



The Republic of Zimbabwe

2018 PRIMARY AND SECONDARY EDUCATION STATISTICS REPORT
MINISTRY OF PRIMARY AND SECONDARY EDUCATION

JULY, 2019

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Abbreviations and Acronyms

Definition

Acronym

ADSL	Asymmetric Digital Subscriber Line
AIR	Apparent Intake Rate
ASER	Age Specific Enrolment Rate
BEAM	Basic Education Assistance Module
DSL	Digital Subscriber Line
ECD	Early Childhood Development
EFA	Education for All
EMIS	Educational Management Information System
ESSP	Education Sector Strategic Plan
GER	Gross Enrolment Rate
GoZ	Government of Zimbabwe
GPI	Gender Parity Index
ICT	Information and Communication Technology
MoPSE	Ministry of Primary and Secondary Education
NER	Net Enrolment Rate
NIR	Net Intake Rate
OVC	Orphans and Vulnerable Children
LCR	Learner to Classroom Ratio
LITE	Load Individual Task and Environment
LSR	Learner to Seating Place Ratio
LTTR	Learner to Trained Teacher Ratio
LTR	Learner to Teacher Ratio
LTR	Learner to Toilet Ratio
LWR	Learner to Writing Place Ratio
MoHTESTD	Ministry of Higher and Tertiary Education Science and Technology Development
NFE	Non-Formal Education
PTCEC	Part Time Continuing Education Course
SDC	School Development Committee

Definition

Acronym

SDG	Sustainable Development Goal
SHDSL/XDSL	Symmetrical high-speed Digital Subscriber Line/ Extensive Digital Subscriber Line
TCR	Teacher to Classroom Ratio
TCR	Teacher to Class Ratio
TTR	Teacher to Toilet Ratio
VSAT	Very Small Aperture Terminal
ZABEC	Zimbabwe Adult Basic Education Course
ZimStat	Zimbabwe Statistics Agency
ZIMSEC	Zimbabwe School Examinations Council

Disclaimer

The information herein represents official statistics for the Ministry of Primary and Secondary Education (MoPSE) and should be neither reproduced without proper acknowledgments nor altered in any way. The data in the 2018 Primary and Education Educational Statistics Report was captured through the official annual Ed 46 questionnaire administration. The MoPSE's EMIS team has engaged in continuous data verification and cleaning exercises to produce the statistics contained in this document.

It is important to note that the Ministry has been using population projections from the Zimbabwe National Statistics Agency (ZimStat) to calculate the indicators herein. The Zimstat projections are based on the 2012 census and have not been adjusted for migration, low birth rates, increased death rates or other demographic trends.

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Foreword

Primary and Secondary Education Statistics are key for evidence-based policy making and programming, including the equitable distribution of resources. The 2018 Primary and Secondary Education Statistics Report, is one in a series published by the Ministry of Primary and Secondary Education annually. This information from the Ministry's administrative records forms is an important component of the Zimbabwe Statistical National System.

There has been tremendous improvement in the availability of education statistics mainly from the Education Management Information System (EMIS) in recent years. The data improvement is noted in terms of quality, coverage, timeliness, adequacy, relevance, and disaggregation with regard to sex, provinces, urban rural divide, districts and other demographic characteristics.

According to the Zimbabwe Constitution, 2013, education is fundamental right. Information published in this report is critical for the purpose of reviewing, informing and understanding all aspects of the education sector hence leading to planning, improving, projecting and enhancing equity, efficiency, access and quality of our education system. It is important for the evaluation of the Education Sector Strategic Plan (ESSP), 2016-2020. Various education related 2030 Sustainable Development Goals (SDG) will be effectively monitored using this data. These are SDG 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*; SDG 5: *Achieving gender equality and empowering all women and girls*; SDG8, target 8.6 which aims to “substantially reduce the proportion of youth not in employment, education or training” by 2020 and SDG4: target 4.2, *on access to equitable and quality access to Education Childhood Development, care and pre-primary education for the readiness of children for primary education*.

It is with great pleasure therefore that I present this volume of the 2018 Primary and Secondary Statistics Report.

Hon. Professor Paul M Mavima,

MP Minister of Primary and Secondary Education Harare, January 2018

Preface

This 2018 Primary and Secondary Statistics Report has been produced timeously from the data collected through the Ministry's Education Management Information System (EMIS) in June 2018. The report provides detailed statistics on the primary and secondary education system in the following areas: demand for education (population and schools); enrolments; access to education (new entrants into Grade 1 and Form 1 and access Rates); participation in the education system; Orphans and Vulnerable Children (OVC), (Basic Education Assistance Module (BEAM) and Impairments); internal efficiency; teaching staff; facilities; non-formal education and learning outcomes (Pass Rates). Data collected through the EMIS remains an important component of the Zimbabwe National Statistical System.

The thrust of the report is to provide important timely statistical data to drive evidence-based decision-making. The publication contains data that support planning, resource allocation, education innovation and reporting at all levels. The disaggregation of data by sex, province, location and other demographics makes it a relevant planning and decision-making tool.

It is my sincere hope that the statistics published in this report will go a long way in providing important timely statistical data to drive evidence-based planning and decision-making.

Tumisang Thabela (Mrs)

Secretary for Primary and Secondary Education

EXECUTIVE SUMMARY

This 2018 Primary and Secondary Education Statistics Report presents the performance of the education sector from 2014 to 2018 by gender, region, location and to some extent by districts using data from the Education Management System (EMIS) collected by authorised schools in June 2018. The report covers 11 chapters which include the following areas: Demand for education (population and schools); Enrolments: Access to Education (new entrants into Grade 1 and Form 1 and Access Rates); Participation in the Education system; OVC, including the Basic Education Assistance Module (BEAM) and Impairments ; Internal efficiency; Teaching establishment; Facilities; Non -Formal Education and Learning Outcomes (Pass Rates). Generally, rural areas are worse off than urban areas, with regards to education delivery.

According to the Zimbabwe National Statistics Agency (ZimStat) population projections based on the 2012 Population Census, there are 5 601 398 (girls - 2 804 775: boys - 2 796 623) school aged people (3-18years) in 2018, of whom 50.07 percent are girls. The number of schools have increased tremendously since independence due to the expansionary education policy, and increased further after the land reform in 2000 resulting in the setting up of satellite schools. Since 2014 the number of schools has been increasing marginally. In 2018, there are 6 242 schools with Education and Childhood Development (ECD), 6 288 primary schools and 2 871 secondary schools..

There are 628 826 learners (females -312 616: males -316 210) enrolled for ECD A and ECD B in Zimbabwe of whom 49.71 percent are females. Progress has been registered in ECD enrolment as reflected in continuous positive annual percentage changes from 2014 to 2018. However, the increase in 2018 was lowest at 0.78 percent. In 2018, 81.12 percent of the ECD learners are enrolled in rural schools, and the remainder in urban ones.

There are 2 725 970 primary school learners (females -1 356 828: males -1 369 142) with almost equal numbers for males and females. Females constitute 49.77 percent of all the primary school learners. About three quarters of all primary school learners are in rural areas. There are 1 093 550 learners enrolled in secondary schools (Form 1-6), with 996 790 learners enrolled in lower secondary school (Form 1-4) and 96 760 enrolled for upper secondary (Form 5-6). There are almost equal numbers for males and females for Form 1-6, and lower secondary. However, for upper secondary females constitute 47.41 percent of the total enrolment. Since 2014, secondary school enrolment has generally increased. Enrolments for upper secondary have risen by relatively higher proportions than lower secondary and overall secondary during this period. About 70 percent of the secondary school learners are enrolled in rural areas. Enrolments of overaged and underaged learners remain a problem.

The implementation of the new Early Childhood Development (ECD) policy since 2005, has started to bear fruit as reflected in increasing enrolments, which, however, remain low. The ECD Net Enrolment Rate (NER)¹, is very low at 31.92 percent, especially given the fact that nearly all (99.27 percent) of primary schools have ECD. ECD A, ECD B and Junior Education (Grade 3-7) NERs are 15.20 percent, 31.29 percent and 80.67 percent, respectively, all below their 2016-2020 ESSP targets for 2018 of 30 percent, 45 percent and 97 percent, respectively. The primary school NER, is high at 91.91 percent, with gender parity and generally increasing. Overall, the secondary

¹ The Net Enrolment Rate is the number of pupils enrolled who are of the official age group for a given level of education divided by the population for the same age group expressed as a percentage.

school NERs, although generally increasing between 2014 and 2018, are much lower than those at primary school level. The secondary school (Form 1-4) NER, is at 56.40 percent. In 2018 gender parity has been achieved with regards to secondary school (Form 5-6) NER of 10.28 percent. This is an improvement from 2014 to 2016 when gender parity at this level was in favour of males. The low percentage reflects the bottleneck system, whereby only those who pass 'O' Level proceed to the upper secondary level and the fact that after Form 4, some 'O' level graduates join training institutions such as polytechnics, technical colleges, teacher's colleges, agricultural colleges, among others, whilst others enter the labour market. NERs generally increased between 2014 and 2018, with both females and males having the same pattern. The Form 1-4 and Form 1-6 GERs are close to their 2016-2020 ESSP targets.

The proportion of the number of children who enter into Grade 1 for the first time at the age of 6 measured as the Net Intake Rate (NIR)² is 36.59 percent and in favour of females. The NIR generally decreased since 2014, decreasing from 42.02 percent to its current level, with similar trends for both females and males. Admission into secondary education (Form 1) has generally slightly improved between 2014 and 2018 Compared to the primary school system, admission into the secondary school system was relatively low.. Females have a NIR which is higher (27.28 percent) than of males (20.82 percent)

Even though there is automatic promotion from ECD to Form 4 there are 25 243 primary school (including ECD) repeaters and 12 600 secondary school (Form 1-6) ones, with more males repeating than females since 2014. Primary and secondary schools have 0.75 percent and 1.16 percent of their students repeating, respectively. The number of repeaters has been falling over the years. There are 20 400 dropouts at primary school level (including ECD) and 37 081 at the secondary school level. The secondary school (Form 1-6) percentage of repeaters is higher than the primary school one at 3.41 percent and 0.61 percent, respectively. Both primary and secondary school dropouts have generally declined since 2014. There are more male dropouts than female ones at primary school level, with the opposite being true at secondary school level.

The main reasons for dropping out of primary school are absconding (45.10 percent) and financial reasons (32.93 percent). A total of 231 learners drooped out of school for marriage reasons and 180 for pregnancy ones, most of them being females. At secondary level 3 836 learners (female - 3558; males- 278) dropped out of school for marriage reasons and 2 912 (females- 2861; males -51) for pregnancy ones. Similarly, the main reasons for dropping out of secondary school are financial reasons (46.57 percent) and absconding (27.80 percent). More males than females dropped out of secondary school because of financial reasons, absconding, death and expulsion. In times of economic hardships, older boys may be dropping out of school to supplement household incomes. This is contrary to the general belief that, people have sceptical attitudes

² The Net Intake Rate measures the number of children of official school-admission age admitted into Grade 1, expressed as a percentage of the population of official admission age (6 years) to the first level of education. Measures admittance of the children at the right ages. Assesses access into the school system by 6-year olds (official entrance age) into Grade One. Repeaters are excluded in this calculation.

towards the benefits of educating girls. The situation in both primary and secondary schools calls for more BEAM resources to those children with financial constraints.

Survival Rates³ for both primary and secondary school levels show that the retention of learners is decreasing with grade /form. The Completion Rate⁴ decreases, with the level of education. At ECD level the Completion Rate is 92.29 percent, with gender parity and has generally increased, with the same trend for both females and males. At primary school level the Completion Rate is 77.57 percent, with gender parity in favour of females. However, for the preceding years there was gender parity. The primary school Completion Rate has remained stable over the past four years. At lower secondary level the Completion Rate is 63.12 percent, with gender parity in favour of males. The decrease in the Completion Rate generally in 2018 is a cause for concern. The Completion Rate at the upper secondary level is 14.94 percent. Upper secondary Completion Rates have been increasing since 2014, with gender parity in favour of males.

The Transition Rate⁵ from Grade 7 to Form 1 is 78.65 percent, with gender parity. The Form 4 to Form 5 the Transition Rate remain low at 23.44 percent, with gender parity in favour of males. The Transition Rate from Grade 7 to Form 1 has remained stable since 2014, whilst that from Form 4 to 5 has generally increased during the same period. Transition rates from Form 4 to 5 remain low due to various reasons such as; the limited number of “A” Level schools in the country, restrictive pass rates and socio-economic reasons such as fees. As mentioned earlier Form 4 graduates can join various tertiary institutions and also the labour market.

The percentages of learners who are OVCs increase with the level of education. At ECD level, there are 107 134 children who are orphaned and vulnerable and they constitute 17.04 percent of the learners, with gender parity. At primary school level, there are 584 114 learners who are orphaned and vulnerable and they constitute 21.43 percent of the learners, with gender parity. At secondary school level, there are 318 695 learners who are orphaned and vulnerable and they constitute 29.35 percent of the learners, with gender parity in favour of males. There are 61 946 learners with impairments, of whom 48 851 (78.86 percent) are at primary school level and 13 095 at secondary school level. At both primary and secondary school levels, the most common type of impairment is intellectual challenges and the lowest is albinism.

A total of 384 057 primary school learners are either under the Basic Education Assistance Module (BEAM) (353 879) or other assistance (30 178). Overall, 10.55 percent of all primary school learners are on BEAM, whilst more than half (51.19 percent) of all primary school OVC are on BEAM. BEAM claim is still outstanding for 71.92 percent (254 516) of the primary school learners. A total of 170 636 secondary school learners are either under the BEAM (120 022) or other assistance (50 614). Overall, 11.05 percent of all secondary school learners are on BEAM, whilst 37.66 percent of all secondary school OVC are on BEAM. BEAM claim is still outstanding for 73.39 percent (88 085) of

³ 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.

⁴The Completion Rate is calculated as follows -The number of persons in the relevant age group who have completed the last grade of the given level of education is expressed as a percentage of the total population (in the survey sample) of the same age group.

⁵ 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.

the secondary school learners. Unlike at primary school level, at secondary level, there are more males than females on BEAM at national level.

There are 15 086 ECD teachers, of whom 58.45 percent are trained. ECD has the lowest percentage of trained teachers, compared to secondary school level (85.47 percent) and primary school level (97.14 percent). About 90 percent of the ECD teachers (88.54 percent) are females. The national ECD LTR is about double the recommended one of 20 at 42, with the LTTR being more than treble (71). The rural LTTR is almost double the urban one. Of all ECD teachers more than half of them (53.76 percent) have less than five years of experience, with 19.31 percent having 10 years or more experience. Those with less than one-year experience constitutes 11.31 percent. The total (trained and untrained) number of primary school (Grade 1 to 7) teachers has generally decreased from 74 129 in 2014 to 72 512 in 2018.

Trained teachers constitute 97.14 percent of all primary school teachers in Zimbabwe. However, the number of trained primary school generally increased from 2014 to 2018. About 48 percent of the primary school teachers (47.77 percent) are females. The primary school overall LTR is 38, within the recommended 40, and it has generally increased since 2014. The primary school Learner Trained Teacher Ratio (LTTR) is 39 and it has generally slightly decreased from its 2014 level of 40. Primary school teachers are well experienced with 63.18 percent of them having 10 or more years teaching experience, and 14.97 percent having less than five years' experience.

The total number of secondary school (Form 1-6) teachers has increased from 43 361 in 2014 to 46 160 in 2018. Trained teachers constitute 85.47 percent of all secondary school teachers in Zimbabwe. The number of trained secondary school teachers increased from 2014 to 2018. About 48 percent of the secondary school teachers (47.77 percent) are females. The secondary school overall LTR is 24 and it has marginally increased from its 2014 level of 23. The secondary school Learner Trained Teacher Ratio (LTTR) is 28 and it has generally decreased from its 2014 level of 30. Whilst 64.54 percent of the primary school substantive teachers are females, the percentage of females is much lower for the most senior positions of head and deputy head, at 29.20 percent and 35.74 percent, respectively. The same situation is true for secondary schools where 47.77 percent of the secondary school substantive teachers are females, but with females constituting only at 16.41 percent and 26.16 percent of head and deputy head positions respectively.

At all levels of education, Learner to Classroom Ratios (LCR) are above the recommended levels of 20:1 for ECD; 40:1 for primary school level and 30:1 for the secondary school level. This reflects the need to improve on classroom infrastructure. ECD has a LCR of 64, which has been decreasing since 2014. The primary school LCR is 45 and it has remained the same since 2014. Secondary school LCR is 39, declining from its level of 44 in 2014. At national level, 27.38 percent of the primary school (ECD A to Grade 7) learners do not have seating places, whilst 34.54 percent are without writing places. In both primary and secondary schools there are more than one learner per seating or writing place. Overall, 13.81 percent of the secondary school learners do not have seating places, whilst 15.20 percent are without writing places.

There is universal access to water in primary schools in Harare and Bulawayo provinces. There are 89 primary schools with no access to water. The proportions of schools getting water from safe sources namely boreholes, piped water and protected wells are 86.64 percent for primary and 89.56 percent for secondary schools. The primary school male learner to toilet ratio is 22,

whilst the female one is 21. The primary school learner to toilet ratio has remained close at its 2014 level for both males and females. The secondary school learner to toilet ratio is the same for females and males at 17. At secondary school level the situation has remained generally constant since 2014. At national level, there are 68.51 percent of primary schools with trained health teachers, 90.71 percent with supplementary feeding programmes and 82.68 percent with functioning health clubs. There are 56.70 percent of all secondary schools with trained health teachers, 17.35 percent with supplementary feeding programmes and 64.02 percent with functioning health clubs, all lower than at primary school level.

A total of 2 832 primary schools (45.04 percent) do not have electricity. For secondary schools, 819 (28.53 percent) of them do not have electricity. Overall, 20.02 percent of the primary schools have internet connectivity, with a higher percentage of 39.67 percent for secondary schools. A total of 5 029 primary schools and 1 732 secondary ones remain without internet connectivity. The average number of computers per primary school is 6. On average there are 123 primary school learners per computer. Out of all secondary schools, 81.19 percent have computers regardless of their use and 71.68 percent have computers for learners. The average number of computers per secondary school is 18. On average there are 36 secondary school learners per computer. The predominantly urban provinces of Harare and Bulawayo are way ahead of their rural counterparts in all aspects of computerization for both primary and secondary schools.

All 2016-2020 ESSP 2018 targets have been achieved and surpassed with respect to the number of schools offering the various NFE programmes. The same is true with regards to the numbers enrolled for Functional literacy. However, the number of learners enrolled for PTCEs of 22 811 is well below the ESSP 2018 target of 33 300.

There has been a great improvement in Pass Rates at all levels since 2014, with slight declines in 2017. The Grade 7 Pass Rate surpassed the 2016-2020 ESSP 2018 Target of 49 percent (females - 51 percent: males - 47 percent). In 2018, the Grade 7 Pass Rate is 52.87 percent, with gender parity very much in favour of females. The percentage of females who passed Grade 7 was 55.78 percent compared to males at 49.79 percent. Both the Grade 7 Mathematics and General Paper Pass Rates surpassed their ESSP targets for females and males. The 'O' Level Pass Rate is 32.81 percent, with gender parity in favour of males. At 'O' Level, females have a Pass Rate of 31.85 percent and males 33.79 percent. The 'O' Level Pass Rate is above the 2016-2020 ESSP 2018 Target of 31 percent (females -30 percent: males - 32 percent), and this is true for both sexes. The 'A' Level Pass Rate is 88.88 percent, with gender parity in favour of females. Females have a Pass Rate of 91.61 percent and males 86.49 percent.

In conclusion, during the period 2014 to 2018, the primary and secondary education sector has generally registered some improvements. Enrolments at both primary and secondary school levels have generally increased since 2014. Participation in the education system has improved with regards to gender equality, although enrolment levels remain low at ECD and secondary school levels, particularly at upper secondary. Gender parity has been achieved at all levels for both the GER and NER, except for NER at Form 1-4 level which is in favour of females and the GER at Form 5-6 level which is in favour of males. In addition, with regards to entry into Grade 1, the NIR which generally decreasing since 2014 is in favour of females. The Form 1 NIR, which slightly improved, is very much in favour of females. The internal efficiency of both primary and secondary school levels has generally improved over the five years with regards to Repetition,

Dropouts, Transition and Completion, even though the transition and completion rates remain low. Great improvement has been registered in the increase in number of ECD teachers, particularly trained ones. The Zimbabwe education system has high proportions of trained and experienced teachers at primary and secondary levels. LTRs for primary schools are within the recommended ratio. Pass rates have generally improved at all levels since 2014 achieving the 2016-2020 ESSP targets for 2018. Enrolments in NFE have generally surpassed the ESSP targets as well.

The following still remain as challenges and require appropriate policy intervention:

- The low levels of secondary school NERs; low and generally decreasing primary NIR; low secondary NIRs; low and stable Grade 7 to Form 1 Transition Rates ; low Form 4 to 5 Transition rates, etc;
- The gender disparities in some of the indicators such as the; transition rate for Form 4 to 5 which is in favour of males and dropout rates which are generally in favour of girls at primary and in favour of boys at secondary; Form 5-6 GER in favour of boys; Grade 1 NIR and Form 1 NIR, which are in favour of females; Form 4 to 5 Transition Rate, which is in favour of males;
- The Completion Rate at primary school level which has remained stable, with gender parity in favour of females need to be monitored and corrected. The same for Completion Rates at lower secondary level which is low, and which decreased in 2018. Upper secondary Completion Rate, which although increasing and is in favour of males needs to be improved for females. The primary, and lower secondary Completion Rates remain below the 2018 ESSP targets.
- The presence of over-aged and under-aged pupils at all levels;
- The low enrolment of children in ECD. ECD A and B NERs which are below ESSP targets.;
- Junior (Grade 3-7) level of education NERs which are below ESSP targets;
- BEAM assistance needs well targeting since learners continue to drop out mainly due to financial reasons. The high outstanding BEAM claims remain a problem.
- The high Learner to Classroom Ratios;
- Low levels of schools with computers; schools with computers for learners; and low average computers per school; and high average learners per computer;
- The high Learner Teacher Ratios which are above the recommended levels, particularly at ECD level;
- Promotion of female teachers into senior positions of headmaster and deputy headmasters;
- Private funding of costs of education, particularly for OVCs; and
- Non-Formal education enrolments for PTCEs also remain below the ESSP targets.

Chapter 1: Preamble

1.1 Introduction to Zimbabwe Education System

Zimbabwe has two ministries of education namely Ministry of Primary and Secondary Education (MoPSE) and Ministry of Higher and Tertiary Education Science and Technology Development (MoHTESTD). MoPSE is responsible for primary and secondary education that happens in formal and non- formal settings.

The figure below shows the structure of the Zimbabwe Education System. Primary education consists of ECD right up to grade 7. ECD has 2 grades ECD A and ECD B. The later primary comprises grades one to seven. In addition, the primary cycle is divided into Infant Education and Junior Education. The official entry age into ECD A is either 3 or 4 years and 6 years for grade 1. Graduates of the primary education transition to secondary education which is also divided into two levels, lower and upper secondary.

Learners who are not able to access primary and secondary education services through the formal channel can enroll in non-formal education. There are specific courses that allow learners to move from non-formal into formal and vice versa. The rest of the other levels fall under MoHTESTD.

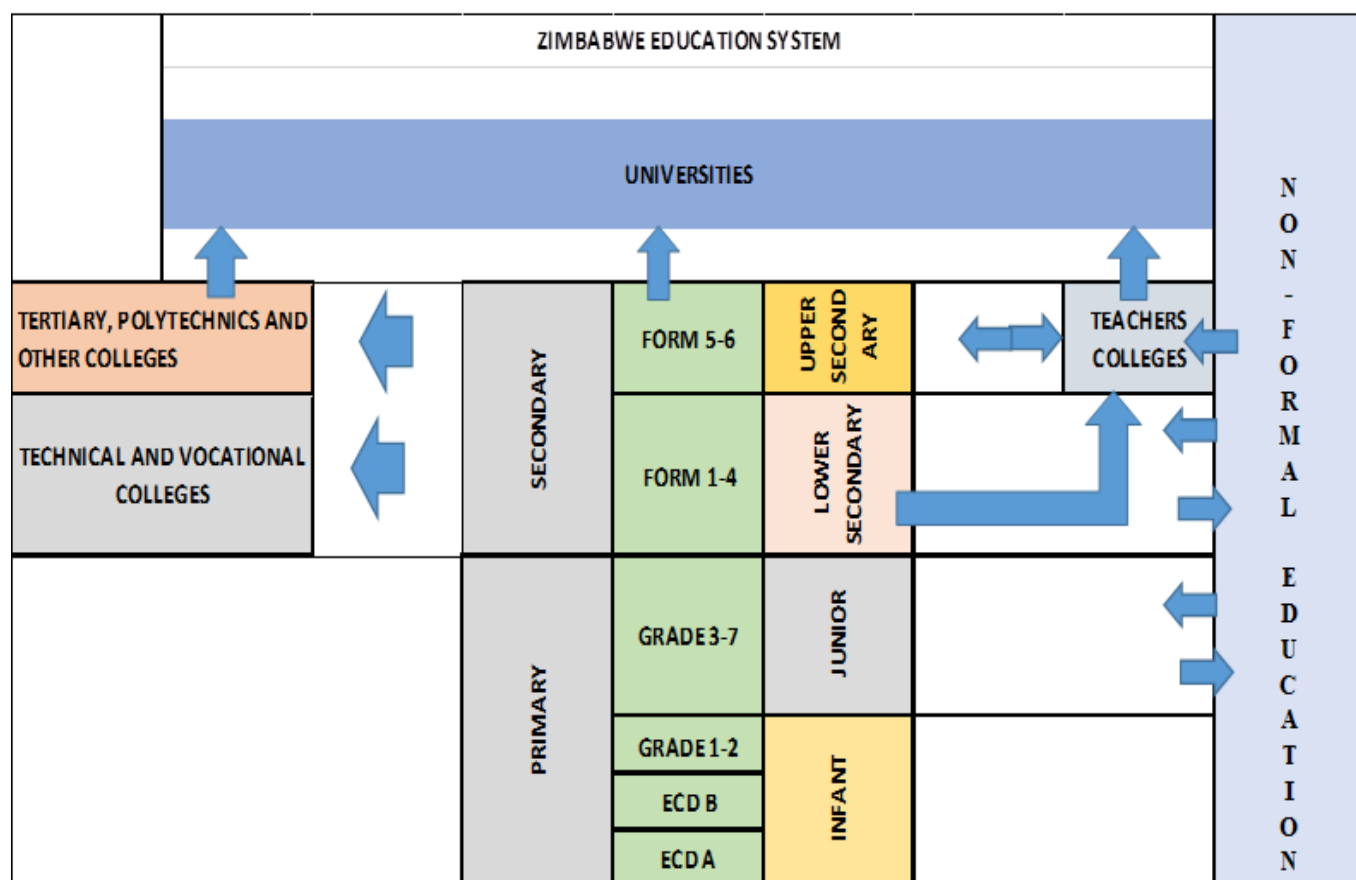


Figure 1: Structure of the Education System

1.2 Primary Level

The primary school system encompasses nine years of schooling which are divided into infant education and junior education.

