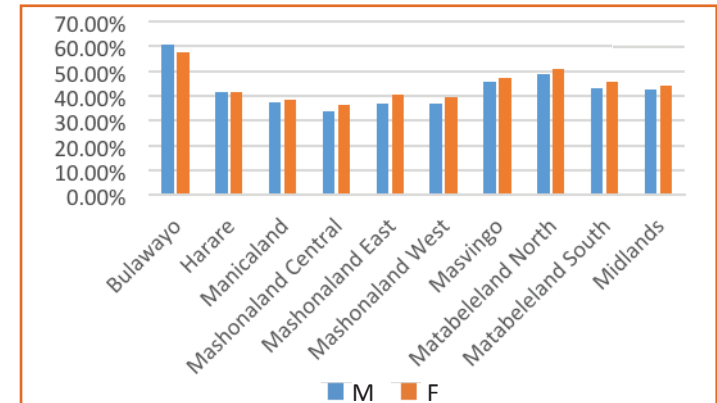


Figure 34: Primary School Apparent Intake Rate

Table 47: Primary School Net Intake Rates by Province

Province	New Entrants into Grade 1 aged 6 years			Population Aged 6			Net Intake Rate		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	4017	4069	8086	6597	7082	13679	60.89%	57.46%	59.11%
Harare	9180	9441	18621	22071	22852	44923	41.59%	41.31%	41.45%
Manicaland	9058	9456	18514	24070	24579	48650	37.63%	38.47%	38.06%
Mashonaland Central	5263	5707	10970	15634	15697	31331	33.66%	36.36%	35.01%
Mashonaland East	6508	7169	13677	17553	17702	35255	37.08%	40.50%	38.79%
Mashonaland West	6889	7563	14452	18768	19147	37915	36.71%	39.50%	38.12%
Masvingo	9670	10248	19918	21124	21702	42826	45.78%	47.22%	46.51%
Matabeleland North	5177	5404	10581	10563	10616	21179	49.01%	50.90%	49.96%
Matabeleland South	4096	4284	8380	9495	9379	18874	43.14%	45.68%	44.40%
Midlands	9070	9654	18724	21367	21791	43158	42.45%	44.30%	43.38%
Grand Total	68928	72995	141923	167242	170547	337790	41.21%	42.80%	42.02%

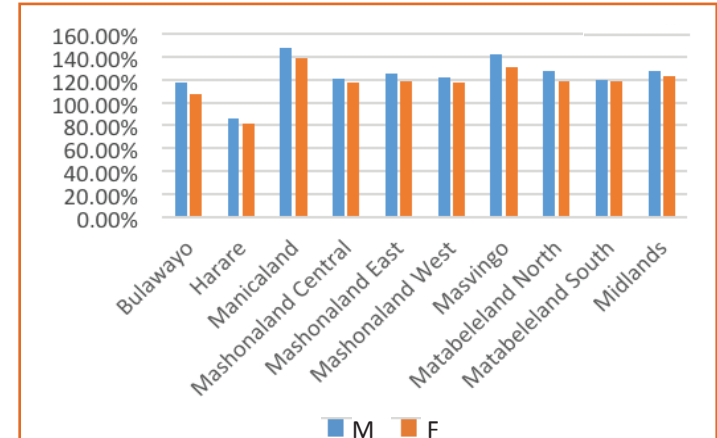


Figure 35: Primary School Net Intake Rate

Figures 34 and 35 on the left show Primary Apparent Intake Rates and Net Intake Rates. Manicaland and Masvingo are the only provinces recording a high degree of access to primary education of 142.88% and 136.33% respectively but at the same time is an indication of many over and or under age children in the system. Bulawayo is the only province which is indicating the highest proportion of children (59.11%) entering grade 1 at the right age

4.2 SECONDARY SCHOOL APPARENT AND NET INTAKE RATES

Table below shows the trend of secondary school Apparent Intake Rate and Net Intake Rate from 2000 to 2014. The trend for Apparent Intake Rate is showing a gradual decline from 2001 to 2009 from 80.0% to 65.9% and a gradual increase from 2012 to 2014 from 74.6% to 76.34%. Gender Parity Index was above par from 2009 to 2014 from 1.02 to 1.05 indicating that there was a higher proportion of girls participating than boys.

The trend for Net Intake Rate fluctuated from 2000 to 2014 by a range between 20% and 25%. This indicates a decrease in the systems' ability to enroll appropriate age learners at form 1.

Table 48: Secondary School Apparent Intake Rate and Net Intake Rate

Year	AIR				NIR			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	81.1%	74.0%	77.5%	0.91	18.9%	21.8%	20.3%	1.15
2001	83.7%	76.3%	80.0%	0.91	20.1%	24.0%	22.1%	1.19
2002	81.5%	75.3%	78.4%	0.92	19.6%	23.9%	21.8%	1.22
2003	77.2%	73.6%	75.4%	0.95	20.9%	25.4%	23.2%	1.21
2004	76.8%	73.6%	75.2%	0.96	21.0%	25.9%	23.5%	1.23
2005	74.7%	73.2%	73.9%	0.98	19.8%	25.0%	22.4%	1.27
2006	67.7%	66.8%	67.3%	0.99	18.9%	23.2%	21.0%	1.23
2009	65.1%	66.7%	65.9%	1.02	18.9%	23.4%	21.1%	1.24
2012	73.4%	75.8%	74.6%	1.03	20.1%	26.6%	23.4%	1.32
2013	73.1%	76.6%	74.9%	1.05	21.2%	28.3%	24.8%	1.33
2014	74.65%	78.03%	76.34%	1.05	19.15%	25.87%	22.52%	1.35

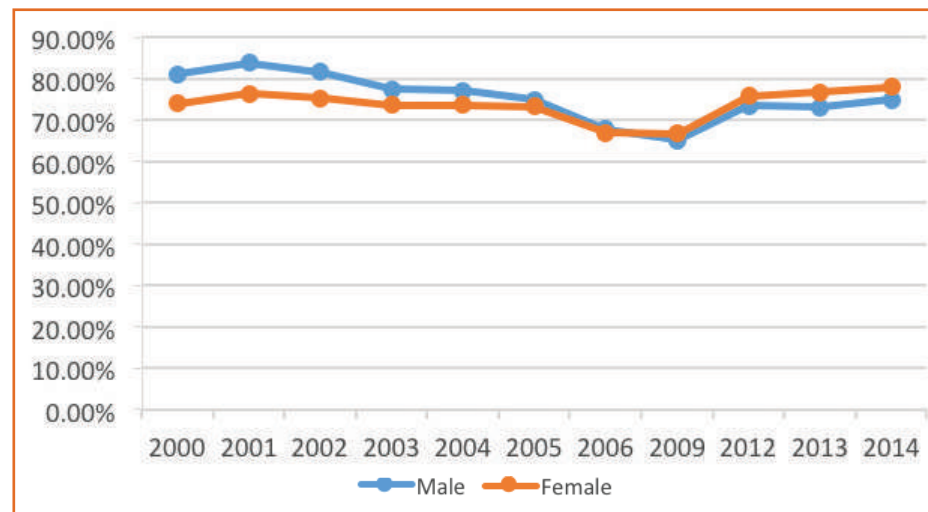


Figure 36: Secondary School Apparent Intake Rate

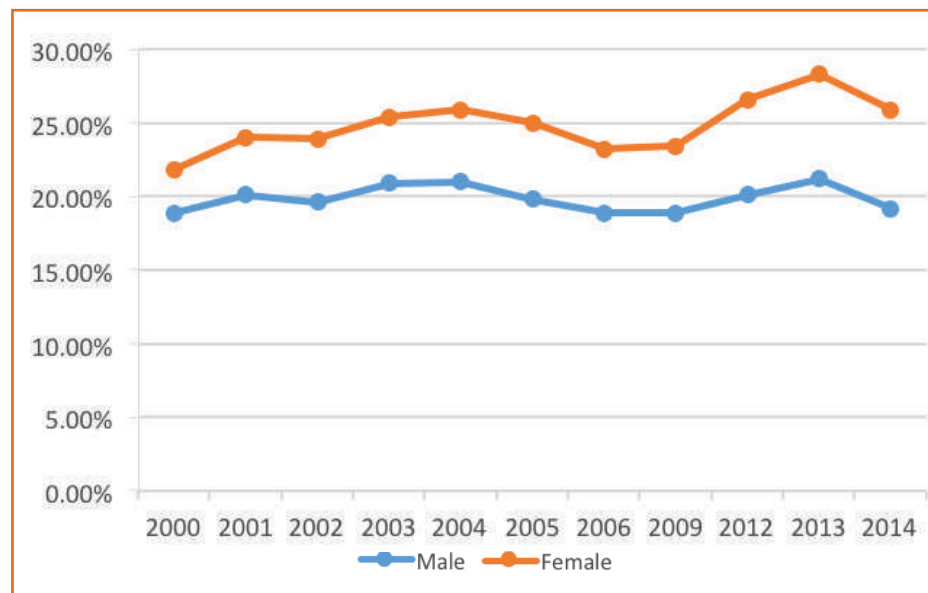


Figure 37: Secondary School Net Intake Rate

Table 49: Secondary School Apparent Intake Rate by Province

	Population Aged 13			New Entrants			AIR		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Bulawayo	6393.987	7186.605	13580.59	5821	6113	11934	91.04%	85.06%	87.88%
Harare	19227.86	21217.06	40444.92	10186	11305	21491	52.98%	53.28%	53.14%
Manicaland	23502.08	23191.97	46694.06	19543	19698	39241	83.15%	84.93%	84.04%
Mashonaland Central	14930.18	14510.92	29441.11	10499	10086	20585	70.32%	69.51%	69.92%
Mashonaland East	17760.96	17048.93	34809.89	15728	16417	32145	88.55%	96.29%	92.34%
Mashonaland West	18570.92	18508.69	37079.61	14810	14645	29455	79.75%	79.12%	79.44%
Masvingo	20353.04	20017.42	40370.46	15395	16331	31726	75.64%	81.58%	78.59%
Matabeleland North	10435.62	10277.51	20713.13	6497	8050	14547	62.26%	78.33%	70.23%
Matabeleland South	9707.272	9373.699	19080.97	6740	7759	14499	69.43%	82.77%	75.99%
Midlands	20797.8	21189.52	41987.32	15477	16410	31887	74.42%	77.44%	75.94%
Grand Total	161679.7	162522.3	324202.1	120696	126814	247510	74.65%	78.03%	76.34%

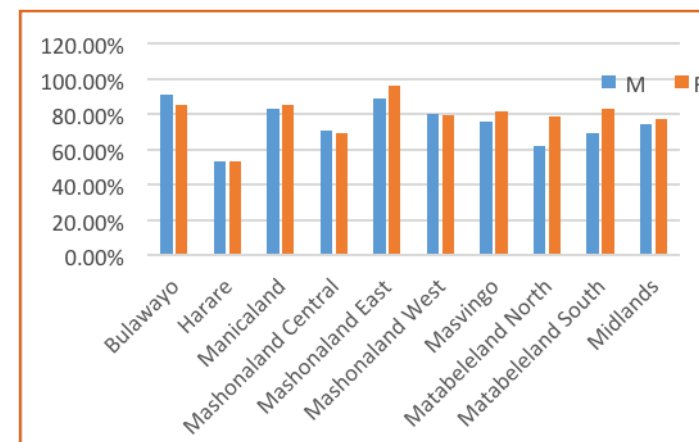


Figure 38: Secondary School Apparent Intake Rate

Table 50: Secondary School Net Intake Rate by Province

	Population Aged 13			New Entrants aged 13 years			NIR		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Bulawayo	6394	7187	13581	2035	2653	4688	31.83%	36.92%	34.52%
Harare	19228	21217	40445	4091	5028	9119	21.28%	23.70%	22.55%
Manicaland	23502	23192	46694	4672	5635	10307	19.88%	24.30%	22.07%
Mashonaland Central	14930	14511	29441	2134	2846	4980	14.29%	19.61%	16.92%
Mashonaland East	17761	17049	34810	3981	6230	10211	22.41%	36.54%	29.33%
Mashonaland West	18571	18509	37080	3462	4431	7893	18.64%	23.94%	21.29%
Masvingo	20353	20017	40370	3439	4973	8412	16.90%	24.84%	20.84%
Matabeleland North	10436	10278	20713	1410	2480	3890	13.51%	24.13%	18.78%
Matabeleland South	9707	9374	19081	1913	2777	4690	19.71%	29.63%	24.58%
Midlands	20798	21190	41987	3822	4987	8809	18.38%	23.54%	20.98%
Grand Total	161680	162522	324202	30959	42040	72999	19.15%	25.87%	22.52%

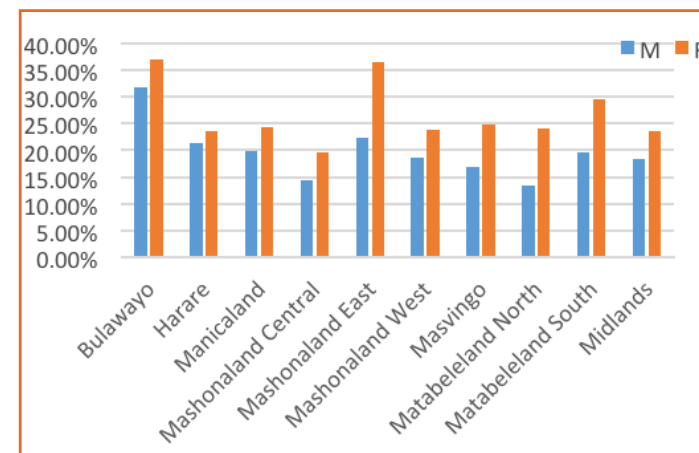


Figure 39: Secondary School Net Intake Rate

Figures 38 and 39 above shows secondary school Apparent Intake Rates and Net Intake Rates. Mashonaland East recorded the highest AIR (92.34%) and Harare recorded the least (53.14%).

Net Intake Rates of the ten provinces range between 16% and 35% indicating a low degree of access to secondary education for the official school-entrance age of 13 years.

CHAPTER 5: PARTICIPATION RATES

Participation Rates are measured using Gross Enrolment Ratios (GER) which shows the general level of participation in a given level of education and Net Enrolment Ratios (NER) which shows the extent of participation in a given level of education by learners at the official school entrance age.

Table 51: ECD School Age Population Data and Enrolments

Province	Population 3-5 years			Total Enrolment			Enrolment 3-5		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	22333	22679	45012	5243	5240	10483	4245	4378	8623
Harare	73386	74809	148195	9964	9724	19688	6832	6778	13610
Manicaland	78761	78853	157614	39802	40201	80003	24454	25010	49464
Mashonaland Central	49475	49418	98893	20718	20482	41200	11618	11667	23285
Mashonaland East	56128	55163	111291	23531	23196	46727	13862	13946	27808
Mashonaland West	61204	61387	122591	21621	21949	43570	12679	13272	25951
Masvingo	68601	68679	137280	34941	34569	69510	22816	23458	46274
Matabeleland North	33578	32925	66502	16882	16997	33879	12172	12556	24728
Matabeleland South	30834	30741	61574	15480	15199	30679	9793	9870	19663
Midlands	68197	68840	137037	26118	25969	52087	15745	16098	31843
Grand Total	542497	543494	1085989	214300	213526	427826	134216	137033	271249

Table 52: ECD GER, NER and GPI by Sex and Province

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	23.48%	23.11%	23.29%	0.98	19.01%	19.30%	19.16%	1.02
Harare	13.58%	13.00%	13.29%	0.96	9.31%	9.06%	9.18%	0.97
Manicaland	50.54%	50.98%	50.76%	1.01	31.05%	31.72%	31.38%	1.02
Mashonaland Central	41.88%	41.45%	41.66%	0.99	23.48%	23.61%	23.55%	1.01
Mashonaland East	41.92%	42.05%	41.99%	1.00	24.70%	25.28%	24.99%	1.02
Mashonaland West	35.33%	35.76%	35.54%	1.01	20.72%	21.62%	21.17%	1.04
Masvingo	50.93%	50.33%	50.63%	0.99	33.26%	34.16%	33.71%	1.03
Matabeleland North	50.28%	51.62%	50.94%	1.03	36.25%	38.14%	37.18%	1.05
Matabeleland South	50.21%	49.44%	49.82%	0.98	31.76%	32.11%	31.93%	1.01
Midlands	38.30%	37.72%	38.01%	0.98	23.09%	23.38%	23.24%	1.01
Grand Total	39.50%	39.29%	39.40%	0.99	24.74%	25.21%	24.98%	1.02

5.1 ECD PARTICIPATION RATES

Table 52 across shows ECD GER and NER. Bulawayo and Harare are showing that the general level of participation in ECD regardless of age is very low, 23.29% and 13.29% respectively. ECD Net Enrolment Ratio for Harare is 9.18% indicating that the level of participation of learners of the correct age in ECD is very low.



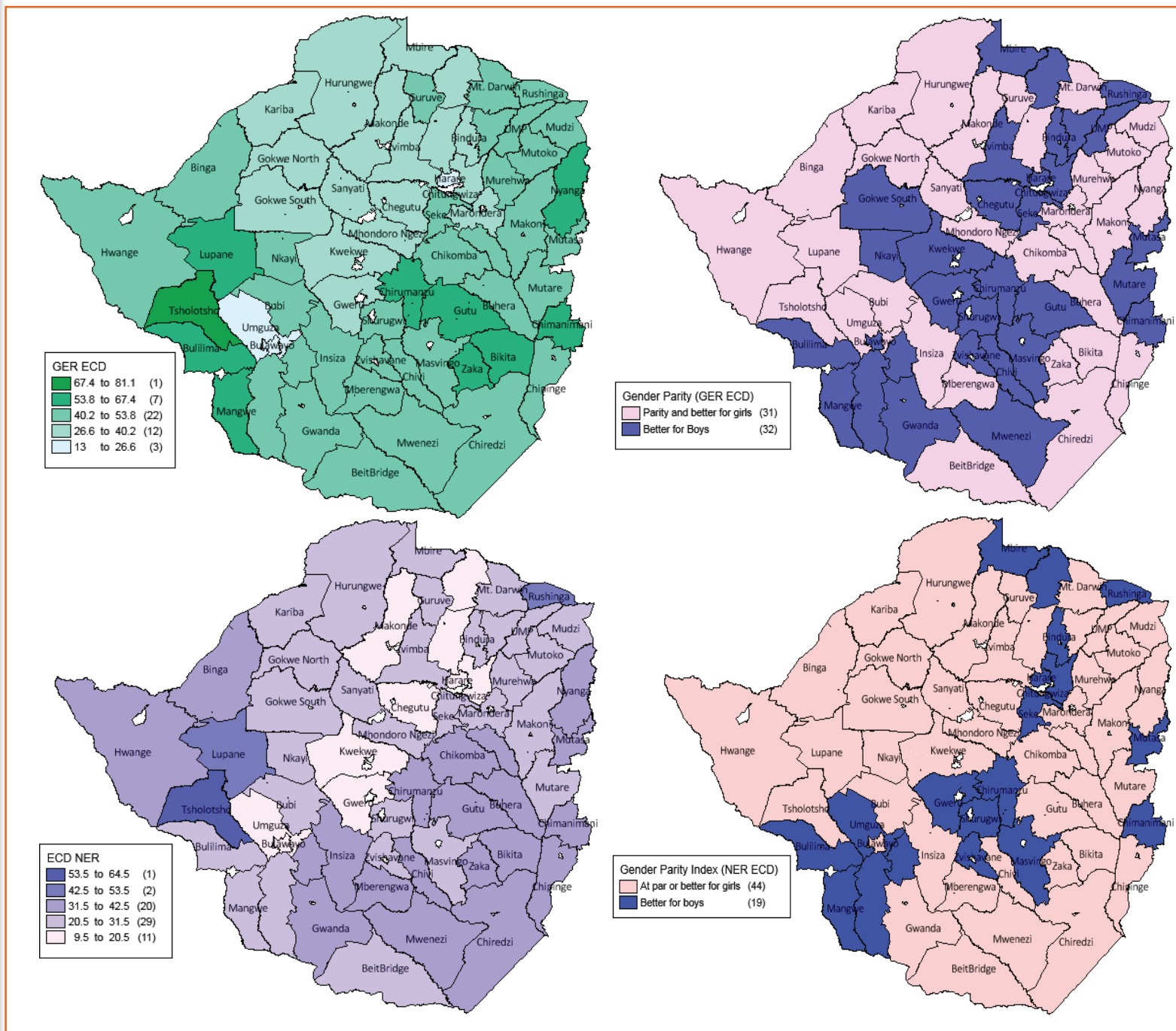


Figure 40: ECD GER, NER and Gender Parity Index by District

Figure 40 on the next page shows the distribution of GER and NER for ECD by district. The majority of districts recorded a GER of between 40.2 and 53.8%. All the districts in Bulawayo and Harare provinces as well as Umguza District in Matabeleland North province recorded a GER of less than 26.6%.

There is parity in 31 districts while in 32 districts the GER is better for boys than girls (see figure 40 on the next page). Tsholotsho District has the highest percentage of ECD learners between 53.5% and 64.5% who are entering the education system at the correct age. There is parity or better for girls in 44 districts while in 19 districts the GER is better for boys than girls as shown in the figure above.

5.2 PRIMARY SCHOOL PARTICIPATION RATES

Table 53 below shows the trend for Primary Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) by Sex for the period; 2000 to 2014. Gross Enrolment Ratio over the period is more than 106% due to the inclusion of over-aged and under-aged learners. Over the period, above 92% of the children enrolled in primary school were of the official primary school going age. There was gender parity over the same period.

Table 53: Primary School Gross Enrolment (GER) and Net Enrolment Rate (NER) by Sex, 2000-2014

Year	Gross Enrolment Ratio				Net Enrolment Ratio			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	117.2%	112.3%	114.7%	0.96	96.7%	95.7%	96.2%	0.99
2001	117.9%	113.1%	115.5%	0.96	96.8%	96.2%	96.5%	0.99
2002	117.9%	113.8%	115.9%	0.96	98.7%	98.2%	98.5%	0.99
2003	116.7%	113.3%	115.0%	0.97	97.8%	98.1%	97.9%	1.00
2004	116.0%	112.4%	114.2%	0.97	97.8%	97.7%	97.7%	1.00
2005	115.0%	111.1%	113.1%	0.97	97.1%	96.8%	96.9%	1.00
2006	112.7%	110.1%	111.4%	0.98	96.7%	96.7%	96.7%	1.00
2009	111.7%	110.0%	110.9%	0.98	97.5%	97.9%	97.7%	1.00
2012	111.7%	109.1%	110.4%	0.98	95.2%	96.0%	95.6%	1.01
2013	110.5%	107.7%	109.1%	0.98	93.4%	94.0%	93.7%	1.01
2014	109.4%	106.4%	107.9%	0.97	91.89%	92.51%	92.20%	1.01

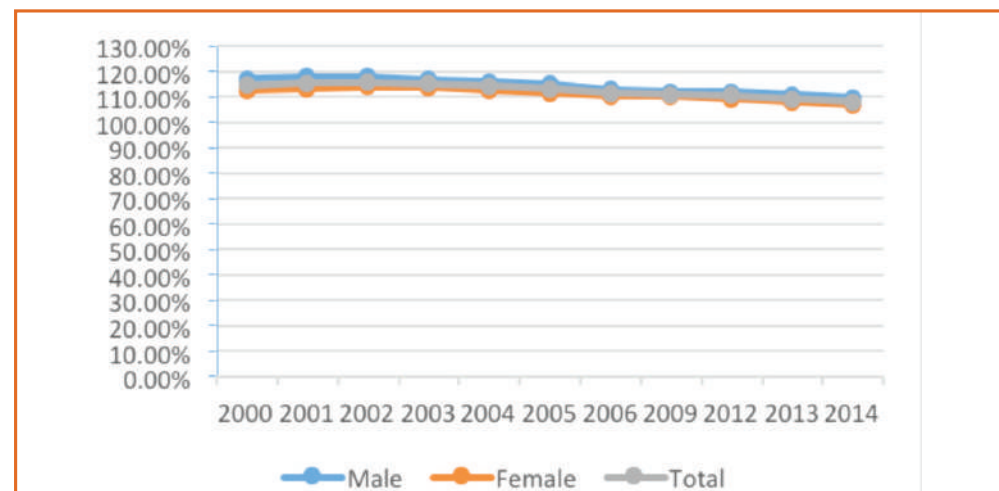


Figure 41: Primary School Gross Enrolment Rate (GER) by Sex, 2000-2014

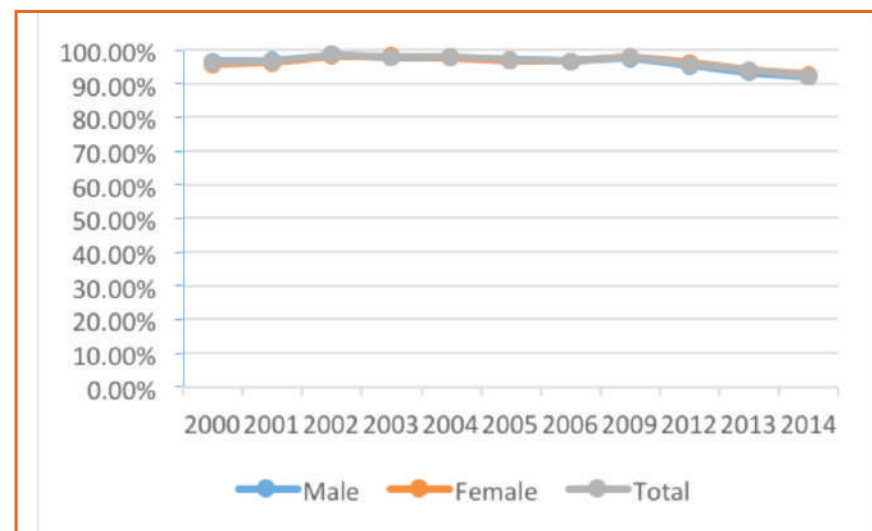


Figure 42: Primary School Net Enrolment Rate (NER) by Sex, 2000-2014



Table 54: Grade Specific Net Enrolment Rate (NER) by Sex and Grade

Grade	Grade-Age Enrolment			Grade-Age Population			Grade NER		
	M	F	Total	M	F	Total	M	F	Total
Grade1	69094	73088	142182	167242	170547	337790	41.31%	42.86%	42.09%
Grade2	57095	62992	120087	175669	175443	351112	32.50%	35.90%	34.20%
Grade3	51400	60515	111915	169284	172535	341818	30.36%	35.07%	32.74%
Grade4	48220	58972	107192	171435	174261	345696	28.13%	33.84%	31.01%
Grade5	45051	56612	101663	168750	169539	338289	26.70%	33.39%	30.05%
Grade6	43361	53640	97001	167807	167541	335349	25.84%	32.02%	28.93%
Grade7	41584	50690	92274	208363	205200	413563	19.96%	24.70%	22.31%

Table 54 above shows the Grade Specific Net Enrolment by sex and grade. Net enrolment Rate is high in grade 1 (42.09%) and tends to drop as learners move to the next grade. GER is very high in grade 1 (125.34%).

Table 55: Grade Specific Gross Enrolment Rate

Grade	Grade Enrolment			Grade-Age Population			Grade GER		
	M	F	Total	M	F	Total	M	F	Total
Grade1	216136	207243	423379	167242	170547	337790	129.24%	121.52%	125.34%
Grade2	196868	189280	386148	175669	175443	351112	112.07%	107.89%	109.98%
Grade3	194742	191186	385928	169284	172535	341818	115.04%	110.81%	112.90%
Grade4	188910	186296	375206	171435	174261	345696	110.19%	106.91%	108.54%
Grade5	184862	184244	369106	168750	169539	338289	109.55%	108.67%	109.11%
Grade6	183336	182593	365929	167807	167541	335349	109.25%	108.98%	109.12%
Grade7	161790	160959	322749	208363	205200	413563	77.65%	78.44%	78.04%

Table 56: Primary School ASER by Age and Sex

Age	Grade Enrolment			Grade-Age Population			ASER		
	M	F	Total	M	F	Total	M	F	Total
6 years	73233	77878	151111	167242	170547	337790	43.79%	45.66%	44.74%
7 years	160116	161705	321821	175669	175443	351112	91.15%	92.17%	91.66%
8 years	172842	175249	348091	169284	172535	341818	102.10%	101.57%	101.84%
9 years	178746	182279	361025	171435	174261	345696	104.26%	104.60%	104.43%
10 years	183150	184307	367457	168750	169539	338289	108.53%	108.71%	108.62%
11 years	177208	177931	355139	167807	167541	335349	105.60%	106.20%	105.90%
12 years	179726	177555	357281	208363	205200	413563	86.26%	86.53%	86.39%



Table 57: Primary School-Age Population Data and Enrolment by Sex and Province

Province	Population 6-12 years			Total Enrolment Primary			Enrolment 6-12 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	47353	50557	97910	52049	53206	105255	46602	48586	95188
Harare	149533	158511	308045	127435	128708	256143	115614	118926	234540
Manicaland	177797	178370	356167	211619	204652	416271	176204	176796	353000
Mashonaland Central	113466	112868	226334	125483	122389	247872	103218	104416	207634
Mashonaland East	129786	128462	258249	146326	141554	287880	121173	122508	243681
Mashonaland West	140511	139181	279692	160720	154827	315547	131127	131663	262790
Masvingo	158334	158220	316553	176633	173791	350424	147436	150071	297507
Matabeleland North	79920	78618	158538	90890	88008	178898	76110	75704	151814
Matabeleland South	71470	70247	141717	75002	72664	147666	63493	63697	127190
Midlands	160380	160031	320411	177970	174764	352734	147880	150228	298108
Grand Total	1228550	1235065	2463616	1344127	1314563	2658690	1128857	1142595	2271452

Table 58: Primary School GER and NER by Province and Sex

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	109.92%	105.24%	107.50%	0.96	98.41%	96.10%	97.22%	0.98
Harare	85.22%	81.20%	83.15%	0.94	77.32%	75.03%	76.14%	0.97
Manicaland	119.02%	114.73%	116.88%	0.96	99.10%	99.12%	99.11%	1.00
Mashonaland Central	110.59%	108.44%	109.52%	0.98	90.97%	92.51%	91.74%	1.02
Mashonaland East	112.74%	110.19%	111.47%	0.98	93.36%	95.37%	94.36%	1.02
Mashonaland West	114.38%	111.24%	112.82%	0.97	93.32%	94.60%	93.96%	1.01
Masvingo	111.56%	109.84%	110.70%	0.98	93.12%	94.85%	93.98%	1.02
Matabeleland North	113.73%	111.94%	112.84%	0.98	95.23%	96.29%	95.76%	1.01
Matabeleland South	104.94%	103.44%	104.20%	0.99	88.84%	90.68%	89.75%	1.02
Midlands	110.97%	109.21%	110.09%	0.98	92.21%	93.87%	93.04%	1.02
Grand Total	109.41%	106.44%	107.92%	0.97	91.89%	92.51%	92.20%	1.01

NER is more than 76% in all provinces with Manicaland province enrolling almost 100% of learners aged 6 to 12 years. There is bias towards the female group in most provinces except for Manicaland province which is showing parity between sexes as shown in table above.

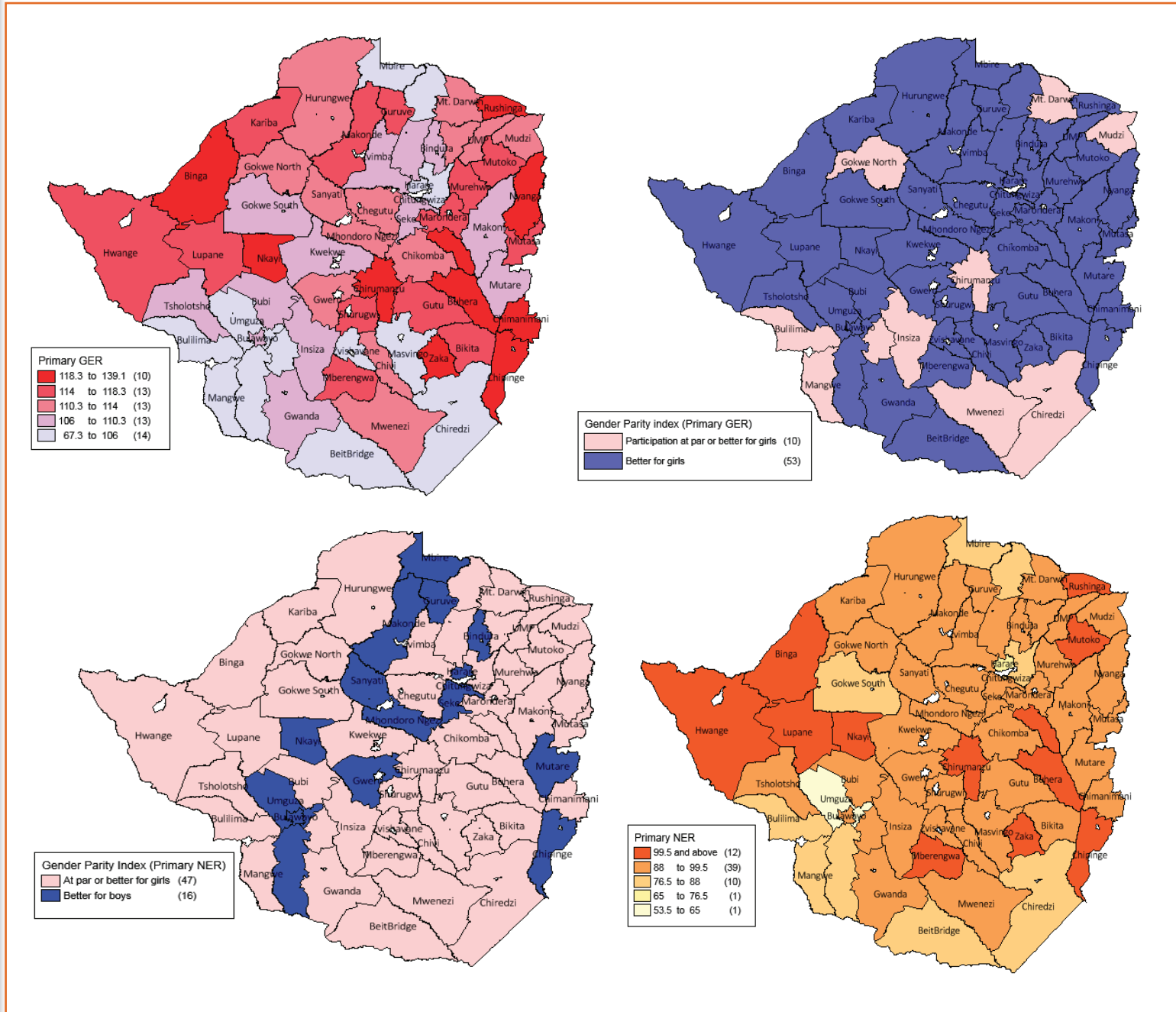


Figure 43 above depicts Primary GER, NER and GPI by sex and districts. Most of the districts have more than 88% of learners between 6 and 12 years participating at primary level except for Umguza which has less than 65%. Most districts throughout the country are at par or better for girls.

Figure: 43 Primary School GER, NER and GPI by Sex and District

5.3 SECONDARY SCHOOL PARTICIPATION RATES

Table 59 below shows the trend for secondary school Gross Enrolment Rate (GER). Participation of learners at lower secondary level regardless of age is more than 57% from 2000 to 2009 and increased to more than 71% in 2012 to 2014. This is a positive sign indicating an increase in participation in the lower secondary. In upper secondary there is an upward trend in participation regardless of age from 2000 to 2006 followed by a sharp drop in 2009 to 7.4% and a consistent increase in 2012 to 2014.