1.2.1 *Infant Education*

Infant education consists of 4 years of schooling from ECD A to Grade 2. At ECD level learners are developed through play. Pre-formal skills in reading, writing, speaking and listening are also expected to be mastered by ECD learners. At Grade 1 and Grade 2 there is formal teaching of all the subjects in the school curriculum.

1.2.2 *Junior Education*

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 Level

The secondary school system encompasses six years of schooling which consists of the lower secondary education and upper secondary education.

1.3.1 *Lower Secondary Education*

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 during the last two years of secondary education. 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.

1.3.2 *Upper Secondary Education*

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).

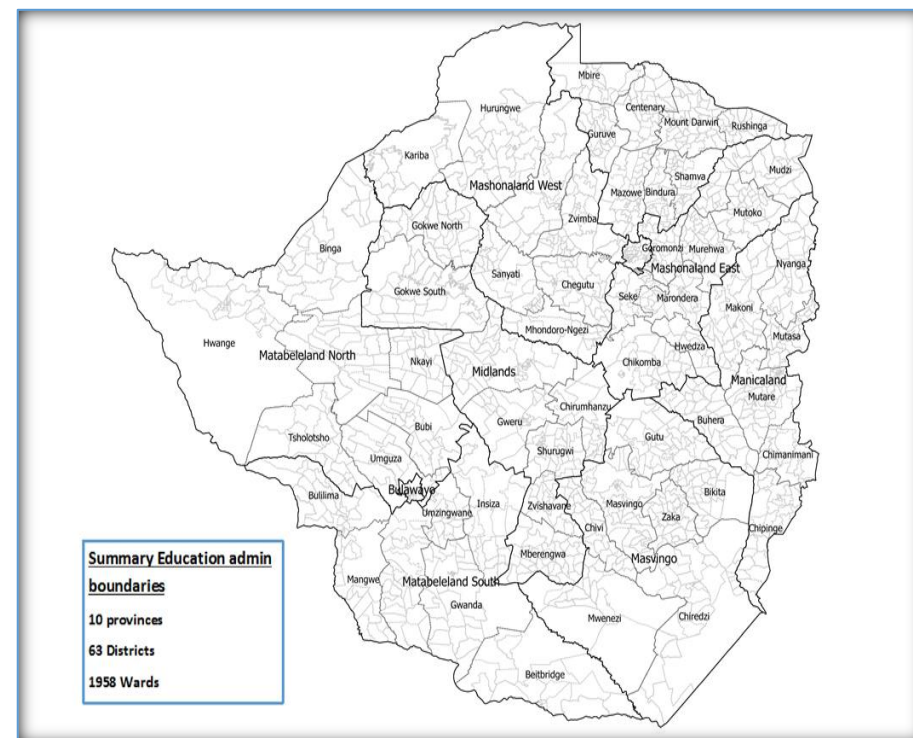
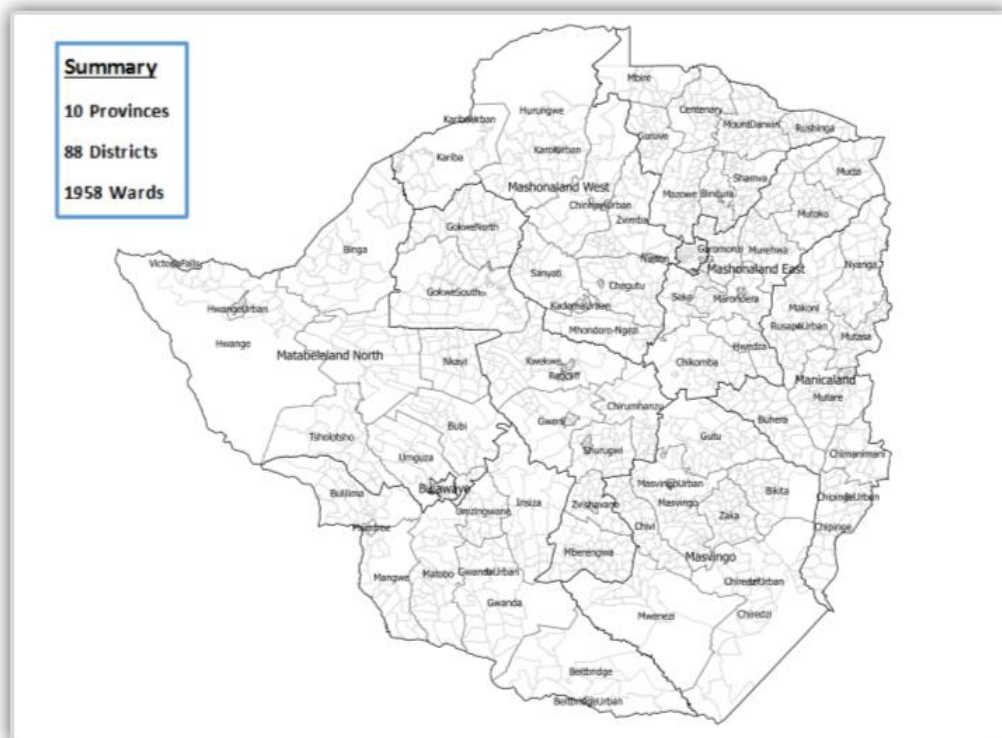
1.4 Zimbabwe Administrative Boundaries

Zimbabwe is divided into 10 provinces, 88 districts and 1958 wards in its administrative divisions. Resources and /or service provision are provided largely using these structures. Provision of primary and secondary education for example is targeted to primary and secondary school age population who reside in these administrative divisions. Population census data is collected and analyzed using these same structures.

The Ministry of Primary and Secondary Education (MoPSE) has slightly different administrative divisions for the purposes of its education management. At provincial level the divisions are the same. It is at district level where these differ. While some cities and towns are classified as separate districts administratively, they are amalgamated with other districts in the education divisions. There are 72 education districts.

While most rural districts for education are the same as the administrative districts, there are cases where some administrative districts are amalgamated to form one education district or shared among two education districts. Cases where districts have been shared between 2 districts are Kadoma shared between Mhondoro-Ngezi and Sanyati and Plumtree shared between Bulilima and Mangwe. All urban districts that are wholly contained in a rural district are amalgamated with the rural district to form one education district and some of these are Mutare urban which is part of Mutare education district, Masvingo urban is part of Masvingo education district etc.

Lastly, MoPSE has created districts for Harare and Bulawayo which are not part of the administrative districts. All education districts in Harare and Bulawayo are not digitized as a result for the purposes of data analysis for indicators that require mapping and use census data, Harare districts will be grouped as one called Harare and Bulawayo districts will be treated the same. In each of the 10 provinces there is a provincial education office and a district education office.



Chapter 2: Demand for Education

2.1 Population

The official school going age population in Zimbabwe is 3-18 years. According to the Zimbabwe National Statistics Agency (ZimStat) population projections based on the 2012 Population Census, there are 5 601 398 people (girls - 2 804 775; boys - 2 796 623) aged 3-18 years in 2018, of whom 50.07 percent are girls, Table 2.1. For all ages, the number of girls and boys are almost the same. The school going age population is about 37.7 percent of the estimated total population of 14 848 904 in 2018. The population aged 12 years, shows an inflation when compared to other ages, and this can create challenges given that this age group, which is the official oldest primary school going age, is the base for calculating some key education indicators, Figure 2.1. The population is projected to grow at an average annual growth rate of 2 percent during the period 2012-2022. In 2017, 67 percent of the population resided in rural areas⁶.

Table 2. 1: Distribution of Projected School Age Population by Age and Sex, Number, Zimbabwe 2018

Age	M	F	Grand Total
3	183707	186473	370180
4	194464	193737	388201
5	185350	184328	369678
6	173751	177193	350944
7	182529	182305	364835
8	175878	179241	355119
9	178153	181063	359216
10	175362	176199	351561
11	174387	174147	348533
12	216553	213265	429818
13	168033	168896	336930
14	166236	164604	330840
15	156468	152918	309386
16	156749	155642	312392
17	157539	157333	314872
18	151463	157431	308894
Grand Total	2796623	2804775	5601398

Source: ZimStats, 2018

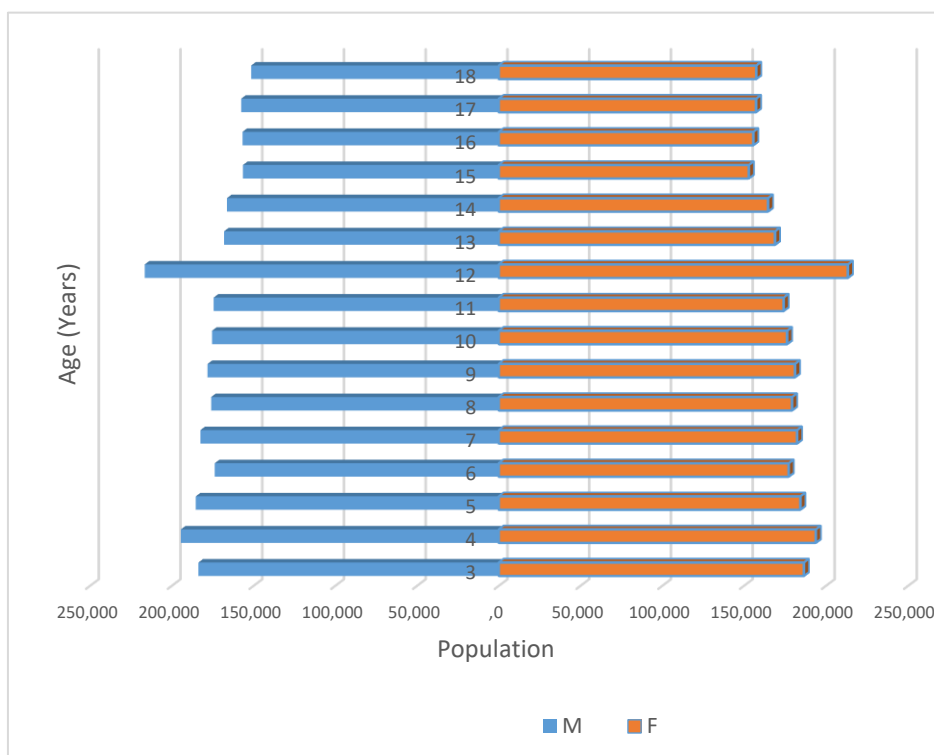


Figure 2. 1: Distribution of Projected School Age Population by Age and Sex, Zimbabwe 2018

In 2018, the estimated official school going populations for the various education levels are as follows; Infant (3-7 years) - 1 843 837; Junior (8-12 years) - 1 844 247; Lower secondary (13-16 years) - 1 289 547; and Upper secondary (17-18 years) - 623 766, Table 2.2. Infant and junior levels' official school going aged population constitute 33

⁶ Zimbabwe National Statistics Agency, 2018; Inter-Censal Demographic Survey, 2017; Harare.

percent each of the total school aged population, with the lower secondary constituting 23 percent and the upper secondary 11 percent.

Table 2. 2: School Age Population by Level and Province, Number, Zimbabwe 2018

Province	Infant			Junior			Lower Secondary			Upper Secondary			Grand Total 3 - 18 years
	Population age group (3 - 7)			Population age group (8 - 12)			Population age group (13 - 16)			Population age group (17 - 18)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	37028	38270	75298	35308	37778	73087	27149	32852	60001	15092	20036	35128	243514
Harare	121958	124989	246947	109576	117327	226903	78609	94036	172645	41222	57069	98291	744786
Manicaland	133297	134032	267329	133345	133270	266615	93992	89560	183553	42826	39909	82735	800231
Mashonaland Central	84518	84369	168887	84681	84162	168842	58591	54024	112615	27860	25009	52869	503213
Mashonaland East	95694	94442	190136	97474	96344	193818	70136	64653	134789	32840	29505	62345	581088
Mashonaland West	103656	103984	207641	105942	104402	210343	73766	71580	145347	35746	34306	70052	633383
Masvingo	116951	117779	234730	118871	118002	236873	80481	78358	158840	35171	35173	70345	700787
Matabeleland North	57730	56740	114470	60292	59260	119553	41415	38913	80328	19287	17486	36773	351124
Matabeleland South	52257	51866	104122	54079	53125	107204	39002	36407	75409	18871	16818	35688	322424
Midlands	116712	117565	234277	120764	120246	241010	84345	81677	166022	40088	39451	79540	720849
Grand Total	919801	924036	1843837	920333	923914	1844247	647487	642060	1289547	309002	314764	623766	5601398

Generally, the provincial distribution of the school going aged population is largely influenced by the population size of the provinces. Manicaland province had the highest proportion (14.29 percent) of the official school going age population and Bulawayo province had the lowest (4.35 percent), Table 2.3 and Figure 2.2. However, this is in contrast with national population distribution where Harare province which has the highest projected total population, constituting about 16.4 percent, has a lower proportion when it comes to population aged 3-18 years, with Manicaland province having the highest school going aged population. The main reason for this pattern is that, the population of Harare province has a higher proportion of the economically active population aged above 6-12 years.

Table 2. 3: School-Age Population Distribution by Level, Sex and Province, Percentage Distribution, Zimbabwe 2018

Province	Infant			Junior			Lower Secondary			Upper Secondary			
	Percentage												
	Population age group (3 - 7)			Population age group (8 - 12)			Population age group (13 - 16)			Population age group (17 - 18)			Grand Total 3 - 18 years
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	4.03	4.14	4.08	3.84	4.09	3.96	4.19	5.12	4.65	4.88	6.37	5.63	4.35
Harare	13.26	13.53	13.39	11.91	12.70	12.30	12.14	14.65	13.39	13.34	18.13	15.76	13.30
Manicaland	14.49	14.51	14.50	14.49	14.42	14.46	14.52	13.95	14.23	13.86	12.68	13.26	14.29
Mashonaland Central	9.19	9.13	9.16	9.20	9.11	9.16	9.05	8.41	8.73	9.02	7.95	8.48	8.98
Mashonaland East	10.40	10.22	10.31	10.59	10.43	10.51	10.83	10.07	10.45	10.63	9.37	9.99	10.37
Mashonaland West	11.27	11.25	11.26	11.51	11.30	11.41	11.39	11.15	11.27	11.57	10.90	11.23	11.31
Masvingo	12.71	12.75	12.73	12.92	12.77	12.84	12.43	12.20	12.32	11.38	11.17	11.28	12.51
Matabeleland North	6.28	6.14	6.21	6.55	6.41	6.48	6.40	6.06	6.23	6.24	5.56	5.90	6.27
Matabeleland South	5.68	5.61	5.65	5.88	5.75	5.81	6.02	5.67	5.85	6.11	5.34	5.72	5.76
Midlands	12.69	12.72	12.71	13.12	13.01	13.07	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

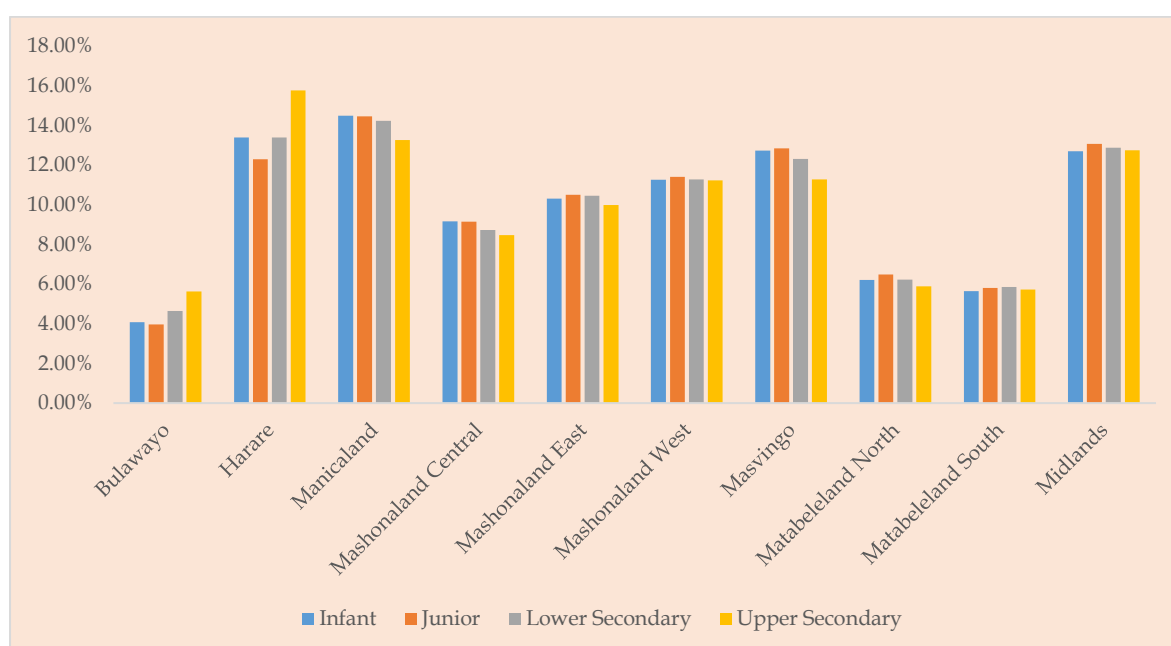


Figure 2. 2: School-Age Population by Province and Level, Percentage Distribution, Zimbabwe 2018

2.2 Schools

The number of schools in Zimbabwe has grown tremendously since independence in 1980. The land reform of 2000 which resulted in movements of people to newly settled areas has necessitated a further expansion of schools, including the establishment of satellite schools in the newly settled areas⁷. The expansionary policy saw registered primary schools increasing by 88 percent in the first decade of independence from 2 401 in 1979 to 4 504 in 1989. The number of registered primary schools further

⁷ Ministry of Education Sport and Culture, 2007; Primary and Secondary Statistics Report 2000-2006

increased to 4 827 in 2000. Registered secondary schools increased by 749 percent from 177 in 1979 to 1 502 in 1989. The number of registered secondary schools further increased to 1 586 in 2000. The number of primary schools increased by 30.3 percent between 2000 and 2018, with secondary schools increasing by 81 percent during the same period. ECD schools increased by 22.1 percent, from 5 114 in 2010⁸ to 6 242 in 2018.

In 2018, there are 6 242 schools with ECD⁹, 6 288 primary schools and 2 871 secondary schools. The number schools have been generally increasing marginally, all levels since 2014. ECD and primary schools increased by a similar margin of 2.82 percent and 2.69 percent, respectively, between 2017 and 2018, Table 2.4 and Figure 2.3. In 2015, secondary schools increased by 12.13 percent, then decreased to 1.45 percent in 2018. This sudden high increase in 2015 is because in this year the Ministry of Primary and Secondary Education started collecting data on independent schools.

Table 2. 4: Schools by Level of Education and Year, Number and Percentage, Zimbabwe 2014-2018

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2014	5822	2.70	5863	1.00	2424	2.1
2015	5889	1.15	5933	1.19	2718	12.1
2016	5981	1.56	6045	1.89	2775	2.1
2017	6071	1.50	6123	1.29	2830	1.9
2018	6242	2.82	6288	2.69	2871	1.4

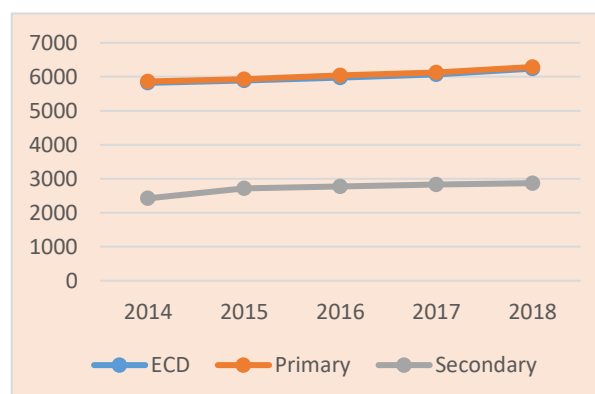


Figure 2. 3: Schools by Level of Education and Year, Number, Zimbabwe 2014-2018

The provincial distribution of primary schools (Table 2.5 and Figure 2.4) shows that, Manicaland, Masvingo and Midlands provinces have the highest proportion of primary schools (about 14 percent each), whilst Bulawayo province has the lowest (3.61 percent). However, this distribution may not impact on the access to education, if the schools' capacity can meet the demand for education by the population in that province. A similar pattern prevailed for secondary schools, with Manicaland province having the highest proportion of schools (15.12 percent), whilst Bulawayo province has the lowest (3 percent).

⁸ Ministry of Primary and Secondary Education: Annual Statistical Report 2013/2014: Harare.

⁹ All private ECDs have a mother school to which they are attached.

Table 2. 5: Distribution of Schools by Level of Education and Province, Number and Percentage, Zimbabwe 2018

Province	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bulawayo	227	87	314	3.61	3.03	3.43
Harare	283	249	532	4.50	8.67	5.81
Manicaland	880	434	1314	13.99	15.12	14.35
Mashonaland Central	524	252	776	8.33	8.78	8.47
Mashonaland East	754	376	1130	11.99	13.10	12.34
Mashonaland West	759	383	1142	12.07	13.34	12.47
Masvingo	876	358	1234	13.93	12.47	13.47
Matabeleland North	618	200	818	9.83	6.97	8.93
Matabeleland South	521	163	684	8.29	5.68	7.47
Midlands	846	369	1215	13.45	12.85	13.27
Grand Total	6288	2871	9159	100.00	100.00	100.00

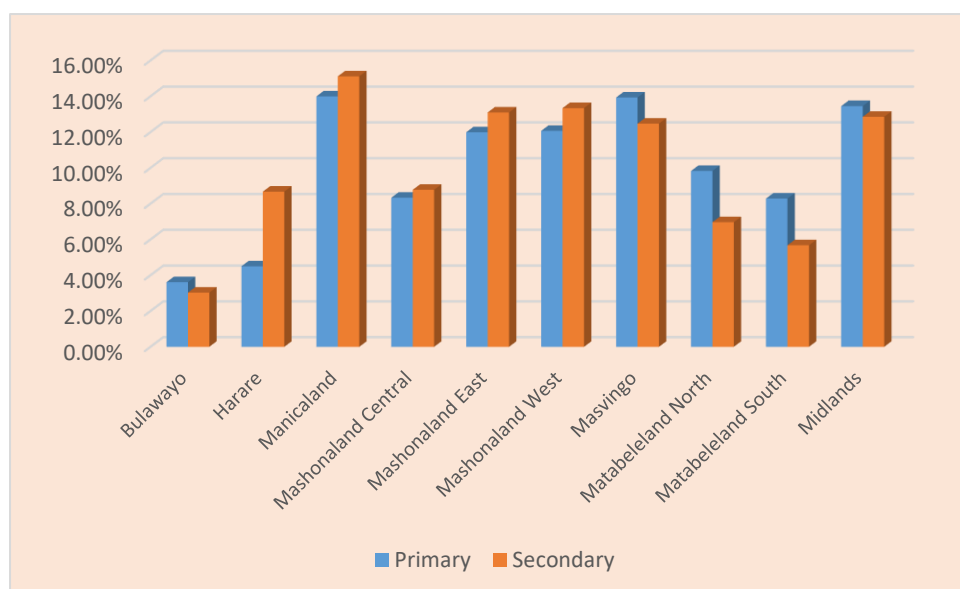


Figure 2. 4: Percentage Distribution of Schools by Level of Education and Province, Percentage, Zimbabwe 2018

There is near universal (99.3 percent) introduction of ECD in primary schools. At national level, 94.8 percent of the primary schools have the ECD - Grade 7 level, 4.5 percent have ECD only and the remaining 0.7 percent had Grade 1 -7, Tables 2.6 and 2.7. Only three provinces had proportions of primary schools which had introduced ECD of less than 99 percent¹⁰, namely Harare province with the lowest of 96.11 percent and Bulawayo province (98.24 percent) and Mashonaland Central province (98.47 percent). The relatively low proportion of primary schools with ECD in the predominantly urban provinces of Harare and Bulawayo, reflect the presence of private ECD schools.

The predominantly rural provinces have very high proportions of primary schools with ECD - Grade 7 of at least 93.9 percent in Mashonaland East province. Similarly, Harare province has a high proportion (81.6 percent) of primary schools with ECD -

¹⁰ Proportion with ECD only + proportion with ECD to Grade 7

Grade 7 level and 14.49 percent with ECD only. Bulawayo province has a relatively low proportion (57.71 percent) of its primary schools with ECD to Grade 7 level and 40.53 percent with ECD level only.

For secondary schools, 63.6 percent were “O” level, with the remainder being “A” level. Mashonaland East, Mashonaland Central and Matabeleland North provinces in that order had the highest proportions of “O” level schools (about 77 percent each), with Masvingo province having the lowest of 55.59 percent, Table 2.7. Bulawayo and Harare which are predominantly urban provinces, had the lowest proportion of schools which offered “A” level of 25.29 percent and 28.92 percent, respectively.

Table 2. 6: Distribution of Schools by Level of Education and Province, Number, Zimbabwe 2018

	Primary				Secondary			Grand Total
	Number							
Province	ECD only	Grade 1-7	ECD -Grade 7	T	"A" Level	"O" Level	T	
Bulawayo	92	4	131	227	65	22	87	314
Harare	41	11	231	283	177	72	249	532
Manicaland	4	6	870	880	160	274	434	1314
Mashonaland Central	11	8	505	524	57	195	252	776
Mashonaland East	42	4	708	754	85	291	376	1130
Mashonaland West	6	3	750	759	108	275	383	1142
Masvingo	10	4	862	876	159	199	358	1234
Matabeleland North	24	3	591	618	46	154	200	818
Matabeleland South	10	2	509	521	69	94	163	684
Midlands	41	1	804	846	119	250	369	1215
Grand Total	281	46	5961	6288	1045	1826	2871	9159

Table 2. 7: Schools by Level of Education and Province, Percentage Distribution, Zimbabwe 2018

Province	Primary				Secondary		
	Percentage						
	ECD only	Grade 1-7	ECD -Grade 7	T	"A" Level	"O" Level	T
Bulawayo	40.53	1.76	57.71	100	74.71	25.29	100
Harare	14.49	3.89	81.63	100	71.08	28.92	100
Manicaland	0.45	0.68	98.86	100	36.87	63.13	100
Mashonaland Central	2.10	1.53	96.37	100	22.62	77.38	100
Mashonaland East	5.57	0.53	93.90	100	22.61	77.39	100
Mashonaland West	0.79	0.40	98.81	100	28.20	71.80	100
Masvingo	1.14	0.46	98.40	100	44.41	55.59	100
Matabeleland North	3.88	0.49	95.63	100	23.00	77.00	100
Matabeleland South	1.92	0.38	97.70	100	42.33	57.67	100
Midlands	4.85	0.12	95.04	100	32.25	67.75	100
Grand Total	4.47	0.73	94.80	100	36.40	63.60	100

2.3 Classification of Schools

Schools classified into the following categories: registration status; location (rural or urban), grant type, responsible authority and mode of operation.

2.3.1 Registration Status

Most of the primary and secondary schools in Zimbabwe are registered¹¹. In 2018, out of the 6 288 primary schools, 82.22 percent were registered, 16.36 percent were satellite¹², whilst 1.42 percent were unregistered, Table 2.8 and Figure 2.5. The reason of operation of satellite schools was to: reduce distance for learners travelling long distances to and from school; decongest nearest schools and operate a school not yet meeting the minimum/basic requirements for registration. The proportion of registered primary schools ranges from 68.38 percent for Mashonaland West province to 96.11 percent for Harare province. Mashonaland West province has the highest proportion of satellite schools (30.96 percent), and Manicaland province has the lowest (8.3 percent). Harare and Bulawayo provinces have very few satellite schools, 4 and 7, respectively. With regards to unregistered primary schools, Bulawayo province has the highest proportion (18.50 percent). Manicaland province does not have any unregistered school.

The number of satellite schools has continued to increase. Primary school satellite schools increased by 41.74 percent from 726 in 2006 to 1 029 in 2018. During the same period secondary schools increased by 56.74 percent, from 534 to 837. Generally, the amount of satellite schools is positively related to the land reform movements of the population. Of all the unregistered schools, 47.19 percent of them are in Bulawayo province.

Out of the 2 871 secondary schools, 69.94 percent are registered, 29.15 percent were satellite, whilst 0.91 percent are unregistered, Tables 2.8 and 2.9 and Figure 2.6. The proportion of registered secondary schools range from 51.96 percent for Mashonaland West province to 96.39 percent for Harare province. Mashonaland West province has the highest proportion of satellite schools (47.26 percent), and Matabeleland South province has the lowest (23.31 percent). Bulawayo and Harare provinces have very few satellite schools, 4 and 6, respectively. With regards to unregistered secondary schools, Bulawayo province has the highest proportion of 8.05 percent. Mashonaland Central, Matabeleland North and Matabeleland South provinces do not have any unregistered schools.

¹¹ Registered schools meet the minimum standards in terms of school infrastructure development and WASH (Water, Sanitation and Hygiene) facilities. The schools have Registration Certificates, ED 10(A).

¹² Satellite schools are schools that are not yet registered but applied for satellite authority so that whilst construction is in progress, they operate under a registered, nearest primary or secondary school.

Table 2. 8: Schools by Level of Education, Registration Status and Province, Number, Zimbabwe 2018

Province	Primary				Secondary			
	Number							
	Registered	Satellite	Unregistered	Total	Registered	Satellite	Unregistered	Total
Bulawayo	178	7	42	227	76	4	7	87
Harare	272	4	7	283	240	6	3	249
Manicaland	807	73	0	880	300	134	0	434
Mashonaland Central	402	105	17	524	153	91	8	252
Mashonaland East	658	94	2	754	268	107	1	376
Mashonaland West	519	235	5	759	199	181	3	383
Masvingo	697	175	4	876	260	95	3	358
Matabeleland North	479	135	4	618	121	79	0	200
Matabeleland South	450	67	4	521	125	38	0	163
Midlands	708	134	4	846	266	102	1	369
Grand Total	5170	1029	89	6288	2008	837	26	2871

Table 2. 9: Schools by Level, Registration Status and Province, Zimbabwe 2018

	Primary				Secondary			
	Percentage							
Province	Registered	Satellite	Unregistered	Total	Registered	Satellite	Unregistered	Total
Bulawayo	78.41	3.08	18.50	100	87.36	4.60	8.05	100
Harare	96.11	1.41	2.47	100	96.39	2.41	1.20	100
Manicaland	91.70	8.30	0.00	100	69.12	30.88	0.00	100
Mashonaland Central	76.72	20.04	3.24	100	60.71	36.11	3.17	100
Mashonaland East	87.27	12.47	0.27	100	71.28	28.46	0.27	100
Mashonaland West	68.38	30.96	0.66	100	51.96	47.26	0.78	100
Masvingo	79.57	19.98	0.46	100	72.63	26.54	0.84	100
Matabeleland North	77.51	21.84	0.65	100	60.50	39.50	0.00	100
Matabeleland South	86.37	12.86	0.77	100	76.69	23.31	0.00	100
Midlands	83.69	15.84	0.47	100	72.09	27.64	0.27	100
Grand Total	82.22	16.36	1.42	100	69.94	29.15	0.91	100

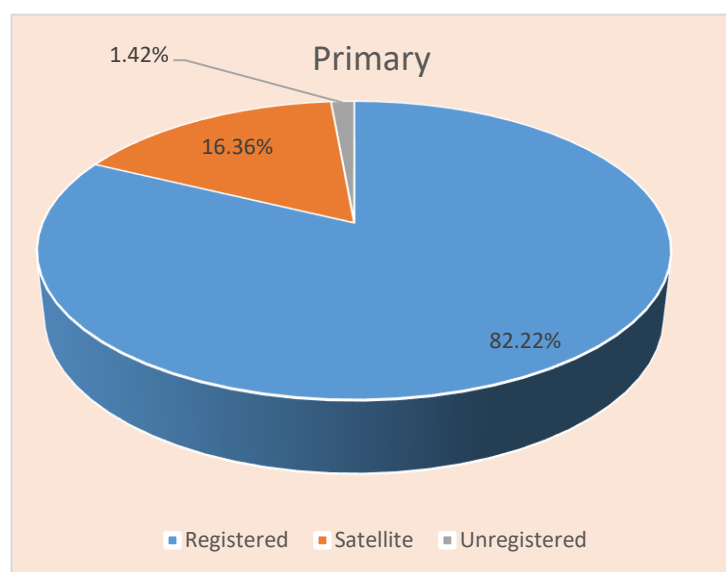


Figure 2. 5: Primary Schools by Registration Status, Percentage Distribution, Zimbabwe 2018

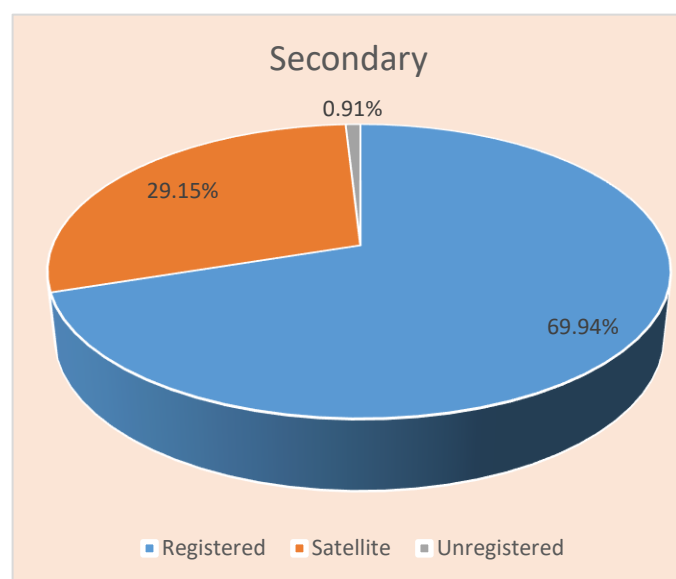


Figure 2. 6: Secondary Schools by Registration Status, Percentage Distribution, Zimbabwe 2018

2.3.2 Location

According to the Intercensal Demographic Survey, 2017, 68 percent of Zimbabwe's population resides in rural areas. In 2018, 84.46 percent (5 311) of all primary schools are in rural areas, Table 2.10. Among the predominantly rural provinces, Masvingo province has the highest proportion of rural primary schools of 96.35 percent, whilst Mashonaland West province has the lowest percentage of 85.38 percent. Bulawayo province has 20 rural primary schools, with Harare province having 5.

For secondary schools, 78.86 percent (2 264) of all secondary schools are in rural areas. Similarly, as for primary schools, among the predominantly rural provinces, Masvingo province has the highest proportion of rural secondary schools of 94.13 percent, whilst Midlands province has the lowest percentage of 82.93 percent. Bulawayo province has 9 rural secondary schools, with Harare province having 2.

Table 2. 10: Distribution of Schools by Level, Location and Province, Number and Percentage, Zimbabwe 2018

Province	Primary				Secondary				Grand Total
	Rural	Urban	Total	% Rural	Rural	Urban	Total	% Rural	
Bulawayo	20	207	227	8.81	9	78	87	10.34	314
Harare	5	278	283	1.77	2	247	249	0.80	532
Manicaland	825	55	880	93.75	389	45	434	89.63	1314
Mashonaland Central	473	51	524	90.27	231	21	252	91.67	776
Mashonaland East	693	61	754	91.91	341	35	376	90.69	1130
Mashonaland West	648	111	759	85.38	319	64	383	83.29	1142
Masvingo	844	32	876	96.35	337	21	358	94.13	1234
Matabeleland North	579	39	618	93.69	181	19	200	90.50	818
Matabeleland South	489	32	521	93.86	149	14	163	91.41	684
Midlands	735	111	846	86.88	306	63	369	82.93	1215
Grand Total	5311	977	6288	84.46	2264	607	2871	78.86	9159

2.3.3 Per Capita Grant Classification

Schools are categorized by the economic status of communities sending their children to these schools, Tables 2.11 and 2.12. This determines the per capita grant 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 capita grant and S1 and P1 the lowest.

Most of primary and secondary schools are P3 and S3. In 2018, 86.31 percent and 78.34 percent of the schools in Zimbabwe were P3 and S3, respectively, Table 2.12. P2 and S2 are 9.29 percent and 14.80 percent, respectively. P1 and S1 schools have the smallest proportions of 4.41 percent and 6.86 percent, respectively. The predominantly rural provinces have very high of both P3 and S3 schools. For P3 schools, Masvingo province has the highest proportion of 96.92 percent, whilst Mashonaland West

province has the lowest of 88.27 percent. Harare and Bulawayo provinces have 3.89 percent and 16.30 percent of their schools being P3, respectively. For S3 schools, the proportions range from 82.38 percent for Midlands province to about 92 percent each for Matabeleland North and Mashonaland Central provinces. Harare and Bulawayo provinces have 4.02 percent and 12.64 percent of their schools being S3, respectively.

Table 2. 11: Distribution of Schools by Level, Grant Classification and Province, Number, Zimbabwe 2018

Province	Primary				Secondary				
	Number								
	P1	P2	P3	T	S1	S2	S3	T	Grand Total
Bulawayo	63	127	37	227	31	45	11	87	314
Harare	84	188	11	283	62	177	10	249	532
Manicaland	19	32	829	880	20	30	384	434	1314
Mashonaland Central	9	26	489	524	5	15	232	252	776
Mashonaland East	22	34	698	754	18	21	337	376	1130
Mashonaland West	35	54	670	759	18	46	319	383	1142
Masvingo	8	19	849	876	10	23	325	358	1234
Matabeleland North	4	33	581	618	6	10	184	200	818
Matabeleland South	9	10	502	521	7	13	143	163	684
Midlands	24	61	761	846	20	45	304	369	1215
Grand Total	277	584	5427	6288	197	425	2249	2871	9159

Table 2. 12: Schools by Level of Education, Per Capita Grant Classification and Province, Percentage Distribution, Zimbabwe 2018

Province	Primary				Secondary			
	Percentage							
	P1	P2	P3	T	S1	S2	S3	T
Bulawayo	27.75	55.95	16.30	100	35.63	51.72	12.64	100
Harare	29.68	66.43	3.89	100	24.90	71.08	4.02	100
Manicaland	2.16	3.64	94.20	100	4.61	6.91	88.48	100
Mashonaland Central	1.72	4.96	93.32	100	1.98	5.95	92.06	100
Mashonaland East	2.92	4.51	92.57	100	4.79	5.59	89.63	100
Mashonaland West	4.61	7.11	88.27	100	4.70	12.01	83.29	100
Masvingo	0.91	2.17	96.92	100	2.79	6.42	90.78	100
Matabeleland North	0.65	5.34	94.01	100	3.00	5.00	92.00	100
Matabeleland South	1.73	1.92	96.35	100	4.29	7.98	87.73	100
Midlands	2.84	7.21	89.95	100	5.42	12.20	82.38	100
Grand Total	4.41	9.29	86.31	100	6.86	14.80	78.34	100

2.3.4 Government and Non-Government

Schools are classified into Government and Non- Government. Government schools are classified as follows: Government, Other Government Line Ministries, City Council, District Council and Town Board. Non-Government schools are classified as follows: Church/Mission, Mine, Private Company, Farm, Trust, Private Individual and other.

A total 87.78 percent of all primary schools are government. District Council schools constitute 82.27 percent of all primary Government schools, followed by Government

schools which constitute 13.04 percent, Table 2.13 and 2.14. Of all Non-Government schools, the highest proportion (42.32 percent) are Church or Mission, 23.20 percent private company schools, and 10.45 percent private individual schools. Farm schools, Trust schools and Mine schools constitute 8.99 percent, 8.36 percent and 3.87 percent of all Non- government primary schools, respectively.

Harare and Bulawayo province Government primary schools are mainly run by government, whilst in the predominantly rural provinces most schools are run by District Councils, ranging from 80.18 percent in Matabeleland North province to 91.18 percent in Masvingo Province. For the Non-Government primary schools, in Harare and Bulawayo the highest proportions are run by private companies, whilst in the predominantly rural provinces the highest proportion is run by Churches/ Missions, ranging from 28 percent each in Mashonaland Central and Mashonaland East provinces to 67.12 percent in Matabeleland North province.

Table 2. 13: Primary Schools by Government or Non- Government, Responsible Authority and Province, Number, Zimbabwe 2018

Province	Government						Non-Government								Grand Total	% Government
	Government	Other Government	City Council	District Council	Town Board	Total	Church/ Mission	Mine	Private Company	Farm	Other	Trust	Private Individual	Total		
Bulawayo	67	7	42	9	1	126	24	0	35	1	4	12	25	101	227	55.50
Harare	115	16	37	4	6	178	19	0	31	4	8	29	14	105	283	62.90
Manicaland	71	3	9	643	5	731	84	0	32	22	2	6	3	149	880	83.07
Mashonaland Central	54	1	7	397	1	460	18	6	12	13	2	1	12	64	524	87.79
Mashonaland East	68	2	7	556	5	638	33	2	40	14	6	8	13	116	754	84.62
Mashonaland West	58	12	20	583	9	682	29	4	19	9	3	8	5	77	759	89.86
Masvingo	55	4	10	713	0	782	54	4	18	9	0	4	5	94	876	89.27
Matabeleland North	94	6	3	437	5	545	49	5	7	3	1	4	4	73	618	88.19
Matabeleland South	53	3	4	406	2	468	34	2	5	4	0	2	6	53	521	89.83
Midlands	60	4	19	638	0	721	61	14	23	7	1	6	13	125	846	85.22
Grand Total	695	58	158	4386	34	5331	405	37	222	86	27	80	100	957	6288	84.78

Table 2. 14: Primary Schools by Government or Non- Government, Responsible Authority and Province, Percentage Distribution, Zimbabwe 2018

Province	Government					Non-Government								
	Government	Other Government Line Ministries	City Council	District Council	Town Board	Total	Church/Mission	Mine	Private Company	Farm	Other	Trust	Private Individual	Total
Bulawayo	53.17	5.56	33.33	7.14	0.79	100	23.76	0.00	34.65	0.99	3.96	11.88	24.75	100
Harare	64.61	8.99	20.79	2.25	3.37	100	18.10	0.00	29.52	3.81	7.62	27.62	13.33	100
Manicaland	9.71	0.41	1.23	87.96	0.68	100	56.38	0.00	21.48	14.77	1.34	4.03	2.01	100
Mashonaland Central	11.74	0.22	1.52	86.30	0.22	100	28.13	9.38	18.75	20.31	3.13	1.56	18.75	100
Mashonaland East	10.66	0.31	1.10	87.15	0.78	100	28.45	1.72	34.48	12.07	5.17	6.90	11.21	100
Mashonaland West	8.50	1.76	2.93	85.48	1.32	100	37.66	5.19	24.68	11.69	3.90	10.39	6.49	100
Masvingo	7.03	0.51	1.28	91.18	0.00	100	57.45	4.26	19.15	9.57	0.00	4.26	5.32	100
Matabeleland North	17.25	1.10	0.55	80.18	0.92	100	67.12	6.85	9.59	4.11	1.37	5.48	5.48	100
Matabeleland South	11.32	0.64	0.85	86.75	0.43	100	64.15	3.77	9.43	7.55	0.00	3.77	11.32	100
Midlands	8.32	0.55	2.64	88.49	0.00	100	48.80	11.20	18.40	5.60	0.80	4.80	10.40	100
Grand Total	13.04	1.09	2.96	82.27	0.64	100	42.32	3.87	23.20	8.99	2.82	8.36	10.45	100

Of all primary schools in Zimbabwe, the highest proportion is run by District Councils (69.75 percent), followed by government (11.05 percent), Church /Mission (6.44 percent), and private companies (3.53 percent) as shown in Figure 2.7

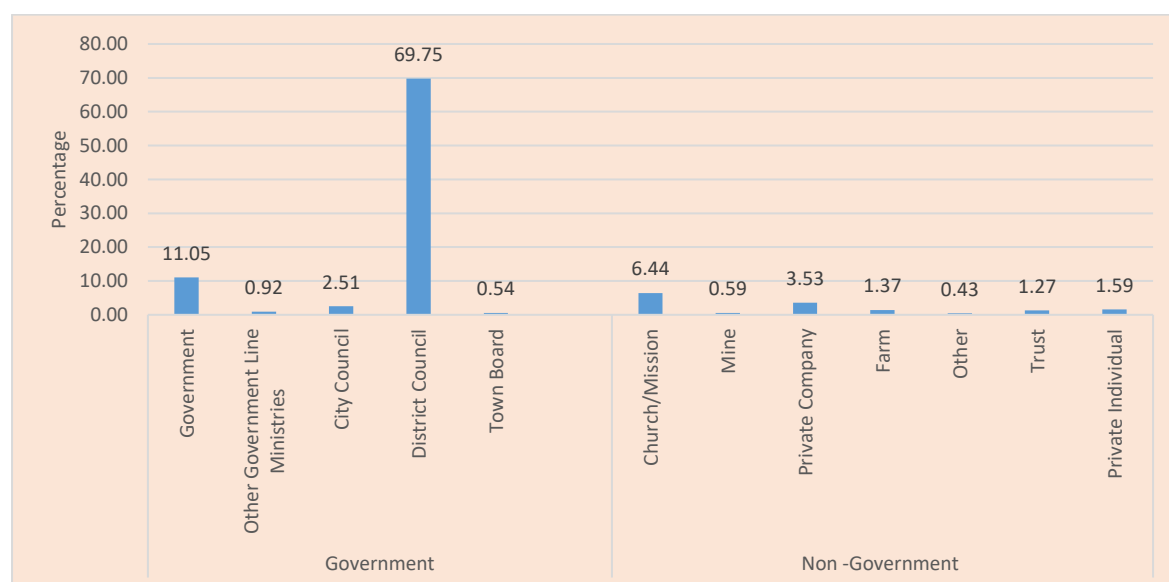


Figure 2. 7: Distribution of all Primary Schools by Government or Non-Government and Responsible Authority, Percentage Distribution, Zimbabwe 2018

A total 79.85 percent of all secondary schools are Government. District Council schools constitute 84.33 percent of all secondary Government schools, followed by Government schools which constitute 12.58 percent, Table 2.15 and 2.16. Of all Non-

Government schools, the highest proportion (46.93 percent) are Church or Mission, 25.11 percent private company schools, and 13.27 percent private individual schools. Trust schools, Farm schools, and Mine schools constitute 6.28 percent, 2 percent and 1.14 percent of all Non- government secondary schools, respectively.

As for primary schools, Harare and Bulawayo province Government secondary schools are mainly run by government, whilst in the predominantly rural provinces most schools are run by District Councils, ranging from 79.76 percent in Matabeleland North province to 94.44 percent in Masvingo Province. For the Non-Government secondary schools, in Harare and Bulawayo the highest proportions are run by private companies, whilst in the predominantly rural provinces the highest proportion is run by Churches/ Missions, ranging from 41.27 percent each in Mashonaland West provinces to 81.48 percent in Matabeleland South province.

Table 2. 15: Secondary Schools by Government or Non- Government, Responsible Authority and Province, Number, Zimbabwe 2018

	Government					Non-Government									Grand Total	% Government
Province	Government	Other Government	City Council	District Council	Town Board	Total	Church/Mission	Mine	Private Company	Farm	Other	Trust	Private Individual	Total		
Bulawayo	32	1	1	3	0	37	12	0	27	0	2	4	5	50	87	42.53
Harare	62	17	1	0	4	84	19	2	67	3	16	21	37	165	249	33.73
Manicaland	26	1	4	283	0	314	82	0	25	1	1	4	7	120	434	72.35
Mashonaland Central	11	1	2	193	0	207	22	1	7	5	2	1	7	45	252	82.14
Mashonaland East	32	0	2	284	3	321	30	1	11	2	4	1	6	55	376	85.37
Mashonaland West	20	5	4	288	3	320	26	1	16	2	7	4	7	63	383	83.55
Masvingo	15	1	0	272	0	288	50	0	10	0	1	4	5	70	358	83.55
Matabeleland North	26	2	3	134	3	168	25	0	3	1	1	1	1	32	200	80.45
Matabeleland South	15	1	0	118	2	136	22	1	2	0	0	1	1	27	163	84.00
Midlands	34	0	6	255	0	295	41	2	8	0	3	3	17	74	369	83.44
Grand Total	273	29	23	1830	15	2170	329	8	176	14	37	44	93	701	2871	79.95

Table 2. 16: Secondary Schools by Government or Non- Government, Responsible Authority and Province, Percentage Distribution , Zimbabwe 2018

Province	Government		City Council	District Council	Town Board	Non-Government			Private Company	Farm	Other	Trust	Private Individual	Total
	Government	Other Government Line Ministries				Total	Church/Mission	Mine						
Bulawayo	86.49	2.70	2.70	8.11	0.00	100	24.00	0.00	54.00	0.00	4.00	8.00	10.00	100
Harare	73.81	20.24	1.19	0.00	4.76	100	11.52	1.21	40.61	1.82	9.70	12.73	22.42	100
Manicaland	8.28	0.32	1.27	90.13	0.00	100	68.33	0.00	20.83	0.83	0.83	3.33	5.83	100
Mashonaland Central	5.31	0.48	0.97	93.24	0.00	100	48.89	2.22	15.56	11.11	4.44	2.22	15.56	100
Mashonaland East	9.97	0.00	0.62	88.47	0.93	100	54.55	1.82	20.00	3.64	7.27	1.82	10.91	100
Mashonaland West	6.25	1.56	1.25	90.00	0.94	100	41.27	1.59	25.40	3.17	11.11	6.35	11.11	100
Masvingo	5.21	0.35	0.00	94.44	0.00	100	71.43	0.00	14.29	0.00	1.43	5.71	7.14	100
Matabeleland North	15.48	1.19	1.79	79.76	1.79	100	78.13	0.00	9.38	3.13	3.13	3.13	3.13	100
Matabeleland South	11.03	0.74	0.00	86.76	1.47	100	81.48	3.70	7.41	0.00	0.00	3.70	3.70	100
Midlands	11.53	0.00	2.03	86.44	0.00	100	55.41	2.70	10.81	0.00	4.05	4.05	22.97	100
Grand Total	12.58	1.34	1.06	84.33	0.69	100	46.93	1.14	25.11	2.00	5.28	6.28	13.27	100

Of all secondary schools in Zimbabwe, the highest proportion is run by District Councils (63.74 percent), followed by Church /Mission (11.46 percent), government (9.51 percent), and private companies (6.13 percent) as shown in Figure 2.8

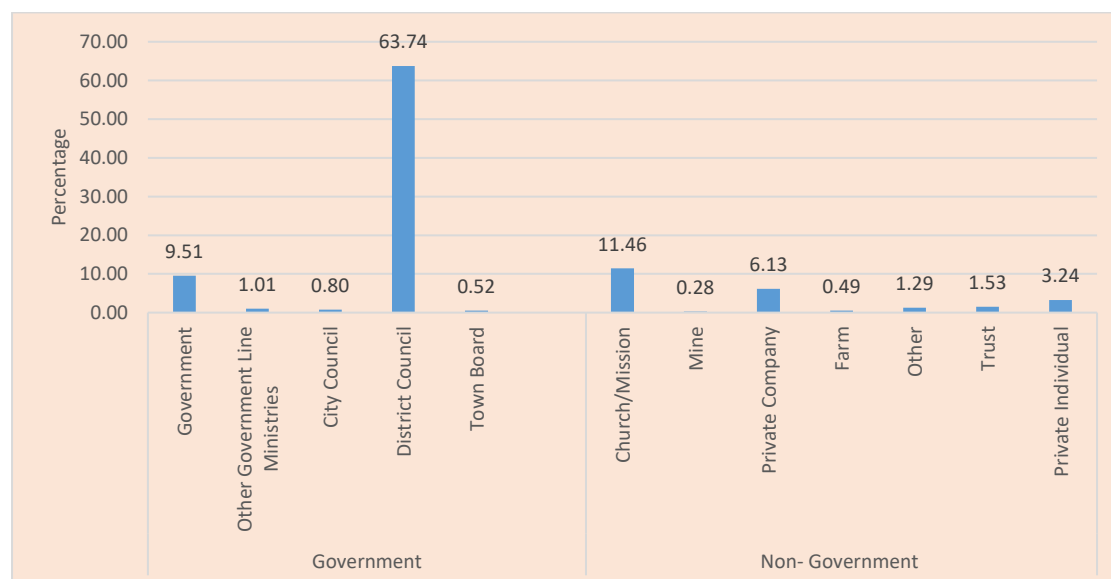


Figure 2. 8: Distribution of all Secondary Schools by Government or Non-Government and Responsible Authority, Percentage Distribution, Zimbabwe 2018

2.3.5 Mode of Operation

Most schools primary and secondary schools are day schools constituting, 97.90 percent and 90.87 percent, respectively, Tables 2.17 and 2.18. At primary school level 1.72 percent are combined day and boarding schools, with 24 schools being boarding. At secondary school level 7.24 percent are combined day and boarding schools, with 54 schools being boarding. All Matabeleland North province primary schools are day ones. Harare province has the lowest percentage of primary school (95.76 percent) . The proportion of secondary schools range from 82.21 percent in Matabeleland South to 93.73 percent in Mashonaland West. Bulawayo province does not have secondary boarding schools.