Table 59: Secondary School Gross Enrolment Rate (GER) by Sex, 2000-2014

Year	Form 1 to 4 GER				Form 5 to 6 GER				Form 1 to 6 GER			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	72.9%	64.4%	68.7%	0.88	5.4%	3.7%	4.5%	0.68	50.4%	43.7%	47.0%	0.87
2001	73.3%	65.4%	69.3%	0.89	6.1%	4.3%	5.2%	0.70	50.9%	44.5%	47.7%	0.87
2002	72.1%	64.5%	68.3%	0.89	7.3%	4.7%	6.0%	0.65	50.5%	44.0%	47.2%	0.87
2003	70.4%	64.6%	67.5%	0.92	8.4%	5.6%	7.0%	0.67	49.7%	44.4%	47.0%	0.89
2004	68.9%	63.7%	66.3%	0.92	9.9%	6.3%	8.1%	0.64	49.2%	44.1%	46.6%	0.90
2005	67.5%	63.9%	65.7%	0.95	10.7%	6.7%	8.7%	0.63	48.6%	44.3%	46.4%	0.91
2006	64.6%	61.4%	63.0%	0.95	11.4%	6.7%	9.0%	0.59	46.9%	42.7%	44.8%	0.91
2009	58.1%	57.5%	57.8%	0.99	8.7%	6.0%	7.4%	0.69	41.6%	39.9%	40.8%	0.96
2012	71.5%	71.2%	71.4%	1.00	12.5%	9.7%	11.1%	0.78	52.6%	51.2%	51.9%	0.97
2013	71.5%	72.1%	71.8%	1.01	12.6%	9.8%	11.2%	0.78	52.6%	51.7%	52.1%	0.98
2014	73.15%	73.73%	73.44%	1.01	12.88%	9.91%	11.38%	0.77	53.68%	52.74%	53.21%	0.98

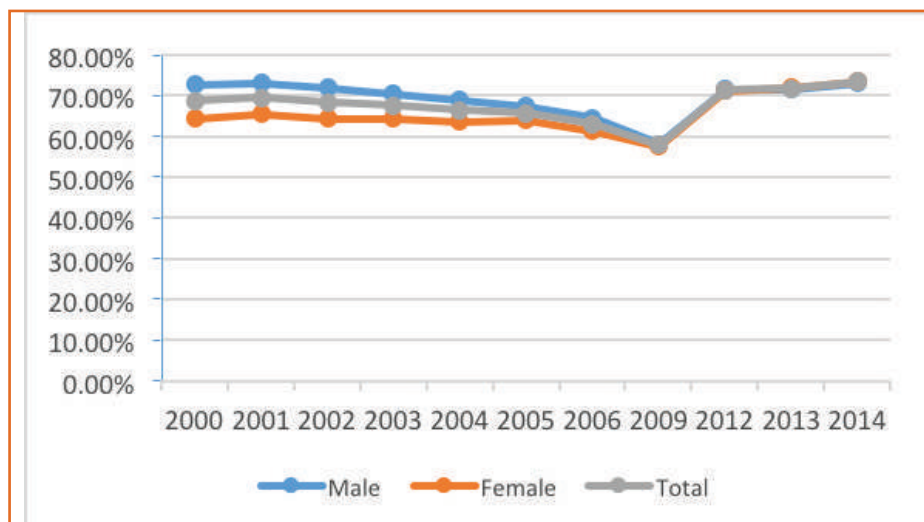


Figure 44: Secondary School Gross Enrolment Rate (GER) Forms 1-4

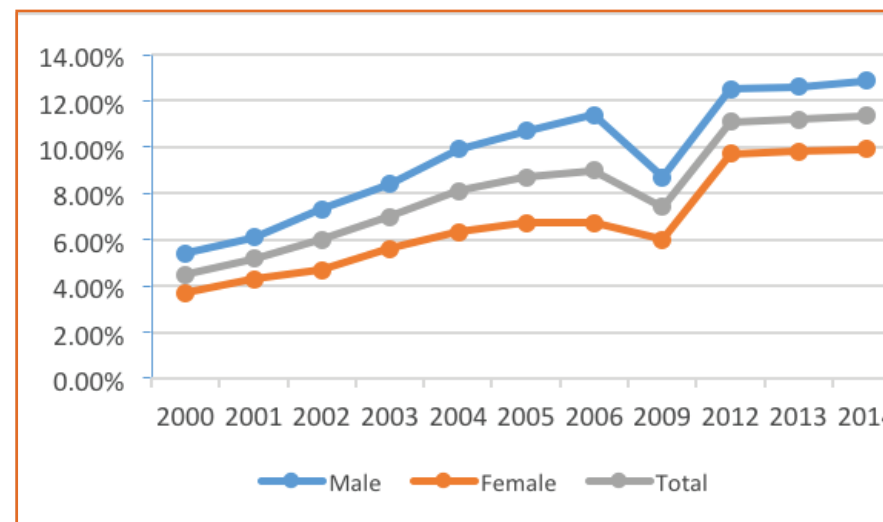


Figure 45: Secondary School Gross Enrolment Rate (GER) Forms 5-6

Table 60 below shows the trend for secondary school Net Enrolment Rate by sex. Net Enrolment Rate for lower secondary is above 46% over the period. In 2014 NER increased to 53.73% denoting an increase in enrolment of learners aged between 13-16 years in lower secondary. Most children (more than 90%) of the correct age, 17-18 years, were not participating in upper secondary over the period. Generally, there is bias towards the female group in lower secondary while in upper secondary bias is towards the males.

Table 60: Secondary School Net Enrolment Rate, 2000-2014

Year	Form 1 to 4 NER				Form 5 to 6				Form 1 to 6			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	49.1%	48.9%	49.0%	1.00	3.6%	2.8%	3.2%	0.77	47.0%	41.8%	44.4%	0.89
2001	50.1%	50.4%	50.2%	1.01	4.2%	3.1%	3.6%	0.72	47.3%	42.3%	44.8%	0.89
2002	49.3%	49.3%	49.3%	1.00	4.7%	3.4%	4.0%	0.71	46.8%	41.8%	44.3%	0.89
2003	48.4%	49.6%	49.0%	1.02	5.2%	4.0%	4.6%	0.77	45.8%	42.0%	43.9%	0.92
2004	47.4%	48.9%	48.2%	1.03	5.8%	4.3%	5.0%	0.74	45.2%	41.6%	43.4%	0.92
2005	46.5%	49.1%	47.8%	1.06	5.8%	4.4%	5.1%	0.75	44.3%	41.7%	43.0%	0.94
2006	45.2%	47.3%	46.3%	1.05	6.3%	4.5%	5.4%	0.71	42.8%	40.3%	41.5%	0.94
2009	58.5%	58.2%	58.3%	0.99	5.4%	4.2%	4.8%	0.79	39.0%	38.3%	38.6%	0.98
2012	49.1%	54.8%	51.9%	1.12	6.9%	6.3%	6.6%	0.92	52.2%	50.5%	51.3%	0.97
2013	49.8%	55.9%	52.8%	1.12	7.3%	6.6%	6.9%	0.91	52.1%	50.9%	51.5%	0.98
2014	50.81%	56.66%	53.73%	1.12	7.62%	6.82%	7.21%	0.90	49.16%	49.98%	49.57%	1.02

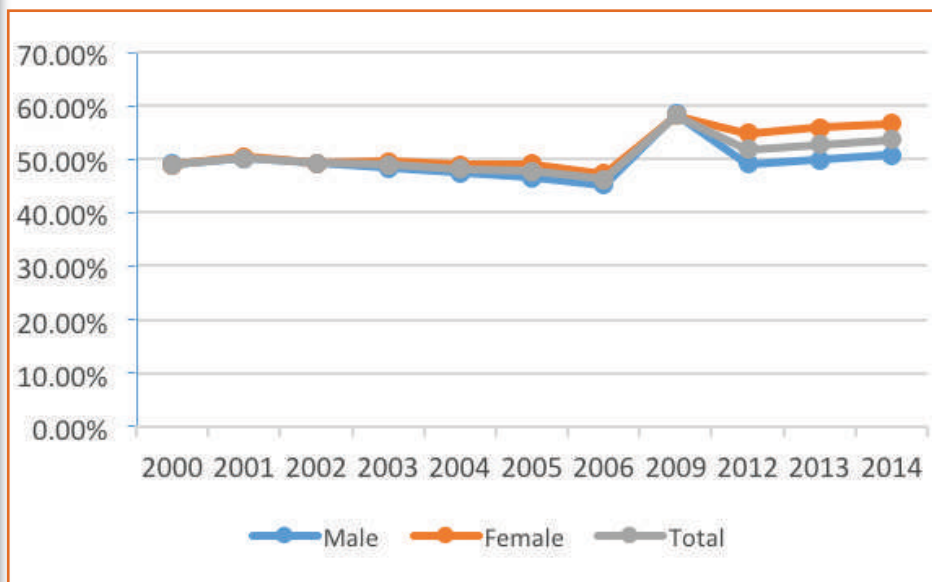


Figure 46: Secondary School Net Enrolment Rate (NER) Forms 1-4

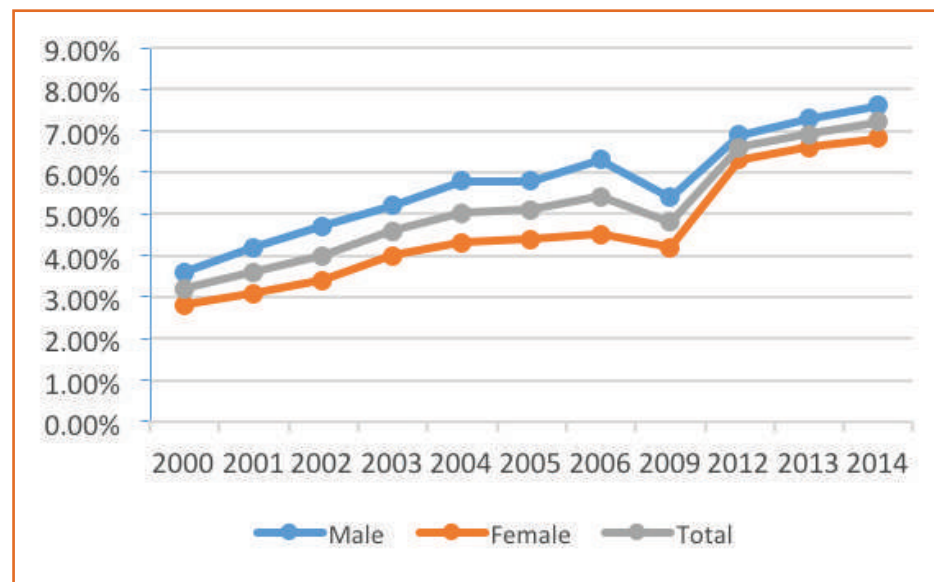


Figure 47: Secondary School Net Enrolment Rate (NER) Forms 5-6

Table 61: Grade Specific Net Enrolment Rate

Form	Grade Age Enrolment			Grade Age Population			Grade NER		
	M	F	Total	M	F	Total	M	F	Total
Form 1	31182	41088	72270	161680	162522	324202	19.29%	25.28%	22.29%
Form 2	31828	41613	73441	159948	158380	318327	19.90%	26.27%	23.07%
Form 3	28532	36123	64655	150583	147147	297730	18.95%	24.55%	21.72%
Form 4	25349	31260	56609	150837	149751	300588	16.81%	20.87%	18.83%
Form 5	6917	7278	14195	151568	151375	302943	4.56%	4.81%	4.69%
Form 6	7166	6856	14022	145766	151499	297265	4.92%	4.53%	4.72%

Table 62: Grade Specific Gross Enrolment Rate

Form	Grade Enrolment			Grade Age Population			Grade GER		
	M	F	Total	M	F	Total	M	F	Total
Form 1	121372	125951	247323	161680	162522	324202	75.07%	77.50%	76.29%
Form 2	113052	117296	230348	159948	158380	318327	70.68%	74.06%	72.36%
Form 3	116652	114915	231567	150583	147147	297730	77.47%	78.10%	77.78%
Form 4	104026	96871	200897	150837	149751	300588	68.97%	64.69%	66.83%
Form 5	19992	15703	35695	151568	151375	302943	13.19%	10.37%	11.78%
Form 6	18319	14316	32635	145766	151499	297265	12.57%	9.45%	10.98%

Table 63: Secondary School ASER

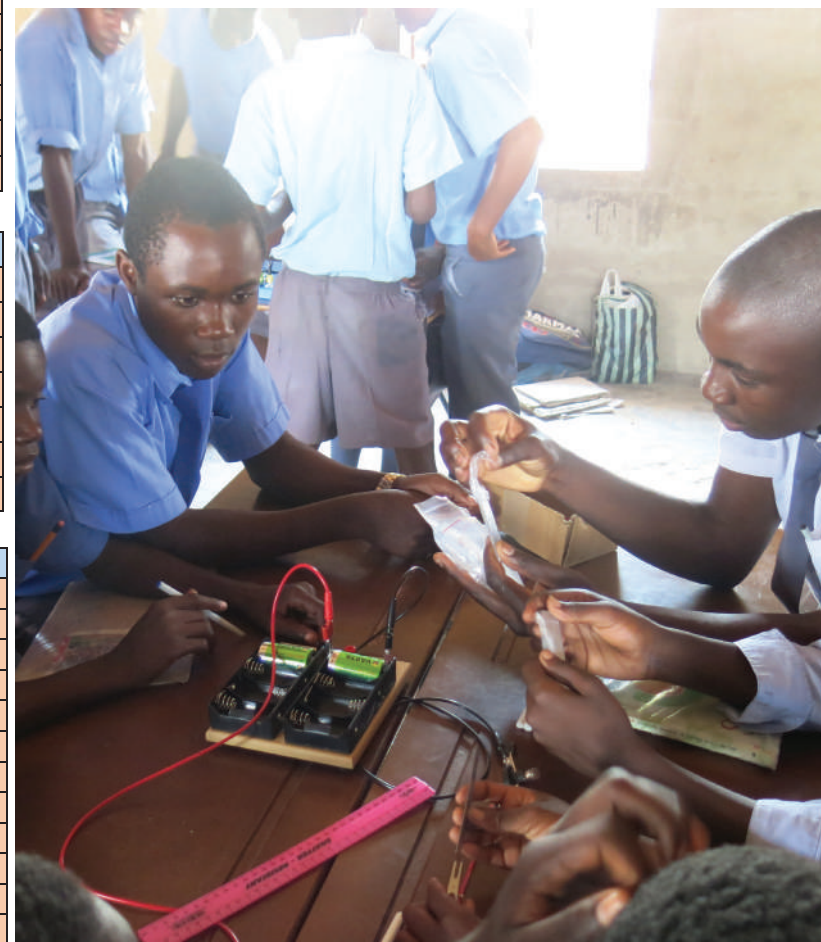
Year	Grade Age Enrolment			Grade Age Population			ASER		
	M	F	T	M	F	T	M	F	T
13 years	35839	47469	83308	161680	162522	324202	22.17%	29.21%	25.70%
14 years	82029	97666	179695	159948	158380	318327	51.28%	61.67%	56.45%
15 years	99470	106918	206388	150583	147147	297730	66.06%	72.66%	69.32%
16 years	100395	99530	199925	150837	149751	300588	66.56%	66.46%	66.51%
17 years	81871	71257	153128	151568	151375	302943	54.02%	47.07%	50.55%
18 years	52813	37331	90144	145766	151499	297265	36.23%	24.64%	30.32%

Table 64: Secondary School-Age Population Data and Enrolment by Sex, Form 1-4

Province	Population 13-16 years			Total Enrolment form 1-4			Enrolment 13-16 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	26130	31620	57750	22111	24764	46875	17118	19791	36909
Harare	75660	90513	166173	42399	43966	86365	34159	36870	71029
Manicaland	90447	86172	176619	73119	68659	141778	49301	51916	101217
Mashonaland Central	56424	52017	108441	37756	35058	72814	24417	26404	50821
Mashonaland East	67472	62203	129675	58607	55134	113741	41291	43200	84491
Mashonaland West	70990	68883	139873	56277	51230	107507	38075	39548	77623
Masvingo	77422	75361	152782	59847	60279	120126	39532	44901	84433
Matabeleland North	39823	37423	77246	23490	27961	51451	15424	20523	35947
Matabeleland South	37522	35010	72532	23515	27516	51031	17637	21506	39143
Midlands	81158	78598	159756	58659	60967	119626	39628	45414	85042
Grand Total	623047	617800	1240848	455780	455534	911314	316582	350073	666655

Table 65: Secondary School Form 1-4 NER and GER by Province and Sex

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	84.62%	78.32%	81.17%	0.93	65.51%	62.59%	63.91%	0.96
Harare	56.04%	48.57%	51.97%	0.87	45.15%	40.73%	42.74%	0.90
Manicaland	80.84%	79.68%	80.27%	0.99	54.51%	60.25%	57.31%	1.11
Mashonaland Central	66.92%	67.40%	67.15%	1.01	43.27%	50.76%	46.87%	1.17
Mashonaland East	86.86%	88.64%	87.71%	1.02	61.20%	69.45%	65.16%	1.13
Mashonaland West	79.27%	74.37%	76.86%	0.94	53.63%	57.41%	55.50%	1.07
Masvingo	77.30%	79.99%	78.63%	1.03	51.06%	59.58%	55.26%	1.17
Matabeleland North	58.99%	74.72%	66.61%	1.27	38.73%	54.84%	46.54%	1.42
Matabeleland South	62.67%	78.60%	70.36%	1.25	47.00%	61.43%	53.97%	1.31
Midlands	72.28%	77.57%	74.88%	1.07	48.83%	57.78%	53.23%	1.18
Grand Total	73.15%	73.73%	73.44%	1.01	50.81%	56.66%	53.73%	1.12



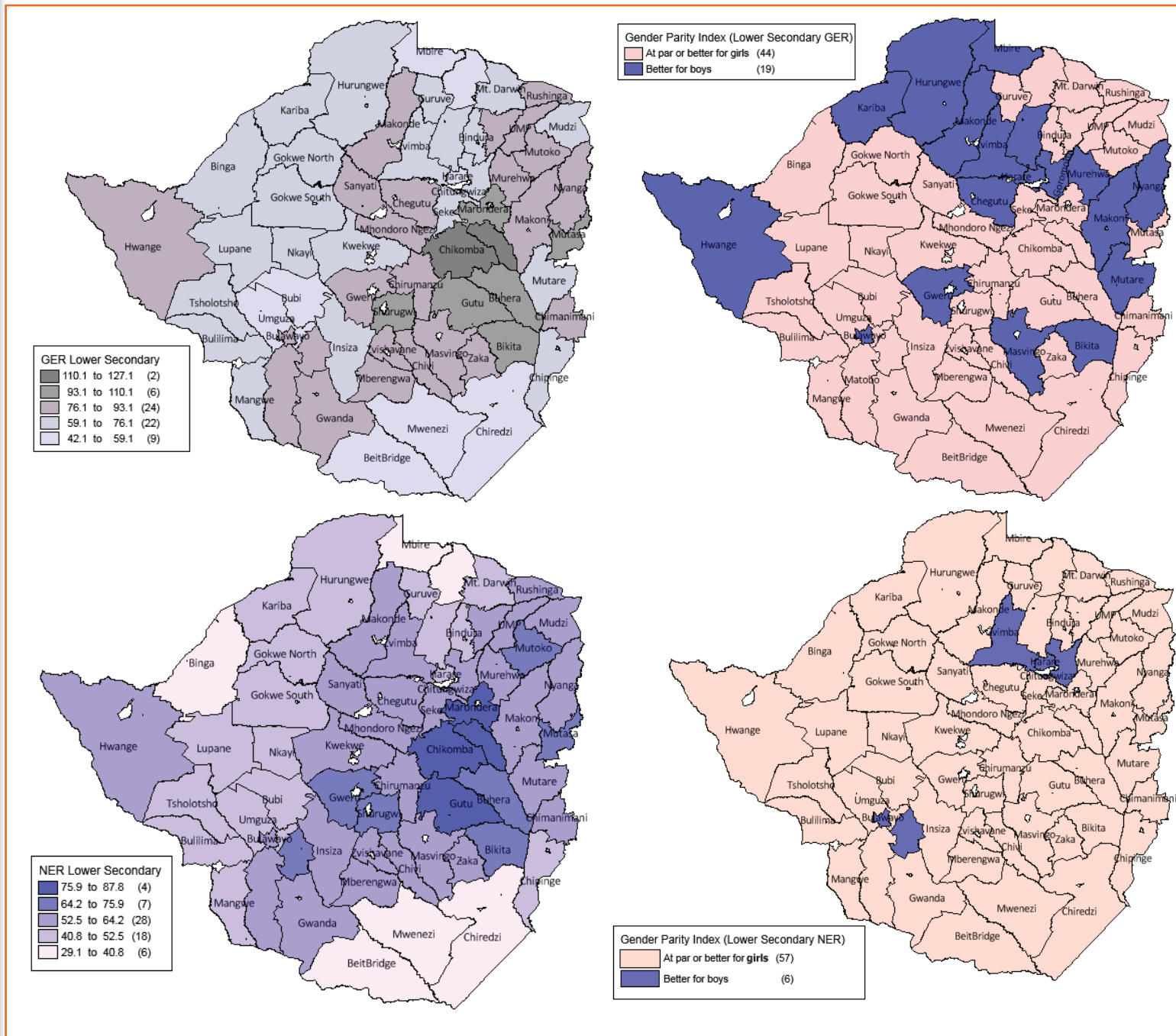


Figure 48: Lower Secondary GER, NER and GPI by Sex and District

Figure 48 across shows lower secondary GER, NER and GPI by sex and district. Most districts such as Chikomba, Marondera, Shurugwi, Mutasa, Gutu, Buhera, Bikita and Gweru have the highest number of pupils participating in lower secondary which is above 64%. Districts which are in the southern region of the country such as Beithbridge, Mwenezi and Chiredzi have very few pupils (below 41%) participating in lower secondary. Generally, pupils who are participating in the lower secondary are at par or better for girls whereas districts such as Zvimba, Harare, Chitungwiza and Bulawayo have more boys than girls participating in the system.

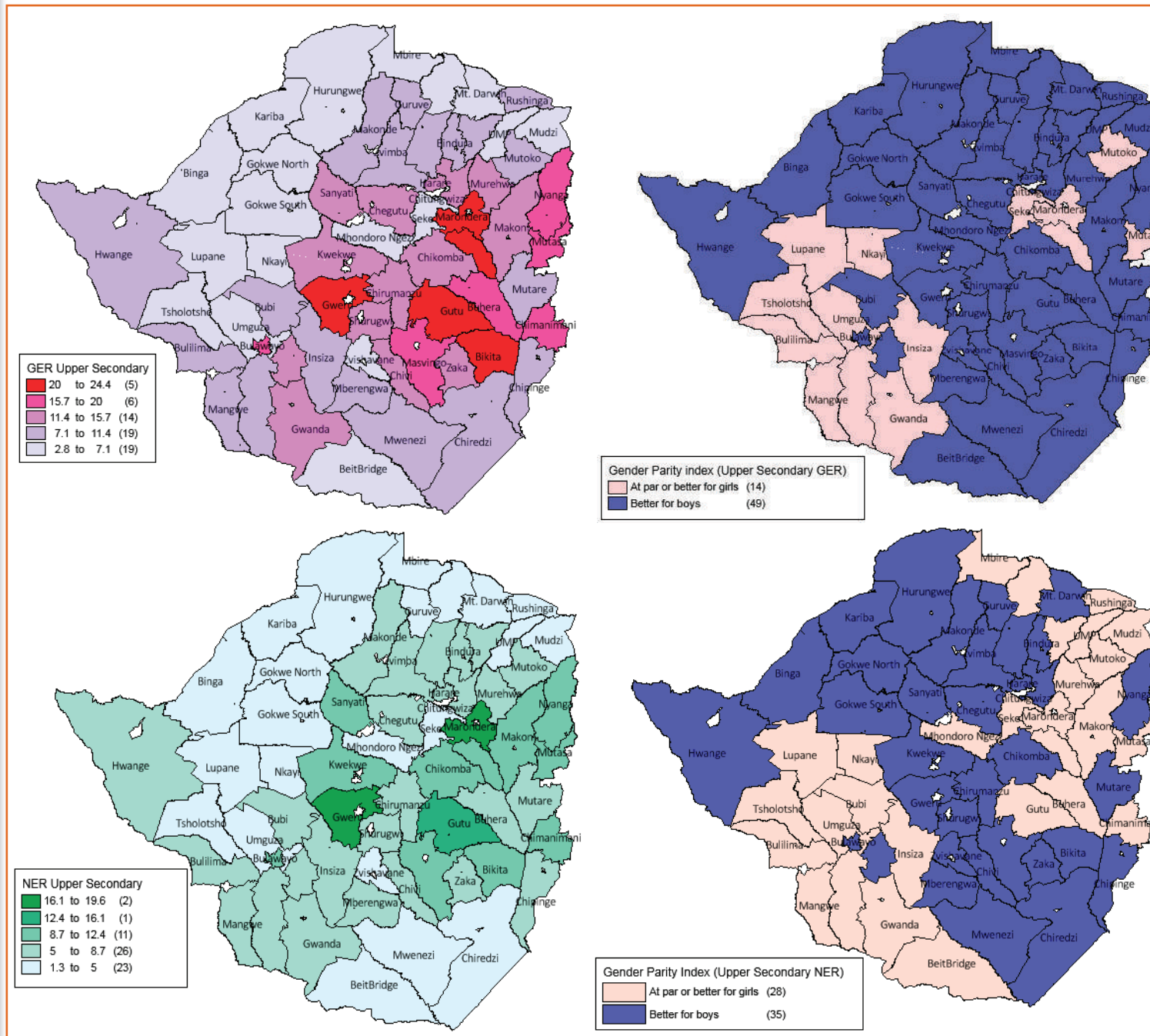
Table 66: Secondary School Form 5-6-Age Population Data and Enrolment by Sex

Province	Population 17-18 years			Total Enrolment form 5-6			Enrolment 17-18 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	14531	19280	33811	2581	2770	5351	1614	1855	3469
Harare	39683	54924	94607	5189	4611	9800	3555	3488	7043
Manicaland	41200	38402	79601	6391	4527	10918	3628	3081	6709
Mashonaland Central	26832	24075	50907	2315	1549	3864	1373	1116	2489
Mashonaland East	31596	28389	59985	4089	3466	7555	2610	2644	5254
Mashonaland West	34401	33011	67412	3807	2505	6312	2227	1694	3921
Masvingo	33823	33851	67674	6209	4110	10319	3281	2579	5860
Matabeleland North	18544	16817	35362	1185	1154	2339	515	664	1179
Matabeleland South	18151	16173	34323	1723	1828	3551	980	1143	2123
Midlands	38574	37951	76525	4822	3499	8321	2862	2384	5246
Grand Total	297335	302874	600208	38311	30019	68330	22645	20648	43293

Table 67: Secondary School Form 5-6 GER and NER by Province and Sex

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	17.76%	14.37%	15.83%	0.81	11.11%	9.62%	10.26%	0.87
Harare	13.08%	8.40%	10.36%	0.64	8.96%	6.35%	7.44%	0.71
Manicaland	15.51%	11.79%	13.72%	0.76	8.81%	8.02%	8.43%	0.91
Mashonaland Central	8.63%	6.43%	7.59%	0.75	5.12%	4.64%	4.89%	0.91
Mashonaland East	12.94%	12.21%	12.59%	0.94	8.26%	9.31%	8.76%	1.13
Mashonaland West	11.07%	7.59%	9.36%	0.69	6.47%	5.13%	5.82%	0.79
Masvingo	18.36%	12.14%	15.25%	0.66	9.70%	7.62%	8.66%	0.79
Matabeleland North	6.39%	6.86%	6.61%	1.07	2.78%	3.95%	3.33%	1.42
Matabeleland South	9.49%	11.30%	10.35%	1.19	5.40%	7.07%	6.19%	1.31
Midlands	12.50%	9.22%	10.87%	0.74	7.42%	6.28%	6.86%	0.85
Grand Total	12.88%	9.91%	11.38%	0.77	7.62%	6.82%	7.21%	0.90





The figures above show upper secondary GER, NER and GPI by sex and district. Districts such as Gweru, Gutu, Marondera and Bikita have the highest percentage above 15% of pupils participating in the upper secondary with Gweru and Marondera with the highest percentage between 16.1% and 19.6% of pupils who are between 17 and 18 years of age participating. North West and South East regions have more districts where more boys between 17 to 18 years are participating in upper secondary than girls.

Figure 49: Upper Secondary GER, NER and GPI by Sex and District

Table 68: Secondary School Form 1-6 Age- Population Data and Enrolment by Sex

Province	Population 13-18 years			Total Enrolment form 1-6			Enrolment 13-18 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	40661	50900	91561	24692	27534	52226	22980	25919	48899
Harare	115343	145438	260780	47588	48577	96165	45137	46599	91736
Manicaland	131647	124574	256221	79510	73186	152696	72559	69382	141941
Mashonaland Central	83255	76092	159348	40071	36607	76678	36232	34953	71185
Mashonaland East	99068	90592	189660	62696	58600	121296	58211	56213	114424
Mashonaland West	105391	101895	207285	60084	53735	113819	55124	51366	106490
Masvingo	111245	109212	220457	66056	64389	130445	59047	60375	119422
Matabeleland North	58367	54241	112608	24675	29115	53790	21858	27091	48949
Matabeleland South	55673	51182	106855	25238	29344	54582	23516	27570	51086
Midlands	119732	116548	236281	63481	64466	127947	57753	60703	118456
Grand Total	920382	920674	1841056	494091	485553	979644	452417	460171	912588

Table 69: Secondary School Form 1-6 GER and NER by Province and Sex

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	60.73%	54.09%	57.04%	0.89	56.52%	50.92%	53.41%	0.90
Harare	41.26%	33.40%	36.88%	0.81	39.13%	32.04%	35.18%	0.82
Manicaland	60.40%	58.75%	59.60%	0.97	55.12%	55.70%	55.40%	1.01
Mashonaland Central	48.13%	48.11%	48.12%	1.00	43.52%	45.94%	44.67%	1.06
Mashonaland East	63.29%	64.69%	63.95%	1.02	58.76%	62.05%	60.33%	1.06
Mashonaland West	57.01%	52.74%	54.91%	0.93	52.30%	50.41%	51.37%	0.96
Masvingo	59.38%	58.96%	59.17%	0.99	53.08%	55.28%	54.17%	1.04
Matabeleland North	42.28%	53.68%	47.77%	1.27	37.45%	49.95%	43.47%	1.33
Matabeleland South	45.33%	57.33%	51.08%	1.26	42.24%	53.87%	47.81%	1.28
Midlands	53.02%	55.31%	54.15%	1.04	48.24%	52.08%	50.13%	1.08
Grand Total	53.68%	52.74%	53.21%	0.98	49.16%	49.98%	49.57%	1.02



CHAPTER 6 EQUITY

6.1 ORPHANED AND VULNERABLE CHILDREN (OVC)

Table 70 below shows orphaned and vulnerable children for ECD. On average, 21.64% of ECD learners are considered as orphaned and vulnerable. Bulawayo and Harare provinces have the lowest percentage of children considered as OVC with 9.22% and 8.01% respectively.

Table 70: ECD Orphaned and Vulnerable Children (OVC) by Enrolment

Province	Total OVC			% Learners OVC			GPI
	M	F	Total	M	F	Total	
Bulawayo	493	483	976	9.40%	9.22%	9.31%	0.98
Harare	757	821	1578	7.60%	8.44%	8.02%	1.11
Manicaland	9338	9379	18717	23.46%	23.33%	23.40%	0.99
Mashonaland Central	4207	4160	8367	20.31%	20.31%	20.31%	1.00
Mashonaland East	4734	4684	9418	20.12%	20.19%	20.16%	1.00
Mashonaland West	4783	4666	9449	22.12%	21.26%	21.69%	0.96
Masvingo	7714	7398	15112	22.08%	21.40%	21.74%	0.97
Matabeleland North	4336	4441	8777	25.68%	26.13%	25.91%	1.02
Matabeleland South	3825	3793	7618	24.71%	24.96%	24.83%	1.01
Midlands	6270	6297	12567	24.01%	24.25%	24.13%	1.01
Grand Total	46457	46122	92579	21.68%	21.60%	21.64%	1.00

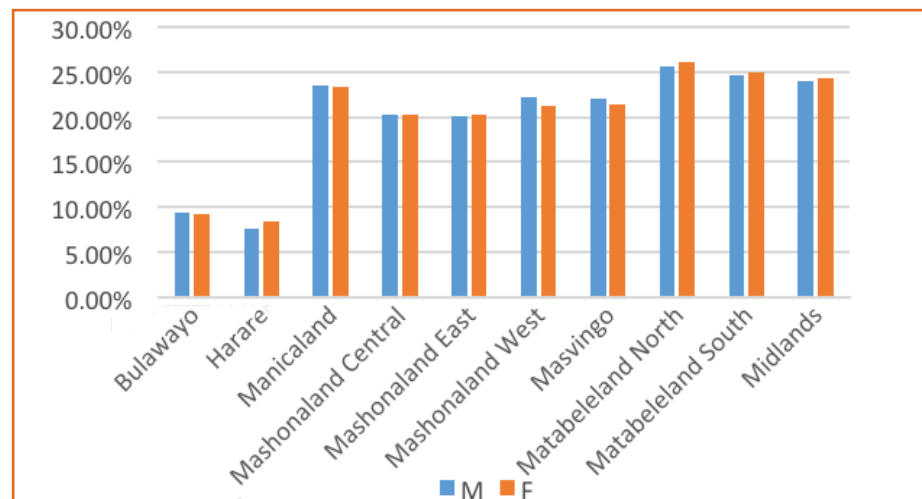


Figure 50: Percentage ECD Learners who are OVC by Province and Sex

Table 71 below shows primary school orphaned and vulnerable children by province. On average, 26.02% of children are considered as OVC. Harare has the least percentage of learners considered as OVC with 14.06% whilst Matabeleland North and Matabeleland South provinces have the highest percentages of 31.11% and 32.54% respectively.

Table 71: Primary School Orphaned and Vulnerable Children (OVC) by Province

Province	Total OVC			% Learners OVC			GPI
	M	F	Total	M	F	Total	
Bulawayo	9251	9733	18984	17.77%	18.29%	18.04%	1.03
Harare	17448	18573	36021	13.69%	14.43%	14.06%	1.05
Manicaland	59012	58474	117486	27.89%	28.57%	28.22%	1.02
Mashonaland Central	33116	32737	65853	26.39%	26.75%	26.57%	1.01
Mashonaland East	39229	37865	77094	26.81%	26.75%	26.78%	1.00
Mashonaland West	43393	43099	86492	27.00%	27.84%	27.41%	1.03
Masvingo	48422	47646	96068	27.41%	27.42%	27.41%	1.00
Matabeleland North	28659	28255	56914	31.53%	32.11%	31.81%	1.02
Matabeleland South	24250	23802	48052	32.33%	32.76%	32.54%	1.01
Midlands	44623	44105	88728	25.07%	25.24%	25.15%	1.01
Grand Total	347403	344289	691692	25.85%	26.19%	26.02%	1.01

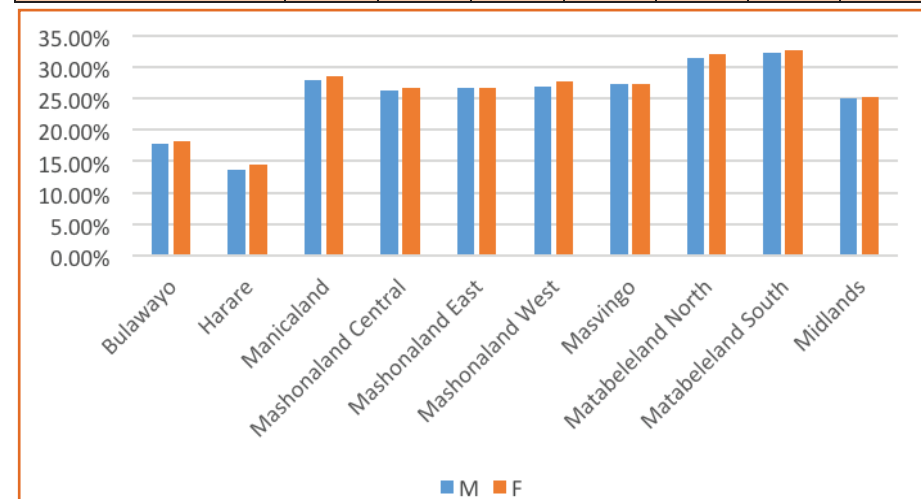


Figure 51: Percentage of Primary School Learners who are OVC by Province and Sex

Table below shows secondary school orphaned and vulnerable children by province. On average, 32.07% of children are considered as OVC at secondary school level. Matabeleland North province has the highest percentage of 38.33% and Harare has the least percentage of 20.41% of children considered OVC.

Table 72: Secondary School Orphaned and Vulnerable Children (OVC) by Province

Province	Total OVC			% Learners OVC			GPI
	M	F	Total	M	F	Total	
Bulawayo	5780	7239	13019	23.41%	26.29%	24.93%	1.12
Harare	9709	9918	19627	20.40%	20.42%	20.41%	1.00
Manicaland	25513	25200	50713	32.09%	34.43%	33.21%	1.07
Mashonaland Central	13237	13451	26688	33.03%	36.74%	34.81%	1.11
Mashonaland East	20068	20233	40301	32.01%	34.53%	33.23%	1.08
Mashonaland West	19429	18516	37945	32.34%	34.46%	33.34%	1.07
Masvingo	22260	21642	43902	33.70%	33.61%	33.66%	1.00
Matabeleland North	9255	11361	20616	37.51%	39.02%	38.33%	1.04
Matabeleland South	8894	10882	19776	35.24%	37.08%	36.23%	1.05
Midlands	19945	21657	41602	31.42%	33.59%	32.52%	1.07
Grand Total	154090	160099	314189	31.19%	32.97%	32.07%	1.06

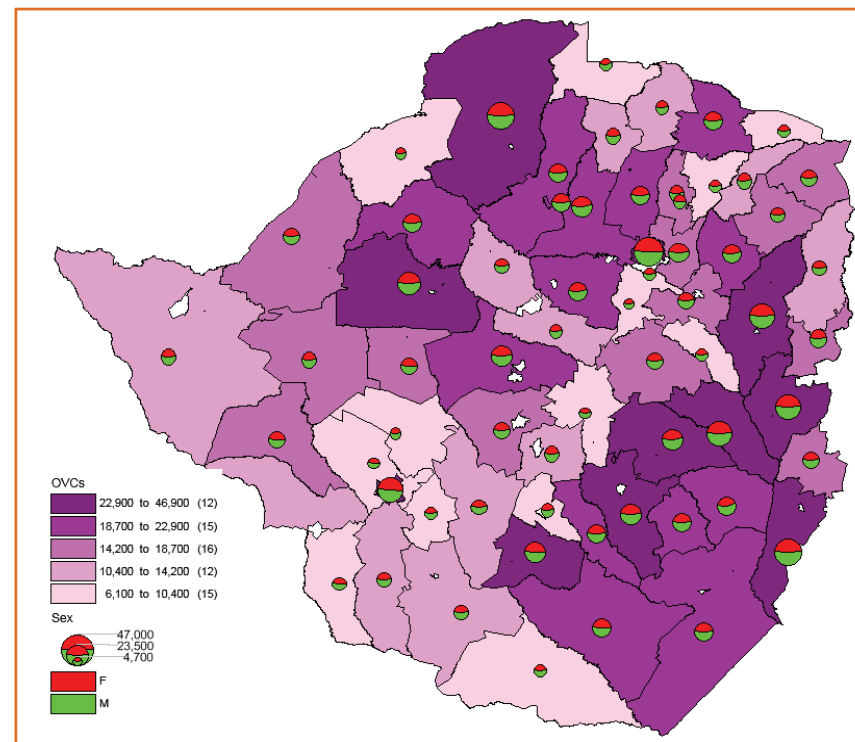


Figure 53: Distribution of OVC by District

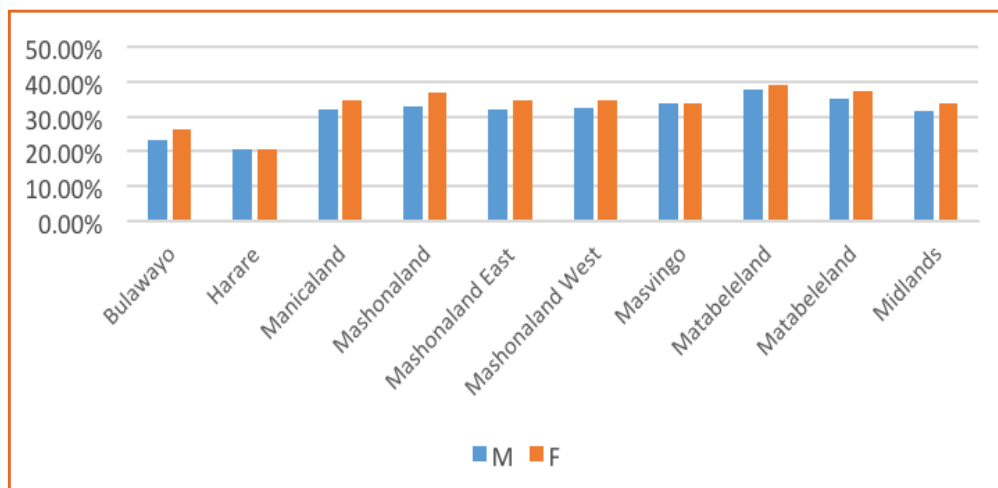


Figure 52: Percentage Primary School Learners who are OVC by Province and Sex

6.2 NUMBER OF OVC BY TYPE

The tables and figures below show the number of ECD, primary and secondary school OVCs by type, sex and province. An orphan is defined as a child under the age of 18 years whose mother, father or both biological parents have died. Manicaland province recorded the highest number of double orphans, single orphans (maternal and paternal) and vulnerable children who are not orphans.

Table 73: Number of ECD OVC by Type, Sex and Province

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Bulawayo	80	67	147	96	110	206	92	90	182	225	216	441
Harare	82	126	208	205	209	414	192	223	415	278	263	541
Manicaland	1289	1311	2600	1980	1980	3960	2070	2169	4239	3999	3919	7918
Mashonaland Central	665	717	1382	884	870	1754	957	883	1840	1701	1690	3391
Mashonaland East	591	651	1242	1008	1013	2021	1126	1088	2214	2009	1932	3941
Mashonaland West	746	715	1461	1017	990	2007	1025	976	2001	1995	1985	3980
Masvingo	1087	1067	2154	1698	1680	3378	1733	1706	3439	3196	2945	6141
Matabeleland North	445	437	882	812	782	1594	790	762	1552	2289	2460	4749
Matabeleland South	436	451	887	768	753	1521	716	754	1470	1905	1835	3740
Midlands	1060	1058	2118	1428	1406	2834	1357	1355	2712	2425	2478	4903
Total	6481	6600	13081	9896	9793	19689	10058	10006	20064	20022	19723	39745

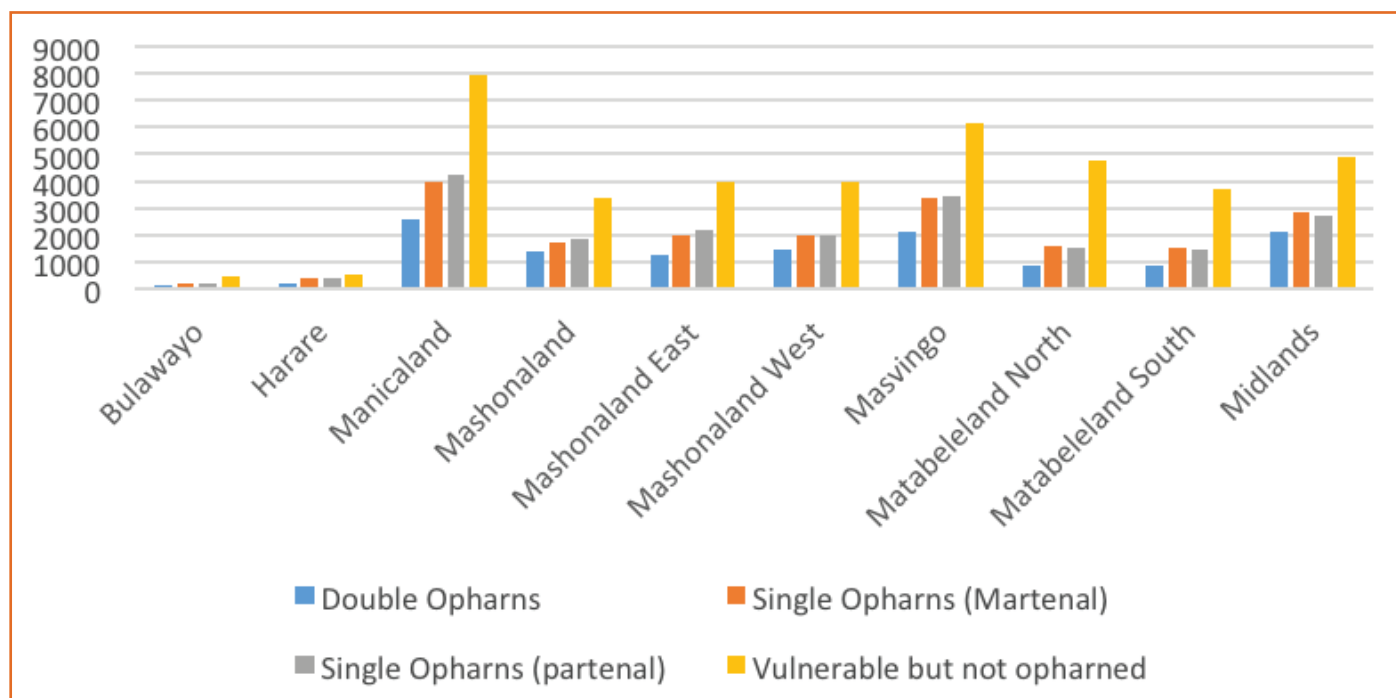


Figure 54: Distribution of ECD OVC by Type, and Province

Figure 54 above shows the distribution of ECD OVC by type and province. There are more vulnerable children but not orphaned in all the ten provinces.

Table 74: Number of Primary school OVC by OVC Type, Sex and Province

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Bulawayo	1275	1393	2668	2061	2163	4224	3029	3286	6315	2886	2891	5777
Harare	2570	2912	5482	4367	4665	9032	5886	5926	11812	4625	5070	9695
Manicaland	10127	9915	20042	12031	12215	24246	18085	17675	35760	18769	18669	37438
Mashonaland Central	6148	5885	12033	6921	6834	13755	10197	10138	20335	9850	9880	19730
Mashonaland East	7063	6742	13805	8654	8355	17009	12712	12281	24993	10800	10487	21287
Mashonaland West	8058	7927	15985	9293	9237	18530	12758	12792	25550	13284	13143	26427
Masvingo	8759	8859	17618	11031	10705	21736	14769	14616	29385	13863	13466	27329
Matabeleland North	4054	3893	7947	5335	5254	10589	7750	7806	15556	11520	11302	22822
Matabeleland South	3544	3511	7055	4773	5023	9796	6417	6314	12731	9516	8954	18470
Midlands	8068	7968	16036	9909	9792	19701	12767	12519	25286	13879	13826	27705
Total	59666	59005	118671	74375	74243	148618	104370	103353	207723	108992	107688	216680

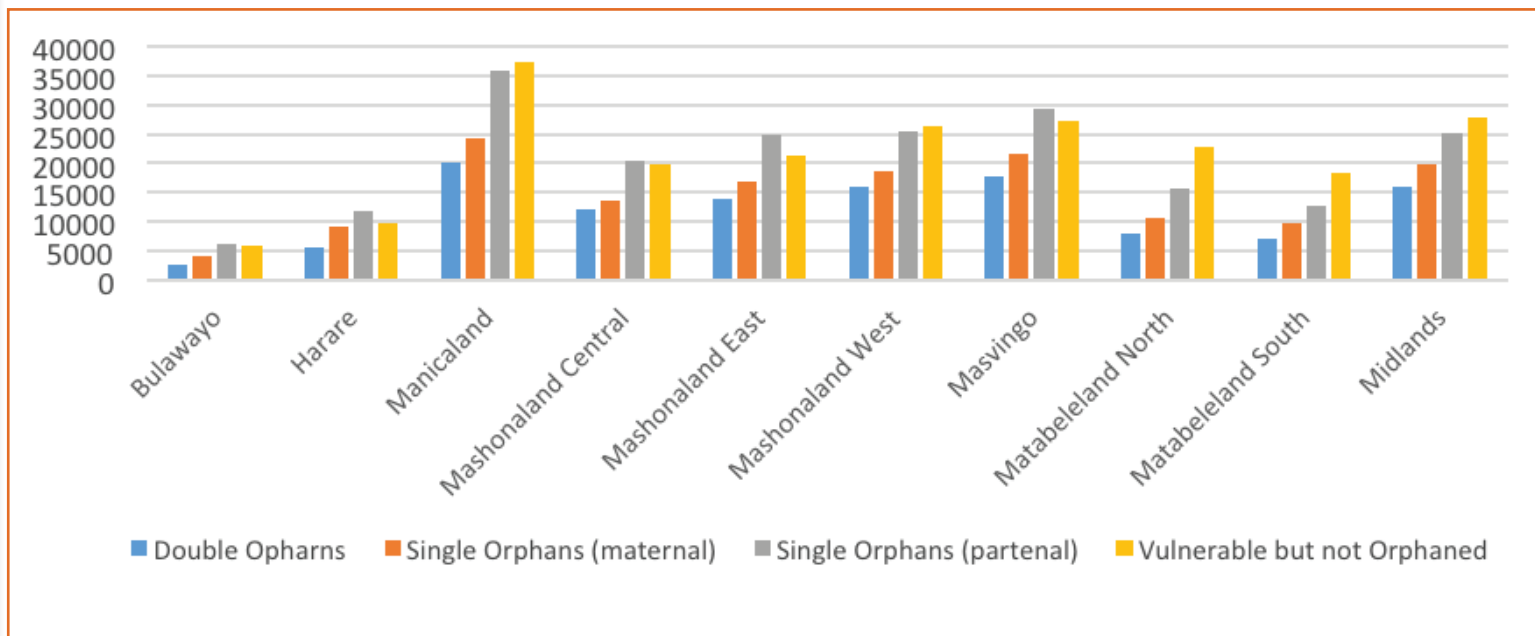


Figure 55: Distribution of Primary School OVC by Type and Province

Figure 55 across shows the distribution of primary school OVCs by type and province. Manicaland province has the highest number of orphans and vulnerable children.

Table 75: Number of Secondary School OVC by Type, Sex and Province

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (parental)			Vulnerable but not Orphaned		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Bulawayo	1208	1451	2659	1400	1853	3253	2013	2535	4548	1159	1400	2559
Harare	2093	2253	4346	2502	2577	5079	3430	3521	6951	1684	1567	3251
Manicaland	5735	5489	11224	6245	6267	12512	7788	7798	15586	5745	5646	11391
Mashonaland Central	2959	2969	5928	3135	3217	6352	3859	3917	7776	3284	3348	6632
Mashonaland East	4759	4638	9397	4974	4924	9898	6429	6629	13058	3906	4042	7948
Mashonaland West	4397	4047	8444	4881	4483	9364	5700	5609	11309	4451	4377	8828
Masvingo	6015	5054	11069	5215	5439	10654	6887	6905	13792	4143	4244	8387
Matabeleland North	1790	2207	3997	2013	2464	4477	2816	3550	6366	2636	3140	5776
Matabeleland South	1887	2161	4048	2217	2704	4921	2527	3267	5794	2263	2750	5013
Midlands	4582	4848	9430	5143	5606	10749	5632	6044	11676	4588	5159	9747
Total	35425	35117	70542	37725	39534	77259	47081	49775	96856	33859	35673	69532

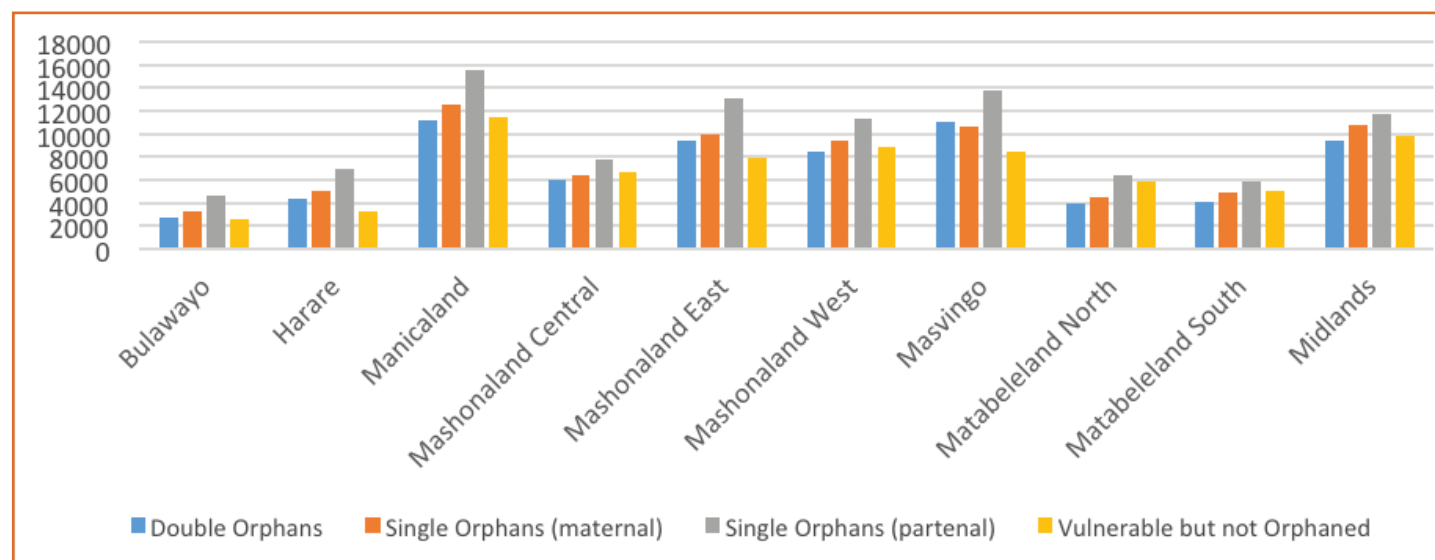


Figure 56: Distribution of Secondary School OVC by Type and Province

Figure 56 across and (Table 25, on the next page) shows the distribution of secondary school OVCs by type and province. Paternal single orphans are dominating in all the 10 provinces

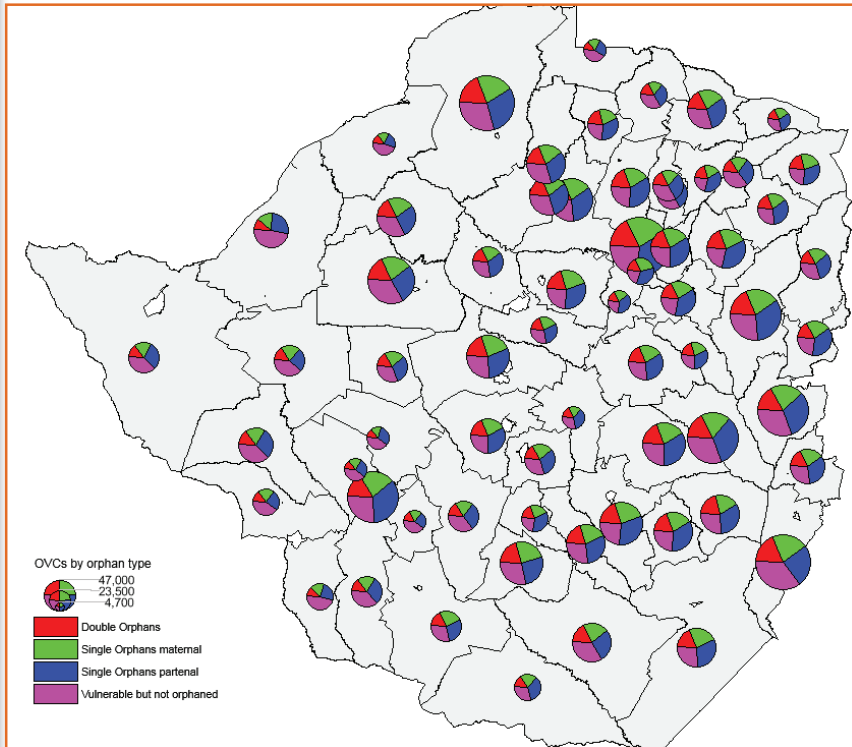


Figure 57: Distribution of OVC by Type Sex and District

The two urban provinces Harare and Bulawayo have more OVC.

6.3 NUMBER OF OVC BY IMPAIRMENTS

Figure 58 below shows the percentage distribution of enrolments by impairments. Most of the children with impairments have speech and hearing problems (27%) followed by those mentally challenged (21%).

Table 76: Enrolments by Impairments

Impairment	M	F	Total
Physical mobility	2950	2292	5242
Visual and blind	2901	2555	5456
Mental	4236	3123	7359
Speech and hearing	5427	3999	9426
Albinism	543	532	1075
Multi special needs	1438	1042	2480
Other	2089	1607	3696
Grand Total	19584	15150	34734

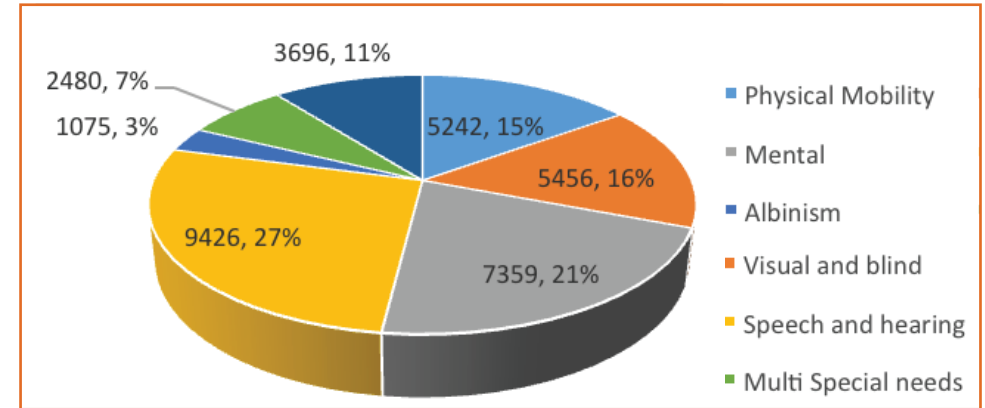


Figure 58: Distribution and Percentage Distribution of Enrolments by Impairments

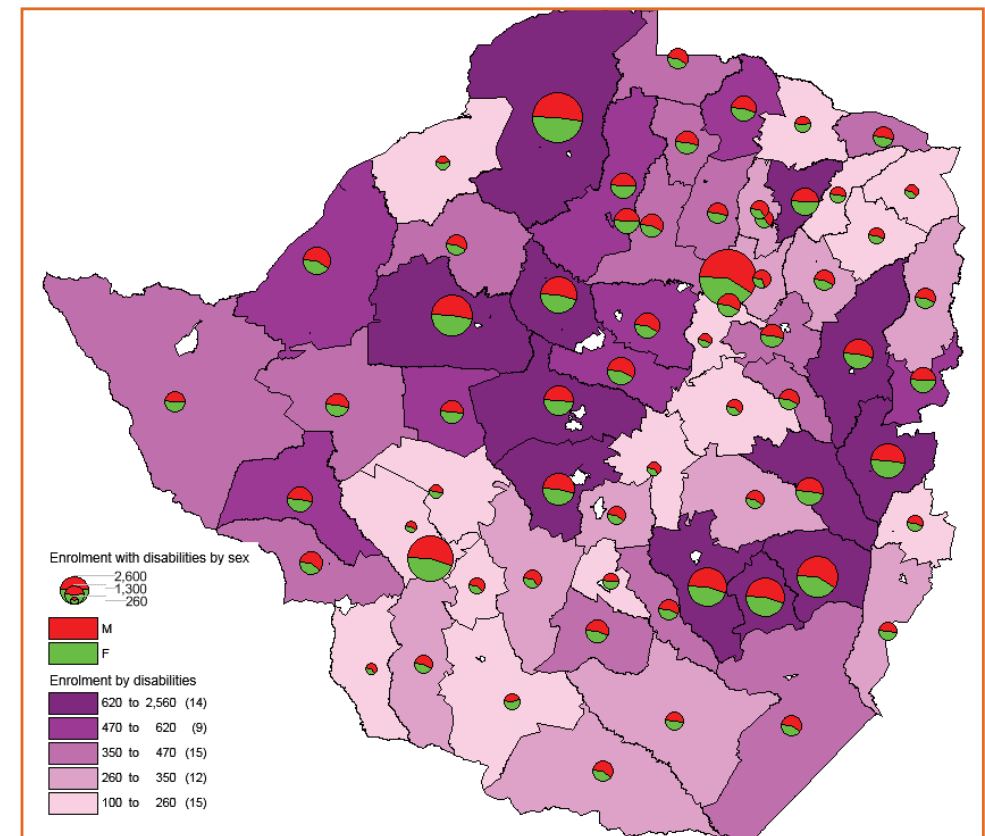


Figure 59: Distribution of Enrolments with Disabilities by District

Table 77: Enrolments by Impairments, Sex and Province

Province	Physical Mobility			Visual and blind			Mental			Speech and hearing			Albinism			Multi Special needs			Other			Grand Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	122	122	244	134	122	256	255	167	422	197	170	367	18	19	37	150	106	256	122	89	211	1793
Harare	215	169	384	202	217	419	391	263	654	422	291	713	51	56	107	275	120	395	220	116	336	3008
Manicaland	285	236	521	250	236	486	518	424	942	672	516	1188	92	99	191	111	113	224	92	97	189	3741
Mashonaland Central	227	189	416	301	277	578	304	242	546	743	555	1298	41	26	67	117	115	232	160	107	267	3404
Mashonaland East	228	124	352	206	174	380	394	263	657	392	262	654	52	33	85	79	64	143	136	110	246	2517
Mashonaland West	841	712	1553	432	392	824	463	360	823	688	535	1223	42	48	90	226	164	390	312	252	564	5467
Masvingo	353	254	607	677	522	1199	830	628	1458	826	554	1380	98	118	216	142	78	220	190	158	348	5428
Matabeleland North	203	158	361	249	216	465	313	219	532	484	373	857	38	36	74	113	82	195	156	166	322	2806
Matabeleland South	142	92	234	153	119	272	268	170	438	338	212	550	28	22	50	95	75	170	149	91	240	1954
Midlands	334	236	570	297	280	577	500	387	887	665	531	1196	83	75	158	130	125	255	552	421	973	4616
Grand Total	2950	2292	5242	2901	2555	5456	4236	3123	7359	5427	3999	9426	543	532	1075	1438	1042	2480	2089	1607	3696	34734

6.4 ORPHANED AND VULNERABLE CHILDREN (OVC) AND BEAM

Table 78 below shows primary school percentage OVC on BEAM. On average, 13.40% of the total enrolment in primary school are covered under BEAM. There are 51.52% of orphans and vulnerable children who are on BEAM. Mashonaland East province has the highest percentage of 60.47% of children considered as OVC who are on BEAM and Bulawayo has the least percentage of 37.02%.

Table 78: Primary School, % OVC on BEAM

Province	Total on BEAM			% Learners on Beam	% OVC on BEAM		
	M	F	Total		M	F	Total
Bulawayo	3381	3646	7027	6.68%	36.55%	37.46%	37.02%
Harare	7313	8132	15445	6.03%	41.91%	43.78%	42.88%
Manicaland	30396	31788	62184	14.94%	51.51%	54.36%	52.93%
Mashonaland Central	19740	19487	39227	15.83%	59.61%	59.53%	59.57%
Mashonaland East	23117	23500	46617	16.19%	58.93%	62.06%	60.47%
Mashonaland West	22436	22165	44601	14.13%	51.70%	51.43%	51.57%
Masvingo	22777	23095	45872	13.09%	47.04%	48.47%	47.75%
Matabeleland North	14390	14406	28796	16.10%	50.21%	50.99%	50.60%
Matabeleland South	9766	9767	19533	13.23%	40.27%	41.03%	40.65%
Midlands	23548	23532	47080	13.35%	52.77%	53.35%	53.06%
Grand Total	176864	179518	356382	13.40%	50.91%	52.14%	51.52%

Table 79 below shows primary school BEAM claims outstanding and paid. There are only 3.32% of learners who have their claim still outstanding out of the total learners who are paid by BEAM. Harare province has the highest proportion of children with claims of 8.77% still outstanding whilst Mashonaland East and Mashonaland West provinces have the least number of 1.36% and 1.47% respectively of learners who were not paid by BEAM.

Table 79: Primary School, BEAM Claims Outstanding and Paid

Province	Claim Still outstanding			Paid by BEAM			% Claim Outstanding
	M	F	Total	M	F	Total	
Bulawayo	160	170	330	3221	3476	6697	4.70%
Harare	676	678	1354	6637	7454	14091	8.77%
Manicaland	1537	1369	2906	28859	30419	59278	4.67%
Mashonaland Central	439	413	852	19301	19074	38375	2.17%
Mashonaland East	325	307	632	22792	23193	45985	1.36%
Mashonaland West	326	328	654	22110	21837	43947	1.47%
Masvingo	733	754	1487	22044	22341	44385	3.24%
Matabeleland North	552	530	1082	13838	13876	27714	3.76%
Matabeleland South	222	231	453	9544	9536	19080	2.32%
Midlands	1017	1061	2078	22531	22471	45002	4.41%
Grand Total	5987	5841	11828	170877	173677	344554	3.32%

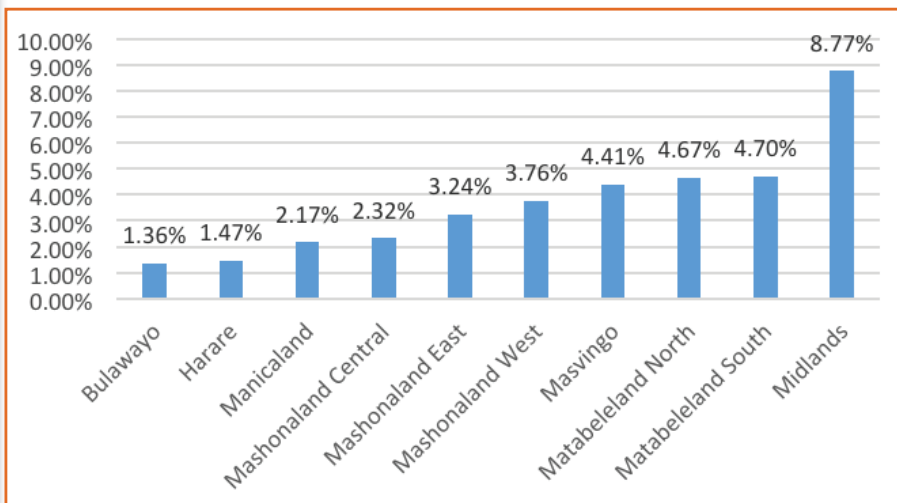


Figure 60: Primary School BEAM, % Claims Outstanding by Province

Table 80 below shows secondary school percentage OVC on BEAM. On average, there are 15.09% of the total number of secondary school children who are on BEAM. There are 47.04% of the total number considered OVC who are on BEAM. Mashonaland Central province has the highest percentage of 58.92% of children considered OVC who are on BEAM whereas Bulawayo province has the least percentage of 29.26%.

Table 80: Secondary School, % OVC on BEAM

Province	Total on BEAM			% Learners on BEAM	% OVC on BEAM		
	M	F	Total		M	F	Total
Bulawayo	1717	2093	3810	7.30%	29.71%	28.91%	29.26%
Harare	2950	3116	6066	6.31%	30.38%	31.42%	30.91%
Manicaland	12996	12001	24997	16.37%	50.94%	47.62%	49.29%
Mashonaland Central	8685	7040	15725	20.51%	65.61%	52.34%	58.92%
Mashonaland East	11411	9296	20707	17.07%	56.86%	45.94%	51.38%
Mashonaland West	10466	8729	19195	16.86%	53.87%	47.14%	50.59%
Masvingo	9716	9759	19475	14.93%	43.65%	45.09%	44.36%
Matabeleland North	4353	5090	9443	17.56%	47.03%	44.80%	45.80%
Matabeleland South	3774	4477	8251	15.12%	42.43%	41.14%	41.72%
Midlands	10300	9834	20134	15.74%	51.64%	45.41%	48.40%
Grand Total	76368	71435	147803	15.09%	49.56%	44.62%	47.04%

Table 81 below shows secondary school BEAM claims outstanding and paid. More than 40% of learners who are on BEAM have claims still outstanding in all the provinces.

Table 81: Secondary School BEAM, Claims Outstanding and Paid

Province	Claim Still outstanding			Paid by BEAM			% Claim Outstanding
	M	F	Total	M	F	Total	
Bulawayo	689	898	1587	1028	1195	2223	41.65%
Harare	1227	1332	2559	1723	1784	3507	42.19%
Manicaland	6356	5710	12066	6640	6291	12931	48.27%
Mashonaland Central	4122	3352	7474	4563	3688	8251	47.53%
Mashonaland East	5784	4749	10533	5627	4547	10174	50.87%
Mashonaland West	5658	4846	10504	4808	3883	8691	54.72%
Masvingo	4536	4629	9165	5180	5130	10310	47.06%
Matabeleland North	1779	2044	3823	2574	3046	5620	40.49%
Matabeleland South	1736	2046	3782	2038	2431	4469	45.84%
Midlands	4425	4158	8583	5875	5676	11551	42.63%
Grand Total	36312	33764	70076	40056	37671	77727	47.41%

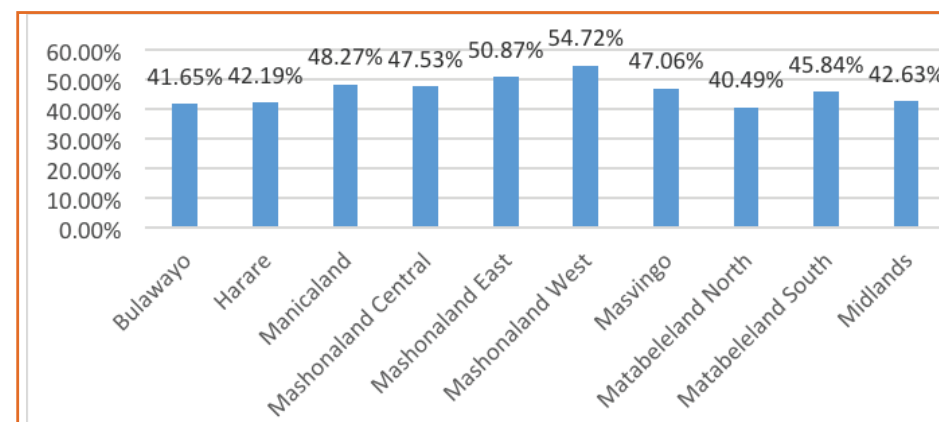


Figure 61: Secondary School BEAM, % Claims Outstanding by Province

CHAPTER 7: TEACHING STAFF

According to the ministry's Learner Teacher Ratio (LTR) policy, ECD learner to teacher ratio is 1:20, primary school learner to teacher ratio is 1:40, lower secondary Forms 1 to 2 learner to teacher ratio is 1:33, Forms 3-4 is 1:30 and upper secondary school learner to teacher ratio is 1:20.

7.1 TEACHER TRENDS

Table and figures below show the number of primary and secondary school teachers, from the year 1999 to 2014. There was a general increase in number of primary and secondary school teachers of 57,556 in 1999 to 74,129 in 2014 and of 30,103 in 1999 to 43,361 in 2014 respectively. Learner teacher ratios were below the defined benchmarks.

Table 82: Primary and Secondary Teachers LTR 1999-2014

Year	Primary				Secondary			
	Teachers		LTR		Teachers		LTR	
	Total Teachers	Trained Teachers	All	Trained	Total Teachers	Trained Teachers	All	Trained
1999	57,556	54,230	42	45	30,103	29,737	27	28
2000	63,499	56,688	38	43	31,637	30,758	27	27
2001	63,452	58,593	39	42	32,443	31,712	26	27
2002	64,309	59,417	39	42	32,908	31,648	26	27
2003	64,801	58,907	38	42	32,994	30,816	26	28
2004	65,548	59,755	38	41	34,809	31,719	24	27
2005	65,585	60,630	38	41	35,321	32,222	24	27
2006	65,098	62,914	38	39	34,992	32,165	24	26
2009	67,115		37		34,854		22	
2012	73,160	65,547	36	41	41,272	29,687	23	32
2013	73,148	62,807	36	42	42,585	31,066	22	31
2014	74,129	66,092	36	40	43,361	32,171	23	30

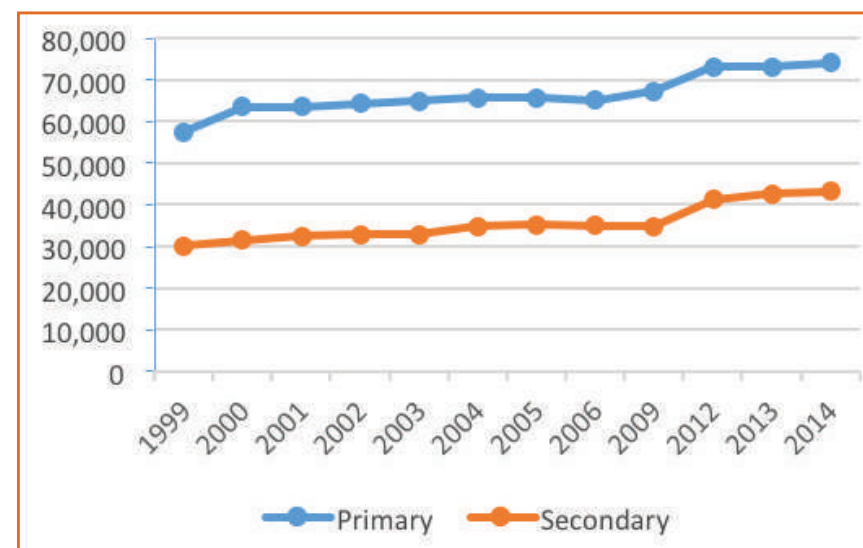


Figure 62: Number of Primary and Secondary School Teachers

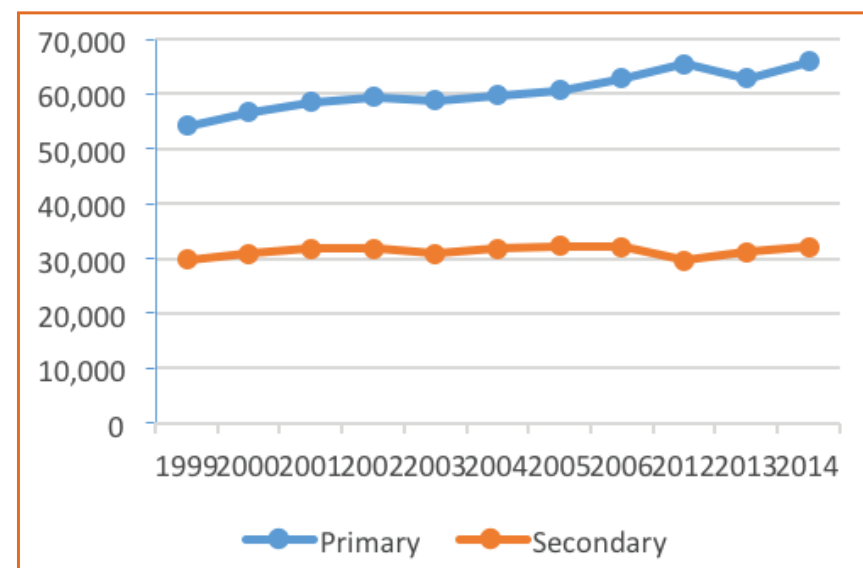


Figure 63: Number of Trained Primary and Secondary School Teachers

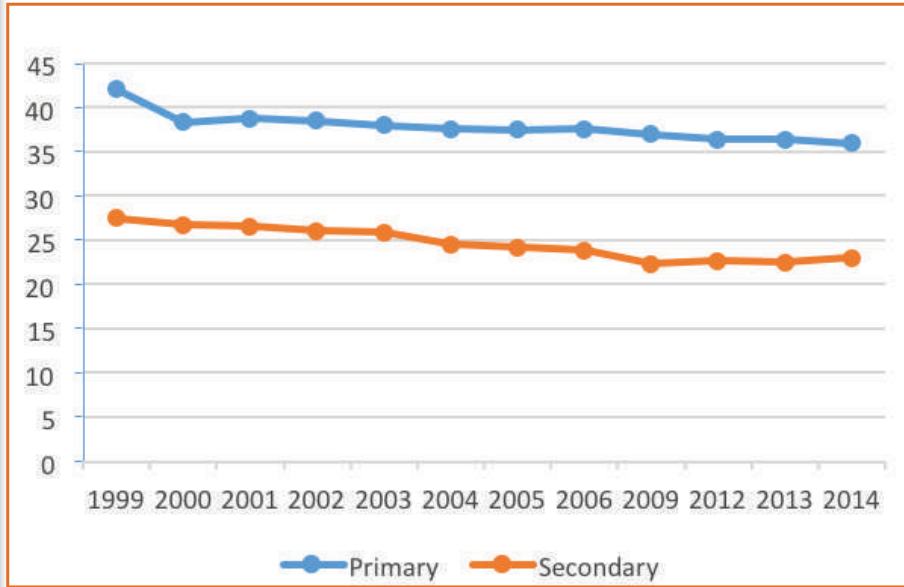


Figure 64: Learner to Teacher Ratios for Primary and Secondary Schools

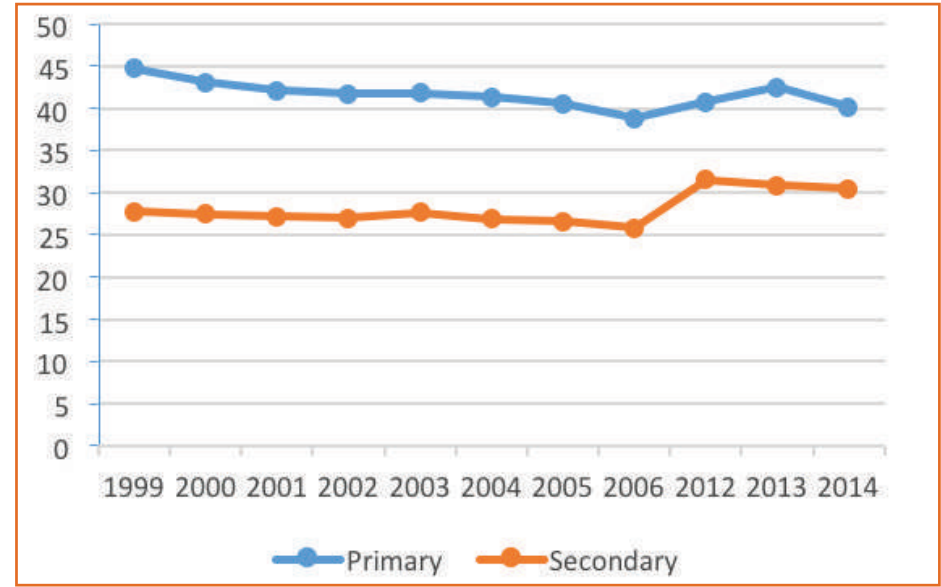


Figure 65: Learner to Qualified Teacher Ratios for Primary and Secondary Schools

Table 83 below shows number of teachers by qualification status, level and province. ECD level has the highest percentage of untrained teachers. Therefore, it has a negative effect on the readiness of children to primary level.