Table 2. 17: Schools by Level, Operation Mode and Province, Number, Zimbabwe 2018

Province	Primary				Secondary			
	Number							
	Boarding School	Day and Boarding	Day School	Total	Boarding School	Day and Boarding	Day School	Total
Bulawayo	2	6	219	227	0	12	75	87
Harare	2	10	271	283	5	21	223	249
Manicaland	3	21	856	880	7	34	393	434
Mashonaland Central	3	4	517	524	6	12	234	252
Mashonaland East	2	17	735	754	11	27	338	376
Mashonaland West	3	13	743	759	6	18	359	383
Masvingo	5	10	861	876	4	22	332	358
Matabeleland North	0	0	618	618	4	12	184	200
Matabeleland South	2	8	511	521	7	22	134	163
Midlands	2	19	825	846	4	28	337	369
Grand Total	24	108	6156	6288	54	208	2609	2871

Table 2. 18: Schools by Level of Education, Operation Mode and Province, Percentage Distribution, Zimbabwe 2018

Province	Primary				Secondary			
	Percentage							
	Boarding School	Day and Boarding	Day School	Total	Boarding School	Day and Boarding	Day School	Total
Bulawayo	0.88	2.64	96.48	100	0.00	13.79	86.21	100
Harare	0.71	3.53	95.76	100	2.01	8.43	89.56	100
Manicaland	0.34	2.39	97.27	100	1.61	7.83	90.55	100
Mashonaland Central	0.57	0.76	98.66	100	2.38	4.76	92.86	100
Mashonaland East	0.27	2.25	97.48	100	2.93	7.18	89.89	100
Mashonaland West	0.40	1.71	97.89	100	1.57	4.70	93.73	100
Masvingo	0.57	1.14	98.29	100	1.12	6.15	92.74	100
Matabeleland North	0.00	0.00	100.00	100	2.00	6.00	92.00	100
Matabeleland South	0.38	1.54	98.08	100	4.29	13.50	82.21	100
Midlands	0.24	2.25	97.52	100	1.08	7.59	91.33	100
Grand Total	0.38	1.72	97.90	100	1.88	7.24	90.87	100

CHAPTER 3: ENROLMENT

3.1 ECD Enrolment

There are 628 826 learners (females -312 616: males -316 210) enrolled for ECD A and ECD B in Zimbabwe. Progress has been registered in ECD enrolment as reflected in continuous positive annual percentage changes from 2014 to 2018, Table 3.1 and Figure 3.1. However, the increase in 2018 was lowest at 0.78 percent and this is probably because in this year, illegal ECDs did not complete ED46s for fear of being identified. There has been almost an equal number of females and males at EDC level since 2014.

Table 3. 1: ECD Enrolment Trend by Sex, Number and Percentage Change, Zimbabwe 2014-2018

Year	Male	Female	Total	% Female	% Change
2014	214300	213526	427826	49.91	14.35
2015	259310	258640	517950	49.94	21.07
2016	290595	289770	580365	49.93	12.05
2017	313300	310681	623981	49.79	7.52
2018	316210	312616	628826	49.71	0.78

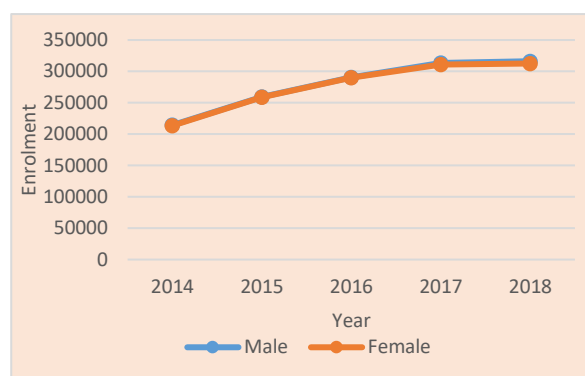


Figure 3. 1: ECD Enrolment Trend by Sex, Number, Zimbabwe 2014-2018

Most of learners (83.74 percent) at ECD level are in P3 type of schools, 12.14 percent in P2 and 4.12 percent in P1 schools, Table 3.2. A similar percentage distribution pattern is true for both females and males. Generally equal proportions of females and males are in the three grant classes.

Table 3. 2: ECD Enrolment by Capitation Grant Classification by Sex, Number and Percentage, Zimbabwe 2018

Grant Class	ECD Enrolment, No.			% F	% of Total		
	M	F	T		M	F	T
P1	12893	13033	25926	50.27	4.08	4.17	4.12
P2	38936	37382	76318	48.98	12.31	11.96	12.14
P3	264381	262201	526582	49.79	83.61	83.87	83.74
Grand Total	316210	312616	628826	49.71	100	100	100

There are a total of 285 796 learners enrolled in ECD A, with 343 030 in ECD B, with equal proportions of females and males, Table 3.3. For both ECD A and ECD B combined, 87.86 percent are enrolled in registered schools, 11.56 percent in satellite schools and 0.59 percent in unregistered schools. Both ECD A and ECD B enrolments for females and males, follow the same percentage distribution by registration status. For the three types of registration status, the proportions of males and females are generally 50:50 percent.

Table 3. 3: ECD Enrolments by Registration Status, ECD Level and Sex, Number and Percentages, Zimbabwe 2018

Registration Status	ECD A, No.			% F	ECD B, No.			% F	Grand Total
	M	F	T		M	F	T		
Registered	125620	123848	249468	49.64%	152800	150197	302997	49.57%	552465
Satellite	16877	17540	34417	50.96%	19109	19145	38254	50.05%	72671
Unregistered	939	972	1911	50.86%	865	914	1779	51.38%	3690
Total	143436	142360	285796	49.81%	172774	170256	343030	49.63%	628826
Percentage distribution by registration status, ECD level and Sex									
	ECDA, % of Total				ECD B, % of Total				Grand Total, % of Total
Registered	87.58	87.00	87.29		88.44	88.22	88.33		87.86
Satellite	11.77	12.32	12.04		11.06	11.24	11.15		11.56
Unregistered	0.65	0.68	0.67		0.50	0.54	0.52		0.59
Total	100	100	100		100	100	100		100

The highest proportion of learners in ECD are aged 5 years and 6 years with 37.10 percent and 32.09 percent, respectively, Table 3.4. For ECD A, 33.54 percent are correct aged learners (4 years), with 41.15 percent being aged 5 years. ECD A has 59.13 percent of its learners being overaged, whilst 7.33 percent of underaged ones Figure 3.2. For ECD B, 37.10 percent are correct aged learners (5 years), with 32.09 percent being aged 6 years. ECD B has 42.48 percent of its learners being overaged, whilst 20.19 percent of underaged ones. Males are more likely to be overaged than females at both ECD levels, probably because they generally mature slower than their female counterparts, resulting in them being enrolled late. The high percentages of overaged pupils is mainly due to the high demand for enrolment, in which case some correctly aged learners fail to enroll because there will not be any vacancies in schools and also because of the distance of schools, particularly in rural areas.

Table 3.4: ECD Enrolments by Level, Sex and Age, Number and Percentage, Zimbabwe 2018

Ages	ECD A, No.			% Total	ECD B, No			% Total	Grand Total, No.	% Total
	M	F	T		M	F	T			
Below 3 years	767	778	1545	0.54	26	32	58	0.02	1603	0.25
3 years	9445	9954	19399	6.79	363	329	692	0.20	20091	3.20
4 years	47558	48295	95853	33.54	5338	5549	10887	3.17	106740	16.97
5 years	58982	58636	117618	41.15	57210	58463	115673	33.72	233291	37.10
6 years	21458	20198	41656	14.58	80441	79684	160125	46.68	201781	32.09
7 years	4077	3590	7667	2.68	23304	21148	44452	12.96	52119	8.29
8 years	845	716	1561	0.55	4891	4018	8909	2.60	10470	1.67
9 years	200	134	334	0.12	878	777	1655	0.48	1989	0.32
10 years	68	28	96	0.03	217	200	417	0.12	513	0.08
11 years	11	10	21	0.01	43	23	66	0.02	87	0.01
12 years	5	1	6	0.00	17	6	23	0.01	29	0.00
Above 12	20	20	40	0.01	46	27	73	0.02	113	0.02
Grand Total	143436	142360	285796	100	172774	170256	343030	100	628826	100

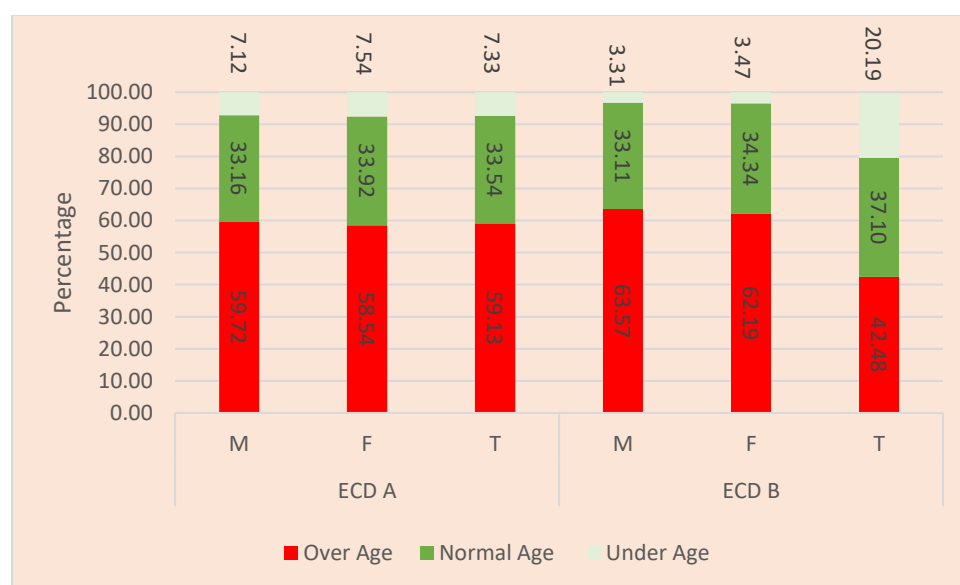


Figure 3.2: Percentage Distribution of ECD Enrolments by Age and Sex, Percentage, Zimbabwe 2018

Table 3.5: ECD Level of Education by Sex and Age, Number, Zimbabwe 2018

Ages	ECD A, No.			ECD B, No.			Grand Total
	M	F	T	M	F	T	
Below 3 years	767	778	1545	26	32	58	1603
3 years	9445	9954	19399	363	329	692	20091
4 years	47558	48295	95853	5338	5549	10887	106740
5 years	58982	58636	117618	57210	58463	115673	233291
6 years	21458	20198	41656	80441	79684	160125	201781
7 years	4077	3590	7667	23304	21148	44452	52119
8 years	845	716	1561	4891	4018	8909	10470
9 years	200	134	334	878	777	1655	1989
10 years	68	28	96	217	200	417	513
11 years	11	10	21	43	23	66	87
12 years	5	1	6	17	6	23	29
Above 12	20	20	40	46	27	73	113
Grand Total	143436	142360	285796	172774	170256	343030	628826

In 2018, 510 091 ECD learners (81.12 percent) are enrolled in rural schools, with 118 735 enrolled in urban ones, Table 3.6. This pattern of high proportions of ECD learners enrolled in rural schools is true for both ECD A and ECD B and also for females and males.

Table 3.6: ECD Enrolments by Level, Sex and Location, Number and Percentage, Zimbabwe 2018

Location	ECD A, No.			ECD B, No			Grand Total	ECD A	ECD B
	M	F	T	M	F	T		%F	%F
Rural	119591	119003	238594	136589	134908	271497	510091	49.88	49.69
Urban	23845	23357	47202	36185	35348	71533	118735	49.48	49.41
Grand Total	143436	142360	285796	172774	170256	343030	628826	49.81	49.63
Percentage distribution by location, level and sex									
	ECD A, % of Total			ECD B, % of Total			% of Total		
Rural	83.38	83.59	83.48	79.06	79.24	79.15	81.12		
Urban	16.62	16.41	16.52	20.94	20.76	20.85	18.88		
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

3.2 Primary School Enrolment

When Zimbabwe gained independence in 1980, the government started a massive expansion of the education system that saw phenomenal growth in primary school enrolments. In 2018, there were 2 725 970 primary school enrolments, with almost equal numbers for males and females, Table 3.7 and Figure 3.3. Zimbabwe's primary school enrolment grew from 820 266 in 1979¹³ to its current level, a percentage change of 232 percent. In both 2014 and 2015 primary school enrolment fell by 17 percent and

¹³ Ministry of Education, Sport and Culture, 2007; Primary and Secondary Education Statistics Report 2000-2006 (Unpublished)

1 percent respectively and rose by 14 percent in 2016. Since 2016 primary school enrolment has risen marginally.

Table 3.7: Primary School Enrolment Trend by Sex, Number and Percentage Change, Zimbabwe 2014-2018

Year	M	F	Total, No.	% F	% Change
2014	1344234	1314456	2658690	49.44	-17.00
2015	1344626	1313789	2658415	49.42	-1.00
2016	1344538	1317472	2662010	49.49	14.00
2017	1346591	1329894	2676485	49.69	0.54
2018	1369142	1356828	2725970	49.77	1.85

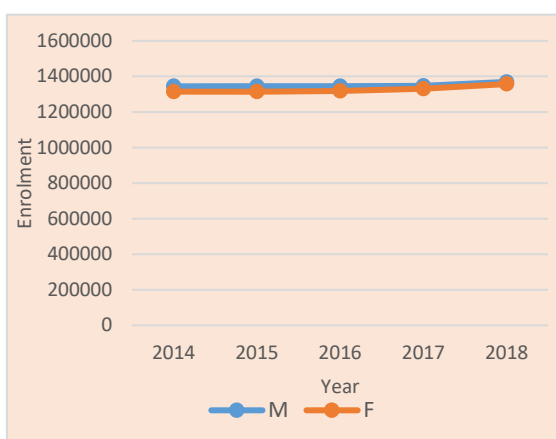


Figure 3.3: Primary School Enrolment Trend, Number, Zimbabwe 2014-2018

Primary school enrolments decrease with grade for both sexes and there are almost equal proportions of males and females in all grades, Table 3.8. However, for the skills orientation grade there are more males than females, with females constituting 40.39 percent of the learners.

Table 3.8: Primary School Enrolments by Sex and Grade, Number and Percentage, Zimbabwe 2018

Grade	Enrolment, No.			% F
	M	F	T	
Grade 1	234000	227581	461581	49.30
Grade 2	216166	213770	429936	49.72
Grade 3	200442	198511	398953	49.76
Grade 4	187742	186517	374259	49.84
Grade 5	184032	182946	366978	49.85
Grade 6	176365	175430	351795	49.87
Grade 7	165792	168954	334746	50.47
Skills Orientation	4603	3119	7722	40.39
Grand Total	1369142	1356828	2725970	49.77

In 2018, 2 047 340 (75.11 percent) of the primary school learners are enrolled in rural schools, with 678 630 enrolled in urban ones, Table 3.9 and Figure 3.4. For both rural and urban areas and males and females, primary school enrolments decrease with grade. All grades, in both rural and urban areas have almost equal numbers, except for the skills orientation grade which has more males than females, with females constituting, 40.87 percent in rural schools and 39.67 percent in urban schools.

Table 3.9: Primary School Enrolment by Location, Sex and Grade, Number and Percentage, Zimbabwe 2018

Grade	Rural Enrolment, No.			% F	Urban Enrolment, No			%F	Grand Total	% Total
	M	F	T		M	F	T			
Grade 1	177179	171541	348720	49.19	56821	56040	112861	49.65	461581	16.93
Grade 2	161761	160002	321763	49.73	54405	53768	108173	49.71	429936	15.77
Grade 3	150875	147925	298800	49.51	49567	50586	100153	50.51	398953	14.64
Grade 4	141801	139962	281763	49.67	45941	46555	92496	50.33	374259	13.73
Grade 5	139514	137518	277032	49.64	44518	45428	89946	50.51	366978	13.46
Grade 6	133137	131868	265005	49.76	43228	43562	86790	50.19	351795	12.91
Grade 7	124036	125567	249603	50.31	41756	43387	85143	50.96	334746	12.28
Skills Orientation	2752	1902	4654	40.87	1851	1217	3068	39.67	7722	0.28
Grand Total	1031055	1016285	2047340	49.64	338087	340543	678630	50.18	2725970	100

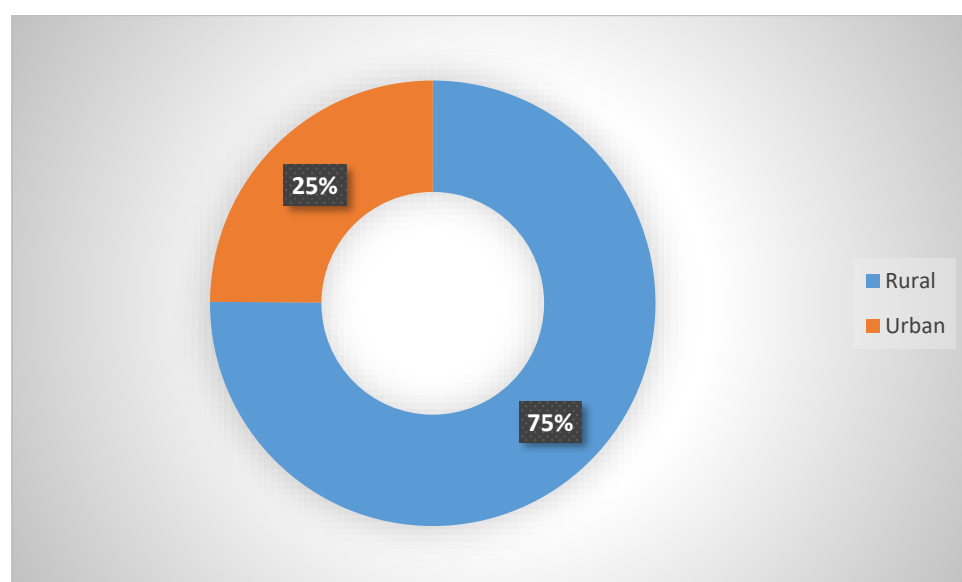


Figure 3.4: Percentage Distribution of Primary School Enrolment by Location, Zimbabwe, 2018

More than three quarters (77.47 percent) of the primary school learners are concentrated in P3 schools, with 17.69 percent in P2 schools and 4.84 in P1 schools Table 3.10 and Figure 3.5. Generally, for primary school enrolment in P1 schools, there are more females than males in Grades 3 to Grade 7, with almost equal proportions of males and females for P2 and P3 schools.

Table 3.10: Primary School Enrolment by Grant Classification, Sex and Grade, Number and Percentage, Zimbabwe 2018

Grade	P1, No.			%F	P2, No.			%F	P3, No.			%F	Grand Total
	M	F	T		M	F	T		M	F	T		
Grade 1	10235	10582	20817	50.83	40408	39594	80002	49.49	183357	177405	360762	49.18	461581
Grade 2	10147	10345	20492	50.48	39125	38183	77308	49.39	166894	165242	332136	49.75	429936
Grade 3	9450	10084	19534	51.62	35472	35617	71089	50.10	155520	152810	308330	49.56	398953
Grade 4	8803	9410	18213	51.67	32901	32684	65585	49.83	146038	144423	290461	49.72	374259
Grade 5	8690	9115	17805	51.19	31656	31928	63584	50.21	143686	141903	285589	49.69	366978
Grade 6	8419	8867	17286	51.30	30860	30855	61715	50.00	137086	135708	272794	49.75	351795
Grade 7	8179	8847	17026	51.96	29999	30900	60899	50.74	127614	129207	256821	50.31	334746
Skills Orientation	421	293	714	41.04	1267	826	2093	39.46	2915	2000	4915	40.69	7722
Grand Total	64344	67543	131887	51.21	241688	240587	482275	49.89	1063110	1048698	2111808	49.66	2725970

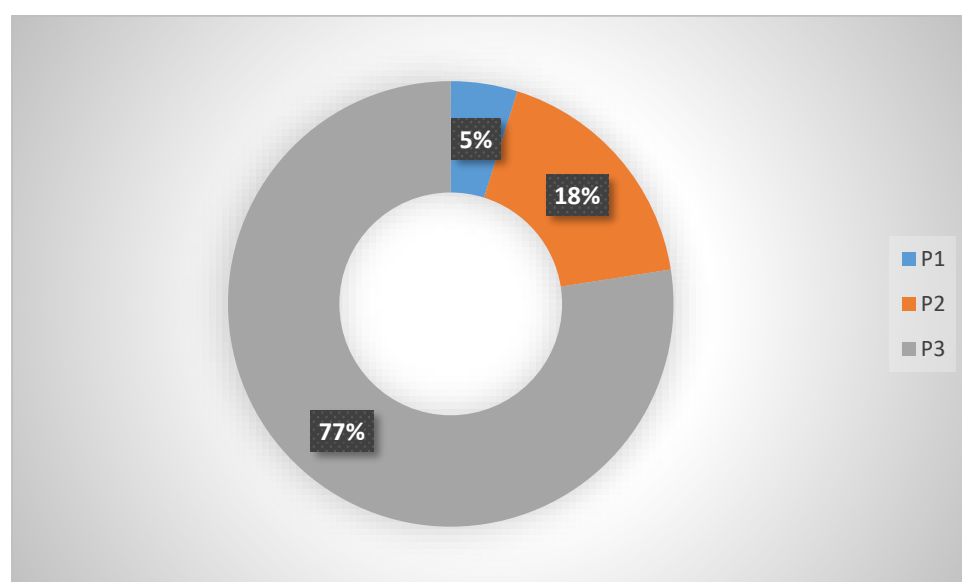


Figure 3.5: Percentage Distribution of Primary School Enrolment by Grant Classification, Sex and Grade, Zimbabwe 2018

A high proportion (89.51 percent) of the primary school learners are concentrated in registered schools, with 10.40 percent in satellite schools and an insignificant amount (0.09 percent) in unregistered schools Table 3.11, with generally almost equal proportions of males and females in all types of schools.

Table 3.11: Primary School Enrolment by School Registration Status, Sex and Grade, Number and Percentage, Zimbabwe 2018

Grade	Registered, No.			%F	Satellite, No.			%F	Unregistered, No.			%F	Grand Total
	M	F	T		M	F	T		M	F	T		
Grade 1	207558	202010	409568	49.32	26081	25225	51306	49.17	361	346	707	48.94	461581
Grade 2	192125	190007	382132	49.72	23776	23524	47300	49.73	265	239	504	47.42	429936
Grade 3	178736	177307	356043	49.80	21550	21055	42605	49.42	156	149	305	48.85	398953
Grade 4	168130	166791	334921	49.80	19441	19584	39025	50.18	171	142	313	45.37	374259
Grade 5	164851	163970	328821	49.87	19062	18851	37913	49.72	119	125	244	51.23	366978
Grade 6	158994	158119	317113	49.86	17277	17220	34497	49.92	94	91	185	49.19	351795
Grade 7	150459	153465	303924	50.49	15274	15438	30712	50.27	59	51	110	46.36	334746
Skills Orientation	4512	3062	7574	40.43	88	55	143	38.46	3	2	5	40.00	7722
Grand Total	1225365	1214731	2440096	49.78	142549	140952	283501	49.72	1228	1145	2373	48.25	2725970

Table 3.12 and Figure 3.6 presents the 2018 primary school enrolments by age and grade and the percentage distribution of underage, normal age and overage. Grade 7 has the highest proportion of learners (31.43 percent) who are of the official age for that grade of 12 years, whilst Grade 4 has the lowest proportion of official age learners (28.56 percent). Each grade has a significant proportion of over aged enrolments ranging from 64.89 percent in Grade 7 to 68.87 percent in Grade 4. The proportions of underaged primary school learners range from 1.67 percent in Grade 1 to 3.68 percent in Grade 7. The pattern of high overaged and underaged learners is carried forward from ECD level.

Table 3.12: Primary School Enrolment by Age and Grade, Number, Zimbabwe 2018

Ages	Enrolment, No.								Grand Total
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	
5 years	7705	0	0	0	0	0	0	103	7808
6 years	136574	7876	0	0	0	0	0	108	144558
7 years	219457	128109	8932	0	0	0	0	144	356642
8 years	73712	203675	118665	9625	0	0	0	315	405992
9 years	17259	64174	165231	106900	11172	0	0	843	365579
10 years	5082	19310	74865	155740	107733	11076	0	1443	375249
11 years	1109	4696	22567	69549	145160	101448	12304	1451	358284
12 years	466	1360	6325	23604	69692	138712	105218	1140	346517
Above 12	217	736	2368	8841	33221	100559	217224	2175	365341
Grand Total	461581	429936	398953	374259	366978	351795	334746	7722	2725970

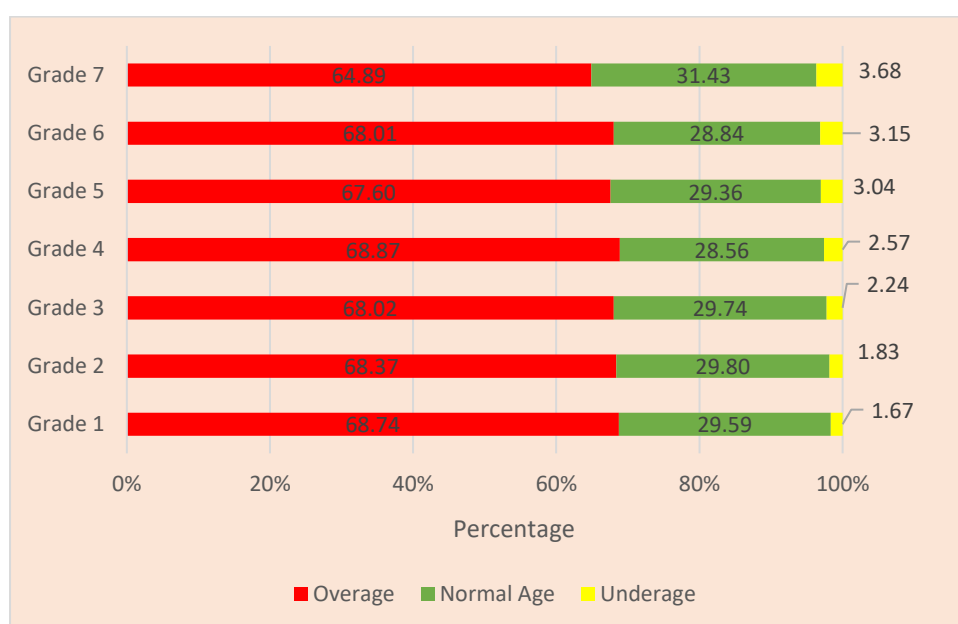


Figure 3.6: Percentage Distribution of Primary Enrolment by Age and Grade, Zimbabwe 2018

Manicaland Province has the highest number of primary school learners (428 775) in 2018, with Bulawayo having the lowest (109 392), Table 3.13. The highest number of skills orientation learners are in Matabeleland North (1 190) with the least number in Matabeleland South (122).

Table 3.13: Primary School Enrolments by Grade and Province, Number, Zimbabwe 2018

Province	Enrolment, No								Grand Total
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	
Bulawayo	17322	16982	16540	15166	14704	14041	13913	724	109392
Harare	45670	44530	40824	38157	36523	36013	35475	1073	278265
Manicaland	74745	67929	63312	59450	57051	54327	51152	809	428775
Mashonaland Central	44842	39496	37156	34846	33598	32234	29763	855	252790
Mashonaland East	49085	47014	42272	39737	39493	38912	37493	394	294400
Mashonaland West	54891	50478	46760	42993	43070	41486	40319	950	320947
Masvingo	62553	58065	53368	50890	49523	46394	43402	603	364798
Matabeleland North	26948	26300	25113	23317	23516	22772	22066	1190	171222
Matabeleland South	23909	22834	21671	20907	20554	19969	18360	122	148326
Midlands	61616	56308	51937	48796	48946	45647	42803	1002	357055
Grand Total	461581	429936	398953	374259	366978	351795	334746	7722	2725970

3.3 Secondary School Enrolment

When Zimbabwe gained independence in 1980, the government started a massive expansion of the education system that saw phenomenal growth in secondary school enrolments. In 2018, there are 1 093 550 enrolled in secondary schools (Form 1-6), with 996 790 learners enrolled in lower secondary school (Form 1-4) and 96 760 enrolled for upper secondary (Form 5-6). There are almost equal numbers for males and females

for the Form 1-6, and lower secondary, Table 3.14 and Figures 3.7, 3.8 and 3.9. However, for upper secondary females constitute 47.41 percent of the total enrolment.

Zimbabwe's secondary school enrolment grew from 831 488 in 1979 to its current level, a percentage change of 31.52 percent. Since 2014, school enrolment has been increasing annually, with the highest increase of 4.83 percent in 2015. In 2017, secondary school enrolment fell to 0.99 percent before rising marginally again to 1.69 percent in 2018. Lower secondary enrolments followed a similar pattern between 2014 and 2018. Enrolments for upper secondary have risen by higher proportions at 14.79 percent in 2015 and falling to 3.01 percent in 2018.

Table 3.14: Secondary School Enrolment Trend by Level and Sex, Number and Percentage, Zimbabwe 2014 -2018

Year	Form 1-Form 4, No.			% F	% Change	Form 5-Form 6, No.			% F	% Change	Form 1- Form 6, No			% F	% Change
	M	F	T			M	F	T			M	F	T		
2014	455780	455534	911314	49.99	2.35	38880	29450	68330	43.10	1.87	493741	485903	979644	49.60	2.32
2015	475902	472646	948548	50.00	4.09	43546	34890	78436	44.50	14.79	519448	507536	1026984	49.40	4.83
2016	491843	485860	977703	49.69	3.07	47923	39178	87101	44.98	11.05	539766	525038	1064804	49.31	3.68
2017	491488	489900	981388	49.92	0.38	50358	43579	93937	46.39	7.85	541846	533479	1075325	49.61	0.99
2018	499730	497060	996790	49.87	1.57	50890	45870	96760	47.41	3.01	550620	542930	1093550	49.65	1.69

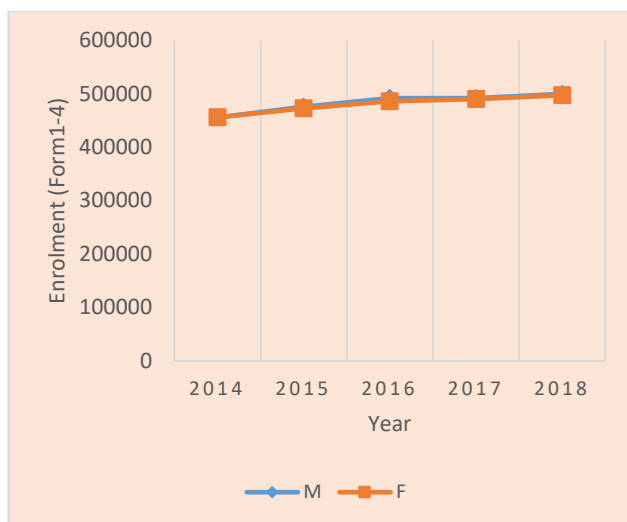


Figure 3.7: Secondary School, Form 1-4 Enrolment Trend by Sex, Number, Zimbabwe 2014-2018

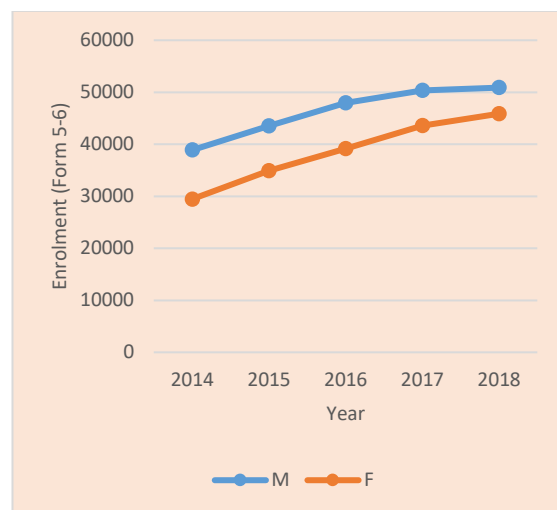


Figure 3.8: Secondary School, Form 5-6 Enrolment Trend by Sex, Number, Zimbabwe 2014-2018

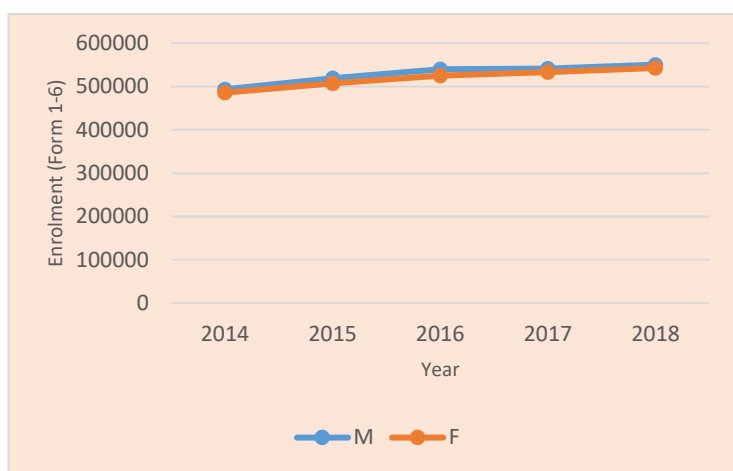


Figure 3.9: Secondary School, Form 1-6 Enrolment Trend by Sex, Number, Zimbabwe 2014-2018

At secondary school level, the proportion of females decrease with form, reflecting the gender disparities in favour of males at higher levels of education, Table 3.15. In Forms 1 and 2, females constitute 50.86 percent and 50.69 percent, respectively. From Form 3 to Form 6 and for the skills orientation level, females constitute less than 50 percent.

Table 3.15: Secondary School Enrolments by Sex and Form, Number and Percentage , Zimbabwe 2018

Form	Enrolments, No			%F
	M	F	Total	
Form 1	132627	137295	269922	50.86
Form 2	127128	130680	257808	50.69
Form 3	131174	127789	258963	49.35
Form 4	103759	97793	201552	48.52
Lower 6	26542	23989	50531	47.47
Upper 6	24348	21881	46229	47.33
Skills Orientation	439	384	823	46.66
Grand Total	546017	539811	1085828	49.71

In 2018, 756 884 (69.71 percent) of the secondary school learners are enrolled in rural schools, with 328 944 enrolled in urban ones, Table 3.16 and Figure 3.10. For both rural and urban areas and males and females, secondary school enrolments generally decrease with form.

Overall, in rural areas females constitute 49.19 percent of all Form 1-6s, whilst in urban areas they constitute 50.92 percent. In rural areas, in Form 1 and 2, females constitute more than half of the enrolments, whereas for Form 3 to 6, they have lower proportions than males. For urban areas, females constitute more than half in Forms 1 to Form 4, whilst for Form 5 and 6 it is the opposite. For the skills orientation level, in rural areas the number of females and males is almost equal, whilst in urban areas females constitute 41.44 percent of the enrolment.

Table 3.16: Secondary School Enrolment by School Location, Sex and Form, Number and Percentage, Zimbabwe 2018

Grade	Rural Enrolments, No.			%F	Urban Enrolments, No.			%F	Grand Total
	M	F	T		M	F	T		
Form 1	97897	100117	198014	50.56	34730	37178	71908	51.70	269922
Form 2	93243	94636	187879	50.37	33885	36044	69929	51.54	257808
Form 3	94943	90041	184984	48.68	36231	37748	73979	51.03	258963
Form 4	71638	64867	136505	47.52	32121	32926	65047	50.62	201552
Lower 6	13593	11695	25288	46.25	12949	12294	25243	48.70	50531
Upper 6	13019	10705	23724	45.12	11329	11176	22505	49.66	46229
Skills Orientation	244	246	490	50.20	195	138	333	41.44	823
Grand Total	384577	372307	756884	49.19	161440	167504	328944	50.92	1085828

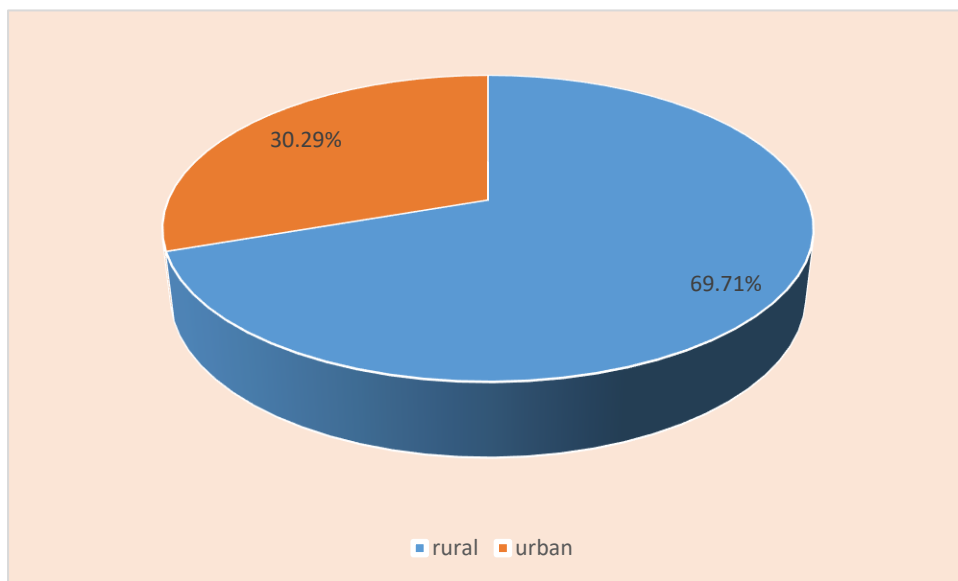


Figure 3.10: Percentage Distribution of Secondary School Enrolment by Location, Zimbabwe 2018

About two thirds (66.95 percent) of the secondary school learners are concentrated in S3 schools, with 23.82 percent in S2 schools and 9.23 percent in S1 schools, Table 3.17 and Figure 3.11. For secondary school enrolment in S1 schools, there are more females than males in Form 2 and 3, whilst for Forms 1, 4, 5 and 6 there are almost equal numbers of females and males. For enrolment in S2 schools, for forms 1 to 4 there are more females than males, whilst for lower sixth there are more males than females, whilst for upper sixth there is an almost equal proportion of females and males. S3 schools have more females than males in Form 1, more males than females in Forms 3 to 6 and almost equal proportions of females and males in Form 2.

Table 3.17: Secondary School Enrolments by Grant Classification, Sex and Form, Number and Percentage, Zimbabwe 2018

	S1, No.			%F	S2, No.			%F	S3, No.			%F	Grand Total
Form	M	F	T		M	F	T		M	F	T		
Form 1	10016	10098	20114	50.20	27054	29558	56612	52.21	95557	97639	193196	50.54	269922
Form 2	9386	9795	19181	51.07	26824	28741	55565	51.73	90918	92144	183062	50.33	257808
Form 3	10225	10462	20687	50.57	28297	30064	58361	51.51	92652	87263	179915	48.50	258963
Form 4	9308	9185	18493	49.67	25250	26571	51821	51.27	69201	62037	131238	47.27	201552
Lower 6	5576	5501	11077	49.66	9966	9267	19233	48.18	11000	9221	20221	45.60	50531
Upper 6	5202	5224	10426	50.11	8471	8438	16909	49.90	10675	8219	18894	43.50	46229
Skills Orientation	111	82	193	42.49	85	59	144	40.97	243	243	486	50.00	823
Grand Total	49824	50347	100171	50.26	125947	1E+05	258645	51.31	370246	356766	727012	49.07	1085828

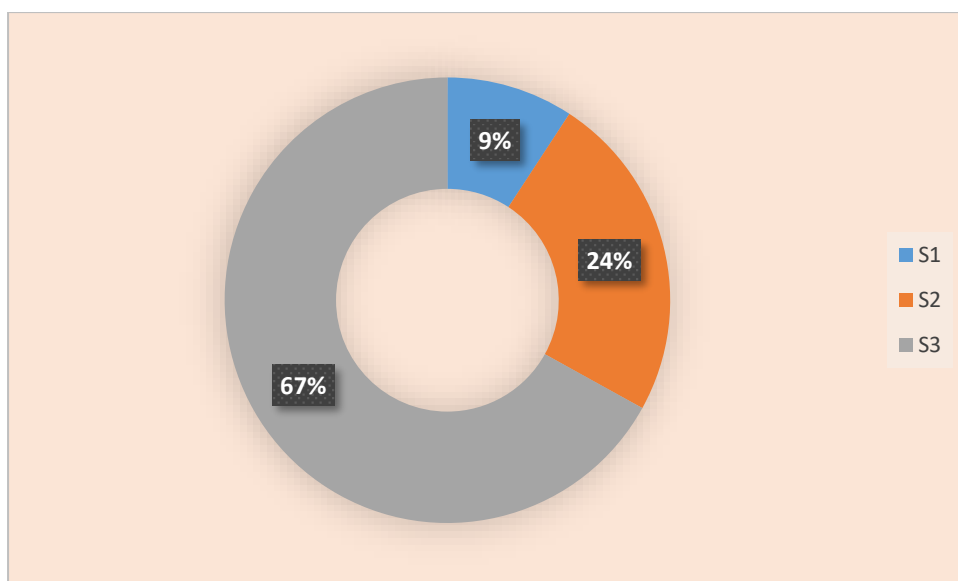


Figure 3.11: Percentage Distribution of Secondary School Enrolment by Grant Classification, Zimbabwe 2018

A high proportion (85.33 percent) of the secondary school learners are concentrated in registered schools, with 14.43 percent in satellite schools and an insignificant amount (0.24 percent) in unregistered schools, Table 3.18. For registered schools, in Form 1 and 2 there are more females than males, whilst in Form 4 to Upper sixth, it is the opposite. Form 3 has an almost equal number of males and females. The picture for satellite schools is as follows: Form 1 and 5 has more females than males, whilst Form 3 and 4 have the opposite and Form 2 and 6 have almost equal numbers of males and females. Unregistered schools have more females than males in all forms except Form 5.

Table 3.18: Secondary School Enrolments by School Registration Status, Sex and Form, Number and Percentage, Zimbabwe 2018

Grade	Registered, No.			% F	Satellite, No.			% F	Unregistered, No			% F	Grand Total
	M	F	T		M	F	T		M	F	T		
Form 1	108923	113053	221976	50.93	23357	23848	47205	50.52	347	394	741	53.17	269922
Form 2	104921	108389	213310	50.81	21951	21980	43931	50.03	256	311	567	54.85	257808
Form 3	109845	108353	218198	49.66	20999	19060	40059	47.58	330	376	706	53.26	258963
Form 4	89946	86024	175970	48.89	13606	11555	25161	45.92	207	214	421	50.83	201552
Lower 6	26408	23851	50259	47.46	87	94	181	51.93	47	44	91	48.35	50531
Upper 6	24241	21770	46011	47.31	79	80	159	50.31	28	31	59	52.54	46229
Skills Orientation	435	373	808	46.16	4	11	15	73.33	0	0	0		823
Grand Total	464719	461813	926532	50	80083	76628	156711	49	1215	1370	2585	53	1085828

Table 3.19 and Figure 3.12 presents the 2018 secondary school enrolments by age and form and the percentage distribution of overage, normal age, and underage. Upper 6 has the highest proportion of learners (46.18 percent) who are of the official age for

that form of 18 years, whilst Form 3 has the lowest proportion of official age learners (26.87 percent). Each form has a significant proportion of over aged enrolments ranging from 42.80 percent in Upper 6 to 69.58 percent in Form 3. Underage learners ranged from 3.38 percent in Form 1 to 11.02 percent in Upper 6. The pattern of high overaged and underaged learners is carried forward from ECD level, through primary to secondary school level.

Table 3.19: Secondary School Enrolments by Form and Age, Number and Percentage, Zimbabwe 2018

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Below 13	9128	0	0	0	0	0	3	9131
13 years	80993	9897	0	0	0	0	49	90939
14 years	104083	77287	9198	0	0	0	111	190679
15 years	51212	96141	69581	8902	0	0	143	225979
16 years	18147	50840	93629	56906	2805	0	212	222539
17 years	4885	18008	55715	74490	20637	5094	155	178984
18 years	1160	4540	22258	40134	17015	21349	79	106535
above 18	314	1095	8582	21120	10074	19786	71	61042
Grand Total	269922	257808	258963	201552	50531	46229	823	1085828

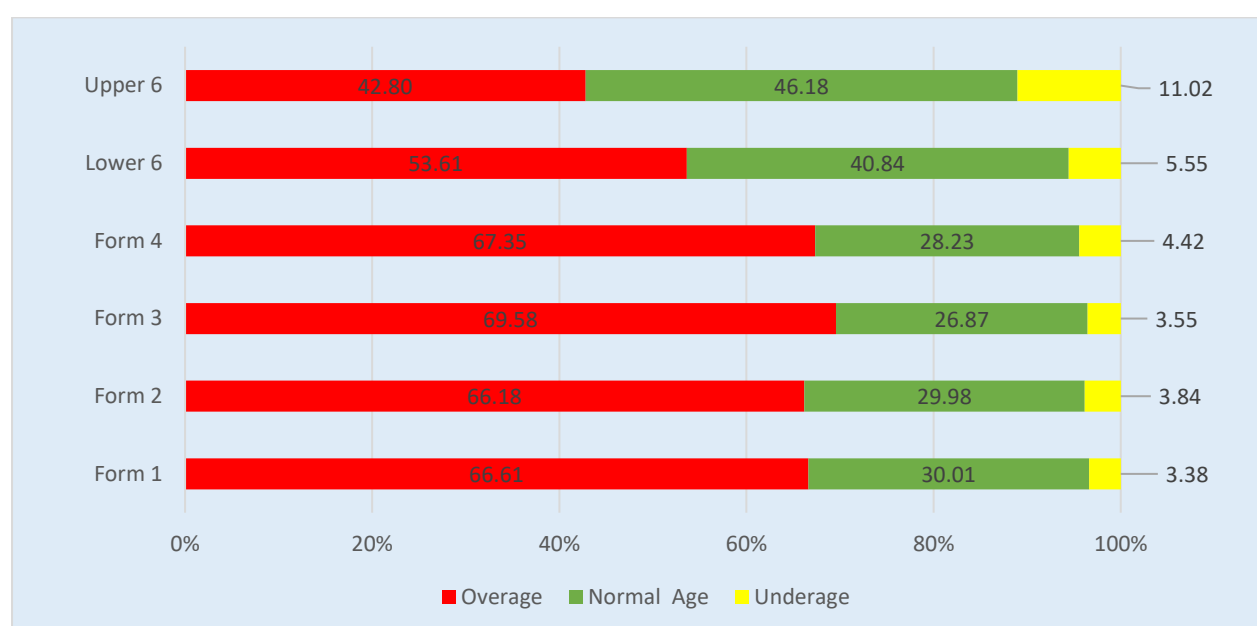


Figure 3.12: Percentage Distribution of Enrolments by Form and Age, Zimbabwe 2018

Manicaland Province has the highest number of secondary school learners (169 064) in 2018, with Matabeleland South having the lowest (55 253), Table 3.20. For Form 1, 2 and 3 Manicaland had the highest enrolments, whilst Bulawayo had the lowest. For Lower 6 and Harare had the biggest number (10 341) and Matabeleland North the lowest (1 564). A similar pattern, with regards province rankings is true for the Upper 6. The highest number of skills orientation learners are in Mashonaland Central (424) with Matabeleland South and Midlands not having any.

Table 3.20: Secondary School Enrolments by Form and Province, Number, Zimbabwe 2018

Province	Enrolment, No							Grand Total
	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	
Bulawayo	12203	12046	13132	11584	4261	3484	19	56729
Harare	26938	26478	27690	25274	10341	9329	314	126364
Manicaland	42937	41009	39861	30456	7732	7057	12	169064
Mashonaland Central	22412	21520	20707	14665	2512	2489	424	84729
Mashonaland East	32689	31729	31829	25277	5103	4778	23	131428
Mashonaland West	31043	29989	30258	22029	4066	3755	0	121140
Masvingo	37107	33819	33587	25690	6971	6266	19	143459
Matabeleland North	15050	14537	14189	10241	1564	1493	12	57086
Matabeleland South	14344	13102	13264	10163	2321	2059	0	55253
Midlands	35199	33579	34446	26173	5660	5519	0	140576
Grand Total	269922	257808	258963	201552	50531	46229	823	1085828

In summary, there are 4 440 624 (females - 2 013 642; males - 2 052 518), enrolled in primary and secondary schools in Zimbabwe, Table 3.21. Figure 3.13 presents a broad-based pyramid of enrolment, where Grade 1 has the highest enrolment, with ECD A and B having much less enrolments, and with Upper 6 having the lowest enrolment. Enrolments decrease with grade or form. The pattern is true for both sexes.

Table 3.21: Total Enrolment ECD, Primary and Secondary by Sex and Grade, Number, Zimbabwe 2018

Grade	Enrolment, No.		
	M	F	T
ECD A	143436	142360	285796
ECD B	172774	170256	343030
Grade 1	234000	227581	461581
Grade 2	216166	213770	429936
Grade 3	200442	198511	398953
Grade 4	187742	186517	374259
Grade 5	184032	182946	366978
Grade 6	176365	175430	351795
Grade 7	165792	168954	334746
Form 1	132627	137295	269922
Form 2	127128	130680	257808
Form 3	131174	127789	258963
Form 4	103759	97793	201552
Lower 6	26542	23989	50531
Upper 6	24348	21881	46229
Skills Orientation	5042	3503	8545
Grand Total	2231369	2209255	4440624

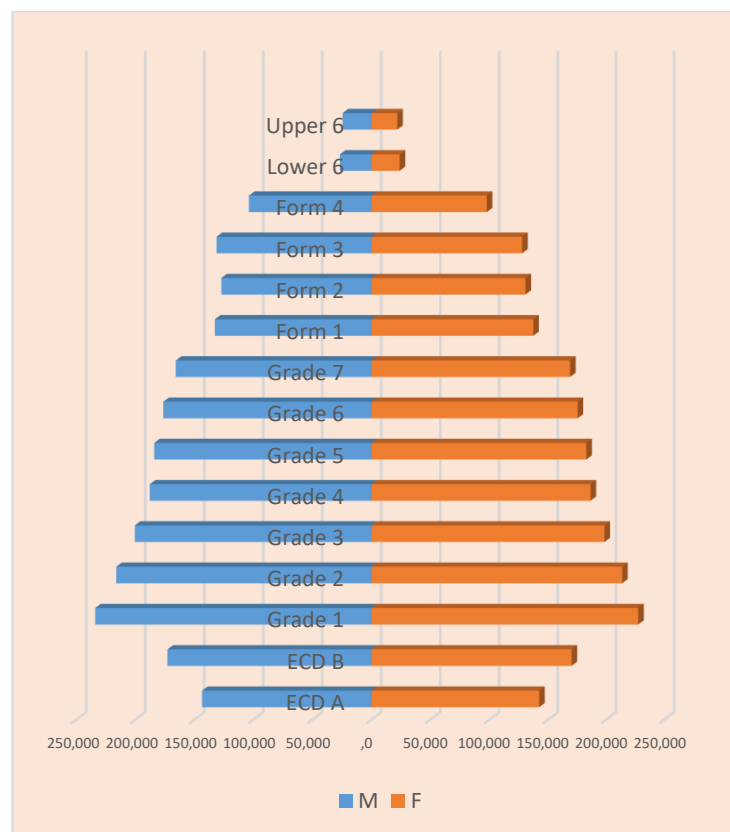


Figure 3.13: Distribution of Enrolment by Grade/Form , Number, Zimbabwe 2018

Chapter 4: Access to Education

Grade 1 and Form 1 are the levels at which learners enter the primary and secondary levels of education, for the first time. The system's ability to enrol children at the right age and have them flow through the system is dependent on what age they enter the school system¹⁴. This chapter examines the enrolment patterns for children who enrol into the first grades of primary and secondary education for the first time. It also presents the Apparent and Net Intake Rates for Grade 1 and Form 1. The official school entry age for Grade 1 and Form 1 is 6 and 13 years, respectively.