Table 83: Number of Teachers by Qualification Status, Level and Province

Province	ECD			Primary			Secondary		
	Trained to teach	Untrained	% Untrained	Trained to teach	Untrained	% Untrained	Trained to teach	Untrained	% Untrained
Bulawayo	271	193	41.59%	2965	205	6.47%	1927	548	22.14%
Harare	612	165	21.24%	6133	432	6.58%	3390	848	20.01%
Manicaland	633	1422	69.20%	11264	577	4.87%	5903	1182	16.68%
Mashonaland Central	174	899	83.78%	5097	1333	20.73%	2000	1166	36.83%
Mashonaland East	488	967	66.46%	7245	650	8.23%	3609	1555	30.11%
Mashonaland West	334	805	70.68%	7310	1125	13.34%	3370	1469	30.36%
Masvingo	654	988	60.17%	10117	352	3.36%	4289	1548	26.52%
Matabeleland North	104	958	90.21%	3023	1936	39.04%	1815	833	31.46%
Matabeleland South	91	885	90.68%	3651	401	9.90%	1713	538	23.90%
Midlands	599	882	59.55%	9287	1026	9.95%	4155	1503	26.56%
Grand Total	3960	8164	67.34%	66092	8037	10.84%	32171	11190	25.81%

7.2 ECD TEACHERS

ECD trained teachers are higher in urban areas (68.34%) than in rural areas (25.99%) as shown in table 84 below.

Table 84: Number of ECD Teachers by Location, Qualification Status and Sex

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Rural	508	2146	2654	329	7230	7559	837	9376	10213	60.69%	22.89%	25.99%
Urban	116	1190	1306	33	572	605	149	1762	1911	77.85%	67.54%	68.34%
Grand Total	624	3336	3960	362	7802	8164	986	11138	12124	63.29%	29.95%	32.66%

Table 85: ECD teachers by Qualification Status and School Type

Classification	Trained to teach	Untrained to teach	Grand Total	% Total	Learners	PTR	P to QTR
Government	670	254	924	72.51%	25810	27	39
Non-Government	3290	7910	11200	29.38%	402016	35	122
Grand Total	3960	8164	12124	32.66%	427826	35	108

Table 85 on the previous page, shows that on average one ECD teacher is teaching almost 36 learners whereas one trained teacher teaches 108 learners. In government schools one trained teacher is teaching less than 39 learners and in non-government schools one teacher is teaching more than 108 learners.

Table 86: Number of ECD Teachers by Qualification and Sex

Qualification	M	F	Grand Total	% Total	% Female
Diploma or Certificate in Education	552	3066	3618	29.84%	84.74%
Graduate with teaching qualification	72	270	342	2.82%	78.95%
ECD Para Professional	208	5772	5980	49.32%	96.52%
Graduate without teaching qualification	42	92	134	1.11%	68.66%
Non-Teaching Degree	103	1781	1884	15.54%	94.53%
Other Untrained	9	157	166	1.37%	94.58%
Grand Total	986	11138	12124	100.00%	91.87%

Table 86 above shows the number of ECD teachers by qualification and sex. Almost, 50% of ECD teachers are para professionals and only 29.84% have a teaching diploma or certificate.

Table 87: Number of ECD Teachers by Province, Qualification Status and Sex

Province	Trained to teach			Untrained to teach			Grand Total			% Trained to teach	% female
	M	F	Total	M	F	Total	M	F	Total		
Bulawayo	18	253	271	7	186	193	25	439	464	58.41%	94.61%
Harare	62	550	612	10	155	165	72	705	777	78.76%	90.73%
Manicaland	109	524	633	37	1385	1422	146	1909	2055	30.80%	92.90%
Mashonaland Central	37	137	174	39	860	899	76	997	1073	16.22%	92.92%
Mashonaland East	88	400	488	35	932	967	123	1332	1455	33.54%	91.55%
Mashonaland West	57	277	334	66	739	805	123	1016	1139	29.32%	89.20%
Masvingo	116	538	654	51	937	988	167	1475	1642	39.83%	89.83%
Matabeleland North	19	85	104	38	920	958	57	1005	1062	9.79%	94.63%
Matabeleland South	7	84	91	21	864	885	28	948	976	9.32%	97.13%
Midlands	111	488	599	58	824	882	169	1312	1481	40.45%	88.59%
Total	624	3336	3960	362	7802	8164	986	11138	12124	32.66%	91.87%

Table 87 above shows the number of ECD teachers by province, qualification status and sex. In all the provinces, the percentage of trained ECD teachers increased from the previous year with Harare recording a sharp increase from almost 58% in 2013 to almost 79% in 2014. The central part of the country has the least number of untrained ECD teachers. The highest percentages of untrained ECD teachers are in 12 districts as shown in figure 66 above.

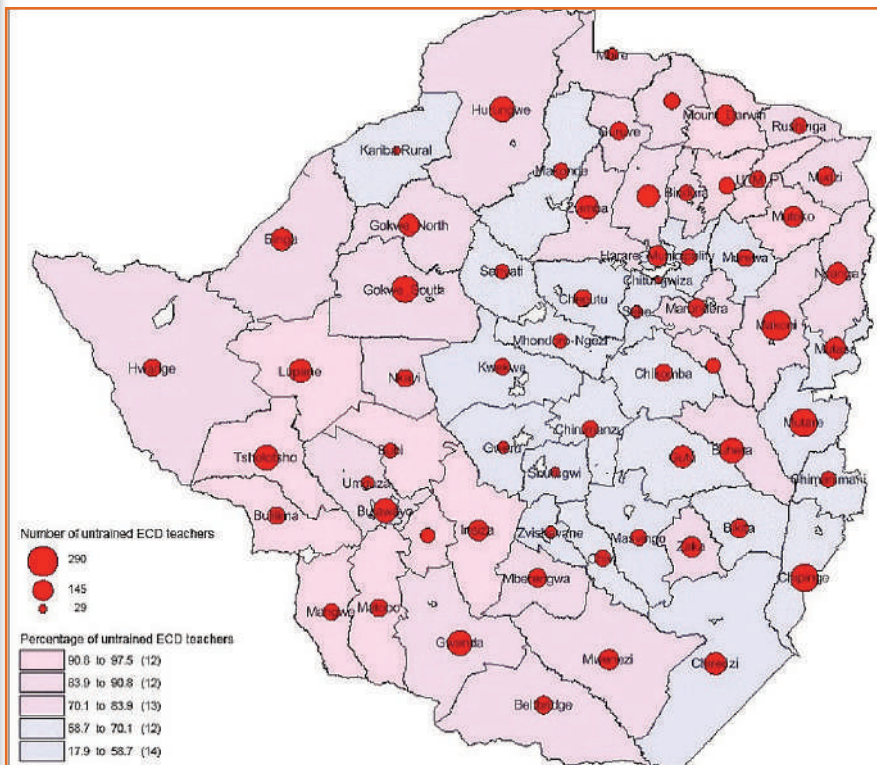


Figure 66: Distribution of Untrained ECD Teachers by District

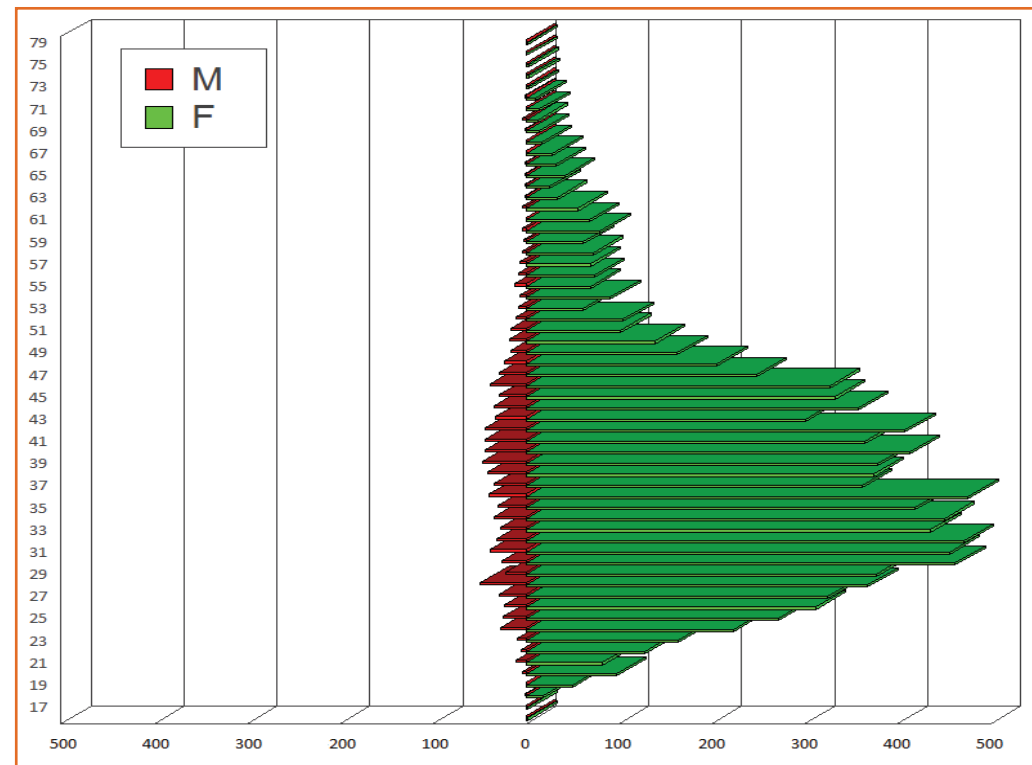


Figure 67: ECD Teacher Distribution by Age and Sex

The majority of ECD teachers are between the age range 25 and 50 years with most of them being females as depicted in the graph 67 above.

7.3 ECD LEARNER -TEACHER RATIOS

Table 88 below shows ECD learner to teacher ratios by location. Trained teacher to learner ratio is very high in rural areas, 1:140 as compared to urban areas which is at 1:41 which is above the recommended LTR of 1:20. This may impact negatively on the performance of ECD learners. The total number of qualified ECD teachers manning the 427,826 learners is 3,960 out of the expected 21,391.

Table 88: ECD Learner to Teacher Ratios by Location

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	2654	10213	373652	36	140
Urban	1306	1911	54174	28	41
Grand Total	3960	12124	427826	35	108

Table 89: ECD Teachers and Enrolments by School and Grand Classification

		Total Learners	Total Teachers	LTR
Government	P1	8145	317	26
	P2	16155	558	29
	P3	1510	49	31
	Total	25810	924	28
Non-Government	P1	5215	225	23
	P2	28433	913	31
	P3	368368	10062	37
	Total	402016	11200	36
Grand Total		427826	12124	35

In government schools an ECD teacher is teaching an average of 28 learners whereas a teacher in a non-government school would be teaching 36 learners as shown in table 89 to the left. P3 schools in both government and non-government schools have the highest number of learners per teacher.

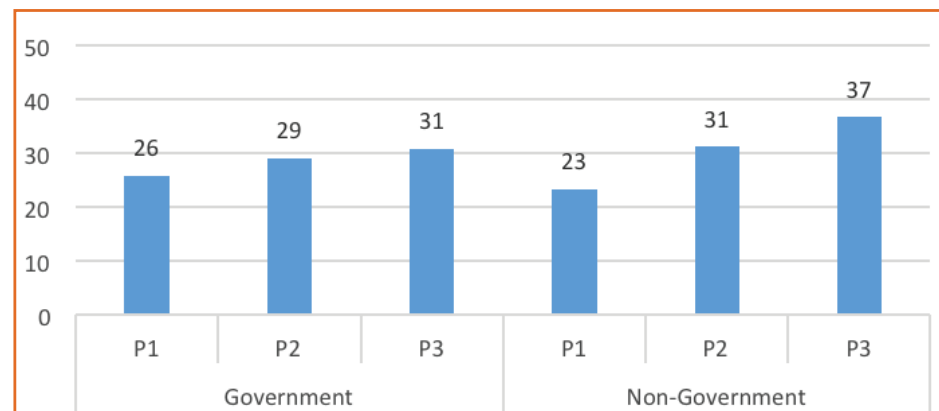


Figure 68: ECD Learner to Teacher Ratio by School and Grant Classification

Table 90: ECD Teachers by Province, Qualification Status and Learner to Teacher Ratio

Province	Trained to teach	Total Teachers	Number of ECD learners	LTR	LQTR
Bulawayo	271	464	10483	23	39
Harare	612	777	19688	25	32
Manicaland	633	2055	80003	39	126
Mashonaland Central	174	1073	41200	38	237
Mashonaland East	488	1455	46727	32	96
Mashonaland West	334	1139	43570	38	130
Masvingo	654	1642	69510	42	106
Matabeleland North	104	1062	33879	32	326
Matabeleland South	91	976	30679	31	337
Midlands	599	1481	52087	35	87
Grand Total	3960	12124	427826	35	108

Matabeleland North and South provinces have more than 300 learners per qualified teacher as compared to Harare and Bulawayo with less than 40 learners per qualified teacher.

Table 91: Number of ECD Teachers by Teaching Experience and Sex

Experience	M	F	Grand Total	%of Total
Less than one year	281	2872	3153	26.01%
1 years	106	1388	1494	12.32%
2 years	66	1146	1212	10.00%
3 years	71	1025	1096	9.04%
4 years	93	1016	1109	9.15%
5 years	83	775	858	7.08%
6 years	52	477	529	4.36%
7 years	29	277	306	2.52%
8 years	11	253	264	2.18%
9 years	20	266	286	2.36%
10 years and above	172	1625	1797	14.82%
Error data	2	18	20	0.16%
Grand Total	986	11138	12124	100.00%

Of all the ECD teachers only 26.01% have less than one year teaching experience as shown in table 91 above.

7.4 PRIMARY SCHOOL TEACHERS

Table 92: Primary School Teachers by Location, Qualification Status and Sex

Location	Trained to teach			Untrained to teach			Total Teachers			Percentage Trained		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Rural	25011	25891	50902	3568	3470	7038	28579	29361	57940	87.52%	88.18%	87.85%
Urban	3152	12038	15190	330	669	999	3482	12707	16189	90.52%	94.74%	93.83%
Grand Total	28163	37929	66092	3898	4139	8037	32061	42068	74129	87.84%	90.16%	89.16%

Table 92 above shows primary school teachers by location, qualification status and sex. On average, 89.16 % of primary school teachers are qualified to teach. In rural areas 87.85% are trained whereas in urban areas 93.83% are trained.

Table 93: Number of Primary School Teachers by Qualification and Sex

Qualification	M	F	Grand Total	% Total	% Female
Diploma or Certificate in Education	23630	33185	56815	76.64%	58.41%
Graduate with teaching qualification	4533	4744	9277	12.51%	51.14%
Graduate without teaching qualification	1188	1127	2315	3.12%	48.68%
Non-Teaching Degree	2293	2489	4782	6.45%	52.05%
Other Untrained	417	523	940	1.27%	55.64%
Grand Total	32061	42068	74129	100.00%	56.75%

Table 94: Number of Government Employed Teachers by Qualification, Type of Employment and Sex

Qualification	Contract employment			Permanent employment			Total Govt. employed		
	M	F	Total	M	F	Total	M	F	Total
Diploma or Certificate in Education	570	700	1270	22762	31927	54689	23332	32627	55959
Graduate with teaching qualification	99	102	201	4329	4421	8750	4428	4523	8951
Graduate without teaching qualification	624	571	1195	499	478	977	1123	1049	2172
Non-Teaching Degree	1735	1729	3464	400	518	918	2135	2247	4382
Other Untrained	221	221	442	152	228	380	373	449	822
Grand Total	3249	3323	6572	28142	37572	65714	31391	40895	72286

Table 95: Number of Primary School Teachers by Teaching Experience and Sex

Experience	M	F	Grand Total	% Total
Less than one year	3717	4719	8436	11.38%
1 year	1376	2206	3582	4.83%
2 years	710	1498	2208	2.98%
3 years	875	1829	2704	3.65%
4 years	1202	1953	3155	4.26%
5 years	1466	1817	3283	4.43%
6 years	1230	1704	2934	3.96%
7 years	1025	1347	2372	3.20%
8 years	1082	1759	2841	3.83%
9 years	2025	2633	4658	6.28%
10 years and above	17352	20599	37951	51.20%
Error data	1	4	5	0.01%
Grand Total	32061	42068	74129	100.00%

Of all the primary school teachers only 11.38% have less than one year teaching experience whilst 51.20% have more than 10 years teaching experience as shown in the table 95 above.

Table 96: Number of Primary School Teachers by Province, Qualification Status and Sex

Province	Trained to teach			Untrained			Grand Total			% Trained	% Female
	M	F	Total	M	F	Total	M	F	Total		
Bulawayo	399	2566	2965	62	143	205	461	2709	3170	93.53%	85.46%
Harare	1188	4945	6133	149	283	432	1337	5228	6565	93.42%	79.63%
Manicaland	5500	5764	11264	270	307	577	5770	6071	11841	95.13%	51.27%
Mashonaland Central	2635	2462	5097	810	523	1333	3445	2985	6430	79.27%	46.42%
Mashonaland East	3274	3971	7245	313	337	650	3587	4308	7895	91.77%	54.57%
Mashonaland West	3378	3932	7310	568	557	1125	3946	4489	8435	86.66%	53.22%
Masvingo	4872	5245	10117	172	180	352	5044	5425	10469	96.64%	51.82%
Matabeleland North	1337	1686	3023	920	1016	1936	2257	2702	4959	60.96%	54.49%
Matabeleland South	1496	2155	3651	154	247	401	1650	2402	4052	90.10%	59.28%
Midlands	4084	5203	9287	480	546	1026	4564	5749	10313	90.05%	55.75%
Grand Total	28163	37929	66092	3898	4139	8037	32061	42068	74129	89.16%	56.75%

Table 96 above shows the number of primary school teachers by province, qualification status and sex. Masvingo and Manicaland provinces have the highest number of qualified teachers of 96.64% and 95.13% respectively.

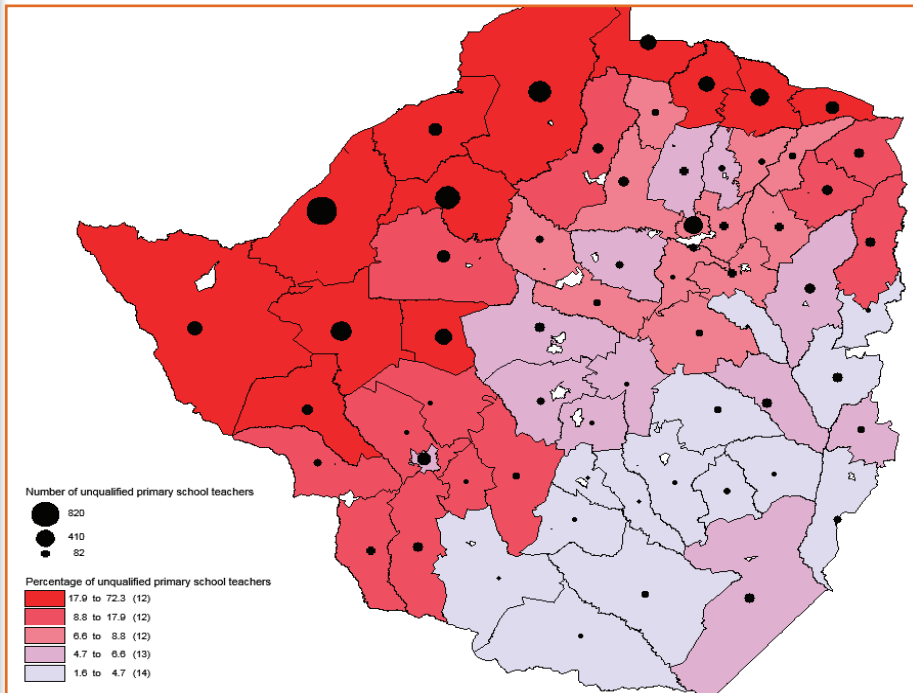


Figure 69: Distribution of Untrained Primary School Teachers by District

Figure 69 across shows the distribution of untrained primary school teachers. Binga has the highest number of untrained primary school teachers, 820. Generally, percentage of untrained primary school teachers are concentrated in the Northern region.

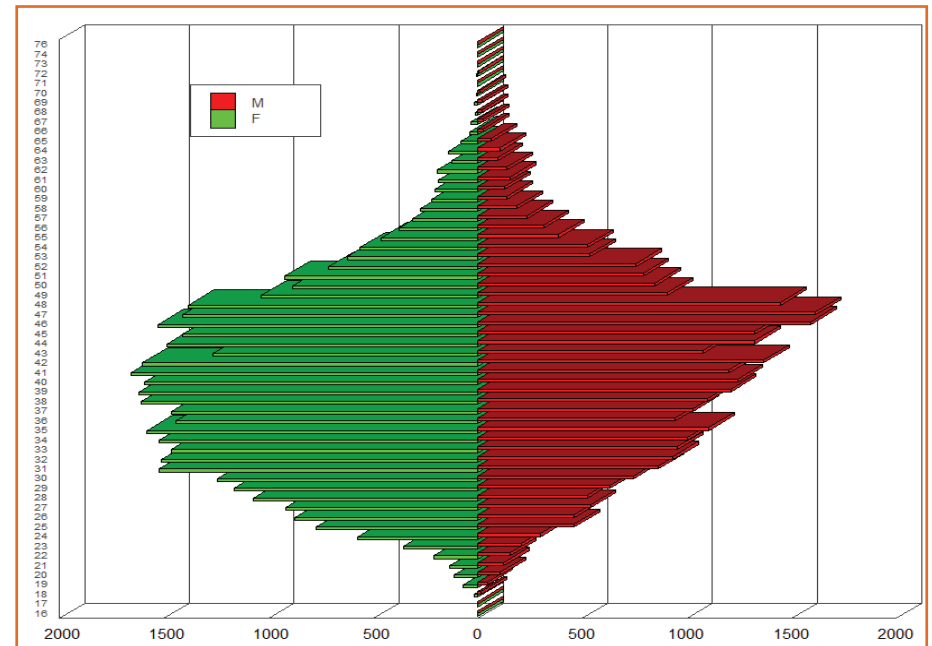


Figure 70: Primary School Teachers Distribution by Age and Sex

Ages of most teachers teaching in primary school are in the range 30 to 50 years.

Table 97: Primary Level Substantive Grade by Sex

Substantive grade	M	F	Grand Total	% Total	% Female
Head	2076	725	2801	3.25%	25.88%
Deputy Head	2086	996	3082	3.57%	32.32%
Senior Teacher	20481	30490	50971	59.09%	59.82%
Teacher	4083	7971	12054	13.98%	66.13%
Teacher in-Charge	486	1277	1763	2.04%	72.43%
Temporary	2115	2084	4199	4.87%	49.63%
Relief	1177	1662	2839	3.29%	58.54%
Learner teacher	4	4	8	0.01%	50.00%
ECD Para Professional	324	7631	7955	9.22%	95.93%
Other	59	110	169	0.20%	65.09%
No response	156	256	412	0.48%	62.14%
Grand Total	33047	53206	86253	100.00%	61.69%

Of the 5,863 primary schools, there were 2,801 substantive school heads of which 26% were females. There were also 3,082 substantive deputy heads of which 32% were females as shown in the table above.

7.5 PRIMARY SCHOOL LEARNER-TEACHER RATIOS

Table 98 below shows Primary Learner/Teacher ratio by location. Trained teacher to learner ratio is very high in rural areas, 1:41 as compared to urban areas which is at 1:39 against the recommended LTR of 1:40. The total number of qualified primary teachers manning the 2,658,690 learners is 66,092 out of the expected 66,467 which is ideal.

Table 98: Primary School Learner to Teacher Ratios by Location

Location	Trained to Teach	Total Teachers	Learners	LTR	L to QTR
Rural	50902	57940	2071058	36	41
Urban	15190	16189	587632	36	39
Grand Total	66092	74129	2658690	36	40

Table 99: Primary School Teachers by Qualification Status and Classification

Classification	Trained to Teach	Untrained to Teach	Total Teachers	% Trained	Learners	LPR	L to QTR
Government	7526	465	7991	94.18%	304356	38	40
Non-Government	58566	7572	66138	88.55%	2354334	36	40
Grand Total	66092	8037	74129	89.16%	2658690	36	40

Table 99 shows primary school teachers by qualification status and classification. Number of learner to teacher ratio has reached the benchmark of 1:40 in both government and non-government schools.

Table 100: Primary School Teachers by Province, Qualification Status and Teacher to Learner Ratio

Province	Trained to Teach	Total Teachers	Number of Primary Learners	LTR	L to QTR
Bulawayo	2965	3170	105255	33	36
Harare	6133	6565	256143	39	42
Manicaland	11264	11841	416271	35	37
Mashonaland Central	5097	6430	247872	39	49
Mashonaland East	7245	7895	287880	36	40
Mashonaland West	7310	8435	315547	37	43
Masvingo	10117	10469	350424	33	35
Matabeleland North	3023	4959	178898	36	59
Matabeleland South	3651	4052	147666	36	40
Midlands	9287	10313	352734	34	38
Grand Total	66092	74129	2658690	36	40

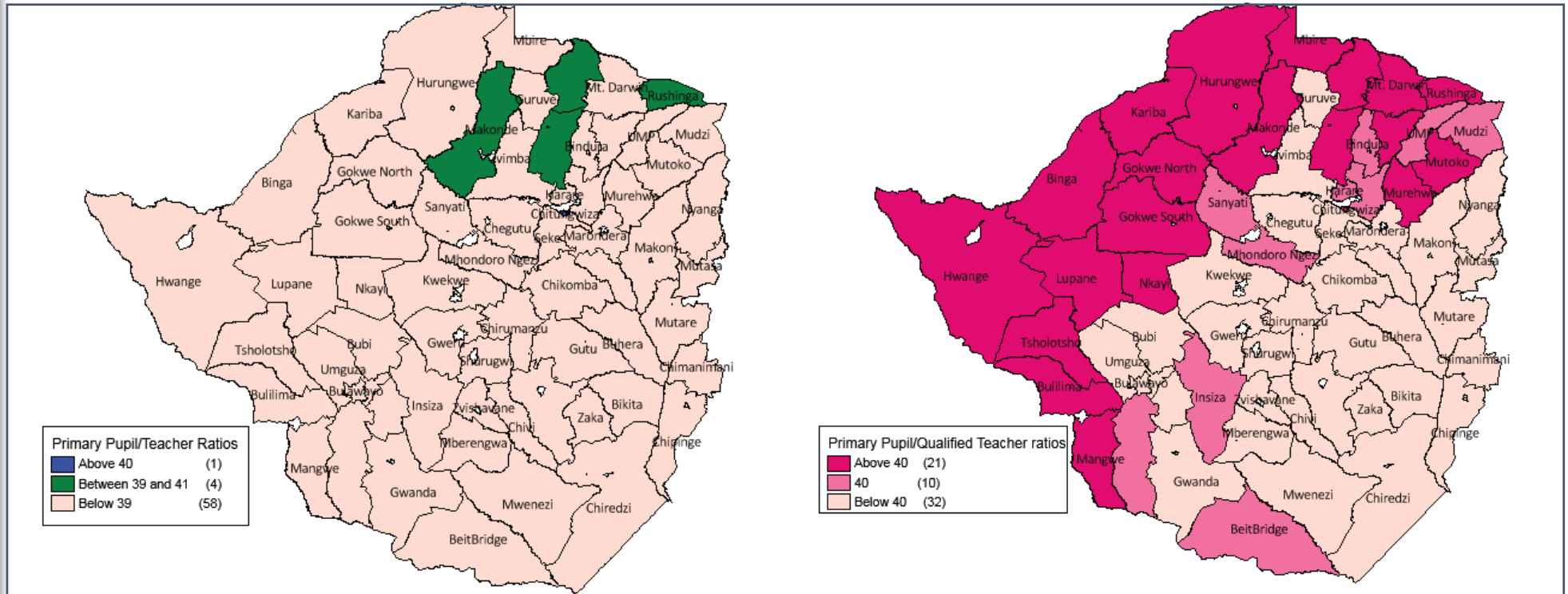


Figure 71: Distribution of Primary School Learner Teacher Ratios by District

58 districts have learner to teacher ratios below the benchmark of 40. Most of the districts (42) have learner to trained teacher ratios equal or below the national benchmark as shown in the figures above.

Table 101: Primary School Teachers Paid by Government and Learner to Teacher Ratios

Province	Trained to Teach	Untrained	Grand Total	Enrolment	PQTR	PTR
Bulawayo	2826	148	2974	105255	37	35
Harare	5654	290	5944	256143	45	43
Manicaland	11175	530	11705	416271	37	36
Mashonaland Central	5064	1292	6356	247872	49	39
Mashonaland East	7148	581	7729	287880	40	37
Mashonaland West	7173	1057	8230	315547	44	38
Masvingo	10053	304	10357	350424	35	34
Matabeleland North	2969	1871	4840	178898	60	37
Matabeleland South	3623	327	3950	147666	41	37
Midlands	9225	976	10201	352734	38	35
Grand Total	64910	7376	72286	2658690	41	37

Matabeleland North province has recorded the highest ratio of qualified teacher to learner

ratio of 1:60 and Masvingo province has the least ratio of 1:35 of primary teachers paid by government.

Table 102: Primary Teachers and Enrolments by School and Grand Classification

		Total Learners	Total Teachers	LTR
Government	P1	90685	2396	38
	P2	201476	5235	38
	P3	12195	360	34
	Total	304356	7991	38
Non-Government	P1	40064	1758	23
	P2	269580	7175	38
	P3	2044690	57205	36
	Total	2354334	66138	36
Grand Total		2658690	74129	36

On average, government schools have a higher PTR of 38 as compared to 36 of non-government schools as shown in the table 102 above.

7.6 SECONDARY SCHOOL TEACHERS

Table 103 below shows the number of secondary school qualified teachers by location and sex. On average percentage of qualified teachers is above 74%.

Table 103: Number of Secondary School Trained Teachers by Location and Sex

Location	Trained			Untrained			Total Teachers			Percentage Trained		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Rural	13401	9865	23266	5124	3699	8823	18525	13564	32089	72.34%	72.73%	72.50%
Urban	3409	5496	8905	1204	1163	2367	4613	6659	11272	73.90%	82.53%	79.00%
Grand Total	16810	15361	32171	6328	4862	11190	23138	20223	43361	72.65%	75.96%	74.19%

Table 104: Secondary School Teachers by Qualification and Sex

Qualification	M	F	Grand Total	% Total	% Female
Diploma or Certificate	10695	10906	21601	49.82%	50.49%
Graduate with Teaching Qualification	6115	4455	10570	24.38%	42.15%
Graduate without Teaching Qualification	5137	3957	9094	20.97%	43.51%
Other (Untrained)	1191	905	2096	4.83%	43.18%
Grand Total	23138	20223	43361	100.00%	46.64%

Table above shows the number of secondary school teachers by qualification and sex. 50.49% of teachers have diplomas or certificates and 42.15% graduated with teaching qualifications.

Table 105: Secondary School Government Employed Teachers by Qualification and Type of Employment

Qualification	Contract Employed			Permanent Employed			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Diploma or Certificate	219	167	386	10325	10552	20877	10544	10719	21263
Graduate with Teaching Qualification	89	53	142	5802	4130	9932	5891	4183	10074
Graduate without Teaching Qualification	426	370	796	4524	3398	7922	4950	3768	8718
Other (Untrained)	488	314	802	578	503	1081	1066	817	1883
Grand Total	1222	904	2126	21229	18583	39812	22451	19487	41938

Table 106: Number of Secondary School Teachers by Teaching Experience and Sex

Experience	M	F	Grand Total	% Total
less than one year	2032	1781	3813	8.79%
1 year	1755	1656	3411	7.87%
2 years	1943	1970	3913	9.02%
3 years	1370	1628	2998	6.91%
4 years	1312	1379	2691	6.21%
5 years	986	989	1975	4.55%
6 years	596	618	1214	2.80%
7 years	679	586	1265	2.92%
8 years	704	584	1288	2.97%
9 years	708	686	1394	3.21%
10 years and above	11033	8327	19360	44.65%
Error Data	19	19	38	0.09%
Grand Total	23137	20223	43360	100.00%

Table 106 above shows the number of secondary school teachers by teaching experience and sex. Only 8.79% have less than one year teaching experience and almost 45% have 10 years and above.

Table 107: Number of Secondary School Teachers by Province, Qualification Status and Sex

Province	Trained to Teach			Untrained to Teach			Total Teachers			% Trained	% Female
	M	F	Total	M	F	Total	M	F	Total		
Bulawayo	638	1289	1927	280	268	548	918	1557	2475	77.86%	62.91%
Harare	1148	2242	3390	382	466	848	1530	2708	4238	79.99%	63.90%
Manicaland	3259	2644	5903	736	446	1182	3995	3090	7085	83.32%	43.61%
Mashonaland Central	1160	840	2000	652	514	1166	1812	1354	3166	63.17%	42.77%
Mashonaland East	1921	1688	3609	880	675	1555	2801	2363	5164	69.89%	45.76%
Mashonaland West	1848	1522	3370	855	614	1469	2703	2136	4839	69.64%	44.14%
Masvingo	2699	1590	4289	891	657	1548	3590	2247	5837	73.48%	38.50%
Matabeleland North	951	864	1815	484	349	833	1435	1213	2648	68.54%	45.81%
Matabeleland South	886	827	1713	294	244	538	1180	1071	2251	76.10%	47.58%
Midlands	2300	1855	4155	874	629	1503	3174	2484	5658	73.44%	43.90%
Grand Total	16810	15361	32171	6328	4862	11190	23138	20223	43361	74.19%	46.64%

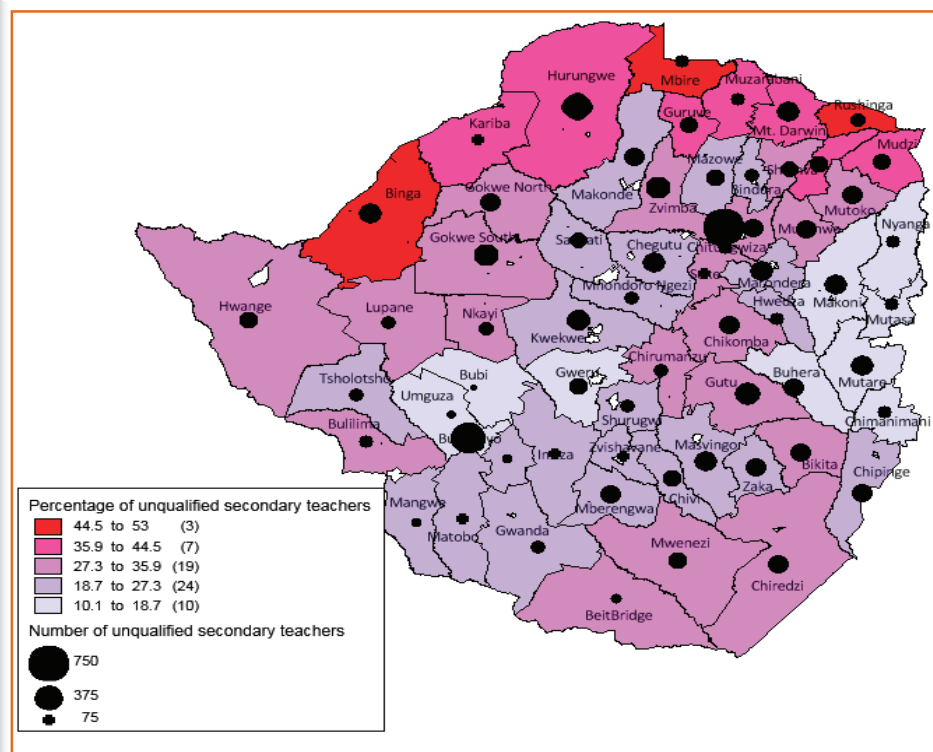


Figure 72: Distribution of Untrained Secondary Teachers by Districts

Binga, Mbire and Rushinga districts have the highest percentage of unqualified secondary school teachers as shown in the figure 72 above.

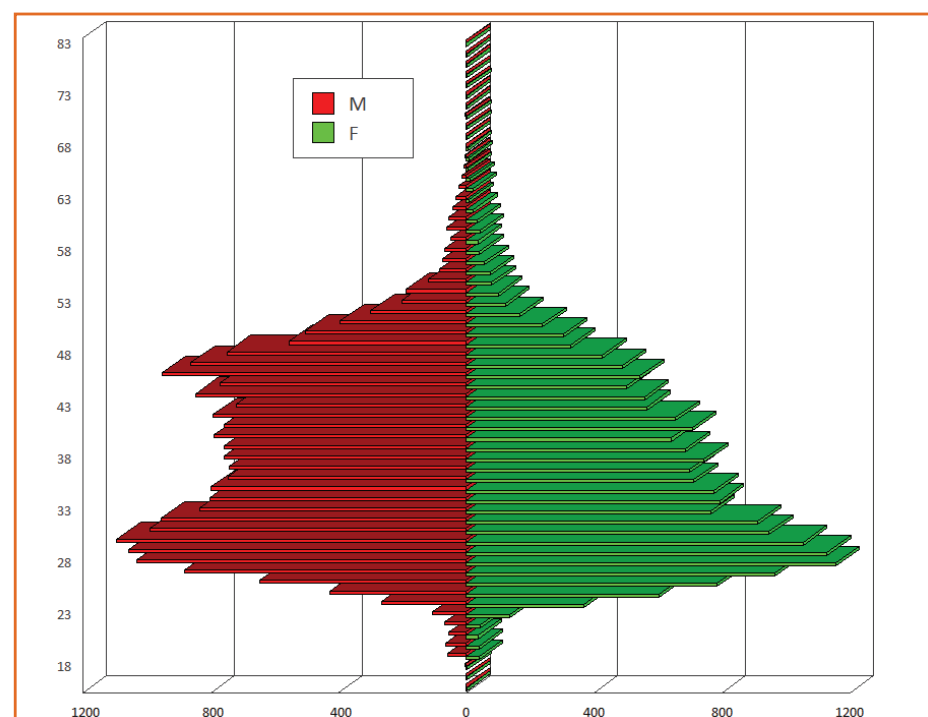


Figure 73: Distribution of Secondary School Teachers by Age and Sex

Figure 73 above depicts the distribution of secondary teachers by age and sex. Most of the secondary teachers are aged between 30 and 50 years with almost equal numbers of males and females.

Table 108: Secondary School Substantive Grade by Sex

Substantive grade	M	F	Grand Total	% Female
Head	858	168	1026	16.37%
Deputy Head	709	232	941	24.65%
Senior Teacher	13749	12333	26082	47.29%
Teacher	6101	6166	12267	50.26%
Teacher in-Charge	387	246	633	38.86%
Temporary	706	441	1147	38.45%
Relief	546	571	1117	51.12%
Learner Teacher	2	3	5	60.00%
Other	19	17	36	47.22%
No Response	61	46	107	42.99%
Grand Total	23138	20223	43361	46.64%

Of the 2,424 secondary schools there are 1,026 substantive head and 941 substantive deputy head.

7.7 SECONDARY SCHOOL LEARNER - TEACHER RATIOS

The table below shows secondary school learner to teacher ratios by location. Qualified teacher to Pupil ratio is very high in rural areas, 1:31 as compared to urban areas which is at 1:29. The total number of qualified secondary teachers manning the 979,644 learners is 32,171.

Table 109: Secondary School Learner to Teacher Ratios by Location

	Trained	Untrained	Total Teachers	Learners	LTR	L to QTR
Rural	23266	8823	32089	725108	23	31
Urban	8905	2367	11272	254536	23	29
Grand Total	32171	11190	43361	979644	23	30

Table 110: Secondary School Teachers by Qualification Status and School Type

	Trained	Untrained	Grand Total	Learners	% Trained	LTR	L to QTR
Government	7579	1991	9570	223177	79.20%	23	29
Non-Government	24592	9199	33791	756467	72.78%	22	31
Grand Total	32171	11190	43361	979644	74.19%	23	30

Table 111: Secondary School Teachers Trained and Untrained

Province	Trained	Untrained	Grand Total	Learners	LTR	LTQR
Bulawayo	1927	548	2475	52226	21	27
Harare	3390	848	4238	96165	23	28
Manicaland	5903	1182	7085	152696	22	26
Mashonaland Central	2000	1166	3166	76678	24	38
Mashonaland East	3609	1555	5164	121296	23	34
Mashonaland West	3370	1469	4839	113819	24	34
Masvingo	4289	1548	5837	130445	22	30
Matabeleland North	1815	833	2648	53790	20	30
Matabeleland South	1713	538	2251	54582	24	32
Midlands	4155	1503	5658	127947	23	31
Grand Total	32171	11190	43361	979644	23	30

Table 112: Secondary School Teachers Paid by Government and Teacher Learner Ratios

Province	Trained	Untrained	Grand Total	Learners	LTR	LTQR
Bulawayo	1794	517	2311	52226	23	29
Harare	3085	632	3717	96165	26	31
Manicaland	5864	1161	7025	152696	22	26
Mashonaland Central	1995	1147	3142	76678	24	38
Mashonaland East	3511	1477	4988	121296	24	35
Mashonaland West	3277	1394	4671	113819	24	35
Masvingo	4236	1519	5755	130445	23	31
Matabeleland North	1807	817	2624	53790	20	30
Matabeleland South	1672	481	2153	54582	25	33
Midlands	4096	1456	5552	127947	23	31
Grand Total	31337	10601	41938	979644	23	31

Table 113: Secondary Teachers and Enrolments by School and Grand Classification

		Total Teachers	Total Learners	LTR
Government	S1	2236	49192	22
	S2	5581	135476	24
	S3	1753	38509	22
	Total	9570	223177	23
Non-Government	S1	2819	51390	18
	S2	3864	84815	22
	S3	27113	620262	23
	Total	33796	756467	22
Grand Total		43366	979644	23

On average, government schools have a higher LTR of 23 as compared to 22 of non-government schools as shown in the table 113 above.

CHAPTER 8: INTERNAL EFFICIENCY

8.1 REPETITION

Government policy is automatic promotion from ECD to form 4. However, learners are allowed to repeat under special permission.

Table 114: Repeaters as a Percentage of Enrolment, Primary Level by Sex and Grade

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
ECD A	737	794	1531	77484	78603	156087	0.95%	1.01%	0.98%	1.06
ECD B	1809	1729	3538	136816	134923	271739	1.32%	1.28%	1.30%	0.97
Grade 1	7527	5936	13463	216136	207243	423379	3.48%	2.86%	3.18%	0.82
Grade 2	4916	3745	8661	196868	189280	386148	2.50%	1.98%	2.24%	0.79
Grade 3	3636	2845	6481	194742	191186	385928	1.87%	1.49%	1.68%	0.80
Grade 4	2983	2279	5262	188910	186296	375206	1.58%	1.22%	1.40%	0.77
Grade 5	2858	2133	4991	184862	184244	369106	1.55%	1.16%	1.35%	0.75
Grade 6	3531	2586	6117	183336	182593	365929	1.93%	1.42%	1.67%	0.74
Grade 7	1920	1362	3282	161790	160959	322749	1.19%	0.85%	1.02%	0.71
Grand Total	29917	23409	53326	1540944	1515327	3056271	1.94%	1.54%	1.74%	0.80

Table 115: Repeaters as a Percentage of Enrolment, Secondary Level by Gender and Grade

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
Form 1	288	265	553	121372	125951	247323	0.24%	0.21%	0.22%	0.89
Form 2	479	380	859	113052	117296	230348	0.42%	0.32%	0.37%	0.76
Form 3	5245	4387	9632	116652	114915	231567	4.50%	3.82%	4.16%	0.85
Form 4	4358	3599	7957	104026	96871	200897	4.19%	3.72%	3.96%	0.89
Form 5	86	38	124	19992	15703	35695	0.43%	0.24%	0.35%	0.56
Form 6	33	21	54	18319	14316	32635	0.18%	0.15%	0.17%	0.81
Grand Total	10489	8690	19179	493413	485052	978465	2.13%	1.79%	1.96%	0.84

Table 116: Repeaters by Province and Level of Education

Province	ECD			Primary			Secondary		
	M	F	Grand Total	M	F	Grand Total	M	F	Grand Total
Bulawayo	21	24	45	589	428	1017	465	514	979
Harare	25	34	59	643	455	1098	304	225	529
Manicaland	267	253	520	1635	1270	2905	669	584	1253
Mashonaland Central	329	301	630	2978	2301	5279	564	410	974
Mashonaland East	399	401	800	3939	2934	6873	1700	1089	2789
Mashonaland West	523	498	1021	6104	4708	10812	2011	1486	3497
Masvingo	270	257	527	2805	2326	5131	1101	1008	2109
Matabeleland North	186	188	374	2986	2039	5025	1099	1057	2156
Matabeleland South	83	91	174	1055	694	1749	644	667	1311
Midlands	443	476	919	4637	3731	8368	1932	1650	3582
Grand Total	2546	2523	5069	27371	20886	48257	10489	8690	19179

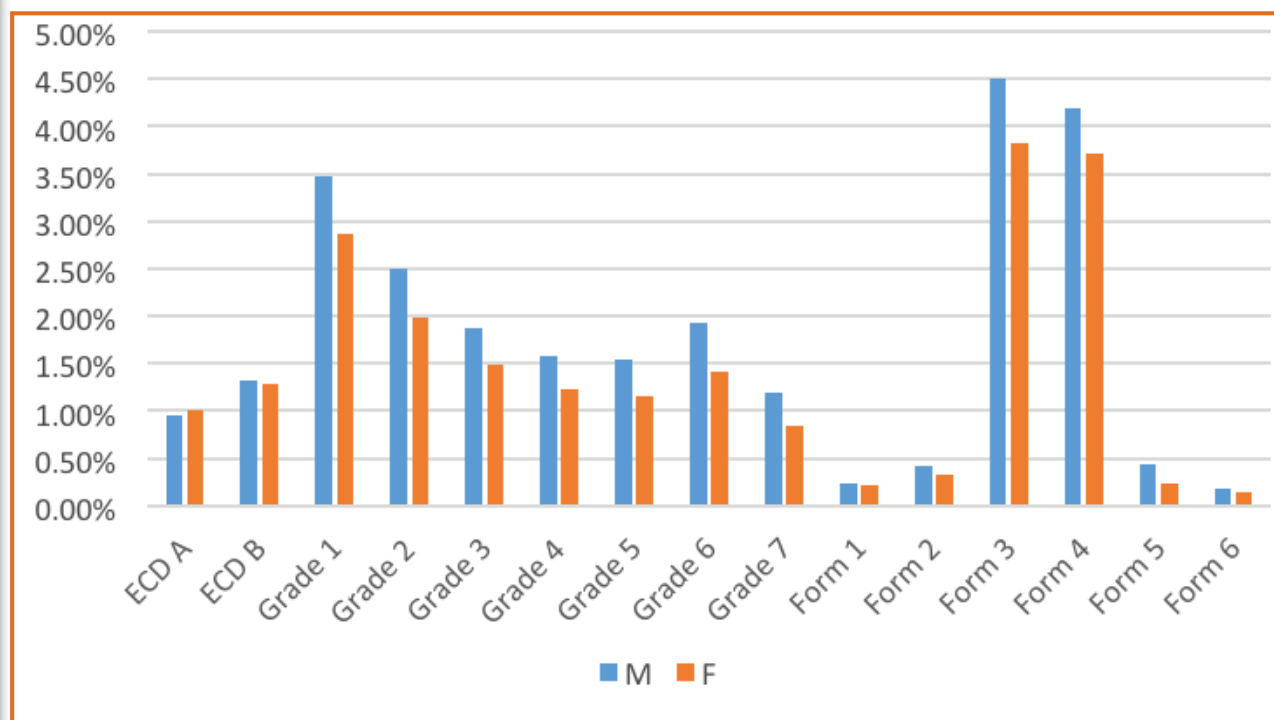


Figure 74: Percentage Repeaters all School Levels by Grade

Table 117: Percentage Repeaters by Province and Level of Education

Province	ECD			Primary			Secondary		
	M	F	Grand Total	M	F	Grand Total	M	F	Grand Total
Bulawayo	0.40%	0.46%	0.43%	1.16%	0.82%	0.98%	1.89%	1.87%	1.88%
Harare	0.25%	0.35%	0.30%	0.51%	0.36%	0.43%	0.64%	0.46%	0.55%
Manicaland	0.67%	0.63%	0.65%	0.78%	0.63%	0.70%	0.84%	0.80%	0.82%
Mashonaland Central	1.59%	1.47%	1.53%	2.41%	1.90%	2.16%	1.41%	1.12%	1.27%
Mashonaland East	1.70%	1.73%	1.71%	2.71%	2.09%	2.40%	2.71%	1.86%	2.30%
Mashonaland West	2.42%	2.27%	2.34%	3.85%	3.07%	3.47%	3.35%	2.77%	3.08%
Masvingo	0.77%	0.74%	0.76%	1.61%	1.36%	1.49%	1.67%	1.57%	1.62%
Matabeleland North	1.10%	1.11%	1.10%	3.36%	2.35%	2.86%	4.46%	3.63%	4.01%
Matabeleland South	0.54%	0.60%	0.57%	1.43%	0.97%	1.20%	2.55%	2.27%	2.40%
Midlands	1.70%	1.83%	1.76%	2.64%	2.15%	2.40%	3.05%	2.56%	2.80%
Grand Total	1.19%	1.18%	1.18%	2.06%	1.60%	1.84%	2.13%	1.79%	1.96%

Table 118: Percentage Repeaters by Province

Province	ECD				Primary				Secondary			
	M	F	Grand Total	GPI	M	F	Grand Total	GPI	M	F	Grand Total	GPI
Bulawayo	0.40%	0.46%	0.43%	1.14	1.16%	0.82%	0.98%	0.71	1.89%	1.87%	1.88%	0.99
Harare	0.25%	0.35%	0.30%	1.39	0.51%	0.36%	0.43%	0.70	0.64%	0.46%	0.55%	0.72
Manicaland	0.67%	0.63%	0.65%	0.94	0.78%	0.63%	0.70%	0.80	0.84%	0.80%	0.82%	0.95
Mashonaland Central	1.59%	1.47%	1.53%	0.93	2.41%	1.90%	2.16%	0.79	1.41%	1.12%	1.27%	0.80
Mashonaland East	1.70%	1.73%	1.71%	1.02	2.71%	2.09%	2.40%	0.77	2.71%	1.86%	2.30%	0.69
Mashonaland West	2.42%	2.27%	2.34%	0.94	3.85%	3.07%	3.47%	0.80	3.35%	2.77%	3.08%	0.83
Masvingo	0.77%	0.74%	0.76%	0.96	1.61%	1.36%	1.49%	0.84	1.67%	1.57%	1.62%	0.94
Matabeleland North	1.10%	1.11%	1.10%	1.00	3.36%	2.35%	2.86%	0.70	4.46%	3.63%	4.01%	0.81
Matabeleland South	0.54%	0.60%	0.57%	1.12	1.43%	0.97%	1.20%	0.67	2.55%	2.27%	2.40%	0.89
Midlands	1.70%	1.83%	1.76%	1.08	2.64%	2.15%	2.40%	0.82	3.05%	2.56%	2.80%	0.84
Grand Total	1.19%	1.18%	1.18%	0.99	2.06%	1.60%	1.84%	0.78	2.13%	1.79%	1.96%	0.84

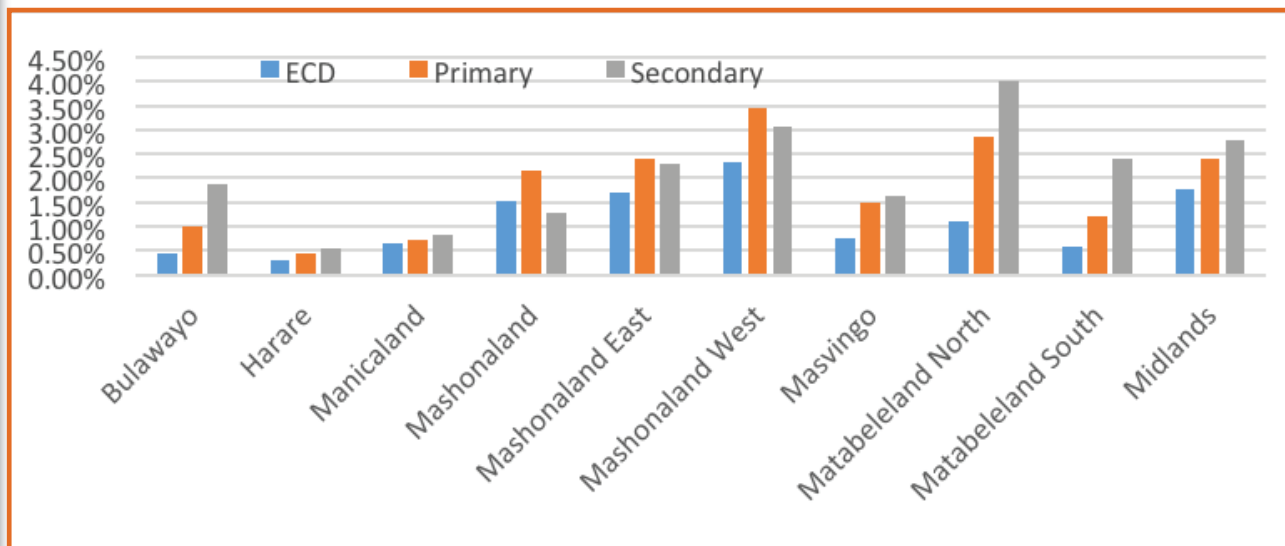


Figure 75: Percentage Repeaters by Province and Level of Education

Figure 75 above shows percentage repeaters by province and Level of Education. Harare and Manicaland have very low levels of repetition with less than 1% whereas, Mashonaland West has the highest percentage of more than 2% of learners repeating in all levels.

8.2 DROPOUTS BY REASONS

Table 119: Primary School Dropouts by Reason

Dropout by Reason	M	F	Grand Total
Absconded	6493	5054	11547
Death	763	715	1478
Expulsion	10	4	14
Illness	636	695	1331
Marriage	21	371	392
Other	2303	2199	4502
Pregnancy	19	124	143
School Fees	5076	4822	9898
Total	15321	13984	29305

Table 120: Secondary School Dropouts by Reason

Dropout by Reason	M	F	Grand Total
Absconded	4372	3204	7576
Death	276	236	512
Expulsion	87	27	114
Illness	205	254	459
Marriage	302	3512	3814
Other	1611	1472	3083
Pregnancy	75	2767	2842
School Fees	7570	6329	13899
Total	14498	17801	32299

Tables 120 above show primary and secondary school dropouts by reason. The main reason for dropping out at primary is abscondment (almost 12,000) and at secondary level the main reason is school fees (almost 14,000).

Table 121: Enrolments, Repeaters, and Promotion by Grade

	Enrolments 2013			Enrolments 2014			Repetition 2014			Promotion 2013		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Grade 1	205409	214123	419532	207243	216136	423379	5936	7527	13463	185535	191952	377487
Grade 2	197437	203169	400606	189280	196868	386148	3745	4916	8661	188341	191106	379447
Grade 3	195531	199638	395169	191186	194742	385928	2845	3636	6481	184017	185927	369944
Grade 4	188666	190458	379124	186296	188910	375206	2279	2983	5262	182111	182004	364115
Grade 5	184902	184408	369310	184244	184862	369106	2133	2858	4991	180007	179805	359812
Grade 6	172870	176208	349078	182593	183336	365929	2586	3531	6117	159597	159870	319467
Grade 7	161143	159423	320566	160959	161790	322749	1362	1920	3282	125686	121084	246770
Total Primary	1305958	1327427	2633385	1301801	1326644	2628445	20886	27371	48257	1205294	1211748	2417042
Form 1	124256	117958	242214	125951	121372	247323	265	288	553	116916	112573	229489
Form 2	113564	110038	223602	117296	113052	230348	380	479	859	110528	111407	221935
Form 3	112748	114436	227184	114915	116652	231567	4387	5245	9632	93272	99668	192940
Form 4	93845	102415	196260	96871	104026	200897	3599	4358	7957	15665	19906	35571
Total 1-4	444413	444847	889260	455033	455102	910135	8631	10370	19001	336381	343554	679935
Lower 6	14845	18854	33699	15703	19992	35695	38	86	124	14295	18286	32581
Upper 6	14915	18464	33379	14316	18319	32635	21	33	54	15000	15000	30000
Total 5-6	29760	37318	67078	30019	38311	68330	59	119	178	29295	33286	62581
Total Secondary	474173	482165	956338	485052	493413	978465	8690	10489	19179	365676	376840	742516

Table 122: Promotion, Repetition and Dropout Rates by Grade

	Promotion 2013 to 2014			Repetition 2013			Dropout 2013		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
To Grade 2	90.32%	89.65%	89.98%	2.89%	3.52%	3.21%	6.79%	6.84%	6.81%
To Grade 3	95.39%	94.06%	94.72%	1.90%	2.42%	2.16%	2.71%	3.52%	3.12%
To Grade 4	94.11%	93.13%	93.62%	1.46%	1.82%	1.64%	4.43%	5.05%	4.74%
To Grade 5	96.53%	95.56%	96.04%	1.21%	1.57%	1.39%	2.27%	2.87%	2.57%
To Grade 6	97.35%	97.50%	97.43%	1.15%	1.55%	1.35%	1.49%	0.95%	1.22%
To Grade 7	92.32%	90.73%	91.52%	1.50%	2.00%	1.75%	6.18%	7.27%	6.73%
To Form 1	78.00%	75.95%	76.98%	0.85%	1.20%	1.02%	21.16%	22.84%	22.00%
To Form 2	94.09%	95.43%	94.75%	0.21%	0.24%	0.23%	5.69%	4.32%	5.03%
To Form 3	97.33%	101.24%	99.25%	0.33%	0.44%	0.38%	2.34%	-1.68%	0.36%
To Form 4	82.73%	87.09%	84.93%	3.89%	4.58%	4.24%	13.38%	8.32%	10.83%
To Form 5	16.69%	19.44%	18.12%	3.84%	4.26%	4.05%	79.47%	76.31%	77.82%
To Form 6	96.30%	96.99%	76.46%	0.26%	0.46%	2.14%	3.45%	2.56%	21.40%

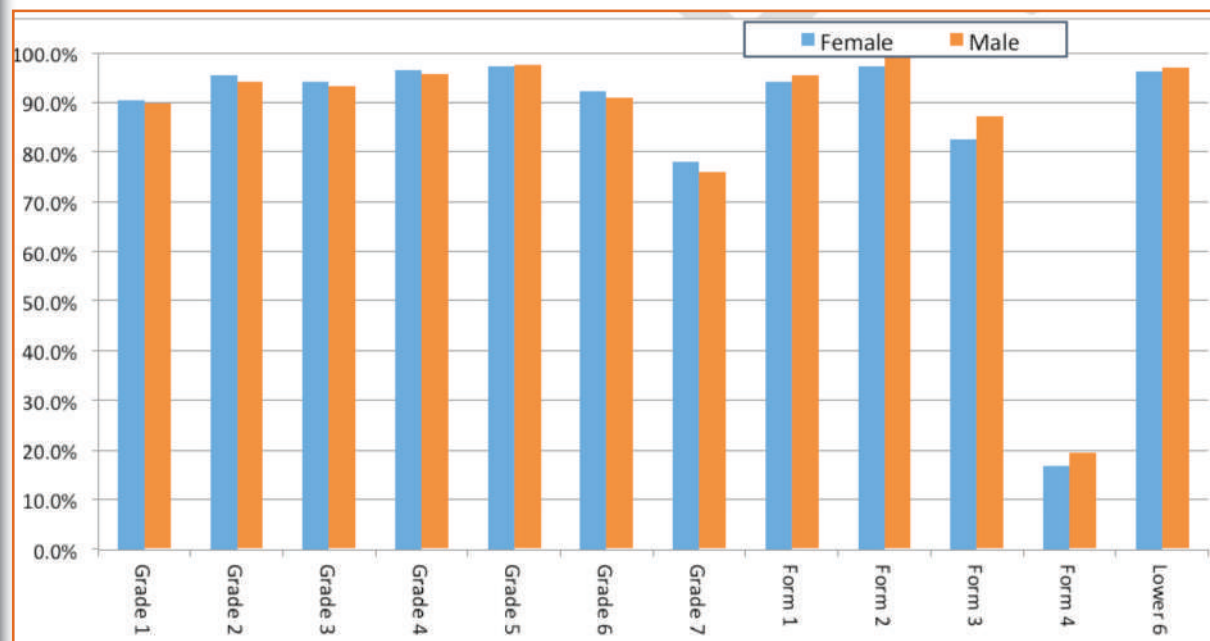


Figure 76: Promotion Rate by Grade

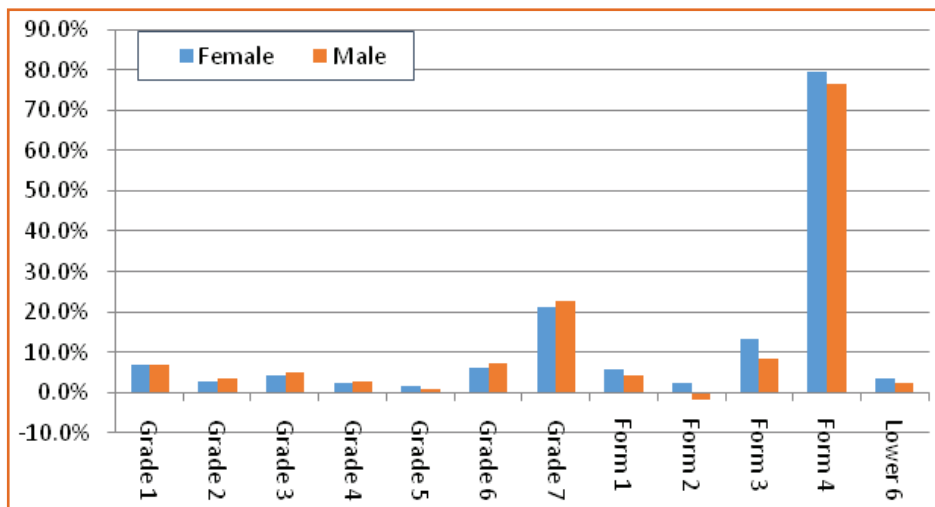


Figure 77: Dropout Rate by Grade

Figure 77 above indicates that drop out is very high from form 4 to form 5. At form 4 there is an examination marking completion of general education ordinary level. Only learners who pass this examination are eligible to enrol for advanced level. There are also multi pathways to education; some go to upper secondary and others enrol in tertiary institutions. Furthermore, the ‘O’ level pass rate is 23% implying that 67% of ‘O’ completers fail to proceed to upper secondary or tertiary institutions

Table 123: 2013 to 2014 Transition Rates Grade 7 and Form 4

	M	F	Total	GPI
From Grade 7 to form 1	75.95%	78.00%	76.98%	1.03
From Form 4 to Form 5	19.44%	16.69%	18.12%	0.86

Table above shows 2013 to 2014 Transition Rates at Grade 7 and Form 4. The main points of dropout are from Grade 7 to Form 1 (23.02%) and from Form 4 to lower 6th (81.88%). As previously noted, it is unknown whether pupils are transitioning into the vocational or skills sector or simply dropping out and remaining unemployed and out of school.

8.3 SURVIVAL RATES

The tables and figures below show survival rates for primary and secondary levels. Retention of learners from grade to grade is decreasing with the lowest percentage from Form 4 to Form 5. There are only 16.25 % and 15.78% completing Form 5 and Form 6 respectively.

Table 124: Survival Rates for Primary School by Sex

	M	F	Total
To Grade 2	92.92%	93.02%	92.97%
To Grade 3	89.58%	90.45%	90.01%
To Grade 4	84.99%	86.39%	85.68%
To Grade 5	82.53%	84.42%	83.46%
To Grade 6	81.74%	83.15%	82.43%
To Grade 7	75.74%	77.96%	76.83%

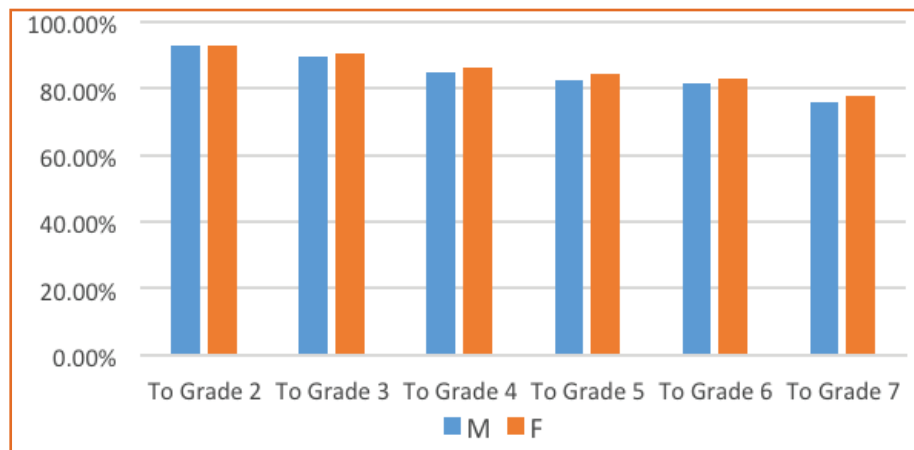


Figure 78: Primary school Survival Rates by Grade

Table 125: Survival Rates for Secondary School by Sex

	M	F	Total
To Form 2	95.67%	94.29%	94.96%
To Form 3	97.28%	92.08%	94.62%
To Form 4	88.82%	79.28%	83.94%
To Lower 6	18.49%	14.09%	16.25%
To Upper 6	18.03%	13.62%	15.78%

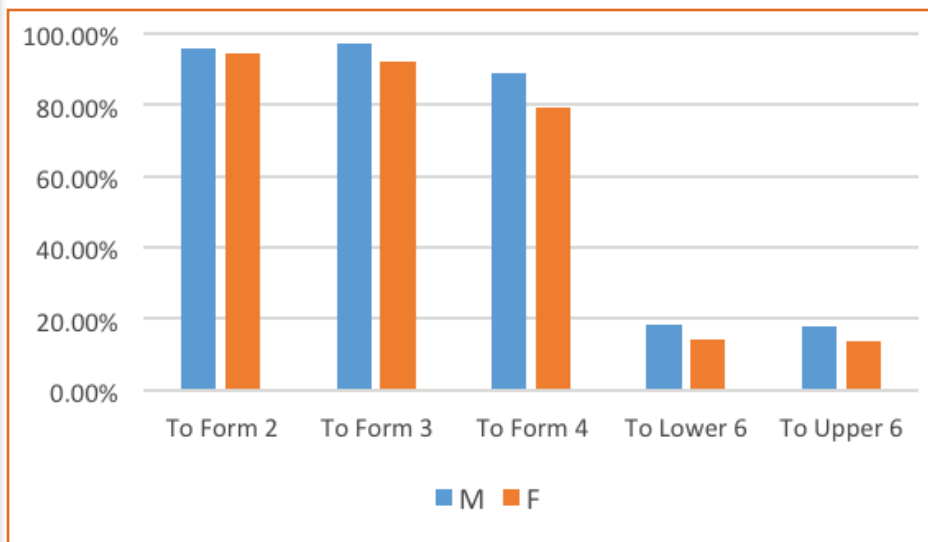


Figure 79: Secondary School Survival Rates by Form

Table above shows survival rate from Form 1 up to Form 6. However children sit for exams that prohibit them from proceeding to lower if they do not pass. The survival rate is higher for boys than girls throughout the cohort. In total only 15.78% survive to Form 6.

8.4 ECD COMPLETION RATE

The age of completion at ECD is 5 years. Table below shows ECD completion rate by sex and province. Masvingo and Manicaland provinces recorded the highest completion rates at ECD level indicating a high retention rate at ECD level. A large proportion of pupils are completing ECD level. Generally, the completion rate at ECD level is at 75.36% which is relatively high.

Table 126: ECD Completion Rate by Sex and Province

Province	Enrolment ECD B less Repeaters			Population aged 5			Completion Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	3840	3806	7646	7104	7248	14352	54.05%	52.51%	53.28%	0.97
Harare	7451	7282	14733	22942	23424	46366	32.48%	31.09%	31.78%	0.96
Manicaland	23656	23668	47324	25571	25219	50790	92.51%	93.85%	93.18%	1.01
Mashonaland Central	12704	12438	25142	16813	16361	33175	75.56%	76.02%	75.79%	1.01
Mashonaland East	15182	14893	30075	18630	18163	36793	81.49%	82.00%	81.74%	1.01
Mashonaland West	14454	14595	29049	20438	20055	40493	70.72%	72.77%	71.74%	1.03
Masvingo	21816	21159	42975	23020	22937	45957	94.77%	92.25%	93.51%	0.97
Matabeleland North	9657	9601	19258	11109	10943	22052	86.93%	87.74%	87.33%	1.01
Matabeleland South	9156	8934	18090	10078	10201	20279	90.86%	87.58%	89.21%	0.96
Midlands	17091	16818	33909	22714	22909	45623	75.25%	73.41%	74.32%	0.98
Grand Total	135007	133194	268201	178418	177460	355877	75.67%	75.06%	75.36%	0.99

8.5 PRIMARY SCHOOL COMPLETION RATE

The age of completion at primary school level is 12 years. There is a significant disparity in primary completion rates between provinces as indicated in table below. Harare province has the lowest completion rate of 67.63% indicating a comparatively low retention rate at primary school level. By comparison Bulawayo, Mashonaland East and Matabeleland South province have a completion rate above 90% which indicates that a large proportion of pupils are completing primary school level. The overall completion rate at primary level is 77.25% indicating a high degree of retention rate at primary level and a large proportion of pupils completing primary.

Table 127: Primary School Completion Rate by Sex and Province

Province	Enrolment Grade 7			Population Aged 12			Completion Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	6666	7289	13955	7603	8270	15873	87.68%	88.14%	87.92%	1.01
Harare	16338	17032	33370	23645	25699	49344	69.10%	66.27%	67.63%	0.96
Manicaland	24044	23106	47150	30600	29866	60466	78.58%	77.36%	77.98%	0.98
Mashonaland Central	14224	14082	28306	19785	19270	39055	71.89%	73.08%	72.48%	1.02
Mashonaland East	18969	18282	37251	22607	21803	44410	83.91%	83.85%	83.88%	1.00
Mashonaland West	19388	18542	37930	24575	23750	48325	78.89%	78.07%	78.49%	0.99
Masvingo	19089	19499	38588	26461	25595	52057	72.14%	76.18%	74.13%	1.06
Matabeleland North	10286	10729	21015	13541	12989	26530	75.96%	82.60%	79.21%	1.09
Matabeleland South	9879	9514	19393	11991	11221	23212	82.38%	84.79%	83.55%	1.03
Midlands	20987	21522	42509	27554	26737	54291	76.17%	80.50%	78.30%	1.06
Grand Total	159870	159597	319467	208363	205200	413563	76.73%	77.78%	77.25%	1.01

8.6 SECONDARY SCHOOL COMPLETION RATE

Provincial comparisons of completion rates for secondary school education Forms 4 and upper 6th are shown in the tables below. The age at which completion rate is measured for Form 4 is 16 years. As indicated, Harare province is indicating the least completion rate which is below 50% at lower secondary indicating a very low degree of retention rate and a small proportion of pupils completing secondary. The overall completion rate at lower secondary is 64.19%.

Table 128: Secondary School Completion Rate by Province and Sex

Province	Enrolment Form 4			Population Aged 16			Completion Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	4926	5666	10592	6983	8817	15799	70.55%	64.26%	67.04%	0.91
Harare	9909	10155	20064	19270	24837	44107	51.42%	40.89%	45.49%	0.80
Manicaland	16652	14144	30796	21719	20299	42018	76.67%	69.68%	73.29%	0.91
Mashonaland Central	8208	6833	15041	13286	12018	25304	61.78%	56.86%	59.44%	0.92
Mashonaland East	12744	11298	24042	16725	14784	31509	76.20%	76.42%	76.30%	1.00
Mashonaland West	11695	9494	21189	17006	16446	33452	68.77%	57.73%	63.34%	0.84
Masvingo	14009	12870	26879	18310	17830	36140	76.51%	72.18%	74.37%	0.94
Matabeleland North	4387	5020	9407	9121	8274	17395	48.10%	60.67%	54.08%	1.26
Matabeleland South	4594	5433	10027	9353	8408	17761	49.12%	64.62%	56.46%	1.32
Midlands	12544	12359	24903	19066	18037	37103	65.79%	68.52%	67.12%	1.04
Grand Total	99668	93272	192940	150837	149751	300588	66.08%	62.28%	64.19%	0.94

Provincial comparisons for completion rates for secondary education upper 6th are shown in table below. The age at which completion rate is measured for Form 6 is 18 years. As indicated, the completion rate at Form 6 is almost 11% which is indicating that a significant number of pupils are not completing upper secondary. Hence, there is a low degree of retention at upper secondary.

Table 129: Secondary School Completion Rate by Province and Sex

Province	Enrolment Form 6			Population Aged 18			Completion Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	1226	1318	2544	7350	9831	17181	16.68%	13.41%	14.81%	0.80
Harare	2428	2209	4637	19802	28125	47927	12.26%	7.85%	9.68%	0.64
Manicaland	3123	2088	5211	19931	18873	38804	15.67%	11.06%	13.43%	0.71
Mashonaland Central	1112	727	1839	13251	12266	25517	8.39%	5.93%	7.21%	0.71
Mashonaland East	1924	1680	3604	15393	13988	29381	12.50%	12.01%	12.27%	0.96
Mashonaland West	1870	1220	3090	17057	16540	33597	10.96%	7.38%	9.20%	0.67
Masvingo	2874	1962	4836	16189	16477	32666	17.75%	11.91%	14.80%	0.67
Matabeleland North	558	555	1113	9093	8374	17467	6.14%	6.63%	6.37%	1.08
Matabeleland South	852	868	1720	8964	7987	16951	9.51%	10.87%	10.15%	1.14
Midlands	2319	1668	3987	18736	19039	37775	12.38%	8.76%	10.55%	0.71
Grand Total	18286	14295	32581	145766	151499	297265	12.54%	9.44%	10.96%	0.75

CHAPTER 9: FACILITIES

9.1 CLASSROOMS

9.1.1 Learner to Classroom Ratios

Table 130: Primary School Enrolments, Number of Classrooms and PCR by Province

Province	ECD Enrolment	Primary Enrolment	ECD Classrooms	Primary Classrooms	ECD PCR	Primary PCR
Bulawayo	10483	105255	209	2280	50	46
Harare	19688	256143	472	4578	42	56
Manicaland	80003	416271	1021	9994	78	42
Mashonaland Central	41200	247872	384	4696	107	53
Mashonaland East	46727	287880	831	6714	56	43
Mashonaland West	43570	315547	599	6158	73	51
Masvingo	69510	350424	891	8365	78	42
Matabeleland North	33879	178898	274	3827	124	47
Matabeleland South	30679	147666	500	4043	61	37
Midlands	52087	352734	703	7901	74	45
Grand Total	427826	2658690	5884	58556	73	45

Table 131: Secondary School Enrolments, Number of Classrooms and PCR by Province

Province	Secondary Classrooms	Enrolment	PCR
Bulawayo	961	52226	54.35
Harare	1867	96165	51.51
Manicaland	3806	152696	40.12
Mashonaland Central	1681	76678	45.61
Mashonaland East	2859	121296	42.43
Mashonaland West	2364	113819	48.15
Masvingo	3321	130445	39.28
Matabeleland North	1231	53790	43.7
Matabeleland South	1399	54582	39.02
Midlands	2948	127947	43.4
Grand Total	22437	979644	43.66

Table 130 above shows primary school number of classrooms and learner to classroom ratio by province. All the provinces need additional classrooms for ECD to reduce the learner to classroom ratio. Harare, Mashonaland Central and Mashonaland West provinces with primary PCR of almost 55, 53 and 52 respectively are in great need of additional classrooms.