4.1 New Entrants into Grade 1

There are 450 315 new entrants into Grade 1, declining from 446 285 the previous year, a 0.90 percentage decrease. The number of new entrants into Grade 1 which generally increased between 2014 and 2017, declined in 2018, and the pattern is true for both females and males, Table 4.1 and Figure 4.1. More males were enrolling into Grade 1 for the first time than females for the period 2014 to 2018.

Table 4.1: New Entrants into Grade 1 Trend by Sex, Number and Percentage Change, Zimbabwe 2014-2018

Year	M	F	Total	% Change
2014	208184	200924	409108	0.96
2015	211132	202656	413788	1.14
2016	215909	209005	424914	2.69
2017	225079	221206	446285	5.03
2018	228190	222125	450315	0.90

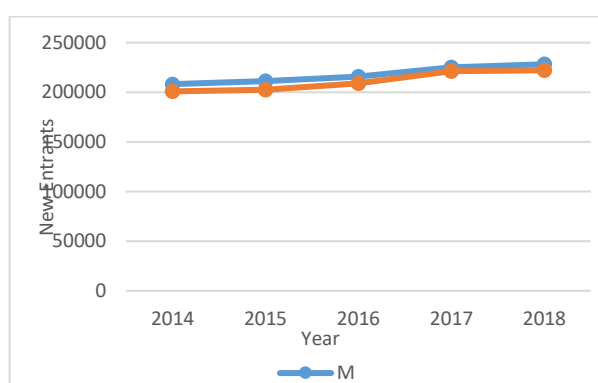


Figure 4.1: New Entrants into Grade 1 by Sex Trend, Number, Zimbabwe 2014-2018

The proportion of learners who entered Grade I at the official age of 6 years is 28.51 percent, with a higher proportion of females (29.97 percent), than males (27.10 percent), Table 4.2 and Figure 4.2. More females than males enrolled for Grade 1 in 2018, at ages 5 and 6 years, with the opposite being true for the rest of the ages. The highest proportion entering Grade 1 is of 7-year olds, one year older than the official age, at 47.22 percent, with gender parity¹⁵. For age groups, 8 to 12 years, males have

¹⁴ Ministry of Primary and Secondary Education, 2015; Annual Statistical Report for 2014; Harare

¹⁵ According to UNESCO, 2007 the GPI is the ratio of female to male values of a given indicator. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0% (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

According to the Zimbabwe National Statistics Agency, 2015, Women and Men Profile, 2012 National Population Census, page 11-, parity indices such as the GPI are considered to reflect parity within + or - 0.03 percentage points from 1 percent.

higher proportions entering Grade 1, than females, whilst the opposite is true for Grade 1 entry age of 5 years.

Table 4.2: New Entrants into Grade 1 by Sex, Age and Gender Parity Index, Number and Percentage, Zimbabwe 2018

Age	New Entrants, No.			% Female	% of Total			GPI
	M	F	Grand Total		M	F	Total	
5 years	3712	4198	7910	53.07	1.63	1.89	1.76	1.11
6 years	61839	66566	128405	51.84	27.10	29.97	28.51	1.00
7 years	107685	104973	212658	49.36	47.19	47.26	47.22	0.89
8 years	40654	35413	76067	46.56	17.82	15.94	16.89	0.79
9 years	10321	7977	18298	43.59	4.52	3.59	4.06	0.79
10 years	2898	2224	5122	43.42	1.27	1.00	1.14	0.67
11 years	712	465	1177	39.51	0.31	0.21	0.26	0.84
12 years	307	250	557	44.88	0.13	0.11	0.12	0.98
Above 12 years	62	59	121	48.76	0.03	0.03	0.03	1.00
Total	228190	222125	450315	49.33	100	100	100	

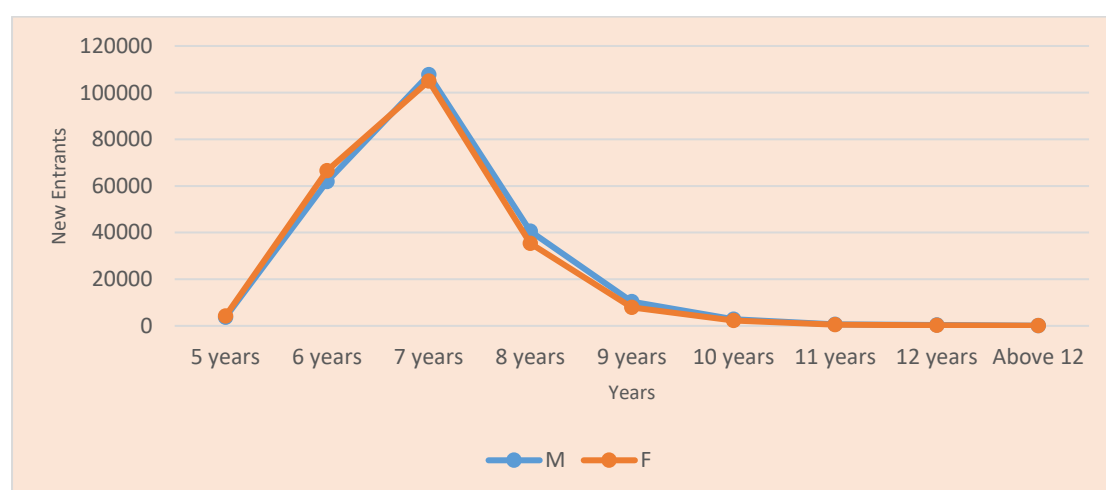


Figure 4.2: Distribution of New Entrants into Grade 1 by Sex, Zimbabwe 2018

Urban areas have a higher proportion of learners enrolling for Grade 1 at the official age of 6 years of 37.53 percent than rural areas with 25.60 percent.

Table 4.3: New Entrants into Grade 1 by Location, Sex and Age, Number and Percentage, Zimbabwe 2018

Age	Rural New Entrants, No.			% Rural	Urban New Entrants, No.			% Urban	Grand Total
	M	F	T		M	F	T		
5 years	2673	3070	5743	1.69	1039	1128	2167	1.97	7910
6 years	41930	45150	87080	25.60	19909	21416	41325	37.53	128405
7 years	80534	78726	159260	46.81	27151	26247	53398	48.50	212658
8 years	34740	30479	65219	19.17	5914	4934	10848	9.85	76067
9 years	9308	7175	16483	4.84	1013	802	1815	1.65	18298
10 years	2683	2060	4743	1.39	215	164	379	0.34	5122
11 years	663	423	1086	0.32	49	42	91	0.08	1177
12 years	276	214	490	0.14	31	36	67	0.06	557
Above 12	50	53	103	0.03	12	6	18	0.02	121
Grand Total	172857	167350	340207	100	55333	54775	110108	100	450315

4.2 New Entrants into Form 1

There are 267 738 new entrants into Form 1, increasing from 262 070 the previous year, a 2.16 percentage increase. The number of new entrants into Form 1 which increased between 2014 and 2016, declined by 3.13 percent in 2017, and the pattern is true for both females and males, Table 4.4 and Figure 4.3. Unlike in Grade 1, in Form 1, more females than males were enrolling for the first time during the period 2014 to 2018.

Table 4.4: New Entrants into Form 1 Trend by Sex, Number and Percentage Change, Zimbabwe 2014-2018

Year	M	F	T	% Change
2014	120692	126806	247498	3.25
2015	126418	128435	254853	2.97
2016	134048	136485	270533	6.15
2017	129128	132942	262070	-3.13
2018	131679	136059	267738	2.16

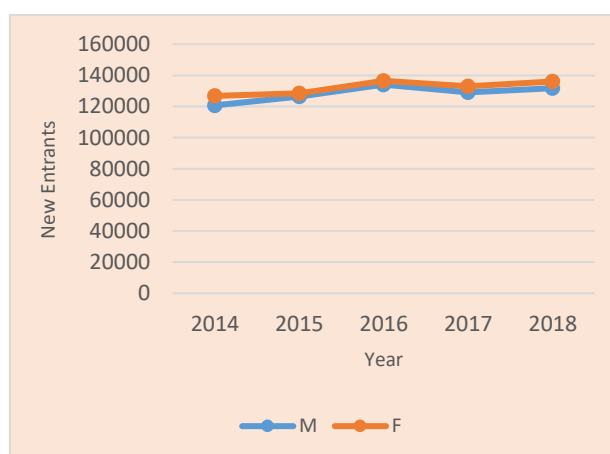


Figure 4.3: Distribution of New Entrants into Form 1 by Sex, Number, Zimbabwe 2014-2018

The proportion of learners who entered Form I at the official age of 13 years is 30.27 percent, with a higher proportion of females enrolling for Form 1 at 13 years (33.86 percent), than males (26.56 percent), Table 4.5 and Figure 4.4. More females than males enrolled for Form 1 in 2018, at ages below 13, 13 and 14 years, with the opposite being true for the rest of the ages. The biggest proportion entering Form 1 is of 14-year olds, one year older than the official age, at 38.42 percent, with gender parity. A total of 87.42 percent of learners who enrolled for Form 1 in 2018 were aged 13 and 15 year, with a higher proportion for females. For age groups, 15 to above 18 years, males have

higher proportions entering Form 1, than females, whilst the opposite is true for Form 1 entry age of 13 years.

Table 4.5: New Entrants into Form 1 by Sex, Age and GPI, Number and Percentage, Zimbabwe 2018

Age	New Entrants , No.			% F	% of Total			GPI
	M	F	T		M	F	T	
Below 13 years	3813	6140	9953	61.69	2.90	4.51	3.72	1.56
13 years	34980	46067	81047	56.84	26.56	33.86	30.27	1.27
14 years	50125	52741	102866	51.27	38.07	38.76	38.42	1.02
15 years	27404	22738	50142	45.35	20.81	16.71	18.73	0.80
16 years	10973	6557	17530	37.40	8.33	4.82	6.55	0.58
17 years	3331	1423	4754	29.93	2.53	1.05	1.78	0.41
18 years	842	293	1135	25.81	0.64	0.22	0.42	0.34
Above 18 years	211	100	311	32.15	0.16	0.07	0.12	0.46
Grand Total	131679	136059	267738	50.82	100	100	100	

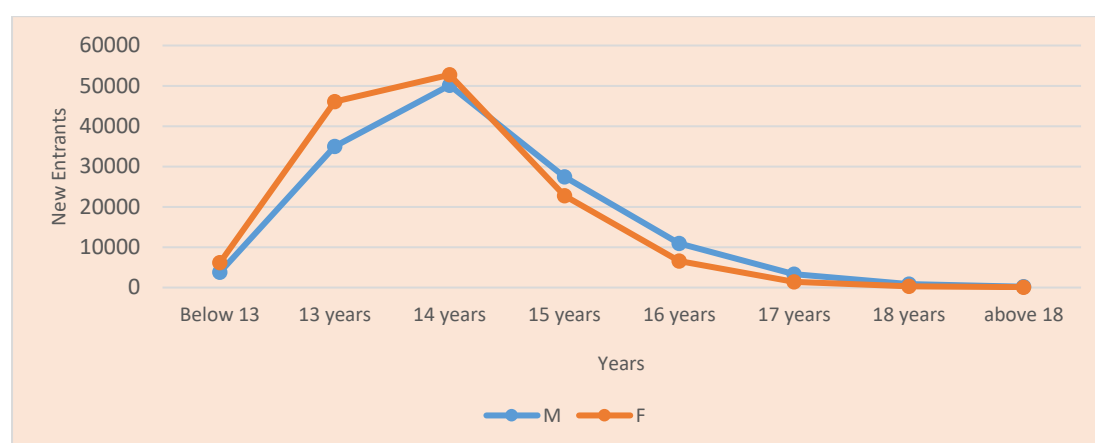


Figure 4.4: Distribution of New Entrants into Form 1 by Age and Sex, Number, Zimbabwe 2018

Urban areas have a higher proportion (39.09 percent) of learners who enrolled in Form 1 at the official entry age of 13 years in 2018 than rural ones (27.05 percent), Table 4.6. There is parity in the proportions which enrolled for Form 1 at 14 years, for both rural and urban areas at 38.28 and 38.82, respectively. Overall, rural areas have a higher proportion of learners (69.37 percent) who were overaged when they enrolled in Form 1 in 2018, than urban areas (56.81 percent). In both rural and urban areas, a higher proportion of females enroll for Form 1 at the official age of 13 years than males. The same picture is true for rural areas for the 14-year olds. From age 15 years and above for rural areas and from age 14 years for urban areas, males have higher proportions enrolling in Form 1 than females.

Table 4.6: New Entrants into Form 1 by Location, Sex and Age, Number and Percentage, Zimbabwe 2018

Year	Rural New Entrants, No			% Rural	Urban New Entrants, No.			% Urban	Grand Total
	M	F	T		M	F	T		
Below 13	2720	4299	7019	3.58	1093	1841	2934	4.10	9953
13 years	22286	30782	53068	27.05	12694	15285	27979	39.09	81047
14 years	36345	38734	75079	38.28	13780	14007	27787	38.82	102866
15 years	22359	18156	40515	20.65	5045	4582	9627	13.45	50142
16 years	9416	5523	14939	7.62	1557	1034	2591	3.62	17530
17 years	3006	1217	4223	2.15	325	206	531	0.74	4754
18 years	768	257	1025	0.52	74	36	110	0.15	1135
above 18	196	90	286	0.15	15	10	25	0.03	311
Grand Total	97096	99058	196154	100	34583	37001	71584	100	267738

4.3 Primary School Apparent and Net Intake Rates

The Apparent Intake Rate¹⁶ (ARI) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to Grade 1 for the official school entrance age population (UNESCO, 2007)¹⁷. The national primary school AIR for Zimbabwe has always been above 100 percent since 2000, indicating the participation of over and or under-aged children¹⁸. The AIR is 128.32 percent, Table 4.7. The total AIR has generally increased since 2014, falling marginally in 2018. The AIRs for both females and males generally increased since 2014, with that of males falling marginally in 2015, whilst that for females fell marginally in 2015 and 2018, Figure 4.5. The AIRs are higher for males than females during the period 2014 to 2018, reflecting the higher proportions of over and or underaged males in Grade 1.

The Grade 1 Net Intake Rate (NIR)¹⁹ was 36.59 percent and in favour of females, (Table 4.7 and Figure 4.6). This means that in 2018, approximately 37 percent of the six-year olds were in Grade 1, and 63 percent of the children aged 6 years who were supposed to be in Grade 1 in 2018 were not enrolled in that grade. The NIR generally fell since 2014, decreasing from 42.02 percent to its current level. Similar trends were witnessed for both females and males. NIR for females and males were 37.57 percent and 35.59 percent, respectively in 2018. From 2014 to 2018 females had better chances of being enrolled in Grade 1 at the official age than males, as shown by GPIs²⁰ of greater than one.

¹⁶ The Apparent Intake Rate (AIR) is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age. Repeaters are excluded.

¹⁷ UNESCO Institute for Statistics, 2007: Education Indicators Technical Guidelines.

¹⁸ Ministry of Primary and Secondary Education, 2014; Annual Statistical Report for 2014; Harare

¹⁹ The Net Intake Rate measures the number of children of official school-admission age admitted into Grade 1, expressed as a percentage of the population of official admission age (6 years) to the first level of education. Measures admittance of the children at the right ages. Assesses access into the school system by 6-year olds (official entrance age) into Grade One. Repeaters are excluded in this calculation.

²⁰ According to UNESCO, 2007 the GPI is the ratio of female to male values of a given indicator. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way around for indicators that should ideally approach 0% (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

According to the Zimbabwe National Statistics Agency, 2015, Women and Men Profile, 2012 National Population Census, page 11-, parity indices such as the GPI are considered to reflect parity within + or - 0.03 percentage points from 1 percent.

Table 4.7: Apparent and Net Intake Rates Trends for Primary School by Sex and GPI, Percentage, 2014-2018

Year	Apparent Intake Rate (AIR), %			GPI	Net Intake Rate (NIR), %			GPI
	Male	Female	Total		Male	Female	Total	
2014	124.48	117.81	121.11	0.95	41.21	42.80	42.02	1.04
2015	124.25	116.95	120.57	0.94	35.20	37.25	36.23	1.06
2016	125.56	119.19	122.34	0.95	41.63	43.08	42.37	1.03
2017	130.84	126.09	128.44	0.96	35.74	38.40	37.08	1.07
2018	131.33	125.36	128.32	0.95	35.59	37.57	36.59	1.06

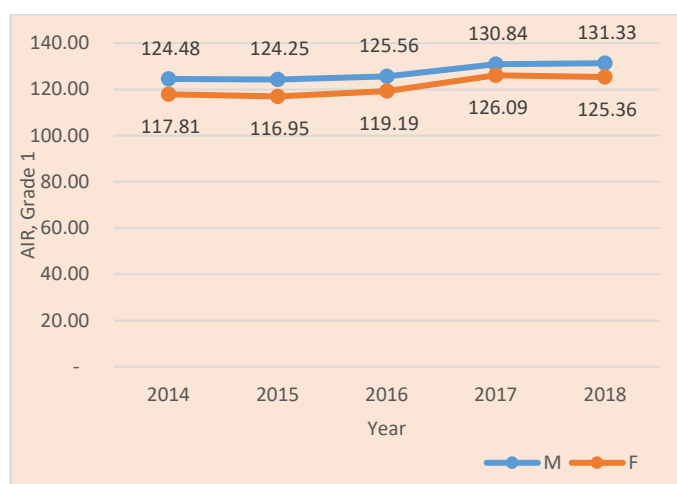


Figure 4.5: Primary School Apparent Intake Rate Trend, Percentage, Zimbabwe 2014 -2018

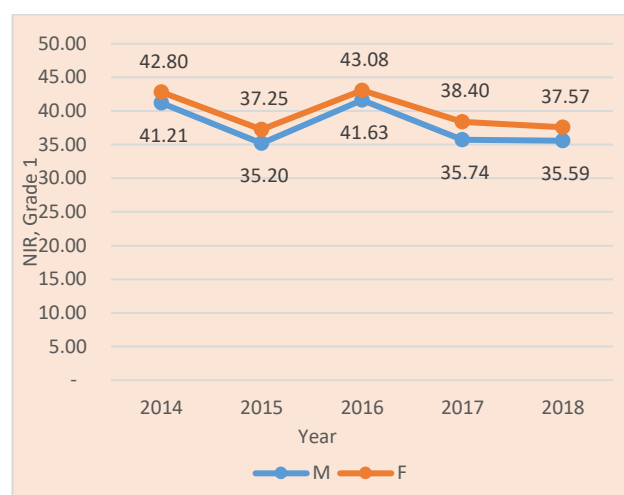


Figure 4.6: Primary School Net Intake Rate Trend, Percentage, Zimbabwe 2014-2018

Only Harare province has an AIR below 100 percent (93.72) percent, indicating that learners are enrolling in Grade 1 for the first time at the correct age when compared to the other provinces. The rest of the provinces have an AIR above 100 percent with Manicaland province having the highest AIR of (145.70 percent), Table 4.8. There is AIR gender parity AIR in Matabeleland North, Matabeleland South and Midlands, whilst in rest of the provinces gender parity is in favour of males.

Table 4.8: Primary School Apparent Intake Rates by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	New Entrants into Grade 1, No.			Population Aged 6, No.			Apparent Intake Rate, %			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	8461	8675	17136	6846	7353	14199	123.60	117.98	120.69	0.95
Harare	22043	21689	43732	22927	23733	46660	96.15	91.39	93.72	0.95
Manicaland	37606	36063	73669	25017	25544	50561	150.32	141.18	145.70	0.94
Mashonaland Central	21963	21149	43112	16242	16303	32545	135.22	129.73	132.47	0.96
Mashonaland East	24141	23329	47470	18229	18391	36620	132.43	126.85	129.63	0.96
Mashonaland West	27257	26481	53738	19499	19894	39393	139.79	133.11	136.42	0.95
Masvingo	31386	30156	61542	21948	22542	44490	143.00	133.77	138.33	0.94
Matabeleland North	13231	12930	26161	10981	11039	22020	120.49	117.13	118.80	0.97
Matabeleland South	11866	11736	23602	9868	9746	19614	120.25	120.42	120.33	1.00
Midlands	30236	29917	60153	22193	22648	44841	136.24	132.10	134.15	0.97
Grand Total	228190	222125	450315	173751	177193	350944	131.33	125.36	128.32	0.95

Bulawayo province has the highest NIR of 55.19 percent and Manicaland province the lowest of 26.80 percent, Table 4.9 and Figure 4.7. All provinces have GPIs which were in favour of females, except Bulawayo and Harare with gender parity, Figure 4.8.

Table 4.9: Primary School Net Intake Rates by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	New Entrants into Grade 1 aged 6 years, No.			Population Aged 6 years, No.			Net Intake Rate, %			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	3780	4057	7837	6846	7353	14199	55.22	55.17	55.19	1.00
Harare	9239	9738	18977	22927	23733	46660	40.30	41.03	40.67	1.02
Manicaland	6542	7007	13549	25017	25544	50561	26.15	27.43	26.80	1.05
Mashonaland Central	5252	5604	10856	16242	16303	32545	32.34	34.37	33.36	1.06
Mashonaland East	5185	5764	10949	18229	18391	36620	28.44	31.34	29.90	1.10
Mashonaland West	6398	6956	13354	19499	19894	39393	32.81	34.97	33.90	1.07
Masvingo	8486	9187	17673	21948	22542	44490	38.66	40.75	39.72	1.05
Matabeleland North	4801	5060	9861	10981	11039	22020	43.72	45.84	44.78	1.05
Matabeleland South	3467	3793	7260	9868	9746	19614	35.13	38.92	37.01	1.11
Midlands	8689	9400	18089	22193	22648	44841	39.15	41.51	40.34	1.06
Grand Total	61839	66566	128405	173751	177193	350944	35.59	37.57	36.59	1.06



Figure 4.7: Primary School Net Intake Rates by Province, Percentage, Zimbabwe 2018



Figure 4.8: Primary School Net Intake Rate GPI by Province, Zimbabwe 2018

4.4 Secondary School Apparent and Net Intake Rates

Admission into secondary education (Form 1) has generally slightly improved between 2014 and 2018. The secondary school AIR rose from 76.34 percent to 81.16 percent in 2016, then fell to 78.56 percent in 2017, and rose again to its current level of 79.46 percent, Table 4.10. This trend is similar for females and males, Figure 4.9. Females have an AIR which is higher (80.56 percent) than that of males (78.36 percent), showing that females had a slightly higher probability of being admitted into secondary education. There was AIR gender parity in all the 5 years, except 2014 when the GPI was in favour of females. Compared to the primary school system, admission into the secondary school system was relatively low.

The secondary school NIR increased from 22.52 percent in 2014 to 24.05 percent in 2018, and fluctuated in the years in between, Table 4.10. The same trend is true for females and males, Figure 4.10. Females have a NIR which is higher (27.28 percent) than that of males (20.82 percent), meaning that a higher proportion of females are entering Form I at the official entry age than males. Since 2014, GPIs are very much in favour of females. Compared to the primary school system, admission into the secondary school system at the correct age was relatively low.

Table 4.10: Secondary School Apparent Intake Rate and Net Intake Rate Trends by Sex, Percentage, Zimbabwe 2014 - 2018

Year	AIR, %			GPI	NIR, %			GPI
	Male	Female	Total		Male	Female	Total	
2014	74.65	78.03	76.34	1.05	19.15	25.87	22.52	1.35
2015	76.96	77.78	77.37	1.01	16.55	22.60	19.58	1.37
2016	80.64	81.68	81.16	1.01	19.09	24.62	21.86	1.29
2017	77.62	79.50	78.56	1.02	18.57	24.63	21.61	1.33
2018	78.36	80.56	79.46	1.03	20.82	27.28	24.05	1.31

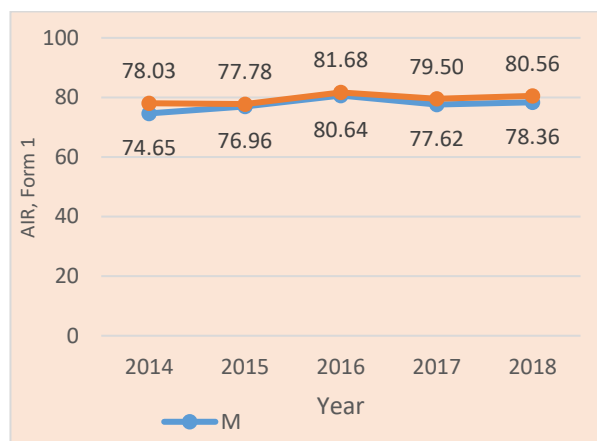


Figure 4.9: Secondary Education Apparent Intake Rate, Percentage, 2014-2018

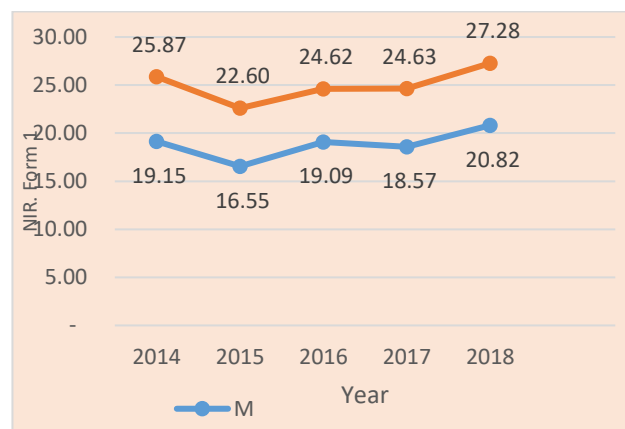


Figure 4.10: Secondary Education Net Intake Rate, Percentage, 2014-2018

Mashonaland East province had the highest AIR of 89.54 percent, whilst Harare province had the lowest (63.63 percent) in 2018, Table 4.11. There is AIR gender parity in Harare, Manicaland, Mashonaland East and Mashonaland West provinces, whilst for Bulawayo province, gender parity is in favour of males, and the rest of the provinces have gender parity in favour of females.