Table 131 above shows secondary school enrolments, number of classrooms and PCR by province. Bulawayo and Harare with PCR of almost 55 and 52 are in need of additional classrooms.

9.2 ACCESS TO ELECTRICITY

Table below shows primary and secondary schools main source of electricity. Almost 53% and 28% of primary and secondary schools respectively have no access to electricity. The main electricity source is the national power grid (44.46% schools). Solar power comes second contributing 4.32%

Table 132: Primary and Secondary Schools Main Source of Electricity

Main electricity source	Primary		Secondary		All Total
	No	%	No	%	
Gas Turbine	3	0.05%	1	0.04%	0.05%
Generator	156	2.66%	132	5.45%	3.48%
Grid	2344	39.98%	1341	55.28%	44.46%
Other	131	2.23%	83	3.42%	2.58%
Solar	175	2.98%	183	7.55%	4.32%
None	3054	52.09%	684	28.26%	45.12%

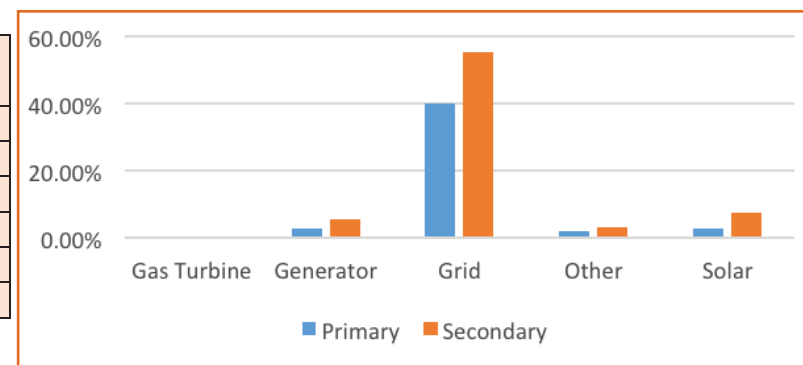


Figure 80: Primary and Secondary Schools Source of Electricity

The main source of electricity for both primary and secondary schools is from the national grid. Table below shows the percentage of schools without electricity. There are 52.09% and 28.22% of primary and secondary schools respectively without electricity. Matabeleland North province has the highest percentage (67.41%) of primary school without electricity and Mashonaland West province has the highest percentage (33.77%) of secondary schools without electricity.

Table 133: Percentage Schools without Electricity by School Level and Province

Province	Primary			Secondary			Grand Total
	Total Number Schools	Schools without electricity	% Schools without	Total Number Schools	Schools without electricity	% Schools without	
Bulawayo	130	6	4.62%	52	1	1.92%	7
Harare	225	2	0.89%	94	0	1.06%	3
Manicaland	865	443	51.21%	391	121	30.95%	564
Mashonaland Central	488	211	43.24%	209	63	30.14%	274
Mashonaland East	688	331	48.11%	331	77	23.26%	408
Mashonaland West	719	328	45.62%	348	121	34.77%	449
Masvingo	866	568	65.59%	338	109	32.25%	677
Matabeleland North	580	391	67.41%	174	54	31.03%	445
Matabeleland South	507	269	53.06%	157	33	21.02%	302
Midlands	795	505	63.52%	330	105	31.82%	610
Total	5863	3054	52.09%	2424	684	28.22%	3738

Table 134: Percentage Schools with and without Electricity by Grant Type

Source of Power	P1		P2		P3		S1		S2		S3	
	No	%	No	%	No	%	No	%	No	%	No	%
Gas Turbine	1	0.47%		0.00%	2	0.04%		0.00%	1	0.43%		0.00%
Generator	19	8.84%	35	7.45%	102	1.97%	10	7.04%	18	7.73%	104	5.08%
Grid	176	81.86%	373	79.36%	1795	34.67%	120	84.51%	205	87.98%	1014	49.54%
None	15	6.98%	56	11.91%	2983	57.61%	9	6.34%	8	3.43%	667	32.58%
Other	2	0.93%	5	1.06%	124	2.39%	1	0.70%		0.00%	82	4.01%
Solar	2	0.93%	1	0.21%	172	3.32%	2	1.41%	1	0.43%	180	8.79%
Grand Total	215	100.00%	470	100.00%	5178	100.00%	142	100.00%	233	100.00%	2047	100.00%

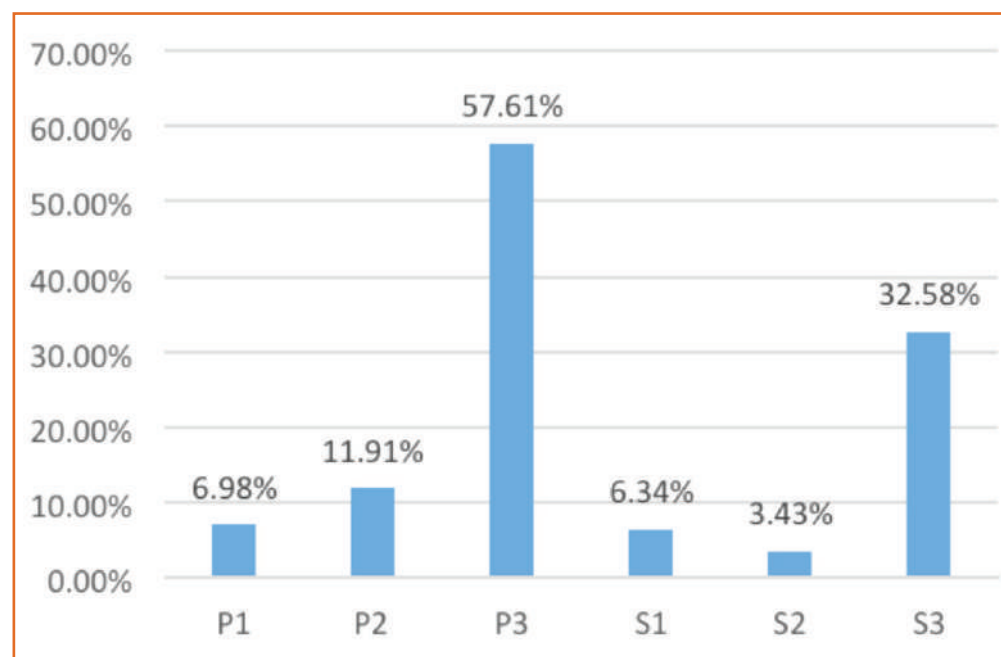


Figure 81: Percentage Schools with and without Electricity by Grant Type

9.3 WASH FACILITIES

9.3.1 Learner and Teacher to Toilet Ratio

Table below shows the trend from 1999 to 2014 for learner and teacher to toilet ratio by level of education. Learner to toilet ratio for both levels of education has undergone a progressive reduction over the years.

Table 135: Learner and Teacher to Toilet Ratio by Level of Education, 1999-2014

year	Primary School Learner and Teacher toilet ratio by Sex				Secondary school learner and teacher toilet ratio by sex			
	Learner		Teachers		Learner		Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
1999	36	33	29	27				
2000	29	26	24	22	22	19		
2001	28	26	24	21	21	19		
2002	29	27	2	2	25	21	3	2
2003	30	27	2	2	25	23	3	2
2004	27	25	2	2	23	20	3	2
2005	27	25	2	2	22	21	3	2
2006	27	25	2	2	22	20	3	2
2009	26	24			18	17		
2012	25	24	2	3	19	18	3	3
2013	27	25	2	3	20	19	3	3
2014	22	22	2	3	18	18	3	3

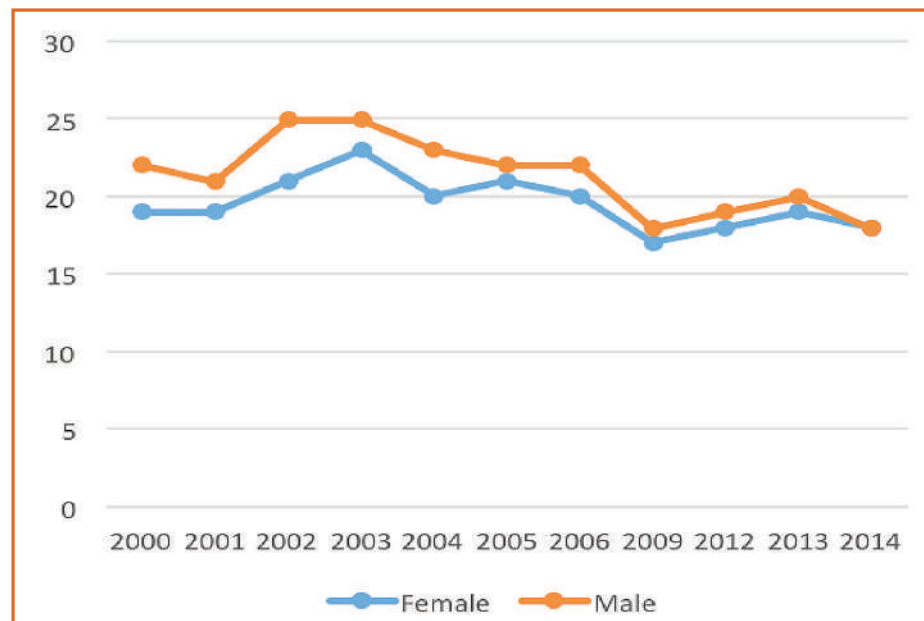


Figure 82: Primary Learner to Toilet Ratio by Sex, 1999-2014

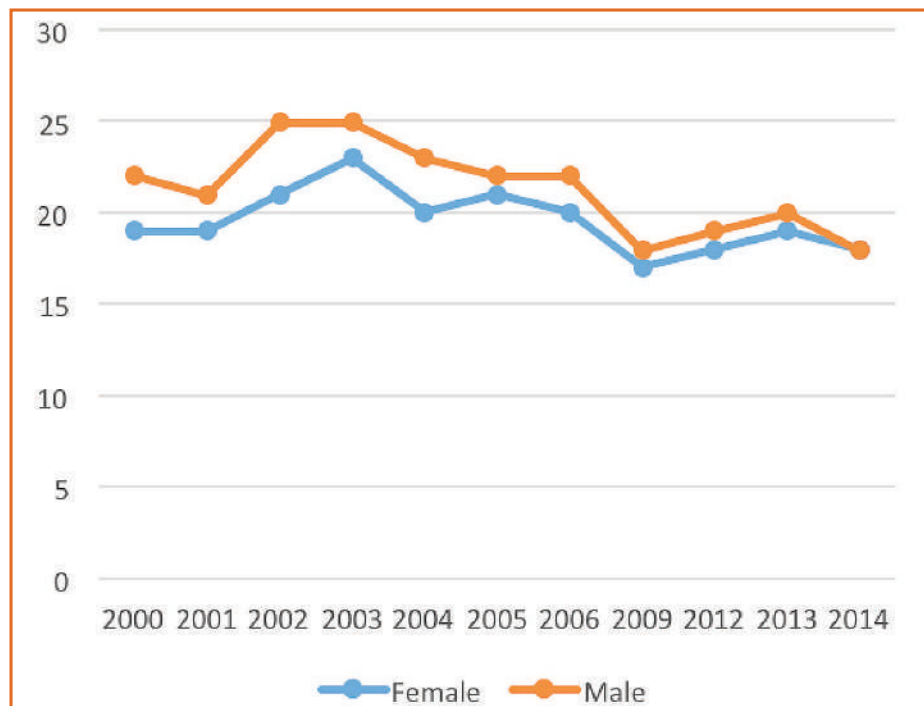


Figure 83: Secondary Learner to Toilet Ratio by Sex, 1999-2014

Table 136: ECD and Primary Learner to Toilet Ratios

Province	Toilets for teachers		Toilets for ECD		Toilets for Primary		Teacher to Toilet Ratio		ECD Learner to Toilet Ratio		Primary Learner to Toilet Ratio	
	M	F	M	F	M	F	M	F	M	F	M	F
Bulawayo	284	292	1075	1179	1825	1886	2	9	5	4	29	28
Harare	580	564	2245	2428	3609	3716	2	9	4	4	35	35
Manicaland	2886	2812	6505	6090	10937	10708	2	2	6	7	19	19
Mashonaland Central	1572	1531	2714	2667	5207	5113	2	2	8	8	24	24
Mashonaland East	2458	2428	5207	4848	7964	7790	1	2	5	5	18	18
Mashonaland West	1536	1491	3839	3660	6278	6246	3	3	6	6	26	25
Masvingo	2525	2588	5311	5119	8926	8907	2	2	7	7	20	20
Matabeleland North	824	1129	2004	2146	4176	4261	3	2	8	8	22	21
Matabeleland South	885	964	2326	2447	4244	4292	2	2	7	6	18	17
Midlands	1914	1917	4789	4836	7590	7695	2	3	5	5	23	23
Grand Total	15464	15716	36015	35420	60756	60614	2	3	6	6	22	22



Figure 84: ECD and Primary Teachers to Toilet Ratios by Province and Sex



Figure 85: ECD Learner to Toilet Ratio

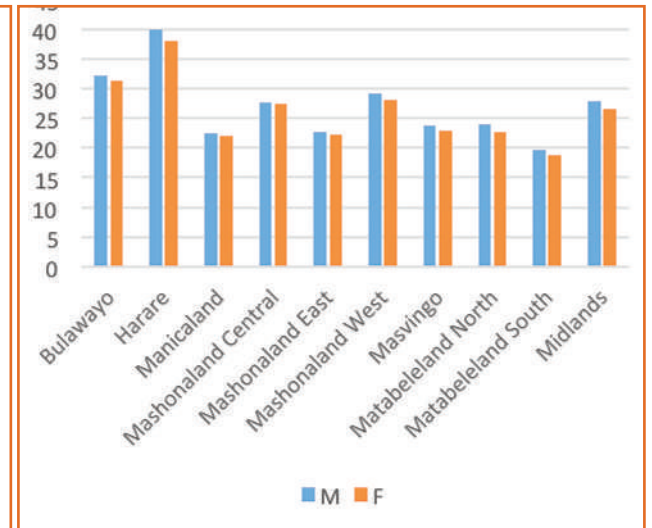


Figure 86: Primary Learner to Toilet Ratio by Province and Sex

Table 137: Secondary Learner and Teacher to Toilet Ratios

Province	Toilets for Secondary		Toilets for Teachers		Secondary Learner to Toilet Ratio		Teacher to Toilet Ratio	
	M	F	M	F	M	F	M	F
Bulawayo	786	888	174	149	31	31	5	10
Harare	1409	1641	415	338	34	30	4	8
Manicaland	5013	4683	1507	1364	16	16	3	2
Mashonaland Central	2085	2014	669	643	19	18	3	2
Mashonaland East	4096	3792	1460	1375	15	15	2	2
Mashonaland West	2856	2718	750	695	21	20	4	3
Masvingo	4040	3804	1459	1280	16	17	2	2
Matabeleland North	1483	1624	360	347	17	18	4	3
Matabeleland South	1741	1830	443	399	14	16	3	3
Midlands	3481	3572	1202	1113	18	18	3	2
Grand Total	26990	26566	8439	7703	18	18	3	3

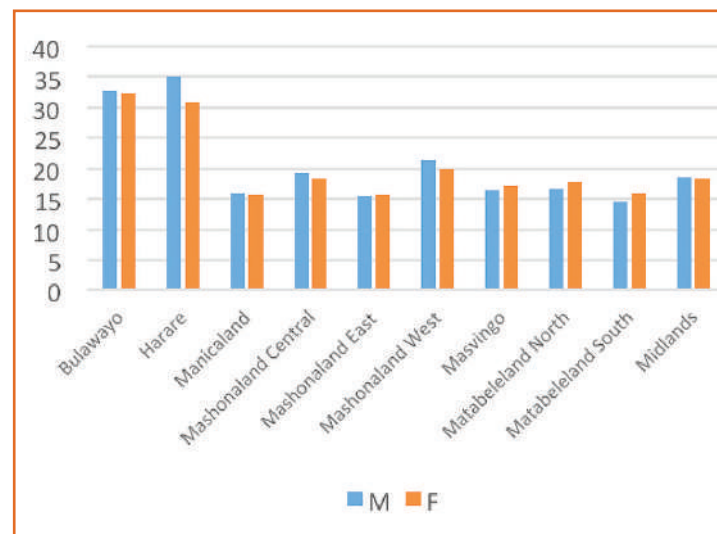


Figure 87: Secondary Learner to Toilet Ratio

Table 137 to the left shows secondary learner and teacher to toilet ratio. Bulawayo and Harare provinces have more than 30 learners using 1 toilet.

9.3.2 Number of Toilets by Type and Province

The types of toilets used in each province are Blair toilets, pit latrines and water closets as shown in the following tables. In all the levels, Harare and Bulawayo provinces mainly use water closets.

Table 138: ECD Number of Toilets for Learners by Type and Province

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	48	61	5	14	198	831	1097	2254
Harare	78	90	15	15	523	1641	2311	4673
Manicaland	4627	4541	209	238	470	1205	1305	12595
Mashonaland Central	2090	2103	90	91	127	410	470	5381
Mashonaland East	3394	3365	189	192	433	1193	1289	10055
Mashonaland West	2456	2445	115	116	253	1019	1095	7499
Masvingo	4036	4117	130	116	233	917	881	10430
Matabeleland North	1445	1539	64	65	107	388	542	4150
Matabeleland South	1500	1611	87	83	171	568	753	4773
Midlands	3194	3322	194	209	353	1057	1296	9625
Grand Total	22868	23194	1098	1139	2868	9229	11039	71435

Table 139: Primary Number of Toilets for Learners by Type and Province

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	51	47	6	6	326	1450	1825	3711
Harare	137	152	32	33	691	2762	3518	7325
Manicaland	8844	9058	369	370	584	1147	1273	21645
Mashonaland Central	4437	4458	89	80	189	492	575	10320
Mashonaland East	6632	6825	151	157	451	744	794	15754
Mashonaland West	4721	4819	234	247	348	977	1178	12524
Masvingo	7696	7867	305	276	202	724	763	17833
Matabeleland North	3778	3883	41	40	65	292	338	8437
Matabeleland South	3708	3866	73	69	123	340	357	8536
Midlands	6064	6206	290	295	410	832	1188	15285
Grand Total	46068	47181	1590	1573	3389	9760	11809	121370

Table 140: Secondary School Number of Toilets for Learners by Type and Province

Province	Blair Toilets			Pit Latrines			Urinals	Water Closets			Grand Total
	M	F	Total	M	F	Total	M	M	F	Total	
Bulawayo	35	48	83	5	13	18	138	611	824	1435	1674
Harare	48	57	105	6	6	12	310	1045	1578	2623	3050
Manicaland	3542	3442	6984	175	197	372	318	978	1044	2022	9696
Mashonaland Central	1553	1515	3068	75	74	149	91	366	425	791	4099
Mashonaland East	2502	2456	4958	166	165	331	338	1090	1171	2261	7888
Mashonaland West	1758	1762	3520	84	81	165	180	834	875	1709	5574
Masvingo	2967	2970	5937	86	87	173	182	805	747	1552	7844
Matabeleland North	1021	1104	2125	56	58	114	90	316	462	778	3107
Matabeleland South	1008	1101	2109	78	75	153	158	497	654	1151	3571
Midlands	2250	2350	4600	128	141	269	241	862	1081	1943	7053
Grand Total	16684	16805	33489	859	897	1756	2046	7404	8861	16265	53556

9.4 ACCESS TO WATER IN SCHOOLS

Water is available in most schools with only 1.16% of primary schools throughout the country reporting no access to any water source. The main sources of water supply in Harare and Bulawayo provinces in both primary and secondary schools is piped water and the other eight provinces get water from boreholes. Water sources may be more than one at some schools.

Table 141: Primary School Type of Access to Water

Province	No. of Schools	With water source		Without Water Source		Water Source						
		No	%	No	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well
Bulawayo	130	130	100.00%	0	0.00%	60.77%	0.00%	1.54%	93.85%	1.54%	0.00%	0.00%
Harare	225	225	100.00%	0	0.00%	71.56%	0.00%	0.89%	79.56%	3.56%	0.00%	0.44%
Manicaland	865	858	99.19%	7	0.81%	67.17%	0.58%	1.04%	25.32%	12.02%	7.40%	6.13%
Mashonaland Central	488	481	98.57%	7	1.43%	68.65%	3.48%	0.61%	16.80%	9.02%	3.28%	6.56%
Mashonaland East	688	679	98.69%	9	1.31%	66.28%	1.31%	0.29%	17.59%	22.67%	3.63%	6.98%
Mashonaland West	719	707	98.33%	12	1.67%	71.07%	2.78%	0.83%	20.31%	9.87%	4.73%	6.12%
Masvingo	866	859	99.19%	7	0.81%	71.02%	4.27%	0.81%	16.97%	7.74%	7.16%	4.16%
Matabeleland North	580	572	98.62%	8	1.38%	67.93%	3.28%	1.03%	15.52%	5.17%	8.10%	8.28%
Matabeleland South	507	500	98.62%	7	1.38%	69.63%	2.37%	1.38%	14.79%	2.96%	7.89%	5.52%
Midlands	795	784	98.62%	11	1.38%	63.90%	2.89%	1.01%	18.62%	8.55%	8.30%	9.18%
Grand Total	5863	5795	98.84%	68	1.16%	68.11%	2.42%	0.89%	22.67%	9.64%	6.04%	6.19%

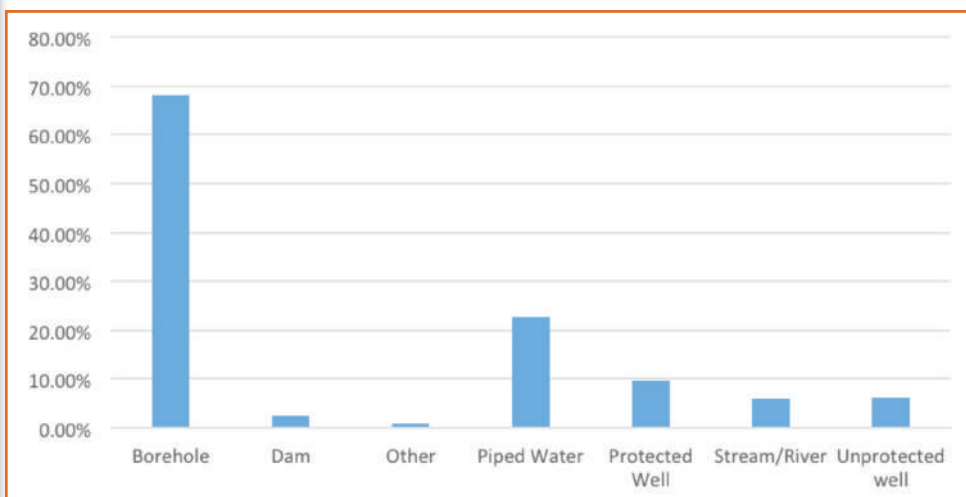


Figure 88: Percentage of Primary Schools Water Sources

Table 142: Percentage of Secondary Schools by Type of Access to Water

Province	No. of Schools	With Water Source		Without Water Source		Water Source							
		No	%	No	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring
Bulawayo	52	52	100.00%	0	0.00%	42.31%	1.92%	0.00%	88.46%	3.85%	1.92%	0.00%	0.00%
Harare	94	94	100.00%	0	0.00%	73.40%	0.00%	0.00%	68.09%	6.38%	0.00%	1.06%	0.00%
Manicaland	391	386	98.72%	5	1.28%	61.64%	1.02%	0.77%	32.48%	17.65%	4.60%	3.84%	0.00%
Mashonaland Central	209	209	100.00%	0	0.00%	67.46%	3.35%	0.48%	26.32%	8.61%	2.87%	5.26%	0.00%
Mashonaland East	331	327	98.79%	4	1.21%	62.24%	1.81%	0.91%	26.28%	23.87%	3.32%	4.23%	0.00%
Mashonaland West	348	340	97.70%	8	2.30%	68.39%	2.87%	0.57%	21.55%	9.20%	2.87%	4.60%	0.00%
Masvingo	338	333	98.52%	5	1.48%	66.57%	4.14%	0.59%	31.95%	5.92%	4.44%	2.96%	0.30%
Matabeleland North	174	173	99.43%	1	0.57%	60.92%	1.72%	0.57%	33.91%	4.60%	6.90%	4.60%	0.00%
Matabeleland South	157	155	98.73%	2	1.27%	70.70%	1.91%	1.27%	30.57%	2.55%	5.73%	3.18%	0.00%
Midlands	330	323	97.88%	7	2.12%	61.52%	2.42%	0.30%	28.79%	12.12%	7.27%	9.39%	0.00%
Grand Total	2424	2392	98.68%	32	1.32%	64.44%	2.31%	0.62%	31.52%	11.47%	4.37%	4.58%	0.04%

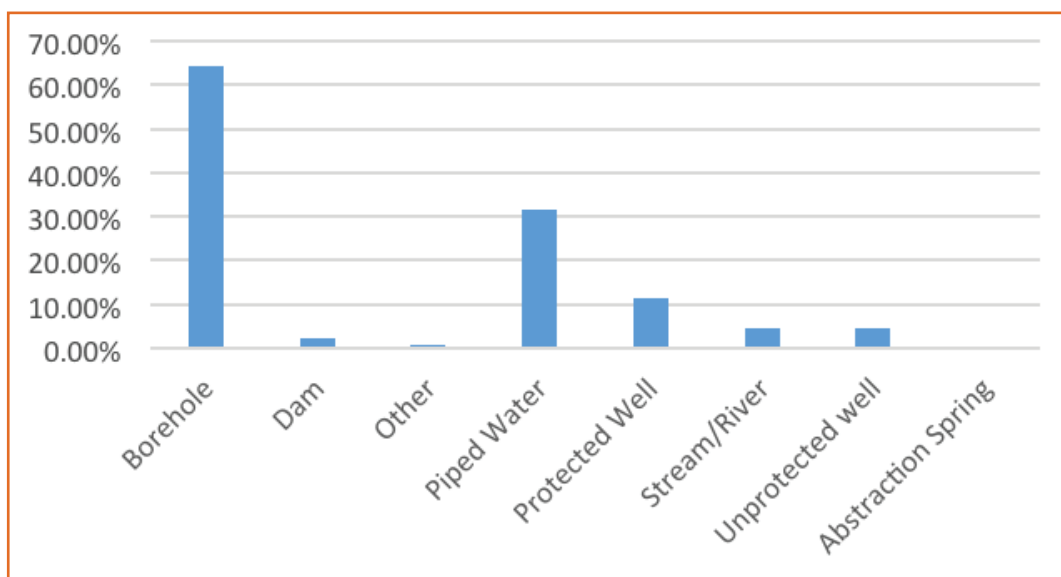


Figure 89: Percentage of Secondary Schools Water Sources

Table 143: Percentage Primary Schools by Access to Water and Use of Water

Province	No. of Schools	Distance from Source			Safe to Drink		Sufficient		Consistently Available		Water is Treated		Used by the community	
		< 500 metres	> 500 metres	% > 500 meter	No	%	No	%	No	%	No	%	No	%
Bulawayo	130	124	6	4.62%	128	98.46%	120	92.31%	101	77.69%	122	93.85%	26	20.00%
Harare	225	194	31	13.78%	220	97.78%	191	84.89%	174	77.33%	200	88.89%	85	37.78%
Manicaland	865	695	170	19.65%	779	90.06%	579	66.94%	618	71.45%	212	24.51%	651	75.26%
Mashonaland Central	488	339	149	30.53%	428	87.70%	288	59.02%	307	62.91%	93	19.06%	384	78.69%
Mashonaland East	688	501	187	27.18%	625	90.84%	457	66.42%	439	63.81%	151	21.95%	479	69.62%
Mashonaland West	719	538	181	25.17%	606	84.28%	434	60.36%	444	61.75%	159	22.11%	533	74.13%
Masvingo	866	596	270	31.18%	756	87.30%	551	63.63%	552	63.74%	194	22.40%	683	78.87%
Matabeleland North	580	432	148	25.52%	469	80.86%	371	63.97%	354	61.03%	73	12.59%	392	67.59%
Matabeleland South	507	354	153	30.18%	418	82.45%	333	65.68%	309	60.95%	68	13.41%	333	65.68%
Midlands	795	548	247	31.07%	631	79.37%	487	61.26%	490	61.64%	171	21.51%	548	68.93%
Total	5863	4321	1542	26.30%	5060	86.30%	3811	65.00%	3788	64.61%	1443	24.61%	4114	70.17%

Table 144: Percentage Secondary Schools by Access to Water and Use of Water

Province	No. of Schools	Distance from Source			Safe to Drink		Sufficient		Consistently Available		Water is Treated		Used by the community	
		< 500 metres	> 500 metres	% > 500 meter	No	%	No	%	No	%	No	%	No	%
Bulawayo	52	47	5	52	52	100.00%	48	92.31%	43	82.69%	46	88.46%	10	19.23%
Harare	93	82	12	93	92	98.92%	82	88.17%	73	78.49%	78	83.87%	32	34.41%
Manicaland	391	309	82	391	355	90.79%	250	63.94%	271	69.31%	102	26.09%	251	64.19%
Mashonaland Central	209	151	58	209	188	89.95%	113	54.07%	126	60.29%	50	23.92%	153	73.21%
Mashonaland East	331	255	76	331	309	93.35%	225	67.98%	208	62.84%	81	24.47%	209	63.14%
Mashonaland West	348	235	113	348	307	88.22%	212	60.92%	215	61.78%	87	25.00%	231	66.38%
Masvingo	338	232	106	338	305	90.24%	202	59.76%	194	57.40%	92	27.22%	232	68.64%
Matabeleland North	174	138	36	174	144	82.76%	116	66.67%	111	63.79%	38	21.84%	100	57.47%
Matabeleland South	157	109	48	157	139	88.54%	104	66.24%	97	61.78%	33	21.02%	94	59.87%
Midlands	330	228	102	330	274	83.03%	201	60.91%	210	63.64%	88	26.67%	199	60.30%
Total	2424	1786	638	2424	2165	89.32%	1553	64.07%	1548	63.86%	695	28.67%	1511	62.33%

9.5 HEALTH AND FEEDING

The tables below show percentage of primary and secondary schools with health teachers, health clubs and supplementary feeding programmes by school level and province. There are 40.51% and 31.27% of trained health teachers in primary and secondary schools respectively. Matabeleland South province has the highest percentage of trained health teachers in both primary (57.40%) and secondary (46.50%) schools. On average there are almost 9% and 5% of primary and secondary schools respectively with support feeding programmes. Generally, almost 66% and 63% of primary and secondary schools respectively have functioning health clubs.

Table 145: Percentage of Primary School with Health Teachers, Health Clubs and Support Feeding Programmes by School Level and Province

Province	Trained Health Teacher	Supplementary Feeding Programme	School Health Club	Grand Total	% Trained Health Teacher	% Supplementary Feeding	% Functioning Health club
Bulawayo	70	10	95	130	53.85%	7.69%	73.08%
Harare	58	9	126	225	25.78%	4.00%	56.00%
Manicaland	367	13	623	865	42.43%	1.50%	72.02%
Mashonaland Central	188	13	265	488	38.52%	2.66%	54.30%
Mashonaland East	198	58	429	688	28.78%	8.43%	62.35%
Mashonaland West	245	168	448	719	34.08%	23.37%	62.31%
Masvingo	426	71	608	866	49.19%	8.20%	70.21%
Matabeleland North	268	75	382	580	46.21%	12.93%	65.86%
Matabeleland South	291	56	356	507	57.40%	11.05%	70.22%
Midlands	264	53	498	795	33.21%	6.67%	62.64%
Grand Total	2375	526	3830	5863	40.51%	8.97%	65.32%

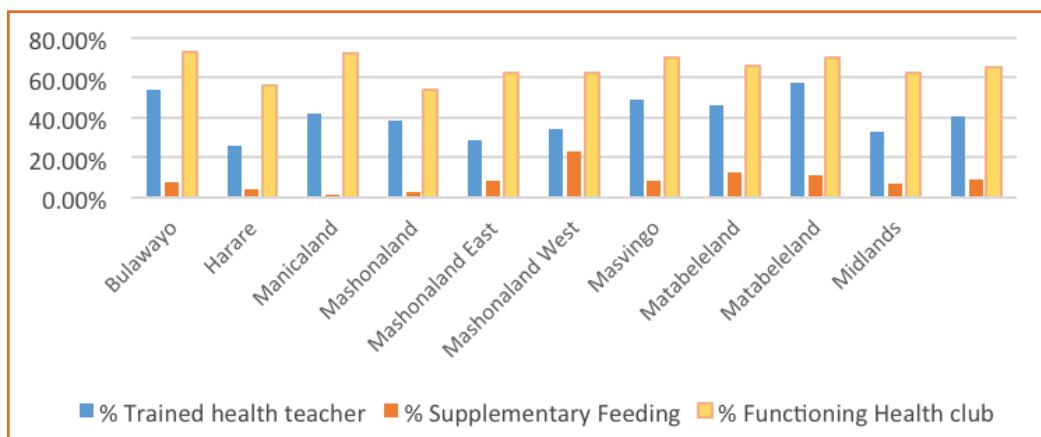


Figure 90: Percentage Primary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province

Table 146: Percentage of Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by School Level and Province

Province	Trained health teacher	Supplementary feeding programme	School Health club	Grand Total	% Trained health teacher	% Supplementary Feeding	% Functioning Health club
Bulawayo	18	2	39	52	34.62%	3.85%	75.00%
Harare	25	2	54	94	26.60%	2.13%	57.45%
Manicaland	147	7	266	391	37.60%	1.79%	68.03%
Mashonaland Central	64	16	105	209	30.62%	7.66%	50.24%
Mashonaland East	60	16	202	331	18.13%	4.83%	61.03%
Mashonaland West	99	10	209	348	28.45%	2.87%	60.06%
Masvingo	132	6	212	338	39.05%	1.78%	62.72%
Matabeleland North	56	7	115	174	32.18%	4.02%	66.09%
Matabeleland South	73	2	112	157	46.50%	1.27%	71.34%
Midlands	84	33	192	330	25.45%	10.00%	58.18%
Grand Total	758	101	1506	2424	31.27%	4.17%	62.13%

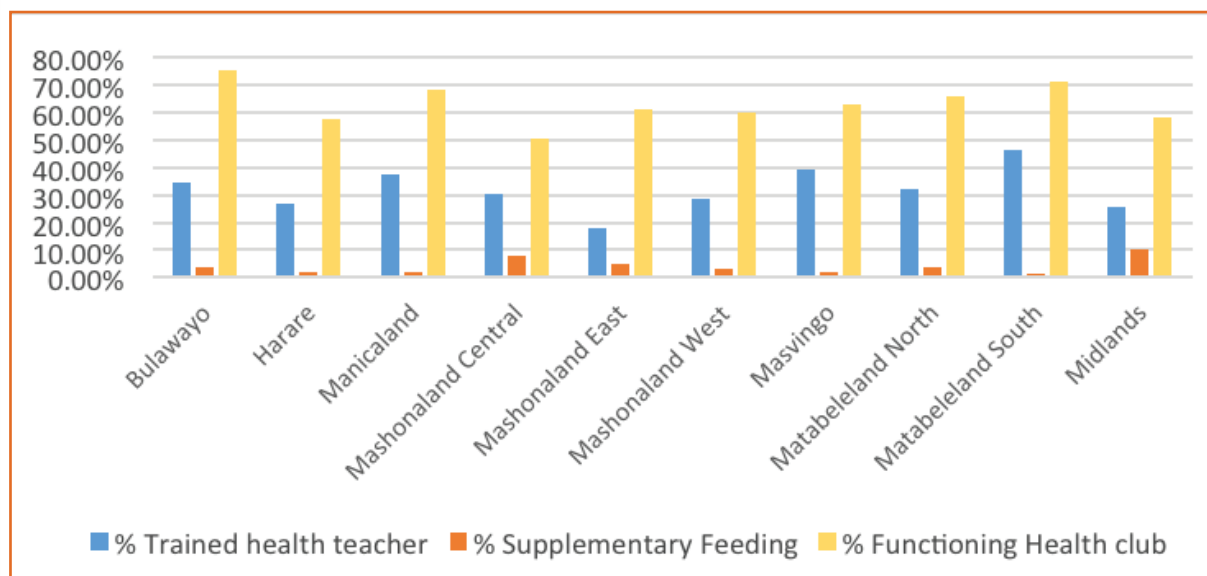


Figure 91: Percentage Secondary schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province

9.6 SPORTING AND SPECIALIST FACILITIES

Sports are considered as essential aspects of schools in Zimbabwe. In order to meet national school standards, primary schools are required to have an athletics field, soccer field and netball fields. In addition to these, secondary schools are supposed to have a rugby field and a cricket pitch. Tables below shows the number of facilities in schools.