Table 4.11: Secondary School Apparent Intake Rate by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	New Entrants into Form 1, No.			Population Aged 13, No.			AIR, %			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	5955	6328	12283	6644	7462	14107	89.63	84.80	87.07	0.95
Harare	12941	13798	26739	19980	22045	42025	64.77	62.59	63.63	0.97
Manicaland	21539	21150	42689	24434	24098	48532	88.15	87.77	87.96	1.00
Mashonaland Central	10997	11261	22258	15505	15068	30573	70.93	74.73	72.80	1.05
Mashonaland East	16286	16104	32390	18457	17717	36173	88.24	90.90	89.54	1.03
Mashonaland West	15514	15456	30970	19297	19234	38531	80.39	80.36	80.38	1.00
Masvingo	18074	18752	36826	21162	20811	41974	85.41	90.11	87.74	1.06
Matabeleland North	6728	7940	14668	10853	10693	21546	61.99	74.26	68.08	1.20
Matabeleland South	6734	7360	14094	10087	9747	19833	66.76	75.51	71.06	1.13
Midlands	16911	17910	34821	21615	22022	43637	78.24	81.33	79.80	1.04
Grand Total	131679	136059	267738	168033	168896	336930	78.36	80.56	79.46	1.03

At provincial level, Bulawayo province had the highest NIR of 39.41 percent and Mashonaland Central the lowest of 17.65 percent, Table 4.12 and Figure 4.11. In all provinces gender parity was in favour of the females. Matabeleland North province had the greatest gender disparity in favour of females with a GPI of 1.49 and Harare the lowest of 1.05, Figure 4.12.

Table 4.12: Secondary School Net Intake Rate by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	New Entrants into Form 1 Aged 13, No.			Population Aged 13, No.			NIR, %			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	2521	3039	5560	6644	7462	14107	37.94	40.72	39.41	1.07
Harare	5442	6325	11767	19980	22045	42025	27.24	28.69	28.00	1.05
Manicaland	4310	5947	10257	24434	24098	48532	17.64	24.68	21.13	1.40
Mashonaland Central	2272	3125	5397	15505	15068	30573	14.65	20.74	17.65	1.42
Mashonaland East	4588	5856	10444	18457	17717	36173	24.86	33.05	28.87	1.33
Mashonaland West	3534	4561	8095	19297	19234	38531	18.31	23.71	21.01	1.29
Masvingo	4088	5886	9974	21162	20811	41974	19.32	28.28	23.76	1.46
Matabeleland North	2036	2996	5032	10853	10693	21546	18.76	28.02	23.36	1.49
Matabeleland South	2284	2932	5216	10087	9747	19833	22.64	30.08	26.30	1.33
Midlands	3905	5400	9305	21615	22022	43637	18.07	24.52	21.32	1.36
Grand Total	34980	46067	81047	168033	168896	336930	20.82	27.28	24.05	1.31

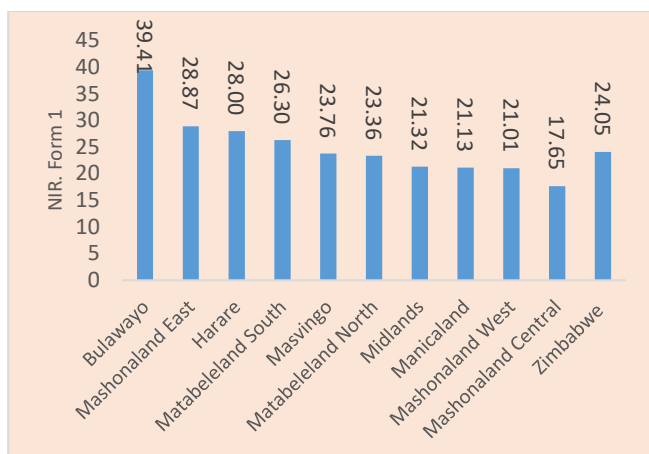


Figure 4.11: Secondary School Net Intake Rate by Province, Percentage, Zimbabwe 2018

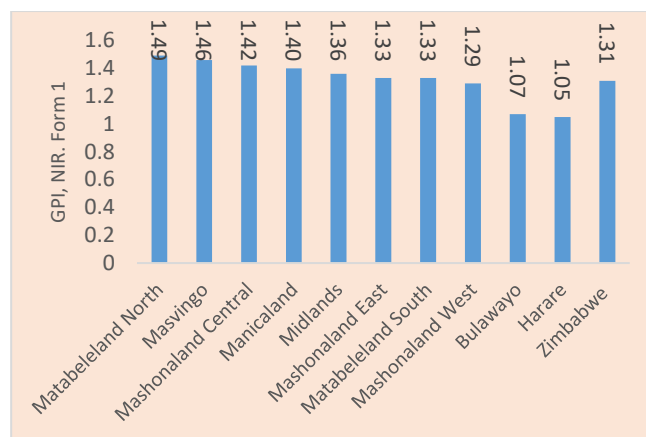


Figure 4.12: Secondary School Net Intake Rate GPI by Province, Zimbabwe 2018

Chapter 5: Participation in the Education System

Participation in an education system is measured by the Gross Enrolment Rate²¹ (GER) and the Net Enrolment Rate²² (NER) at the different educational levels namely ECD, Primary level (Grade1-7); Secondary level (Form 1-6). The secondary level is broken down into lower secondary (Form 1-4) and upper secondary level (Form 5 -6). The GER 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 enroll students of a particular age group. A higher GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER of above 100 percent indicates the presence of over and/or under-aged pupils in the system.

5.1 ECD Participation

Zimbabwe has an ECD GER of 55.74 percent, with gender parity.²³ ECD GER has generally increased between 2014 and 2018, with a marginal decrease in 2018, with a similar trend for females and males, Table 5.1 and Figure 5.1. The ECD NER, is very low at 31.92 percent. It means that more than two thirds (68.08 percent) of the children aged 3-5 years who are supposed to be attending ECD are not doing so. NERs increased from 24.98 percent in 2014 to 33.07 percent in 2016 and declined slightly to its current level, with both the female and male NERs generally following the same pattern, Figure 5.2. There was gender parity in both GERs and NERs for the period 2014 to 2018.

Table 5.1: ECD Gross Enrolment Rate and Net Enrolment Rate Trend and GPI, Percentage, Zimbabwe 2014 -2018

Year	Gross Enrolment Rate, %			GPI	Net Enrolment Rate, %			GPI
	M	F	T		M	F	T	
2014	39.50	39.29	39.40	0.99	24.74	25.21	24.98	1.02
2015	47.05	46.84	46.94	1.00	28.54	29.36	28.95	1.03
2016	52.10	51.85	51.98	1.00	32.82	33.32	33.07	1.02
2017	56.15	55.58	55.87	0.99	31.70	32.28	31.99	1.02
2018	56.11	55.38	55.74	0.99	31.75	32.10	31.92	1.01

²¹ The Gross Enrolment Rate is defined as the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

²² Net Enrolment Rate is the number of pupils enrolled who are of the official age group for a given level of education divided by the population for the same age group expressed as a percentage.

²³ The official school going age groups used in calculating the GERs and NERs for ECD is 3-5 years.

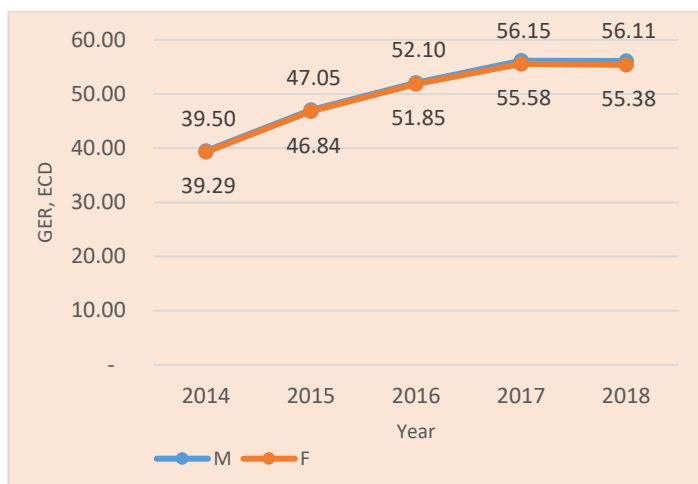


Figure 5.1: ECD Gross Enrolment Rate Trend, Percentage, Zimbabwe 2018

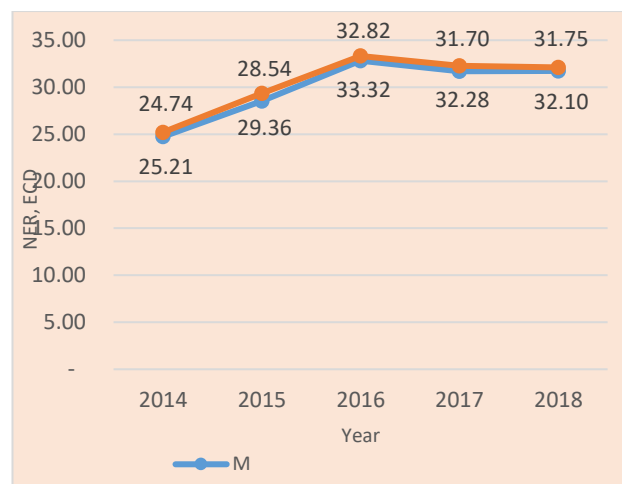


Figure 5.2: ECD Net Enrolment Trend, Percentage, Zimbabwe 2018

Masvingo and Manicaland provinces have the highest ECD GERs of about 65 percent each, whilst Harare has the lowest of 24.74 percent, Table 5.2 and Table 5.3. There is gender parity in ECD GERs in all provinces, except in Harare where the GPI is in favour of males. Matabeleland North province has the highest ECD NER of 40.07 percent, whilst Harare has the lowest of 16.25 percent. The very low GER and NER in Harare is probably due to the low response rate to the completion of the ED 46 forms by ECD schools. There is gender parity in ECD NERs in all provinces, except for Harare where the GPI is in favour of males and Matabeleland North province where it is in favour of females.

Table 5.2: ECD School Age Population and Enrolment by Province and Sex, Number, Zimbabwe 2018

Provinces	Population 3-5 years, No.			Total Enrolment, No.			Enrolment 3-5 years, No.		
	M	F	T	M	F	T	M	F	T
Bulawayo	23171	23542	46713	11451	11484	22935	8805	9012	17817
Harare	76200	77659	153859	19476	18596	38072	12749	12247	24996
Manicaland	81833	81920	163752	53379	53154	106533	27718	28190	55908
Mashonaland Central	51358	51305	102664	31102	31036	62138	16327	16658	32985
Mashonaland East	58318	57307	115625	36520	36074	72594	18898	19157	38055
Mashonaland West	63582	63752	127334	35497	35317	70814	18091	18605	36696
Masvingo	71256	71353	142609	46857	46030	92887	27803	28151	55954
Matabeleland North	34917	34237	69154	21056	21292	42348	13580	14129	27709
Matabeleland South	32040	31961	64001	20584	20060	40644	11761	11884	23645
Midlands	70847	71501	142348	40288	39573	79861	23164	23193	46357
Total	563521	564538	1128058	316210	312616	628826	178896	181226	360122

Table 5.3: ECD GER, NER and GPI by Sex and Province and GPI, Percentage, Zimbabwe, 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	Total		M	F	Total	
Bulawayo	49.42	48.78	49.10	0.99	38.00	38.28	38.14	1.01
Harare	25.56	23.95	24.74	0.94	16.73	15.77	16.25	0.94
Manicaland	65.23	64.89	65.06	0.99	33.87	34.41	34.14	1.02
Mashonaland Central	60.56	60.49	60.53	1.00	31.79	32.47	32.13	1.02
Mashonaland East	62.62	62.95	62.78	1.01	32.41	33.43	32.91	1.03
Mashonaland West	55.83	55.40	55.61	0.99	28.45	29.18	28.82	1.03
Masvingo	65.76	64.51	65.13	0.98	39.02	39.45	39.24	1.01
Matabeleland North	60.30	62.19	61.24	1.03	38.89	41.27	40.07	1.06
Matabeleland South	64.24	62.76	63.51	0.98	36.71	37.18	36.94	1.01
Midlands	56.87	55.35	56.10	0.97	32.70	32.44	32.57	0.99
Grand Total	56.11	55.38	55.74	0.99	31.75	32.10	31.92	1.01

5.2 ECD A Participation

The ECD A GER is 37.69 percent with gender parity, Tables 5.4 and 5.5. The NER of 15.20 percent, is only about half of the 2015-2020 ESSP 2018 Target 30 percent, with gender parity. ECD A GERs range from 11.47 percent in Harare province to 46.50 percent Matabeleland South province. ECD A NERs range from 6.05 percent in Harare province to 21.67 percent Matabeleland North province.

Table 5.4: ECD A School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2018

Province	Population 3-4 years, No.			Total Enrolment, No.			Enrolment 3-4 years, No.		
	M	F	T	M	F	T	M	F	T
Bulawayo	15801	16014	31815	5153	5112	10265	3382	3410	6792
Harare	52366	53348	105714	6193	5934	12127	3301	3096	6397
Manicaland	55264	55720	110984	25167	25104	50271	9668	9894	19562
Mashonaland Central	33898	34329	68226	14262	14454	28716	5073	5413	10486
Mashonaland East	38960	38429	77389	16994	16718	33712	5728	5785	11513
Mashonaland West	42354	42922	85275	15959	16133	32092	4948	5104	10052
Masvingo	47347	47525	94872	21346	21026	42372	9359	9438	18797
Matabeleland North	23362	22861	46223	10091	10110	20201	4906	5111	10017
Matabeleland South	21568	21357	42925	10104	9856	19960	3667	3757	7424
Midlands	47253	47706	94958	18167	17913	36080	6971	7241	14212
Total	378171	380210	758381	143436	142360	285796	57003	58249	115252

Table 5.5: ECD A GER, NER by Sex and GPIs and Province, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	Total		M	F	Total	
Bulawayo	32.61	31.92	32.26	0.98	21.40	21.29	21.35	0.99
Harare	11.83	11.12	11.47	0.94	6.30	5.80	6.05	0.92
Manicaland	45.54	45.05	45.30	0.99	17.49	17.76	17.63	1.01
Mashonaland Central	42.07	42.10	42.09	1.00	14.97	15.77	15.37	1.05
Mashonaland East	43.62	43.50	43.56	1.00	14.70	15.05	14.88	1.02
Mashonaland West	37.68	37.59	37.63	1.00	11.68	11.89	11.79	1.02
Masvingo	45.08	44.24	44.66	0.98	19.77	19.86	19.81	1.00
Matabeleland North	43.19	44.22	43.70	1.02	21.00	22.36	21.67	1.06
Matabeleland South	46.85	46.15	46.50	0.99	17.00	17.59	17.30	1.03
Midlands	38.45	37.55	38.00	0.98	14.75	15.18	14.97	1.03
Grand Total	37.93	37.44	37.69	0.99	15.07	15.32	15.20	1.02

5.3 ECD B Participation

The ECD B GER is 92.79 percent, with gender parity, Tables 5.6 and 5.7. The ECD B NER of 31.29 percent, with gender parity is below the 2015-2020 ESSP 2018 Target NER ECD B is 45 percent, with gender parity.

ECD B GER range from 53.89 percent in Harare province to 106.62 percent in Manicaland province. The NER is highest in Bulawayo province (52.99 percent) and lowest in Mashonaland West province (26.05 percent)

Table 5. 6: ECD B School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2018

Provinces	Population 5 years, No.			Total Enrolment, No.			Enrolment 5 years, No.		
	M	F	T	M	F	T	M	F	T
Bulawayo	7370	7528	14898	6298	6372	12670	3859	4036	7895
Harare	23834	24311	48145	13283	12662	25945	6642	6361	13003
Manicaland	26569	26199	52768	28212	28050	56262	6853	7005	13858
Mashonaland Central	17461	16977	34438	16840	16582	33422	4764	4818	9582
Mashonaland East	19358	18878	38236	19526	19356	38882	5330	5518	10848
Mashonaland West	21228	20830	42058	19538	19184	38722	5427	5529	10956
Masvingo	23909	23828	47737	25511	25004	50515	8880	9210	18090
Matabeleland North	11555	11376	22931	10965	11182	22147	4487	4821	9308
Matabeleland South	10472	10605	21076	10480	10204	20684	3642	3723	7365
Midlands	23594	23795	47389	22121	21660	43781	7326	7442	14768
Total	185350	184328	369678	172774	170256	343030	57210	58463	115673

Table 5.7: ECD B GER, NER by Sex and GPIs and Province, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	Total		M	F	Total	
Bulawayo	85.45	84.64	85.04	0.99	52.36	53.61	52.99	1.02
Harare	55.73	52.08	53.89	0.93	27.87	26.17	27.01	0.94
Manicaland	106.18	107.06	106.62	1.01	25.79	26.74	26.26	1.04
Mashonaland Central	96.44	97.67	97.05	1.01	27.28	28.38	27.82	1.04
Mashonaland East	100.87	102.53	101.69	1.02	27.53	29.23	28.37	1.06
Mashonaland West	92.04	92.10	92.07	1.00	25.56	26.54	26.05	1.04
Masvingo	106.70	104.94	105.82	0.98	37.14	38.65	37.90	1.04
Matabeleland North	94.90	98.29	96.58	1.04	38.83	42.38	40.59	1.09
Matabeleland South	100.08	96.22	98.14	0.96	34.78	35.11	34.94	1.01
Midlands	93.76	91.03	92.39	0.97	31.05	31.28	31.16	1.01
Grand Total	93.22	92.37	92.79	0.99	30.87	31.72	31.29	1.03

5.4 Infant School Participation

Infant (ECDA – Grade 2) GER is 82.46 percent and an NER of 60.40 percent, both with gender parity, Tables 5.8 and 5.9. The infant GER ranges from 51.94 percent in Harare province to 93.22 in Manicaland province. Masvingo province has the highest NER of 66.89 percent and Harare province the lowest of 41.49 percent.

Table 5.8: Infant School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2018

Provinces	Population 3-7 years, No.			Total Enrolment, No.			Enrolment 3-7 years, No.		
	M	F	T	M	F	T	M	F	T
Bulawayo	37028	38270	75298	28518	28721	57239	23448	24247	47695
Harare	121958	124989	246947	64995	63277	128272	51609	50857	102466
Manicaland	133297	134032	267329	125648	123559	249207	84836	86252	171088
Mashonaland Central	84518	84369	168887	73586	72890	146476	51632	52579	104211
Mashonaland East	95694	94442	190136	85028	83665	168693	60172	61079	121251
Mashonaland West	103656	103984	207641	88707	87476	176183	62394	62898	125292
Masvingo	116951	117779	234730	108003	105502	213505	77914	79096	157010
Matabeleland North	57730	56740	114470	48055	47541	95596	37077	37787	74864
Matabeleland South	52257	51866	104122	44019	43368	87387	32728	33215	65943
Midlands	116712	117565	234277	99817	97968	197785	71375	72548	143923
Total	919801	924036	1843837	766376	753967	1520343	553185	560558	1113743

Table 5.9: Infant GER, NER by Sex and GPIs and Province, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	Total		M	F	Total	
Bulawayo	77.02	75.05	76.02	0.97	63.33	63.36	63.34	1.00
Harare	53.29	50.63	51.94	0.95	42.32	40.69	41.49	0.96
Manicaland	94.26	92.19	93.22	0.98	63.64	64.35	64.00	1.01
Mashonaland Central	87.07	86.39	86.73	0.99	61.09	62.32	61.70	1.02
Mashonaland East	88.85	88.59	88.72	1.00	62.88	64.67	63.77	1.03
Mashonaland West	85.58	84.12	84.85	0.98	60.19	60.49	60.34	1.00
Masvingo	92.35	89.58	90.96	0.97	66.62	67.16	66.89	1.01
Matabeleland North	83.24	83.79	83.51	1.01	64.23	66.60	65.40	1.04
Matabeleland South	84.24	83.62	83.93	0.99	62.63	64.04	63.33	1.02
Midlands	85.52	83.33	84.42	0.97	61.15	61.71	61.43	1.01
Grand Total	83.32	81.59	82.46	0.98	60.14	60.66	60.40	1.01

5.5 Junior School Participation

Junior (Grade 3-7) GER is 99.09 percent with gender parity and an NER of 79.21 percent (females - 80.67 percent: male -77.74 percent), with gender parity in favour of females, Tables 5.10 and 5.11. The Junior education NER is below the 2015-2020 ESSP 2018 target of 96 percent and female and male NERs of 97 percent and 94 percent, respectively. The NER ranges from 82.88 percent in Harare province to 107.31 percent in Manicaland province. Bulawayo province has the highest NER of 89.51 percent and Harare province the lowest of 73.05 percent.

Table 5.10: Junior School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2018

Provinces	Population 8-12 years, No.			Total Enrolment, No.			Enrolment 8-12 years, No.		
	M	F	T	M	F	T	M	F	T
Bulawayo	35308	37778	73087	37315	37773	75088	32131	33287	65418
Harare	109576	117327	226903	93297	94768	188065	81078	84666	165744
Manicaland	133345	133270	266615	143968	142133	286101	106331	110676	217007
Mashonaland Central	84681	84162	168842	84582	83870	168452	63339	66247	129586
Mashonaland East	97474	96344	193818	100010	98291	198301	77010	79499	156509
Mashonaland West	105942	104402	210343	108481	107097	215578	82011	85525	167536
Masvingo	118871	118002	236873	122261	121919	244180	93053	97365	190418
Matabeleland North	60292	59260	119553	59107	58867	117974	47356	48852	96208
Matabeleland South	54079	53125	107204	50957	50626	101583	40545	41530	82075
Midlands	120764	120246	241010	118998	120133	239131	92590	97687	190277
Total	920333	923914	1844247	918976	915477	1834453	715444	745334	1460778

Table 5.11: Junior GER, NER by Sex and GPIs and Province, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	Total		M	F	Total	
Bulawayo	105.68	99.99	102.74	0.95	91.00	88.11	89.51	0.97
Harare	85.14	80.77	82.88	0.95	73.99	72.16	73.05	0.98
Manicaland	107.97	106.65	107.31	0.99	79.74	83.05	81.39	1.04
Mashonaland Central	99.88	99.65	99.77	1.00	74.80	78.71	76.75	1.05
Mashonaland East	102.60	102.02	102.31	0.99	79.01	82.52	80.75	1.04
Mashonaland West	102.40	102.58	102.49	1.00	77.41	81.92	79.65	1.06
Masvingo	102.85	103.32	103.08	1.00	78.28	82.51	80.39	1.05
Matabeleland North	98.03	99.34	98.68	1.01	78.54	82.44	80.47	1.05
Matabeleland South	94.23	95.30	94.76	1.01	74.97	78.17	76.56	1.04
Midlands	98.54	99.91	99.22	1.01	76.67	81.24	78.95	1.06
Grand Total	99.85	99.09	99.47	0.99	77.74	80.67	79.21	1.04

5.6 Primary School Participation

Zimbabwe has a primary school (Grade 1-7) GER of 106.48 percent, with gender parity. The primary school GER generally slightly decreased between 2014 and 2018 and this is true for both females and males. It decreased between 2014 and 2016, and marginally increased to 106.48 percent in 2018, Table 5.12 and Figure 5.3. The primary school NER, is high at 91.91 percent in 2018. It means that 8.01 percent of the children aged 6-12 years who are supposed to be attending primary school are not doing so. NERs generally marginally declined from 92.20 percent in 2014 to 89.87 percent in 2017 before increasing to its current level, which is close to its 2014 one, with both the female and male NERs generally following the same pattern, Figure 5.4. There was gender parity in both GERs and NERs for the period 2014 to 2018.

Table 5.12: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI Trend, Percentage 2014-2018

Year	Gross Enrolment Rate, %			GPI	Net Enrolment Rate, %			GPI
	Male	Female	Total		Male	Female	Total	
2014	109.41	106.44	107.92	0.97	91.89	92.51	92.20	1.01
2015	107.73	104.69	106.21	0.97	88.04	88.89	88.46	1.01
2016	106.44	103.75	105.09	0.97	89.97	90.06	90.01	1.00
2017	106.54	104.66	105.59	0.98	89.28	90.46	89.87	1.01
2018	107.25	105.72	106.48	0.99	91.31	92.50	91.91	1.01

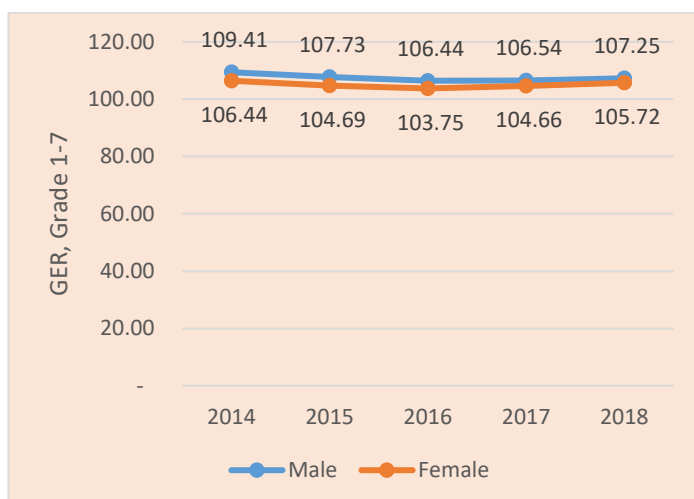


Figure 5.3: Primary School GER Trend, Percentage, Zimbabwe 2014-2018



Figure 5.4: Primary School NER Trend, Percentage, Zimbabwe 2014-2018

Manicaland province has the highest primary school GER of 115.83 percent, whilst Harare province has the lowest of 86.96 percent, Tables 5.13 and 5.14. There is gender parity in primary school GERs in all provinces, except Bulawayo and Harare where males have higher GERs than females. Bulawayo province has the highest primary school NER of 98.44 percent, whilst Harare has the lowest of 80.13 percent, Table 5.13 and 5.14 and Figure 5.5. There is gender parity in primary school NERs in all provinces, except for Harare and Bulawayo where the GPIs are in favour of males, Figure 5.6.