Table 147: Number of Facilities at Primary Schools

Room Facility	Number	Total Capacity	Room_Facility	Number
Admin Block	2390	12058	Audiological room	34
Agriculture	259	15270	Basketball Court	967
Art and Craft room	183	16530	Braille Laboratory	14
Building	625	14894	Culture Center	2091
Computer room	599	28520	Dining Room	197
Cookery	105	4971	Gymnasium	50
Hall	300	108056	Kitchen	799
Library	740	37440	Netball Court	7622
Metalwork	22	2067	Pavilion	114
Needle work	89	4382	Sick bay room	223
Ordinary classrooms	64439	2293813	Sports field(e.g football)	8751
Staff room	814	16780	Squash court	32
Tool store	1992	17849	Strong room	1582
Tuckshop	529	15780	Swimming pool	199
woodwork	123	6840	Tennis Court	540
Music room	154	10320	Therapy room	38
			Volleyball Court	6024

Table 148: Facilities at Secondary School

Facility Type	Number	Total capacity	Room_Facility	Number
Agriculture	685	35656	Basket ball Court	601
Art and Craft room	191	8121	Gymnasium	45
Building	365	13849	Netball Court	3118
Computer room	981	39398	Pavilion	107
Cookery	406	10002	Sports field(e.g football)	3365
Metalwork	232	6415	Squash court	79
Music room	85	2800	Swimming pool	111
Needle work	1001	29489	Tennis Court	513
Ordinary classrooms	22437	772617	Volleyball Court	2949
woodwork	403	10262	Audiological room	398
Admin Block	3147	16820	Braille Laboratory	322
Biology Laboratory	265	8121	Culture Center	887
Chemistry Laboratory	256	7563	Dinning Room	464
Hall	271	111717	Kithchen	730
Int. Science Laboratory	1461	71603	Sick bay room	405
Library	784	52691	Strong room	1516
Physics Laboratory	251	7315	Therapy room	1211
Staff room	1518	30289		
Tool store	1373	16825		
Tuckshop	775	37408		

9.7 ICT, COMPUTER ACCESS, USE AND CONNECTIVITY

ICTs are believed to play a crucial role in education and the Ministry is keen to promote the use of ICTs in education. This section explores the capacity of the education system to embrace e-learning. The main focus areas of the system capacity are on human resources and infrastructure. Infrastructure contributes the major cost in the implementation of ICTs in education and human resources, particularly teachers, are the most critical resource for successful implementation.

Table below show the numbers and percentages of schools with computers and the average number of learners per computer by province for primary schools. Harare and Bulawayo which are predominantly urban provinces have higher proportions of schools with computers in general and computers for use by learners. On average in Bulawayo and Harare provinces, there are 15 and 26 computers per school. Number of learners sharing a computer ranged between 434 in Masvingo province to 55 in Harare.

Table 149: Primary School Computers for Learners, Teachers and Administration

Province	Total Schools	Schools with computers	schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers for learners	Average computers per school	Learners per computer
Bulawayo	130	116	86	2014	1625	105255	89.23%	66.15%	15	65
Harare	225	218	145	5755	4672	256143	96.89%	64.44%	26	55
Manicaland	865	330	110	2557	2064	416271	38.15%	12.72%	3	202
Mashonaland Central	488	167	37	1291	973	247872	34.22%	7.58%	3	255
Mashonaland East	688	318	76	2066	1479	287880	46.22%	11.05%	3	195
Mashonaland West	719	216	56	1715	1244	315547	30.04%	7.79%	2	254
Masvingo	866	326	48	1295	808	350424	37.64%	5.54%	1	434
Matabeleland North	580	88	28	714	543	178898	15.17%	4.83%	1	329
Matabeleland South	507	165	42	1133	921	147666	32.54%	8.28%	2	160
Midlands	795	330	73	1944	1409	352734	41.51%	9.18%	2	250
National	5863	2274	701	20484	15738	2658690	38.79%	11.96%	3	169

Supply of computers in secondary schools is better than that in primary schools. The average number of computers per school at national level was 11 as compared to 3 at primary school level. 68 % of all secondary schools reported having a computer at the school irrespective of its use. 39% of all secondary schools reported having computers for learner use and on average there were 47 learners per computer.

Table 150: Secondary Schools Computers for Learners, Teachers and Administration

Province	Total Schools	Schools with computers	Schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers for learners	Average computers per school	Learners per computer
Bulawayo	52	43	34	1414	1059	52226	82.69%	65.38%	27	49
Harare	94	90	58	3812	2778	96165	95.74%	61.70%	41	35
Manicaland	391	261	143	4174	3650	152696	66.75%	36.57%	11	42
Mashonaland Central	209	130	74	1900	1518	76678	62.20%	35.41%	9	51
Mashonaland East	331	245	140	3722	2744	121296	74.02%	42.30%	11	44
Mashonaland West	348	171	92	2283	1680	113819	49.14%	26.44%	7	68
Masvingo	338	243	119	2834	2133	130445	71.89%	35.21%	8	61
Matabeleland North	174	102	76	1413	1121	53790	58.62%	43.68%	8	48
Matabeleland South	157	118	92	2050	1566	54582	75.16%	58.60%	13	35
Midlands	330	247	122	3196	2401	127947	74.85%	36.97%	10	53
National	2424	1650	950	26798	20650	979644	68.07%	39.19%	11	47

ICT is not only about computers and the internet but also refers to other media such as radio, television and others that may be a combination of voice, video and pictures. The table below shows other technologies that are available in primary schools. Nationally 77% of primary schools have none of the technology from the categories listed in the table below. Radio and Television are the most common technologies found in 13 and 10 percent of primary schools respectively. Higher proportions of these are for schools in urban provinces.

Table below shows the number of secondary schools with other technologies. About 68% of secondary schools do not have the other technologies for e-learning listed in the table below. Multi-media devices and television are the most common technologies that secondary schools reported having with 14 and 17 % respectively. There is a huge variation in availability of these technologies between urban and rural provinces.

Table 151: Number of Primary Schools with other Technologies

	Schools	Number of schools with					Percentage of schools with				
		Multimedia	Radio	Satellite	Television	None	Multimedia	Radio	Satellite	Television	None
Bulawayo	130	19	27	6	60	51	14.62%	20.77%	4.62%	46.15%	39.23%
Harare	225	50	77	12	86	69	22.22%	34.22%	5.33%	38.22%	30.67%
Manicaland	865	59	118	18	84	646	6.82%	13.64%	2.08%	9.71%	74.68%
Mashonaland Central	488	51	61	8	39	374	10.45%	12.50%	1.64%	7.99%	76.64%
Mashonaland East	688	36	97	15	64	533	5.23%	14.10%	2.18%	9.30%	77.47%
Mashonaland West	719	68	89	14	76	552	9.46%	12.38%	1.95%	10.57%	76.77%
Masvingo	866	22	79	7	35	750	2.54%	9.12%	0.81%	4.04%	86.61%
Matabeleland North	580	17	51	6	29	501	2.93%	8.79%	1.03%	5.00%	86.38%
Matabeleland South	507	22	72	9	48	383	4.34%	14.20%	1.78%	9.47%	75.54%
Midlands	795	41	84	14	54	651	5.16%	10.57%	1.76%	6.79%	81.89%
Total	5863	385	755	109	575	4510	6.57%	12.88%	1.86%	9.81%	76.92%

Table 152: Number of Secondary Schools with other Technologies

	Schools	Number of schools with					Percentage of schools with				
		Multimedia	Radio	Satellite	Television	None	Multimedia	Radio	Satellite	Television	None
Bulawayo	52	20	9	7	26	11	38.46%	17.31%	13.46%	50.00%	21.15%
Harare	94	39	16	10	50	27	41.49%	17.02%	10.64%	53.19%	28.72%
Manicaland	391	38	31	32	69	276	9.72%	7.93%	8.18%	17.65%	70.59%
Mashonaland Central	209	39	22	11	32	139	18.66%	10.53%	5.26%	15.31%	66.51%
Mashonaland East	331	46	36	23	59	229	13.90%	10.88%	6.95%	17.82%	69.18%
Mashonaland West	348	41	25	16	38	265	11.78%	7.18%	4.60%	10.92%	76.15%
Masvingo	338	33	21	25	40	254	9.76%	6.21%	7.40%	11.83%	75.15%
Matabeleland North	174	21	11	16	35	113	12.07%	6.32%	9.20%	20.11%	64.94%
Matabeleland South	157	26	9	12	41	90	16.56%	5.73%	7.64%	26.11%	57.32%
Midlands	330	48	19	21	45	233	14.55%	5.76%	6.36%	13.64%	70.61%
Total	2424	351	199	173	435	1637	14.48%	8.21%	7.14%	17.95%	67.53%

Table 153: Primary School Computer Studies Teachers by Province

Province	Computer teachers	Teachers with diploma certificate or Degree	Teachers who received in-service in IT in the last 24 months	Total enrolment	Learner/Computer teacher ratio
Bulawayo	122	108	295	105255	863
Harare	421	179	897	256143	608
Manicaland	150	212	1013	416271	2775
Mashonaland Central	180	72	264	247872	1377
Mashonaland East	201	130	781	287880	1432
Mashonaland West	187	187	320	315547	1687
Masvingo	126	94	341	350424	2781
Matabeleland North	84	72	205	178898	2130
Matabeleland South	89	59	278	147666	1659
Midlands	141	202	499	352734	2502
Total	1701	1315	4893	2658690	1563

Table 154: Secondary School Computer Studies Teachers by Province

Province	Computer teachers	Teachers with diploma certificate or Degree	Teachers who received in-service in IT in the last 24 months	Total enrolment	Learner/Computer teacher ratio
Bulawayo	98	102	229	52226	533
Harare	180	249	1046	96165	534
Manicaland	295	278	942	152696	518
Mashonaland Central	107	115	312	76678	717
Mashonaland East	252	222	492	121296	481
Mashonaland West	171	213	305	113819	666
Masvingo	203	187	403	130445	643
Matabeleland North	159	96	133	53790	338
Matabeleland South	118	74	256	54582	463
Midlands	180	211	579	127947	711
Total	1763	1747	4697	979644	556

9.8 SEATING AND WRITING PLACES

Table 155: Primary School Seating and Writing Places

Province	Seating Places				Writing Places			
	No	Learner to Seating Ratio	No Required	% learners without seating	No	Learner to Writing Ratio	No. Required	% learners without writing
Bulawayo	94344	1.23	21394	18.48%	81284	1.42	34454	29.77%
Harare	223948	1.23	51883	18.81%	185749	1.48	90082	32.66%
Manicaland	335339	1.48	160935	32.43%	299728	1.66	196546	39.60%
Mashonaland Central	158655	1.82	130417	45.12%	142705	2.03	146367	50.63%
Mashonaland East	222531	1.50	112076	33.49%	201884	1.66	132723	39.67%
Mashonaland West	191853	1.87	167264	46.58%	166718	2.15	192399	53.58%
Masvingo	252296	1.66	167638	39.92%	221693	1.89	198241	47.21%
Matabeleland North	109210	1.95	103567	48.67%	89870	2.37	122907	57.76%
Matabeleland South	124325	1.43	54020	30.29%	107064	1.67	71281	39.97%
Midlands	229904	1.76	174917	43.21%	202813	2.00	202008	49.90%
Total	1942405	1.59	1144111	37.07%	1699508	1.82	1387008	44.94%

Table 156: Secondary School Teachers Seating and Writing Places

Province	Seating Places				Writing Places			
	No	Learner to Seating Ratio	No Required	% learners without seating	No	Learner to Writing Ratio	No. Required	% learners without writing
Bulawayo	42479	1.23	9747	18.66%	40041	1.30	12185	23.33%
Harare	89138	1.08	7027	7.31%	88571	1.09	7594	7.90%
Manicaland	120388	1.27	32308	21.16%	117446	1.30	35250	23.09%
Mashonaland Central	51537	1.49	25141	32.79%	50723	1.51	25955	33.85%
Mashonaland East	94785	1.28	26511	21.86%	93059	1.30	28237	23.28%
Mashonaland West	76947	1.48	36872	32.40%	74620	1.53	39199	34.44%
Masvingo	102220	1.28	28225	21.64%	99105	1.32	31340	24.03%
Matabeleland North	35864	1.50	17926	33.33%	35109	1.53	18681	34.73%
Matabeleland South	43384	1.26	11198	20.52%	41934	1.30	12648	23.17%
Midlands	95239	1.34	32708	25.56%	93471	1.37	34476	26.95%
Total	751981	1.30	227663	23.24%	734079	1.33	245565	25.07%

CHAPTER 10: LEARNING OUTCOMES

The Zimbabwe School Examinations Council (ZIMSEC) is responsible for the administration of Grade 7, Form 4 and Form 6 public examinations in Zimbabwean schools. Table below shows the trend of examination pass rates for Grade 7, 'O' level and 'A' level examinations from 2007 to 2013. Grade 7 and 'O' Level pass rates are showing an upward trend from 42% in 2010 to 50.20 % in 2013 and 19.0% in 2010 to 23.14% in 2013 respectively.

Table 157: Examination Pass Rates for Grade 7, O' Level and A' Level Examinations 2007-2013

Year	Grade 7				O Level				A Level			
	Male	Female	GPI Results	Total	Male	Female	GPI Results	Total	Male	Female	GPI Results	Total
2007				70.50%	16.90%	19.60%	1.16	11.90%	83.20%	80.70%	0.97	83.30%
2008				51.50%	11.00%	14.10%	1.29	12.60%	72.10%	74.60%	1.03	73.10%
2009				39.70%	21.90%	17.40%	0.8	19.70%	78.30%	83.50%	1.07	80.90%
2010				42.00%	16.70%	21.10%	1.27	19.00%	79.90%	83.83%	1.05	81.53%
2011	42.30%	49.20%	1.16	45.70%	23.90%	20.30%	0.85	22.10%	88.40%	90.28%	1.02	89.37%
2012	46.70%	56.40%	1.21	49.60%	22.70%	19.30%	0.85	21.00%	85.58%	88.33%	1.03	87.20%
2013	47.90%	52.58%	1.10	50.20%	25.10%	21.80%	0.87	23.50%	85.81%	87.60%	1.02	85.47%

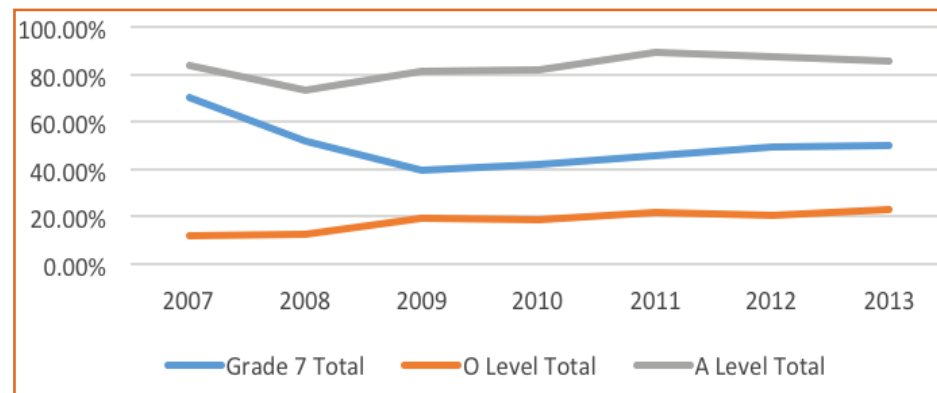


Figure 92: Examination Pass Rates 2007-2013

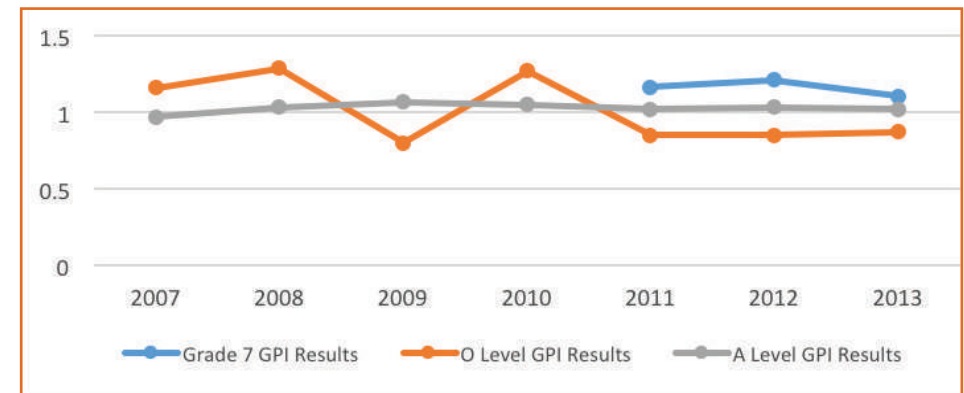


Figure 93: GPI of Examination Results 2007-2013

Table 158: Number of Learners who Sat and Passed Grade 7 Examinations 2013

Province	No. Sat Internal			No. Sat External			Total Sat			Number Pass Internal		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	6723	7192	13915	27	38	65	6750	7230	13980	5082	6036	11118
Harare	16402	17290	33692	276	251	527	16678	17541	34219	12535	13926	26461
Manicaland	22540	21922	44462	125	96	221	22665	22018	44683	10057	11190	21247
Mashonaland Central	13041	12612	25653	126	126	252	13167	12738	25905	5068	5085	10153
Mashonaland East	17854	17429	35283	186	149	335	18040	17578	35618	6702	7604	14306
Mashonaland West	17880	17738	35618	121	111	232	18001	17849	35850	6920	7578	14498
Masvingo	17372	18234	35606	74	48	122	17446	18282	35728	8723	9880	18603
Matabeleland North	9283	10353	19636	92	77	169	9375	10430	19805	2409	3822	6231
Matabeleland South	9034	9777	18811	82	71	153	9116	9848	18964	2562	3968	6530
Midlands	18564	19775	38339	68	51	119	18632	19826	38458	8885	10340	19225
Grand Total	148693	152322	301015	1177	1018	2195	149870	153340	303210	68943	79429	148372

Table 159: Grade 7 Examinations 2013 Pass Rates by Province and Sex

Province	% Sat as proportion of those enrolled in Grade 7				% Pass Internal as a proportion of those who sat				% Pass Internal as a proportion of those enrolled in grade 7			
	M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	97.89%	97.84%	97.86%	1.00	75.59%	83.93%	79.90%	1.11	74.00%	82.11%	78.19%	1.11
Harare	98.24%	100.23%	99.25%	1.02	76.42%	80.54%	78.54%	1.05	75.08%	80.73%	77.95%	1.08
Manicaland	93.88%	92.12%	93.01%	0.98	44.62%	51.04%	47.79%	1.14	41.89%	47.02%	44.44%	1.12
Mashonaland Central	92.81%	91.93%	92.38%	0.99	38.86%	40.32%	39.58%	1.04	36.07%	37.07%	36.56%	1.03
Mashonaland East	92.43%	93.77%	93.09%	1.01	37.54%	43.63%	40.55%	1.16	34.70%	40.91%	37.74%	1.18
Mashonaland West	92.60%	93.33%	92.97%	1.01	38.70%	42.72%	40.70%	1.10	35.84%	39.87%	37.84%	1.11
Masvingo	91.18%	92.89%	92.05%	1.02	50.21%	54.18%	52.25%	1.08	45.78%	50.33%	48.09%	1.10
Matabeleland North	90.51%	94.68%	92.66%	1.05	25.95%	36.92%	31.73%	1.42	23.49%	34.95%	29.40%	1.49
Matabeleland South	92.29%	98.48%	95.40%	1.07	28.36%	40.59%	34.71%	1.43	26.17%	39.97%	33.12%	1.53
Midlands	92.46%	94.43%	93.47%	1.02	47.86%	52.29%	50.14%	1.09	44.25%	49.37%	46.87%	1.12
Grand Total	93.27%	94.53%	93.90%	1.01	46.37%	52.15%	49.29%	1.12	43.25%	49.29%	46.28%	1.14

Table 159 above shows Grade 7 examinations pass rate for 2013 by province and sex. Bulawayo province had the highest pass rate of almost 80% followed by Harare with almost 79% against a National pass rate of 50%.

Table 160: Number of Learners who Sat and Passed 'O' Level Examinations 2013

Province	No Sat External			No. Sat Internal			Total Sat			Total Number passed Internal		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Bulawayo	1007	1752	2759	4231	5075	9306	5238	6827	12065	1103	1233	2336
Harare	3661	4313	7974	8600	8674	17274	12261	12987	25248	2362	2326	4688
Manicaland	2113	2030	4143	13383	11628	25011	15496	13658	29154	3300	2749	6049
Mashonaland Central	1741	1521	3262	6891	5483	12374	8632	7004	15636	1435	952	2387
Mashonaland East	2573	2722	5295	11121	9783	20904	13694	12505	26199	2576	2151	4727
Mashonaland West	2509	2607	5116	10074	8624	18698	12583	11231	23814	2061	1422	3483
Masvingo	2469	3063	5532	10900	10080	20980	13369	13143	26512	3137	2316	5453
Matabeleland North	1118	1145	2263	3576	4246	7822	4694	5391	10085	683	656	1339
Matabeleland South	948	1436	2384	3669	4550	8219	4617	5986	10603	905	977	1882
Midlands	3150	3667	6817	9851	9502	19353	13001	13169	26170	2653	2021	4674
Grand Total	21289	24256	45545	82296	77645	159941	103585	101901	205486	20215	16803	37018

Table 161: 'O' Level Examinations 2013 Pass Rates by Province and Sex

Province	% Sat as proportion of those enrolled in form 4				% Pass Internal as a proportion of those who sat				% pass Internal as a proportion of those enrolled in form 4			
	M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	81.73%	88.23%	85.15%	1.08	26.07%	24.30%	25.10%	0.93	21.31%	21.44%	21.37%	1.01
Harare	85.00%	86.26%	85.63%	1.01	27.47%	26.82%	27.14%	0.98	23.34%	23.13%	23.24%	0.99
Manicaland	79.83%	82.73%	81.15%	1.04	24.66%	23.64%	24.19%	0.96	19.69%	19.56%	19.63%	0.99
Mashonaland Central	82.01%	81.27%	81.68%	0.99	20.82%	17.36%	19.29%	0.83	17.08%	14.11%	15.76%	0.83
Mashonaland East	81.13%	82.82%	81.92%	1.02	23.16%	21.99%	22.61%	0.95	18.79%	18.21%	18.52%	0.97
Mashonaland West	80.71%	83.92%	82.16%	1.04	20.46%	16.49%	18.63%	0.81	16.51%	13.84%	15.31%	0.84
Masvingo	78.38%	80.16%	79.22%	1.02	28.78%	22.98%	25.99%	0.8	22.56%	18.42%	20.59%	0.82
Matabeleland North	80.04%	83.21%	81.73%	1.04	19.10%	15.45%	17.12%	0.81	15.29%	12.86%	13.99%	0.84
Matabeleland South	78.94%	85.32%	82.35%	1.08	24.67%	21.47%	22.90%	0.87	19.47%	18.32%	18.86%	0.94
Midlands	77.31%	78.30%	77.79%	1.01	26.93%	21.27%	24.15%	0.79	20.82%	16.65%	18.79%	0.8
Grand Total	80.36%	82.74%	81.49%	1.03	24.56%	21.64%	23.14%	0.88	19.74%	17.91%	18.86%	0.91

Table 161 above shows the Ordinary level examinations pass rate for 2013 by province and sex. Harare province had the highest pass rate of almost 27% followed by Masvingo with almost 26% against a National pass rate of 23%.

Table 162: Number of Learners who Sat and Passed 'A' Level Examinations 2013

Province	No. Sat External			No. Sat Internal			Total Sat Internal			No. Pass Internal		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Bulawayo	373	446	819	1188	1395	2583	1561	1841	3402	903	1168	2071
Harare	883	578	1461	2384	2106	4490	3267	2684	5951	1825	1806	3631
Manicaland	121	86	207	3021	2070	5091	3142	2156	5298	2505	1827	4332
Mashonaland Central	45	13	58	1095	720	1815	1140	733	1873	935	648	1583
Mashonaland East	91	57	148	1998	1484	3482	2089	1541	3630	1723	1348	3071
Mashonaland West	203	151	354	1857	1163	3020	2060	1314	3374	1448	965	2413
Masvingo	265	165	430	2849	2036	4885	3114	2201	5315	2478	1748	4226
Matabeleland North	64	47	111	561	549	1110	625	596	1221	366	416	782
Matabeleland South	55	33	88	768	926	1694	823	959	1782	622	778	1400
Midlands	293	205	498	2311	1813	4124	2604	2018	4622	1904	1516	3420
Grand Total	2393	1781	4174	18032	14262	32294	20425	16043	36468	14709	12220	26929

Table 163: 'A' Level Examinations 2013 Pass Rates by Province and Sex

Province	% Sat as proportion of those enrolled in Upper 6				% Pass Internal as a proportion of those who sat				% Pass Internal as a proportion of those enrolled in Upper 6			
	M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	100.00%	95.35%	97.43%	0.95	76.01%	83.73%	80.18%	1.10	76.01%	79.84%	78.12%	1.05
Harare	92.65%	92.25%	92.46%	1.00	76.55%	85.75%	80.87%	1.12	70.93%	79.11%	74.77%	1.12
Manicaland	100.27%	95.35%	98.21%	0.95	82.92%	88.26%	85.09%	1.06	83.14%	84.15%	83.56%	1.01
Mashonaland Central	98.21%	96.77%	97.63%	0.99	85.39%	90.00%	87.22%	1.05	83.86%	87.10%	85.15%	1.04
Mashonaland East	102.78%	99.13%	101.19%	0.96	86.24%	90.84%	88.20%	1.05	88.63%	90.05%	89.25%	1.02
Mashonaland West	95.62%	96.04%	95.78%	1.00	77.98%	82.98%	79.90%	1.06	74.56%	79.69%	76.53%	1.07
Masvingo	96.90%	92.76%	95.13%	0.96	86.98%	85.85%	86.51%	0.99	84.29%	79.64%	82.30%	0.94
Matabeleland North	104.66%	109.36%	106.94%	1.04	65.24%	75.77%	70.45%	1.16	68.28%	82.87%	75.34%	1.21
Matabeleland South	99.48%	98.41%	98.89%	0.99	80.99%	84.02%	82.64%	1.04	80.57%	82.68%	81.73%	1.03
Midlands	94.67%	95.02%	94.83%	1.00	82.39%	83.62%	82.93%	1.01	78.00%	79.45%	78.64%	1.02
Grand Total	97.66%	95.62%	96.75%	0.98	81.57%	85.68%	83.39%	1.05	79.66%	81.93%	80.68%	1.03

Table 163 above shows Advanced level examinations pass rate for 2013 by province and sex. Mashonaland East province had the highest pass rate of almost 88% followed by Mashonaland Central with almost 87% against a National pass rate of 83%.

Table 164: Zimbabwe Primary School Enrolments and Statistical Summary

Table 1.1 Bulawayo Primary																																	
Districts	Schools			ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHERS			TEACHER		
	Reg	Sat	Tot.	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT
1 Central	20		20	948	911	890	958	873	991	793	929	791	984	850	997	770	914	285	165	172	154			321	386	6693	7389	417	58	475	373	57	430
2 Imbizo	21	2	23	1144	1077	1104	1063	1012	977	966	952	992	982	954	987	922	913	124	77	240	237	19	11	633	612	8110	7888	514	86	600	436	83	519
3 Khami	25	2	27	1366	1374	1343	1333	1337	1369	1380	1310	1291	1350	1375	1322	1178	1350	122	109	278	296	30	21	712	696	10412	10530	568	95	663	473	91	564
4 Mzilikazi	30		30	2418	2458	2257	2240	2202	2214	2118	2241	2252	2303	2244	2291	2157	2376	171	173	355	348	36	29	1072	1005	17382	17678	885	138	1023	779	131	910
5 Reigate	30		30	2006	1896	2044	1981	1849	1977	1872	1959	1872	1854	1788	1896	1671	1760	292	118	337	375	21	14	1123	1131	14695	14961	764	109	873	648	99	747
	126	4	130	7882	7716	7638	7575	7273	7528	7129	7391	7118	7473	7211	7493	6698	7313	994	642	1382	1410	106	75	3861	3830	57292	58446	3148	486	3634	2709	461	3170

Table 1.2 Harare Primary																																	
Districts	Schools			ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHERS			TEACHER		
	Reg	Sat	Tot.	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT
1 Chitungwiza	30	1	31	3709	3657	3652	3535	3627	3579	3619	3545	3374	3624	3355	3439	3083	3208	163	107	431	460	55	54	1467	1452	26535	26660	1052	229	1281	929	218	1147
2 Mufakose	30		30	2999	2939	3010	2868	2958	2991	2906	2890	2707	2952	2803	2866	2623	2747	46	29	370	364	35	48	1197	1170	21654	21864	898	197	1095	815	186	1001
3 High Glen	30	1	31	2464	2325	2373	2254	2520	2310	2318	2358	2279	2311	2151	2254	2168	2167	92	54	339	325	28	19	1013	948	17745	17325	748	158	906	645	150	795
4 Tafara	28	1	29	2475	2475	2473	2519	2533	2573	2471	2615	2396	2532	2325	2370	2219	2343	95	76	279	253	54	28	830	812	18150	18596	702	226	928	633	209	842
5 Hatfield	30	1	31	2364	2285	2230	2211	2185	2294	2090	2291	1980	2234	2003	2240	1950	2069	121	67	360	345	15	20	981	930	16279	16986	723	167	890	629	155	784
6 Central	29		29	1590	1443	1578	1469	1599	1483	1589	1517	1535	1383	1490	1454	1330	1259	116	85	256	215	9	6	698	684	11790	10998	667	161	828	575	159	734
7 Mabelreign	43	1	44	3649	3559	3408	3492	3548	3660	3399	3555	3262	3399	3083	3228	3007	3259	130	78	453	450	17	7	1290	1316	25246	26003	1143	271	1414	1002	260	1262
	220	5	225	19250	18683	18724	18348	18970	18890	18392	18771	17533	18435	17210	17851	16380	17052	763	496	2488	2412	213	182	7476	7312	137399	138432	5933	1409	7342	5228	1337	6565

Table 1.3 Manicaland Primary																																	
Districts	Schools			ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER		
	Reg	Sat	Tot.	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT
1 Buhera	131	10	141	6043	5885	4857	4768	4846	4768	4850	4683	4935	4805	4840	4928	4256	4039	177	135	2454	2584	30	15	3695	3653	40983	40263	1107	1078	2185	838	1054	1892
2 Chimanimani	68	6	74	2821	2583	2403	2430	2342	2313	2283	2098	2374	2329	2181	2126	1712	1647	133	121	1946	1944	24	15	1960	2018	20179	19624	583	490	1073	443	479	922
3 Chipinge	107	23	130	8892	8349	7678	6987	7139	6884	6409	6323	6028	5856	5404	5531	3953	3967	191	192	3242	3417	44	23	5118	5284	54098	52813	1430	1305	2735	1091	1281	2372
4 Makoni	171	11	182	5475	5009	4884	4519	4821	4761	4769	4552	4803	4670	4974	4687	4334	4109	233	182	2468	2480	34	16	3855	3805	40650	38790	1321	978	2299	966	953	1919
5 Mutare	152	11	163	7342	7190	6190	6099	6487	6559	6129	5968	6339	6263	6065	5938	5564	5345	632	535	3049	3124	88	72	5041	4937	52926	52030	1998	934	2932	1609	901	2510
6 Mutasa	82	7	89	2982	2993	2791	2676	2838	2682	2698	2673	2708	2649	2766	2705	2376	2279	334	302	1493	1437	64	63	2175	2141	23225	22600	913	590	1503	673	572	1245
7 Nyanga	83	3	86	2510	2440	2320	2205	2248	2222	2302	2200	2175	2119	2327	2234	1954	1783	210	146	1354	1415	8	7	1952	1962	19360	18733	628	541	1169	451	530	981
	794	71	865	36065	34449	31123	29684	30721	30189	29440	28497	29362	28691	28557	28149	24149	23169	1910	1613	16006	16401	292	211	23796	23800	251421	244853	7980	5916	13896	6071	5770	11841

Table 1.4 Mashonaland Central Primary																																	
Districts	Schools			ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHERS			TEACHER		
	Reg	Sat	Tot.	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT
1 Bindura	46	11	57	2621	2489	2553	2441	2447	2337	2399	2324	2357	2324	2205	2146	1953	2078	285	171	882	858	43	22	1746	1676	19491	18866	614	381	995	499	371	870
2 Guruve	45	11	56	2188	2040	2189	1981	2036	1962	1961	1868	2069	1876	1972	1871	1674	1527	377	256	1262	1268		3	1570	1441	17298	16093	480	432	912	340	421	761
3 Mazowe	72	28	100	3974	3752	3648	3448	3573	3537	3433	3410	3427	3292	3341	3190	2972	2917	156	92	1323	1384	20	15	2358	2317	28225	27354	820	635	1455	606	622	1228
4 Mbire	28	7	35	1435	1359	1483	1389	1466	1451	1325	1305	1189	1201	1127	1173	954	960	204	132	619	577	12	18	880	837	10694	10402	212	335	547	151	323	474
5 Mt. Darwin	82	9	91	3691	3681	3643	3491	3649	3632	3355	3395	3572	3630	3165	3374	2763	2742	273	255	1425	1478	16	12	2640	2634	28192	28324	719	703	1422	564	692	1256
6 Muzarabani	38	21	59	2055	2097	2080	1842	1905	1941	1910	1903	1819	1778	1708	1684	1422	1297	128	111	717	703	9	8	1325	1279	15078	14643	374	396	770	271	387	658
7 Rushinga	42	6	48	1509	1460	1274	1337	1394	1357	1456	1464	1342	1360	1440	1461	1143	1172	174	118	787	794	9	5	971	954	11499	11482	280	313	593	182	308	490
8 Shamva	34	8	42	2073	2114	1931	1984	1980	2000	1962	1899	1947	1940	1817	1796	1531	1524	256	162	744	750	14	6	1469	1532	15724	15707	483	326	809	372	321	693
	387	101	488	19546	18992	18801	17913	18450	18217	17801	17568	17722	17401	16775	16695	14412	14217	1853	1297	7759	7812	123	89	12959	12670	146201	142871	3982	3521	7503	2985	3445	6430

Table 1.5 Mashonaland East Primary

Districts	Schools		ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER			
			BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT	
	Reg	Sat	Tot.																														
1 Chikomba	95	24	119	2196	2009	1900	1890	1756	1827	1930	1852	1856	1784	2034	1881	1955	1821	98	72	901	994	12	10	1520	1359	16158	15499	544	412	956	383	393	776
2 Goromonzi	76	5	81	3627	3441	3349	3332	3347	3363	3177	3297	3292	3215	3298	3262	3158	3072	127	71	1067	1023	0	0	2554	2399	26996	26475	991	458	1449	799	438	1237
3 Hwedza	54	8	62	1470	1361	1249	1116	1162	1188	1180	1215	1138	1164	1298	1254	1295	1197	125	93	578	545	18	3	899	888	10412	10024	348	257	605	252	257	509
4 Marondera	83	9	92	2766	2692	2597	2441	2496	2602	2510	2468	2472	2521	2648	2518	2500	2379	143	148	833	835	38	37	1708	1727	20711	20368	818	403	1221	651	396	1047
5 Mudzi	55	7	62	2580	2466	2373	2335	2528	2374	2207	2309	2235	2149	2123	2154	2083	1980	62	68	980	907	12	5	1673	1768	18856	18515	549	487	1036	407	476	883
6 Murehwa	76	9	85	3745	3497	3384	3209	3270	3303	3450	3216	3234	3237	3467	3267	3137	3149	83	107	1387	1393	30	24	2567	2589	27754	26991	861	577	1438	667	550	1217
7 Mutoko	78	6	84	2927	2766	2634	2427	2657	2537	2561	2476	2568	2517	2429	2388	2211	2092	47	28	992	1015	44	21	1814	1825	20884	20092	615	491	1106	456	485	941
8 Seke	41	7	48	1532	1476	1494	1355	1388	1332	1412	1270	1368	1264	1371	1323	1336	1209	97	69	599	587	0	0	1137	1105	11750	11001	449	239	688	332	211	543
9 UMP	50	5	55	2395	2248	2006	1919	1980	1981	1929	1893	2010	1931	1931	1795	1687	1673	76	108	734	737			1588	1500	16336	15785	465	386	851	361	381	742
	608	80	688	23238	21967	20986	20024	20584	20507	20356	19996	20189	19782	20599	19842	19362	18572	858	764	8071	8036	154	100	15460	15160	169857	164750	5640	3710	9350	4308	3587	7895

Table 1.6 Mashonaland West Primary

Districts	Schools		ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER			
			BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT	
	Reg	Sat	Tot.																														
1 Chegutu	102	27	129	4302	4085	3951	3781	3857	3751	3994	3875	3963	3715	3914	3837	3581	3343	206	107	813	835	44	35	2822	2750	31447	30114	1012	617	1629	836	597	1433
2 Hurungwe	123	48	171	6071	6055	5890	5801	5730	5782	6021	5803	5967	5720	6069	5822	5027	4722	239	198	1630	1748	25	15	3765	3792	46434	45458	1191	1181	2372	978	1143	2121
3 Kariba	22	20	42	1186	1120	1063	1092	1127	1073	1107	1099	1016	991	977	957	876	768	210	192	335	383	8	9	598	673	8503	8357	238	300	538	203	287	490
4 Makonde	55	54	109	3973	3755	3621	3454	3626	3634	3696	3539	3685	3541	3613	3544	3060	2996	335	248	957	1009	41	41	2224	2217	28831	27978	847	579	1426	712	562	1274
5 Ngezi	48	14	62	2209	2139	2018	1783	1997	1945	1946	1908	1838	1843	1789	1781	1690	1700	270	161	735	766	15	11	1321	1405	15828	15442	521	330	851	408	321	729
6 Sanyati	58	18	76	2822	2831	2620	2506	2718	2497	2639	2501	2478	2453	2337	2311	2058	2006	195	145	842	836	32	23	1774	1734	20515	19843	639	432	1071	515	425	940
7 Zvimba	96	34	130	4125	3906	3899	3835	3963	3764	3626	3526	3697	3623	3658	3494	3515	3286	477	331	1474	1428	18	18	2331	2373	30783	29584	1057	630	1687	837	611	1448
	504	215	719	24688	23891	23062	22252	23018	22446	23029	22251	22644	21886	22357	21746	19807	18821	1932	1382	6786	7005	183	152	14835	14944	182341	176776	5505	4069	9574	4489	3946	8435

Table 1.7 Masvingo Primary

Districts	Schools		ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER			
			BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT	
	Reg	Sat	Tot.																														
1 Bikita	88	1	89	3455	3271	3097	2886	3037	3064	3008	3005	2760	2852	2889	2859	2461	2428	274	224	1646	1621	14	9	2564	2637	25205	24856	694	611	1305	506	596	1102
2 Chiredzi	95	53	148	6106	5798	5287	5240	5132	4840	4668	4769	4155	4449	3666	4043	2901	3237	285	270	2862	2891	24	8	4112	4098	39198	39643	1153	940	2093	871	897	1768
3 Chivi	90	3	93	3545	3304	3099	2823	2993	2857	2815	2792	2928	2741	2747	2787	2372	2464	570	532	1628	1696	40	38	2308	2193	25045	24227	778	580	1358	613	565	1178
4 Gutu	151	16	167	4185	3930	3600	3491	3595	3475	3459	3509	3358	3420	3691	3555	3174	3003	257	258	1664	1715	5	6	3301	3071	30289	29433	1149	896	2045	902	870	1772
5 Masvingo	133	15	148	5154	4886	4324	4165	4342	4343	3951	4041	4037	4070	3879	3984	3312	3433	555	433	1549	1517	35	26	3769	3448	34907	34346	1436	697	2133	1188	672	1860
6 Mwenzezi	45	82	127	4272	4124	3627	3483	3487	3299	3274	3183	2997	3080	2438	2637	2087	2250	209	185	1873	2016	22	17	2865	2851	27151	27125	732	658	1390	569	644	1213
7 Zaka	92	2	94	4277	3894	3645	3518	3661	3426	3504	3418	3271	3357	3261	3156	2864	2760	474	370	1699	1771	22	16	3101	3044	29779	28730	958	829	1787	776	800	1576
	694	172	866	30994	29207	26679	25606	26247	25304	24679	24717	23506	23969	22571	23021	19171	19575	2624	2272	12921	13227	162	120	22020	21342	211574	208360	6900	5211	12111	5425	5044	10469

Table 1.8 Matebeleland North Primary

Districts	Schools		ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER			
			BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT	
	Reg	Sat	Tot.																														
1 Binga	57	63	120	3416	3260	3182	3075	3160	3094	3022	3113	3135	3002	2975	2922	2081	2254	248	183	1216	1289	15	7	1874	1915	24324	24114	614	720	1334	433	695	1128
2 Bubi	29	24	53	1125	1028	1053	987	1043	958	1002	935	970	965	919	1007	836	971	126	71	364	362			775	761	8213	8045	333	157	490	249	155	404
3 Hwange	72	14	86	1961	1895	1793	1786	1950	1878	1636	1640	1809	1809	1758	1828	1729	1639	163	113	735	7												

Table 1.10 Midlands Primary

Districts	Schools			ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER		
	Reg	Sat	Tot.	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	M	F	TOT
Chirumanzu	49	28	77	1515	1469	1380	1233	1353	1313	1341	1285	1358	1267	1234	1331	1235	1173	160	122	762	687			1089	1049	11427	10929	447	278	725	307	267	574
Gokwe North	84	34	118	4866	4842	4284	4144	4304	4402	4234	4056	3966	4029	4139	4004	3303	3353	342	211	1320	1366	8	8	2646	2706	33412	33121	836	1035	1871	677	1006	1683
Gokwe South	133	6	139	6235	6137	5743	5488	5831	5674	5666	5540	5587	5309	5612	5545	4241	4570	50	49	1817	1838	8	11	4341	4238	45131	44399	1170	1155	2325	901	1096	1997
Gweru	74	18	92	3492	3330	3184	3134	3168	3192	3146	3166	3038	3079	3123	3207	2780	2896	284	160	674	620	32	27	1731	1771	24652	24582	1227	321	1548	1073	307	1380
Kwekwe	116	18	134	4846	4859	4594	4380	4298	4324	4327	4333	4190	4199	4424	4397	3959	3887	283	168	1073	1068	40	30	2652	2559	34686	34204	1458	651	2109	1248	635	1883
Mberengwa	102	7	109	4096	3815	3450	3323	3380	3342	3465	3300	3327	3192	3247	3269	2829	3055	343	218	1635	1826	14	5	2377	2358	28163	27703	814	716	1530	654	697	1351
Shurugwi	59	6	65	1741	1745	1488	1367	1522	1496	1578	1452	1498	1449	1536	1546	1363	1342	162	99	692	649	13	12	1324	1292	12917	12449	543	314	857	432	300	732
Zvishavane	50	11	61	1831	1739	1699	1669	1592	1553	1619	1596	1572	1628	1538	1579	1496	1400	342	225	761	783	26	15	1224	1159	13700	13346	566	263	829	457	256	713
	667	128	795	28622	27936	25822	24738	25448	25296	25376	24728	24536	24152	24853	24878	21206	21676	1966	1252	8734	8837	141	108	17384	17132	204088	200733	7061	4733	11794	5749	4564	10313

Table 1.11 Provincial Primary

Provinces	Schools			ECD-A		ECD-B		GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7		AUTH. SPECIAL		RES. UNIT		GRAND TOTAL		TEACHER			TEACHER		
	Reg	Sat	Tot.	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	M	F	TOT	F	M	TOT
Bulawayo	126	4	130	7882	7716	7638	7575	7273	7528	7129	7391	7118	7473	7211	7493	6698	7313	994	642	1382	1410	106	75	3861	3830	57292	58446	3148	486	3634	2709	461	3170
Harare	220	5	225	19250	18683	18724	18348	18970	18890	18392	18771	17533	18435	17210	17851	16380	17052	763	496	2488	2412	213	182	7476	7312	137399	138432	5933	1409	7342	5228	1337	6565
Manicaland	794	71	865	36065	34449	31123	29684	30721	30189	29440	28497	29362	28691	28557	28149	24149	23169	1910	1613	16006	16401	292	211	23796	23800	251421	244853	7980	5916	13896	6071	5770	11841
Central	387	101	488	19546	18992	18801	17913	18450	18217	17801	17568	17722	17401	16775	16695	14412	14217	1853	1297	7759	7812	123	89	12959	12670	146201	142871	3982	3521	7503	2985	3445	6430
East	608	80	688	23238	21967	20986	20024	20584	20507	20356	19996	20189	19782	20599	19842	19362	18572	858	764	8071	8036	154	100	15460	15160	169857	164750	5640	3710	9350	4308	3587	7895
West	504	215	719	24688	23891	23062	22252	23018	22446	23029	22251	22644	21886	22357	21746	19807	18821	1932	1382	6786	7005	183	152	14835	14944	182341	176776	5505	4069	9574	4489	3946	8435
Masvingo	694	172	866	30994	29207	26679	25606	26247	25304	24679	24717	23506	23969	22571	23021	19171	19575	2624	2272	12921	13227	162	120	22020	21342	211574	208360	6900	5211	12111	5425	5044	10469
North	457	123	580	14268	13161	13108	12659	13465	12655	12405	12263	12455	12493	12672	12592	10620	10976	1826	1143	7086	7270	71	66	9796	9727	107772	105005	3707	2314	6021	2702	2257	4959
South	444	63	507	11583	11241	10925	10481	10566	10154	10303	10114	9797	9962	10531	10326	9985	9588	1215	740	6251	6193	97	58	9229	9006	90482	87863	3350	1678	5028	2402	1650	4052
Midlands	667	128	795	28622	27936	25822	24738	25448	25296	25376	24728	24536	24152	24853	24878	21206	21676	1966	1252	8734	8837	141	108	17384	17132	204088	200733	7061	4733	11794	5749	4564	10313
	4901	962	5863	216136	207243	196868	189280	194742	191186	188910	186296	184862	184244	183336	182593	161790	160959	15941	11601	77484	78603	1542	1161	136816	134923	1558427	1528089	53206	33047	86253	42068	32061	74129

Table 165: Zimbabwe Secondary Schools Enrolments and Staffing Statistical Summary

Table 1.1 Bulawayo Secondary

1	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS			
	District	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
2	Bulawayo Central	11		11	890	991	906	1066	854	1130	794	1154	318	501	245	440			14	13	4021	5295	364	157	521
3	Imbizo	10	1	11	825	746	724	740	736	724	734	742	251	174	218	157			8	11	3496	3294	231	153	384
4	Khami	8	4	12	904	949	961	1025	822	1050	777	955	166	218	190	205					3820	4402	243	156	399
5	Mzilikazi	10		10	1825	1924	1677	1982	1819	1999	1652	1843	357	342	318	291	3	6	27	9	7678	8396	405	264	669
6	Reigate	8		8	1297	1564	1301	1445	1280	1410	1259	1271	261	216	257	226			22	15	5677	6147	314	188	502
7		47	5	52	5741	6174	5569	6258	5511	6313	5216	5965	1353	1451	1228	1319	3	6	71	48	24692	27534	1557	918	2475

Table 1.2 Harare Secondary

1	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS			
	District	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
2	Chitungwiza	14		14	2074	2345	2200	2357	2057	2150	1931	1896	283	180	241	168	12	9	62	42	8860	9147	411	262	673
3	Glenview Mufakose	13		13	1817	1956	1912	2064	2114	1988	1963	2073	431	386	405	366	16	8	17	12	8675	8853	440	275	715
4	High Glen	9	3	12	1371	1512	1466	1574	1445	1463	1288	1336	188	185	202	152			19	19	5979	6241	300	184	484
5	Mabvuku Tafara	11		11	1208	1395	1294	1456	1252	1405	1120	1396	194	197	169	234			25	14	5262	6097	359	149	508
6	Mbare Hatfield	12		12	1257	1296	1375	1284	1152	1212	1194	1196	504	469	410	358			24	23	5916	5838	383	174	557
7	Northern Central	14	1	15	1141	1074	1191	1039	1198	962	1193	961	636	495	541	477	3	3	61	20	5964	5031	392	242	634
8	Warren Park	16	1	17	1652	1722	1388	1677	1470	1589	1420	1428	524	488	461	456			17	10	6932	7370	429	246	675
9		89	5	94	10520	11300	10826	11451	10688	10769	10109	10286	2760	2400	2429	2211	31	20	225	140	47588	48577	2714	1532	4246

Table 1.3 Manicaland Secondary

1	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS			
	District	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
2	Buhera	47	25	72	3541	3658	3133	3093	3343	3185	3226	2777	538	377	543	288			11	8	14335	13386	467	711	1178
3	Chimanimani	22	5	27	1518	1552	1400	1365	1434	1431	1300	1170	242	240	273	207			11	9	6178	5974	242	359	601
4	Chipinge	37	21	58	3123	3063	2757	2880	2663	2680	2414	2221	493	322	486	308			66	72	12002	11546	372	692	1064
5	Makoni	55	34	89	3632	3531	3302	3027	3431	2967	3172	2423	578	414	563	369	10	5			14688	12736	603	720	1323
6	Mutare	52	21	73	4157	4010	3958	3677	3824	3669	3427	2813	700	498	607	391	21	19	30	16	16724	15093	782	687	1469
7	Mutasa	32	10	42	2087	2117	1957	2069	2125	2028	2003	1834	376	453	324	385			19	20	8891	8906	425	470	895
8	Nyanga	23	7	30	1539	1465	1458	1312	1577	1280	1450	1213	339	134	329	141					6692	5545	201	357	558
9		268	123	391	19597	19396	17965	17423	18397	17240	16992	14451	3266	2438	3125	2089	31	24	137	125	79510	73186	3092	3996	7088

Table 1.4 Mashonaland Central Secondary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Bindura	10	11	21	1379	1308	1187	1194	1120	1123	1039	959	235	183	207	161					5167	4928	229	183	412
2 Guruve	15	12	27	1300	1276	1166	1222	1174	1098	1095	926	151	73	117	63					5003	4658	158	245	403
3 Mazowe	26	14	40	2289	1929	2032	1826	2062	1806	1856	1588	268	186	267	186					8774	7521	300	379	679
4 Mbire	8	8	16	652	659	610	574	587	443	506	331	35	19	39	9					2429	2035	63	124	187
5 Mt. Darwin	28	12	40	1860	1827	1688	1809	1668	1578	1505	1315	164	129	189	120					7074	6778	243	315	558
6 Muzarabani	9	10	19	786	783	734	711	728	657	584	426	71	65	65	45					2968	2687	73	152	225
7 Rushinga	13	9	22	907	978	873	817	839	818	758	605	93	50	83	49					3553	3317	113	170	283
8 Shamva	16	8	24	1346	1320	1166	1220	1173	1074	1087	858	185	117	146	94					5103	4683	175	244	419
	125	84	209	10519	10080	9456	9373	9351	8597	8430	7008	1202	822	1113	727	0	0	0	0	40071	36607	1354	1812	3166

Table 1.5 Mashonaland East Secondary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Chikomba	39	16	55	1908	1871	1801	1752	1891	1859	1876	1684	276	170	248	151					8000	7487	265	405	670
2 Goromonzi	29	5	34	2373	2261	2335	2260	2292	2035	1902	1912	431	325	368	349					9701	9142	387	343	730
3 Hwedza	24	7	31	1155	1181	1221	1176	1256	1251	1213	1059	185	142	208	146					5238	4955	177	243	420
4 Marondera	35	10	45	2175	2257	2081	2105	2016	1990	1991	1777	524	554	442	486	4	8	2	4	9235	9181	428	432	860
5 Mudzi	23	6	29	1464	1462	1300	1351	1395	1181	1199	875	83	62	89	75					5530	5006	167	261	428
6 Murehwa	32	11	43	2527	2394	2316	2166	2400	2021	2036	1658	347	265	280	232					9906	8736	329	409	738
7 Mutoko	37	7	44	1809	1791	1564	1664	1632	1472	1439	1292	193	177	186	141	2	2			6825	6539	268	331	599
8 Seke	13	6	19	972	925	840	787	846	790	722	674	42	39	34	42					3456	3257	147	127	274
9 UMP	20	11	31	1216	1166	1218	1151	1138	1003	1080	867	79	45	74	65					4805	4297	197	250	447
	252	79	331	15599	15308	14676	14412	14866	13602	13458	11798	2160	1779	1929	1687	6	10	2	4	62696	58600	2365	2801	5166

Table 1.6 Mashonaland West Secondary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Chegutu	39	22	61	2850	2785	2535	2572	2776	2602	2325	2114	420	364	389	339	4	10			11299	10786	425	487	912
2 Hurungwe	38	57	95	3537	3543	3377	3398	3609	3079	2741	2154	376	169	417	152	1	1	8	5	14066	12501	386	744	1130
3 Kariba	4	11	15	613	624	566	509	641	570	572	414	85	26	60	23					2537	2166	89	137	226
4 Makonde	22	34	56	2406	2458	2277	2260	2405	2006	2109	1702	320	228	310	224			54	39	9881	8917	332	409	741
5 Mhondoro Ngezi	19	10	29	1266	1350	1219	1183	1384	1268	1219	1037	158	145	153	163	2	1			5401	5147	215	219	434
6 Sanyati	19	12	31	1458	1604	1340	1521	1421	1364	1201	1056	237	173	216	133					5873	5851	245	278	523
7 Zvimba	34	27	61	2755	2382	2554	1965	2719	2079	2333	1575	331	177	335	189					11027	8367	444	430	874
	175	173	348	14885	14746	13868	13408	14955	12968	12500	10052	1927	1282	1880	1223	7	12	62	44	60084	53735	2136	2704	4840

Table 1.7 Masvingo Secondary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Bikita	30	10	40	2313	2328	2158	2100	2462	2133	2299	1830	523	307	487	250					10242	8948	243	520	763
2 Chiredzi	21	20	41	1631	1956	1392	1654	1548	1721	1197	1249	323	206	264	206					6355	6992	286	352	638
3 Chivi	33	8	41	1993	1953	1753	1869	1977	1871	1913	1799	359	221	323	195					8318	7908	277	488	765
4 Gutu	54	17	71	2804	3025	2758	2675	2914	2911	2680	2604	592	464	543	435					12291	12114	436	711	1147
5 Masvingo	47	13	60	3059	3139	2837	2945	3242	3205	3043	2689	865	606	717	521	6	1			13769	13106	563	665	1228
6 Mwenezi	22	21	43	1398	1725	1102	1476	1158	1501	974	1035	221	136	183	127					5036	6000	175	323	498
7 Zaka	38	4	42	2320	2341	2154	2249	2479	2284	2283	2011	447	206	362	230					10045	9321	269	531	800
	245	93	338	15518	16467	14154	14968	15780	15626	14389	13217	3330	2146	2879	1964	6	1	0	0	66056	64389	2249	3590	5839

Table 1.8 Matebeleland North Secondary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Binga	10	25	35	1437	1503	1122	1249	1358	1277	975	906	153	69	133	75					5178	5079	159	349	508
2 Bubi	8	9	17	518	628	479	492	353	402	308	273	89	73	92	60			17	8	1856	1936	111	105	216
3 Hwange	20	13	33	1209	1262	1170	1223	1270	1209	1181	1200	137	127	144	137					5111	5158	262	232	494
4 Lupane	20	3	23	857	1151	763	1001	737	1044	616	747	63	78	45	49			1	2	3082	4072	163	191	354
5 Nkayi	21	7	28	990	1406	906	1363	888	1173	722	917	70	71	55	63					3631	4993	186	214	400
6 Tsholotsho	23	2	25	1130	1461	954	1248	904	1192	653	844	84	103	69	96			23	10	3817	4954	215	212	427
7 Umguza	11	2	13	524	780	542	736	495	690	385	563	29	78	22	75	3	1			2000	2923	118	134	252
	113	61	174	6665	8191	5936	7312	6005	6987	4840	5450	625	599	560	555	3	1	41	20	24675	29115	1214	1437	2651

Table 1.9 Matebeleland South Primary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 BeitBridge	14	2	16	813	993	660	854	639	805	506	652	48	69	72	45					2738	3418	116	104	220
2 Bulilima	14	4	18	883	1157	727	1009	613	841	521	733	95	184	97	185	7	1	0	0	2943	4110	133	164	297
3 Gwanda	28	6	34	1470	1636	1313	1436	1425	1585	1203	1326	225	239	218	209	3	1	0	0	5857	6432	248	248	496
4 Insiza	18	11	29	1043	1156	888	1090	833	1020	689	841	106	123	122	136	9	9	0	0	3690	4375	148	195	343
5 Mangwe	13	2	15	693	834	694	794	652	732	542	623	117	122	114	124					2812	3229	110	150	260
6 Matobo	20	8	28	1168	1333	968	1282	925	1198	760	997	116	158	119	119				5	4056	5092	185	181	366
7 Umzingwane	15	2	17	748	748	697	631	783	663	640	531	159	62	115	53					3142	2688	132	139	271
	122	35	157	6818	7857	5947	7096	5870	6844	4861	5703	866	957	857	871	19	11	0	5	25238	29344	1072	1181	2253

Table 1.10 Midlands Secondary

District	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Chirumanzu	18	8	26	937	916	860	850	976	901	986	856	199	90	146	66					4104	3679	158	214	372
2 Gokwe North	25	33	58	2366	2307	1997	2099	2062	2111	1552	1352	134	62	105	30					8216	7961	216	491	707
3 Gokwe South	46	7	53	2777	3196	2611	2899	2631	2691	2240	2101	258	151	239	130					10756	11168	331	545	876
4 Gweru	31	10	41	2229	2339	2275	2486	2212	2587	2085	2265	754	710	752	691	4		15	18	10326	11096	564	450	1014
5 Kwekwe	39	16	55	2851	2955	2689	2889	2671	2869	2326	2288	595	454	549	425					11681	11880	551	510	1061
6 Mberengwa	37	7	44	2104	2295	2098	2199	2343	2517	1863	1955	264	162	285	139	15	12			8972	9279	274	497	771
7 Shurugwi	26	4	30	1155	1166	1101	1096	1244	1184	1128	1094	162	122	164	105					4954	4767	226	255	481
8 Zvishavane	19	4	23	1091	1258	1024	1077	1090	1109	1051	1030	137	78	79	84					4472	4636	164	214	378
	241	89	330	15510	16432	14655	15595	15229	15969	13231	12941	2503	1829	2319	1670	19	12	15	18	63481	64466	2484	3176	5660

Province	Schools			Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Res. Unit		Auth. Special		GRAND TOTAL		TEACHERS		
	Reg	Sat	Tot	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	BOYS	GIRLS	M	F	TOT
1 Bulawayo	47	5	52	5741	6174	5569	6258	5511	6313	5216	5965	1353	1451	1228	1319	3	6	71	48	24692	27534	1558	920	2478
2 Harare	89	5	94	10520	11300	10826	11451	10688	10769	10109	10286	2760	2400	2429	2211	31	20	225	140	47588	48577	2714	1532	4246
3 Manicaland	268	123	391	19597	19396	17965	17423	18397	17240	16992	14451	3266	2438	3125	2089	31	24	137	125	79510	73186	3092	3996	7088
4 Mashonaland Central	125	84	209	10519	10080	9456	9373	9351	8597	8430	7008	1202	822	1113	727	0	0	0	0	40071	36607	1354	1812	3166
5 Mashonaland East	252	79	331	15599	15308	14676	14412	14866	13602	13458	11798	2160	1779	1929	1687	6	10	2	4	62696	58600	2365	2801	5166
6 Mashonaland West	175	173	348	14885	14746	13868	13408	14955	12968	12500	10052	1927	1282	1880	1223	7	12	62	44	60084	53735	2136	2704	4840
7 Masvingo	245	93	338	15518	16467	14154	14968	15780	15626	14389	13217	3330	2146	2879	1964	6	1	0	0	66056	64389	2249	3590	5839
8 Matabeleland North	113	61	174	6665	8191	5936	7312	6005	6987	4840	5450	625	599	560	555	3	1	41	20	24675	29115	1214	1437	2651
9 Matabeleland South	122	35	157	6818	7857	5947	7096	5870	6844	4861	5703	866	957	857	871	19	11	0	5	25238	29344	1072	1181	2253
10 Midlands	241	89	330	15510	16432	14655	15595	15229	15969	13231	12941	2503	1829	2319	1670	19	12	15	18	63481	64466	2484	3176	5660
Grand Total	1677	747	2424	121372	125951	113052	117296	116652	114915	104026	96871	19992	15703	18319	14316	125	97	553	404	494091	485553	20238	23149	43387

Table 166: ECD Indicators

	M	F	Total
Enrolment in ECD	214300	213526	427826
Gross Enrolment Rate, ECD	39.50%	39.29%	39.40%
Net Enrolment Rate, ECD	24.74%	25.21%	24.98%
Completion Rate, ECD	75.67%	75.06%	75.36%
Teachers, ECD	986	11138	12124
Pupil Teacher Ratio, ECD	35		
% of repeaters, ECD A	0.95%	1.01%	0.98%
% of repeaters, ECD B	1.32%	1.28%	1.30%
Pupil to Classroom Ratio, ECD	73		
Pupil to toilet ratio, ECD	24	24	

Table 167 Primary Level Indicators

	M	F	Total
Enrolment in Primary	1344127	1314563	2658690
Gross Enrolment rate, Primary	109.41%	106.44%	107.92%
Net Enrolment Rate, Primary	91.89%	92.51%	92.20%
Completion Rate, Primary	76.73%	77.78%	77.25%
Apparent Intake Rate, Primary	124.48%	117.81%	121.11%
Net Intake Rate, Primary	41.21%	42.80%	42.02%
Teachers on duty, Primary	32061	42068	74129
Pupil Teacher Ratio, Primary	36		
Repetition rate, Grade 2	3.52%	2.89%	3.21%
Repetition rate, Grade 3	2.42%	1.90%	2.16%
Repetition rate, Grade 4	1.82%	1.46%	1.64%
Repetition rate, Grade 5	1.57%	1.21%	1.39%
Repetition rate, Grade 6	1.55%	1.15%	1.35%
Repetition rate, Grade 7	2.00%	1.50%	1.75%
Dropout rate, Grade 2	6.84%	6.79%	6.81%
Dropout rate, Grade 3	3.52%	2.71%	3.12%
Dropout rate, Grade 4	5.05%	4.43%	4.74%
Dropout rate, Grade 5	2.87%	2.27%	2.57%
Dropout rate, Grade 6	0.95%	1.49%	1.22%
Dropout rate, Grade 7	7.27%	6.18%	6.73%
Transition to Secondary rate	75.95%	78.00%	76.98%
Progression rate, Grade 2	89.65%	90.32%	89.98%

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Table 167 Primary Level Indicators (continued)

	M	F	Total
Progression rate, Grade 3	94.06%	95.39%	94.72%
Progression rate, Grade 4	93.13%	94.11%	93.62%
Progression rate, Grade 5	95.56%	96.53%	96.04%
Progression rate, Grade 6	97.50%	97.35%	97.43%
Progression rate, grade 7	90.73%	92.32%	91.52%
Exam pass rate, Grade 7	47.90%	52.58%	50.20%
Pupil to toilet ratio, Primary	26	25	
Pupil to classroom Ratio, Primary	45		
Pupil to Seating Ratio, Primary	1.59		
Pupil to Writing Ratio, Primary	1.82		
Number of schools, Primary	5863		

Table 168: Secondary Level Indicators

	M	F	Total
Enrolment in Secondary	494091	485553	979644
Gross Enrolment Rate, Lower Secondary	73.15%	73.73%	73.44%
Gross Enrolment Rate, Upper Secondary	12.88%	9.91%	11.38%
Gross Enrolment Rate, Total Secondary	53.68%	52.74%	53.21%
Net Enrolment Rate, Lower Secondary	50.81%	56.66%	53.73%
Net Enrolment Rate, Upper Secondary	7.62%	6.82%	7.21%
Net Enrolment Rate, Total Secondary	49.16%	49.98%	49.57%
Completion Rate, Lower Secondary	66.08%	62.28%	64.19%
Completion Rate, Upper Secondary	12.54%	9.44%	10.96%
Apparent Intake Rate, Secondary	74.65%	78.03%	76.34%
Net Intake Rate, Secondary	19.15%	25.87%	22.52%
Teachers on duty, Secondary	23138	20223	43361
Pupil Teacher Ratio, Secondary	23		
Repetition rate, Form 1	1.20%	0.85%	1.02%
Repetition rate, Form 2	0.24%	0.21%	0.23%
Repetition rate, Form 3	0.44%	0.33%	0.38%
Repetition rate, Form 4	4.58%	3.89%	4.24%
Repetition rate, Lower 6	4.26%	3.84%	4.05%
Repetition rate, Upper 6	0.46%	0.26%	2.14%
Dropout rate, Form 1	22.84%	21.16%	22.00%
Dropout rate, Form 2	4.32%	5.69%	5.03%
Dropout rate, Form 3	-1.68%	2.34%	0.36%
Dropout rate, form 4	8.32%	13.38%	10.83%
Dropout rate, Lower 6	76.31%	79.47%	77.82%

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Table 168: Secondary Level Indicators (continued)

	M	F	Total
Dropout rate, Upper 6	2.56%	3.45%	21.40%
Progression rate, Form 1	75.95%	78.00%	76.98%
Progression rate, Form 2	95.43%	94.09%	94.75%
Progression rate, Form 3	101.24%	97.33%	99.25%
Progression rate, form 4	87.09%	82.73%	84.93%
Progression rate, Lower 6	19.44%	16.69%	18.12%
Progression rate, Upper 6	96.99%	96.30%	76.46%
Exam pass rate, O Level	25.10%	21.80%	23.50%
Exam pass rate, A Level	85.81%	87.60%	85.47%
Pupil to toilet ratio, Secondary	18	18	
Pupil to Classroom Ratio, Secondary	44		
Pupil to Seating Ratio, Secondary	1.30		
Pupil to Writing Ratio, Secondary	1.33		
Number of Schools, Secondary	2424		

Annex 1.

Description of the Main Indicators Used in this Publication

% Schools with

Definition: Percentage of the total number of schools reporting a particular facility. Facilities reported in this report include: % schools with Tap Water; % schools with Grid Electricity; % schools with Borehole; % schools with Protected Well; % schools with Stream/ River; % schools with Tap Water.

Purpose: To show the extent of coverage of a particular asset in schools.

Calculation method: Divide the number of schools of a specific type reporting a facility by the total number of schools of that type multiplied by 100.

Average Number of Years taken by Primary Graduates

Definition: Average number of years the system is taking to produce a primary school (7 years) or secondary school (6 years) graduate. A graduate is a learner who successfully completes a level of education i.e. primary. The years input per graduate is obtained by dividing the total number of learner-years spent by the cohort by the total number of graduates.

Unit of Measurement: Years input per graduate

Discussion: The input per graduate should be compared to the ideal number, which is simply the duration of the education cycle. More years studied per graduate indicates wastage in the system that may be due to either dropouts or repeaters.

Coefficient of Efficiency at Primary Level (Input-Output Ratio)

Definition: The ideal (optimal) number of learner-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a

given learner cohort in primary education expressed as a percentage of the actual number of learner-years spent to produce the same number of graduates. One school year spent in a grade by a learner is counted as one learner-year. The coefficient of efficiency is a synthetic indicator of the internal efficiency of an education system. It summarises the consequences of repetition and dropout on the efficiency of the educational process in producing graduates. The coefficient of efficiency is the reciprocal of the Input-Output ratio, which is often used as an alternative indicator of internal efficiency.

Unit of Measurement: Coefficient of primary cycle, expressed as a percentage of the actual number of learner-years

Discussion: A coefficient of efficiency approaching 100 per cent indicates a high overall level of internal efficiency and little wastage due to repetition and drop out. A coefficient of efficiency that is less than 100 per cent signals inefficiency due to grade repetition and dropout. Given that this indicator is usually derived using cohort analysis models that are based on a number of assumptions, and owing to its highly synthetic nature, care should be taken in making comparisons across education systems. From a conceptual viewpoint, economic efficiency and resource utilisation are optimal when most learners graduate within the prescribed duration of the primary or secondary cycle, but this does not necessarily imply achievement of the expected learning outcomes. Also, according to this calculation method, early dropout (i.e. in the lower grades) reduces internal efficiency less than late dropout (i.e. in the higher grades). This means that efficiency from the economic point of view can be in contradiction with educational objectives that aim to retain learners in school as long as possible or at least until they reach the higher grades in the primary cycle when they would have acquired the prescribed basic knowledge and skills

Dropout Rate

Definition: Proportion of learners from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.

Purpose: To measure the phenomenon of learners from a cohort leaving school

without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting learner flows from grade to grade within the educational cycle.

Calculation method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

Gender Gap

Definition: The percentage of a male group less the percentage of a female group. This indicator can be applied to any relative ratio such as GER, NER, NIR, AIR, ASER, % male, % female etc.

Purpose: The Gender Gap represents the relative difference between the a group of males and females. The larger the Gender Gap the greater the bias towards the male group.

Calculation method: The Percentage of a Male group (as a percentage of the total number) less the percentage of a Female group (as a percentage of the total number).

Gender Parity Index (GPI)

Definition: Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes. In the case of learners we calculate GPI in terms of GER. Therefore $GPI = GER \text{ Female} / GER \text{ Male}$. The Gender Parity Index can be applied to raw data or relative data such as NER, GER, Learner to Teacher Ratios or other relative amounts.

Purpose: The Gender Parity Index represents the relative difference between a group of females and males. A GPI of greater than one represents bias towards the female group. A GPI of less than one represents a bias towards the male group.

Calculation method: Divide the number or percentage of females by the number or percentage of males.

Gross Enrolment Rate (GER)

Definition: Enrolment at a given level of education, regardless of age, expressed as a percentage of the population in the theoretical school-age group corresponding to this level of education. For the tertiary level, the population used is the five-year age group following on from the secondary school theoretical leaving age.

Purpose: Gross Enrolment Ratio is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol learners of a particular age-group. It is used as a substitute indicator to net enrolment rate (NER) when data on enrolment by single years of age are not available. Furthermore, it can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

Calculation method: Divide the number of learners (or learners) enrolled in a given level of education regardless of age by the population of the age-group which officially corresponds to the given level of education, and multiply the result by 100.

Net enrolment Rate (NER)

Definition: Enrolment of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Purpose: To show the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education.

Calculation method: Divide the number of learners enrolled who are of the official age-group for a given level of education by the population for the same age-group and multiply the result by 100.

School Teachers having Required Academic Qualifications

Definition: The number of school teachers with at least the minimum academic qualifications required by MoPSE for teaching at a certain level of the education system (ECD, Primary or Secondary), expressed as a percentage of the total number of primary school teachers. This indicator measures the proportion of primary school teachers who meet the basic requirement in terms of academic qualifications as specified by the authorities. It indicates the general quality of human capital involved in teaching in education. Teachers are persons who, in their professional capacity, guide and direct learners' learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum programme.

Unit of Measurement: Teachers with at least minimum academic qualifications as a percentage of the total number of primary school teachers

Discussion: A high percentage of teachers having the required academic qualifications denotes the availability of academically qualified teachers and the general quality of the teaching force. Teachers' academic qualifications, together with pre-service or in-service teacher training, correlate strongly and consistently with learners' scholastic performance, which of course is also affected by other factors, such as the experience and status of teachers, teaching methods, teaching materials and the quality of classroom conditions.

Learner to Teacher Ratio (LTR)

Definition: Average number of learners per teacher at a specific level of education in a given school-year. Teachers are defined as persons whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to learners enrolled in a formal educational institution.

Calculation Method: Divide the total number of learners enrolled at the specified level of education by the number of teachers at the same level.

Core Textbooks per subject per learner

Definition: The number of core textbooks for each core subject which are available to each learner in either primary or secondary schools. At primary level the core textbooks are English, Mathematics, Environmental Science, and either Shona or Ndebele. In secondary schools core textbooks are English, Mathematics, Integrated Science, Geography, History, and either Shona or Ndebele.

Calculation Method: Total number of core textbooks are divided by the number of subjects (Primary:4, Secondary 6) and this figure is also divided by the number of learners.

Repetition Rate by Grade or Form

Definition: Proportion of learners enrolled in a given grade in a given school year who study in the same grade the following school year. This indicator measures the phenomenon of learners repeating a grade, and is one of the measures of the internal efficiency of the primary school education cycle

Unit of Measurement: Percentage of repeaters in a grade to enrolment in that grade the previous year

Discussion: Repetition rates should ideally approach zero per cent. High repetition rates reveal problems in the internal efficiency of the education system and possibly reflect a poor level of instruction. When compared across grades, the patterns can indicate specific grades with relatively higher repetition rates, hence requiring more in-depth study of the causes and possible remedies. In some cases, low repetition rates merely reflect policies or practices of automatic promotion and may reflect poorly on the quality of a system. Repetition rate plays an important role in measuring the efficiency of the education system. The maximum repetition rate and the number of grade repetitions allowed may in some cases be determined by the education authorities in order to cope with limited capacity at certain grade levels and to increase the flow of learners through the education cycle

School Teachers who are Certified (Trained) to Teach According to National Standards

Definition: The number of school teachers who are certified to have received the minimum organised teacher-training (pre-service or in-service) required for teaching in education, expressed as a percentage of the total number of school teachers at a particular level of the education system. This indicator measures the proportion of primary school teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It reveals also a state's commitment to invest in the development of its human capital involved in teaching activities. Teachers are persons who, in their professional capacity, guide and direct learners' learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum programme.

Unit of Measurement: Percentage to total primary school teachers

Discussion: A high percentage of teachers certified to teach in primary schools implies that a majority of the teaching force is trained and has the necessary pedagogical skills to teach and use the available instructional materials in an effective manner. This indicator does not take into account differences in teachers' experiences and status, teaching methods, teaching materials and variations in classroom conditions -- all being factors that also affect the quality of teaching/learning. The details of the training imparted, duration, training agency etc. may also be analysed along with the indicator.

Learner enrolment

Learner enrolment is defined as the total number of learners (total, female) enrolled in a particular level of education (primary, secondary, tertiary). For secondary education, learner enrolment includes enrolment in general programmes as well as enrolment in technical and vocational programs. (Data Source: UNESCO Institute for Statistics)

Survival Rate to End Education Cycle

Definition: Percentage of a cohort of learners who enrolled in the first grade of a level of education in a given school-year and who eventually reach the final year (or target year). Its purpose is to assess the "holding power" and internal efficiency of an education system. The survival rate to final year indicates the proportion of a learner cohort that completes each year and survives to final year. Conversely, it indicates the magnitude of dropout before final year.

Unit of Measurement: Percentage of a learner cohort actually reaching grade V

Discussion: Survival rate to final year of education is of particular interest because the completion of at least primary schooling is commonly considered a pre-requisite for a sustainable level of literacy. The distinction between survival rate with and without repetition is necessary to determine the extent of wastage due to dropout and repetition. Given that this indicator is usually estimated using cohort analysis models that are based on a number of assumptions, care should be taken in making comparisons across states

Teacher to Classroom Ratio (TCR)

Definition: Average number of teachers per classroom in a given school-year. A classroom is defined as a discrete room for formal instruction. The classroom should be in good condition and suitable for teaching. Classrooms do not include special rooms which are also sometimes classified as classrooms. This is because many special rooms cannot be used for general classroom use such as computer rooms.

Purpose: To define whether adequate classroom facilities exist in a school. A TCR of one teacher per classroom is ideal. However, this may vary depending on the schedule of teachers.

Calculation Method: Divide the total number of teachers at each level or type of education by the number of classrooms for each level or type of education.

Transition Rate

Definition: The number of learners (or learners) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of learners (or learners) enrolled in the final grade of the lower level of education in the previous year.

Purpose: To convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

Calculation method: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of learners who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

Un-enrolled children

Definition: Children in the official school age range who are not enrolled in school. This is the remainder after accounting for ASER.





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