Table 5.13: Primary School Age Population and Enrolments, Number, Zimbabwe 2018

Provinces	Population 6-12 years, No.			Total Enrolment, No.			Enrolment 6-12 years, No.		
	M	F	T	M	F	T	M	F	T
Bulawayo	49165	52506	101671	54382	55010	109392	49379	50703	100082
Harare	155334	164657	319991	138816	139449	278265	126838	129581	256419
Manicaland	184810	185382	370191	216237	212538	428775	178292	180845	359137
Mashonaland Central	117840	117225	235065	127066	125724	252790	105660	108040	213700
Mashonaland East	134850	133479	268329	148518	145882	294400	125731	127326	253057
Mashonaland West	146016	144634	290651	161691	159256	320947	135161	137627	272788
Masvingo	164566	164427	328994	183407	181391	364798	154083	156814	310897
Matabeleland North	83105	81764	164869	86106	85116	171222	74491	75255	149746
Matabeleland South	74296	73029	147325	74392	73934	148326	63995	64871	128866
Midlands	166629	166310	332939	178527	178528	357055	152084	156045	308129
Total	1276613	1283413	2560026	1369142	1356828	2725970	1165714	1187107	2352821

Table 5.14: Primary GER, NER and GPI by Sex and Province, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	Total		M	F	Total	
Bulawayo	110.61	104.77	107.59	0.95	100.43	96.57	98.44	0.96
Harare	89.37	84.69	86.96	0.95	81.65	78.70	80.13	0.96
Manicaland	117.01	114.65	115.83	0.98	96.47	97.55	97.01	1.01
Mashonaland Central	107.83	107.25	107.54	0.99	89.66	92.16	90.91	1.03
Mashonaland East	110.14	109.29	109.72	0.99	93.24	95.39	94.31	1.02
Mashonaland West	110.73	110.11	110.42	0.99	92.57	95.16	93.85	1.03
Masvingo	111.45	110.32	110.88	0.99	93.63	95.37	94.50	1.02
Matabeleland North	103.61	104.10	103.85	1.00	89.63	92.04	90.83	1.03
Matabeleland South	100.13	101.24	100.68	1.01	86.14	88.83	87.47	1.03
Midlands	107.14	107.35	107.24	1.00	91.27	93.83	92.55	1.03
Grand Total	107.25	105.72	106.48	0.99	91.31	92.50	91.91	1.01



Figure 5.5: Primary School NER by Province, Percentage, Zimbabwe 2018



Figure 5.6: Primary Level NER GPI by Province, Zimbabwe 2018

The Grade Specific Net Enrolment (GSNER) is highest in Grade 1 (38.92 percent) and lowest in Grade 7 (24.48 percent), Table 5.15. The GSNER generally decreases with grade. This pattern is true for both sexes. Gender parity of GSNER is in favour of females for all grades.

Table 5.15: Grade Specific Net Enrolment Rate (NER) by Sex and Grade, Percentage, Zimbabwe 2018

Grade	Grade-Age Enrolment, No.			Age Population, No			Grade NER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Grade 1	65725	70849	136574	173751	177193	350944	37.83	39.98	38.92	1.06
Grade 2	60681	67428	128109	182529	182305	364835	33.24	36.99	35.11	1.11
Grade 3	54452	64213	118665	175878	179241	355119	30.96	35.82	33.42	1.16
Grade 4	48195	58705	106900	178153	181063	359216	27.05	32.42	29.76	1.20
Grade 5	48275	59458	107733	175362	176199	351561	27.53	33.74	30.64	1.23
Grade 6	45924	55524	101448	174387	174147	348533	26.33	31.88	29.11	1.21
Grade 7	47188	58030	105218	216553	213265	429818	21.79	27.21	24.48	1.25

Similarly, as for the GSNER, the Grade Specific Gross Enrolment Rate (GSGER) is highest in Grade 1 (131.53 percent) and lowest in Grade 7 (77.88 percent), Table 5.16. The GSGER generally decreases with grade. This pattern is true for both sexes. There is gender parity in GSGERs for all grades except Grades 1, where the GPI is in favour of males.

Table 5.16: Grade Specific Gross Enrolment Rate by Grade and Sex, Percentage and Number, Zimbabwe 2018

Grade	Grade Enrolment, No.			Grade-Age Population, No.			Grade GER, %			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade 1	234000	227581	461581	173751	177193	350944	134.68	128.44	131.53	0.95
Grade 2	216166	213770	429936	182529	182305	364835	118.43	117.26	117.84	0.99
Grade 3	200442	198511	398953	175878	179241	355119	113.97	110.75	112.34	0.97
Grade 4	187742	186517	374259	178153	181063	359216	105.38	103.01	104.19	0.98
Grade 5	184032	182946	366978	175362	176199	351561	104.94	103.83	104.39	0.99
Grade 6	176365	175430	351795	174387	174147	348533	101.13	100.74	100.94	1.00
Grade 7	165792	168954	334746	216553	213265	429818	76.56	79.22	77.88	1.03

5.7 Secondary School Participation

Zimbabwe has a lower secondary school (Form 1-4) GER of 76.70 percent than for primary school, with gender parity. This is close to the 2016-2020, ESSP, 2018 Target of 78 percent, with gender parity. The secondary school (Form 1-4) GER generally increased between 2014 and 2018 from 73.44 percent to its current level and this pattern is true for both females and males, Table 5.17 and Figure 5.7. However, in 2017 the Form 1-4 GER decreased to its 2014 level. There was gender parity in secondary school (Form 1-4) GER from 2014 to 2018.

In 2018, the number of districts (out of 63) with a Lower Secondary GER of at least 75 percent is 35, against the 2016-2020 ESSP 2018 target of 41 districts (males - 40 districts; females -42 districts).

The secondary school (Form 5-6) GER is 15.51 percent, with gender parity in favour males. The secondary school (Form 5-6) GER increased continuously annually between 2014 and 2018 from 11.38 percent to its current level and this pattern is true for both females and males, Table 5.17 and Figure 5.8. For each of the five years, there was gender parity in favour of males in secondary school (Form 5-6) GER.

The secondary school (Form 1-6) GER is 56.75 percent, with gender parity. The GER is close to the 2016-2020 ESSP 2018 target of 58 percent (males -58 percent ; females -57 percent) Similarly, as for Form 1-4, the secondary school) 1 GER generally increased between 2014 and 2018 with a similar pattern for both females and males, Table 5.17 and Figure 5.9. For each of the five years, there was gender parity in secondary school (Form 1-6) GER.

Table 5.17: Secondary School Gross Enrolment Rate (GER) by Level and Sex, Percentage, Zimbabwe 2014-2018

Year	Form 1 to 4 GER, %			GPI	Form 5 to 6 GER, %			GPI	Form 1 to 6 GER, %			GPI
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
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
2015	75.06	75.20	75.13	1.00	14.41	11.34	12.86	0.79	55.47	54.19	54.83	0.98
2016	76.78	76.49	76.63	1.00	15.68	12.58	14.11	0.8	57.04	55.46	56.25	0.97
2017	72.48	74.31	73.39	1.03	16.46	13.98	15.21	0.85	57.22	56.31	56.76	0.98
2018	76.47	76.93	76.70	1.01	16.47	14.57	15.51	0.88	57.09	56.42	56.75	0.99

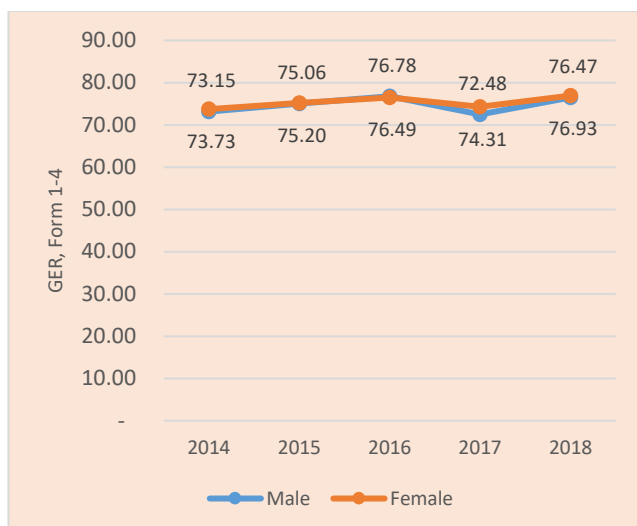


Figure 5.7: Secondary School (Form 1-4) GER, Trend, Percentage, Zimbabwe 2014-2018

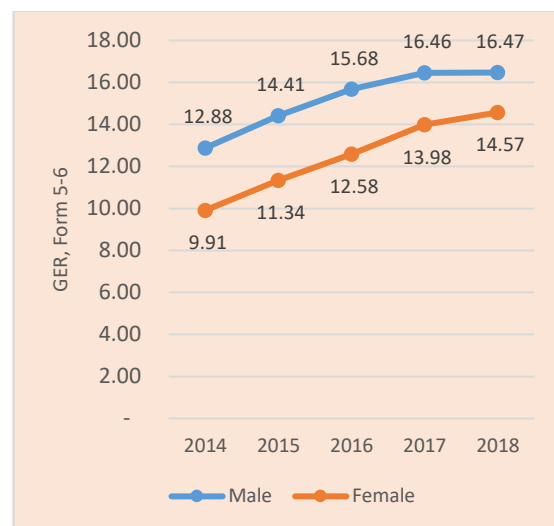


Figure 5.8: Secondary School (Form 5-6) GER, Trend, Zimbabwe 2014-2018

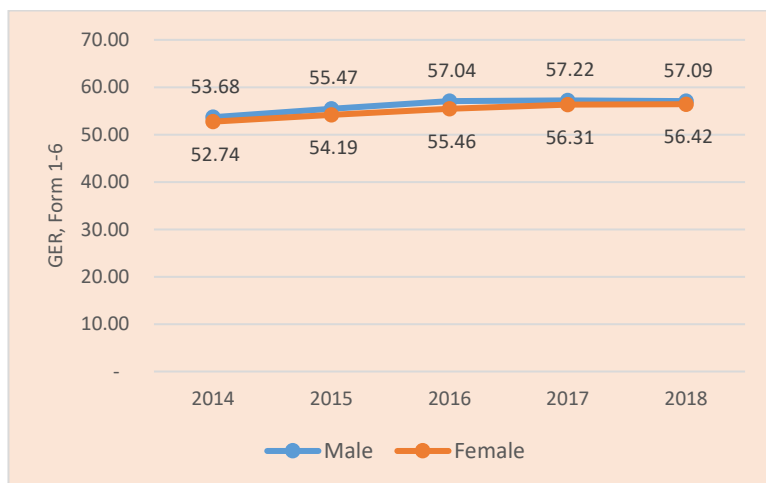


Figure 5.9: Secondary School (Form 1-6) GER, Trend, Zimbabwe 2014-2018

Overall, the secondary school NERs, although generally increasing between 2014 and 2018, are much lower than those at primary school level, Table 5.18. The secondary school (Form 1-4) NER, is 56.40 percent in 2018. It means that 43.60 percent of the children aged 13-16 years who are supposed to be attending Form 1 to 4 are not doing so. NERs generally increased from 53.73 percent in 2014 to 56.41 percent in 2016, then marginally dropping in 2017 before increasing to its current level, with both the female and male NERs generally following the same pattern, Figure 5.10. Since 2014, the net enrolment in Form 1 to 4 is in favour of females.

The secondary school (Form 5-6) NER, is 10.28 percent in 2018. The low percentage reflects the fact that after Form 4, some 'O' level graduates join training institutions such as polytechnics, technical colleges, teacher's colleges, agricultural colleges, among others, whilst others enter the labour market. NERs generally increased from 7.21 percent in 2014 to its current level, with both females and males NERs generally following the same pattern, Figure 5.11. In 2014, 2015 and 2016 the net enrolment in

Form 5 and 6 was in favour of males. However, gender parity has been achieved in 2017 and 2018.

Overall, the secondary school (Form 1-6) NER, is 53.08 percent in 2018. NERs increased from 49.57 percent in 2014 to its current level, with both females and males NERs generally following the same pattern, Figure 5.12. Since 2014, there has been gender parity in net enrolment in Form 1 to 6.

Table 5.18: Secondary School Net Enrolment Rate Trend by Level and Sex, Number and Percentage, Zimbabwe 2014-2018

Year	Form 1 to 4 NER, %			GPI	Form 5 to 6, %			GPI	Form 1 to 6, %			GPI
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
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
2015	51.05	57.25	54.13	1.12	8.27	7.75	8.01	0.94	50.36	51.13	50.74	1.02
2016	53.96	58.89	56.41	1.09	9.56	8.84	9.20	0.92	52.41	52.53	52.47	1.00
2017	52.44	58.54	55.48	1.12	9.79	9.66	9.73	0.99	52.36	53.21	52.78	1.02
2018	53.44	59.39	56.40	1.11	10.23	10.32	10.28	1.01	52.67	53.50	53.08	1.02

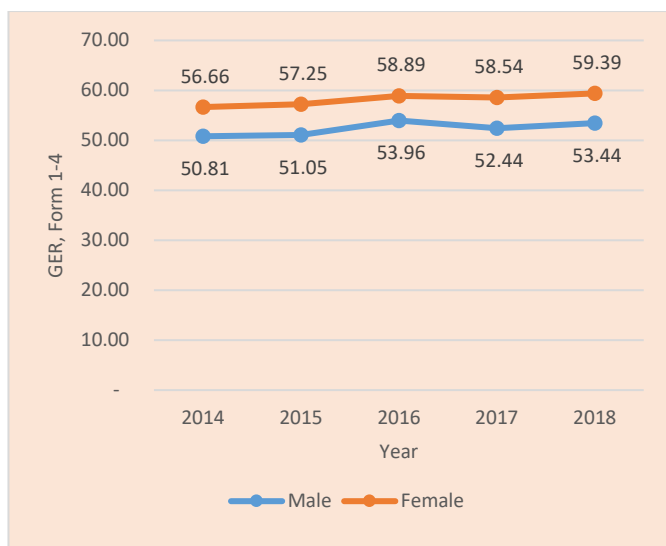


Figure 5.10: Secondary School (Form 1-4), NER Trend, Percentage, Zimbabwe 2014-2018

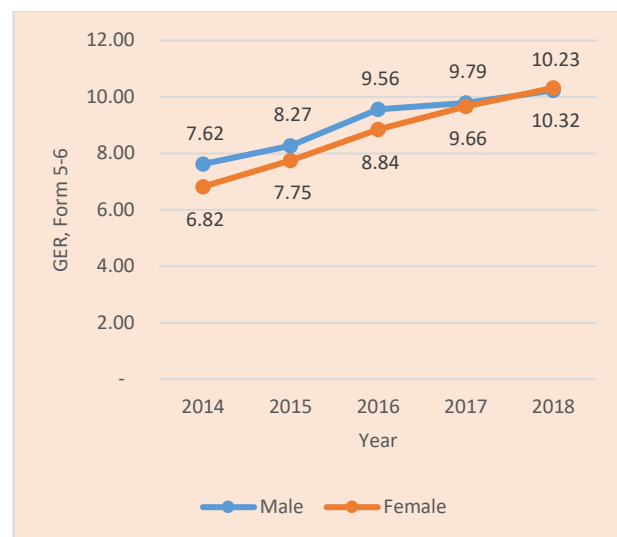


Figure 5.11: Secondary School (Form 5-6) NER Trend, Percentage, Zimbabwe 2014-2018

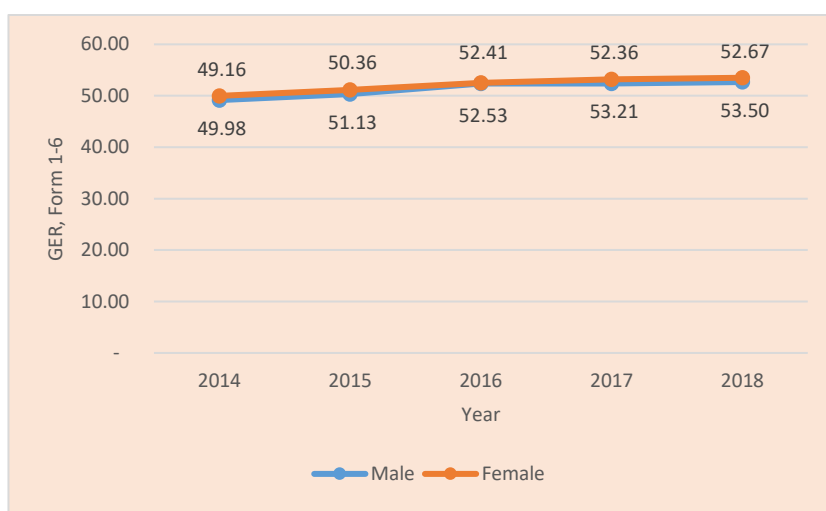


Figure 5.12: Secondary School (Form 1-6) NER Trend, Percentage, Zimbabwe 2014-2018

Mashonaland East province has the highest secondary school (Form 1-4) GER of 90.18 percent, whilst Harare province has the lowest of 61.80 percent, Tables 5.19 and 5.20. There is gender parity in secondary school (Form 1-4) GERs in Mashonaland Central, Mashonaland East, Masvingo and Manicaland provinces, with Bulawayo, Harare and Mashonaland West provinces having gender parity in favour of males and Matabeleland North, Matabeleland South and Midlands provinces having gender parity in favour of females. Mashonaland East province has the highest secondary school (Form 1-4) NER of 67.61 percent, whilst Harare has the lowest of 49.53 percent, Table 5.19 and 5.20 and Figure 5.13. There is gender parity in secondary school (Form 1-4) NERs in all provinces, except for Harare and Bulawayo where the GPIs are in favour of males, Table 5.13 and Figure 5.14.

Table 5.19: Secondary (Form 1-4) School-Age Population and Enrolment by Sex, Number, Zimbabwe 2018

Province	Population 13-16 years, No.			Total Enrolment form 1-4, No.			Enrolment 13-16 years, No.		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	27149	32852	60001	23424	25560	48984	17872	20453	38325
Harare	78609	94036	172645	52188	54506	106694	40878	44634	85512
Manicaland	93992	89560	183553	79646	74629	154275	52542	55819	108361
Mashonaland Central	58591	54024	112615	41192	38536	79728	27147	29089	56236
Mashonaland East	70136	64653	134789	62837	58710	121547	44592	46539	91131
Mashonaland West	73766	71580	145347	58761	54558	113319	40633	42039	82672
Masvingo	80481	78358	158840	65408	64814	130222	43987	48896	92883
Matabeleland North	41415	38913	80328	24627	29402	54029	17317	22608	39925
Matabeleland South	39002	36407	75409	23490	27383	50873	17869	21973	39842
Midlands	84345	81677	166022	63554	65843	129397	43197	49246	92443
Grand Total	647487	642060	1289547	495127	493941	989068	346034	381296	727330

Table 5.20: Secondary School (Form 1-4) NER and GER by Province and Sex, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	T		M	F	T	
Bulawayo	86.28	77.80	81.64	0.90	65.83	62.26	63.87	0.95
Harare	66.39	57.96	61.80	0.87	52.00	47.46	49.53	0.91
Manicaland	84.74	83.33	84.05	0.98	55.90	62.33	59.04	1.11
Mashonaland Central	70.30	71.33	70.80	1.01	46.33	53.84	49.94	1.16
Mashonaland East	89.59	90.81	90.18	1.01	63.58	71.98	67.61	1.13
Mashonaland West	79.66	76.22	77.96	0.96	55.08	58.73	56.88	1.07
Masvingo	81.27	82.71	81.98	1.02	54.65	62.40	58.48	1.14
Matabeleland North	59.46	75.56	67.26	1.27	41.81	58.10	49.70	1.39
Matabeleland South	60.23	75.21	67.46	1.25	45.82	60.35	52.83	1.32
Midlands	75.35	80.61	77.94	1.07	51.21	60.29	55.68	1.18
Grand Total	76.47	76.93	76.70	1.01	53.44	59.39	56.40	1.11

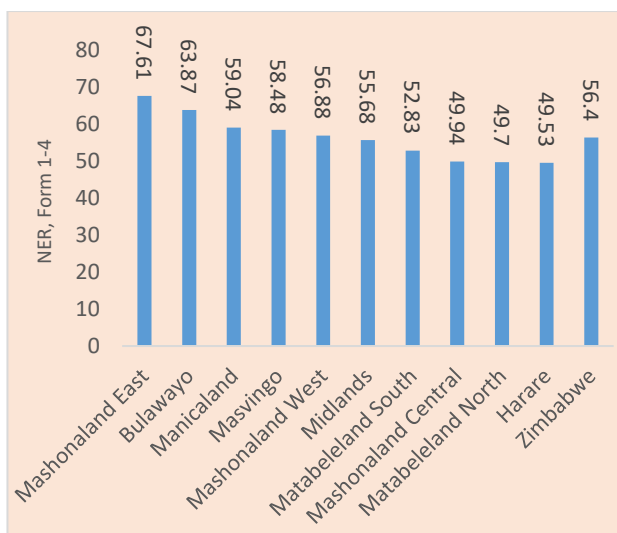


Figure 5.13: Secondary School (Form 1-4) NER by Province, Percentage, Zimbabwe 2018

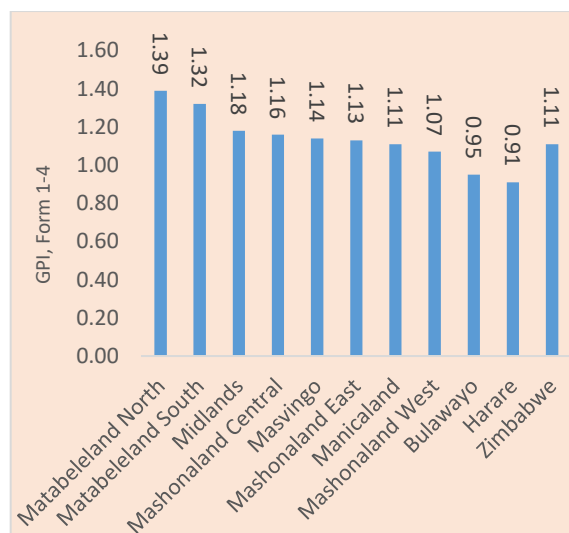


Figure 5.14: Secondary School (Form 1-4) NER GPI, Zimbabwe 2018

Bulawayo province has the highest secondary school (Form 5-6) GER of 22.05 percent, whilst Matabeleland North province has the lowest of 8.31 percent, Tables 5.21 and 5.22. The GER GPIs for secondary school (Form 5-6) are mostly in favour of males, except for Matabeleland North and Matabeleland South provinces where they are in favour of females. There is gender parity in secondary school (Form 5-6) GER for Mashonaland East province.

Bulawayo province has the highest secondary school (Form 5-6) NER of 16 percent, whilst Matabeleland North has the lowest of 4.59 percent, Table 5.21 and 5.22 and Figure 5.15. There is gender parity in secondary school (Form 5-6) NERs in Mashonaland Central province only, In Bulawayo, Harare, Mashonaland West and Masvingo provinces, GPIs are favour of males, whilst in Mashonaland East, Matabeleland North, Matabeleland South and Midlands provinces GPIs are in favour of females, Table 5.15 and Figure 5.16.

Table 5.21: Secondary School (Form 5-6) Age Population and Enrolment by Sex, Number, Zimbabwe 2018

Province	Population 17-18 years, No.			Total Enrolment form 5-6, No.			Enrolment 17-18 years, No.		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	15092	20036	35128	3611	4134	7745	2497	3125	5622
Harare	41222	57069	98291	10135	9535	19670	7285	7398	14683
Manicaland	42826	39909	82735	7917	6872	14789	4362	4483	8845
Mashonaland Central	27860	25009	52869	2831	2170	5001	1623	1406	3029
Mashonaland East	32840	29505	62345	5149	4732	9881	3435	3573	7008
Mashonaland West	35746	34306	70052	4434	3387	7821	2634	2290	4924
Masvingo	35171	35173	70345	7414	5823	13237	4279	3970	8249
Matabeleland North	19287	17486	36773	1481	1576	3057	736	952	1688
Matabeleland South	18871	16818	35688	2025	2355	4380	1315	1668	2983
Midlands	40088	39451	79540	5893	5286	11179	3439	3625	7064
Grand Total	309002	314764	623766	50890	45870	96760	31605	32490	64095

Table 5.22: Secondary School (Form 5-6) GER and NER, by Province and Sex, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	T		M	F	T	
Bulawayo	23.93	20.63	22.05	0.86	16.55	15.60	16.00	0.94
Harare	24.59	16.71	20.01	0.68	17.67	12.96	14.94	0.73
Manicaland	18.49	17.22	17.88	0.93	10.19	11.23	10.69	1.10
Mashonaland Central	10.16	8.68	9.46	0.85	5.83	5.62	5.73	0.97
Mashonaland East	15.68	16.04	15.85	1.02	10.46	12.11	11.24	1.16
Mashonaland West	12.40	9.87	11.16	0.80	7.37	6.68	7.03	0.91
Masvingo	21.08	16.56	18.82	0.79	12.17	11.29	11.73	0.93
Matabeleland North	7.68	9.01	8.31	1.17	3.82	5.44	4.59	1.43
Matabeleland South	10.73	14.00	12.27	1.30	6.97	9.92	8.36	1.42
Midlands	14.70	13.40	14.05	0.91	8.58	9.19	8.88	1.07
Grand Total	16.47	14.57	15.51	0.88	10.23	10.32	10.28	1.01

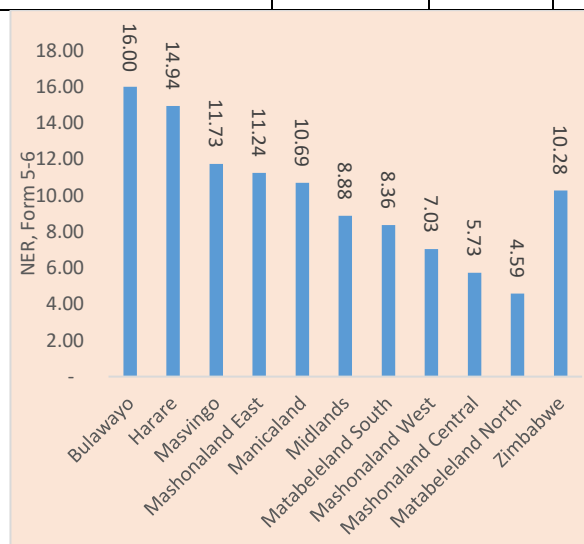


Figure 5.15: Secondary School (Form 5-6), NER by Province, Percentage, Zimbabwe 2018

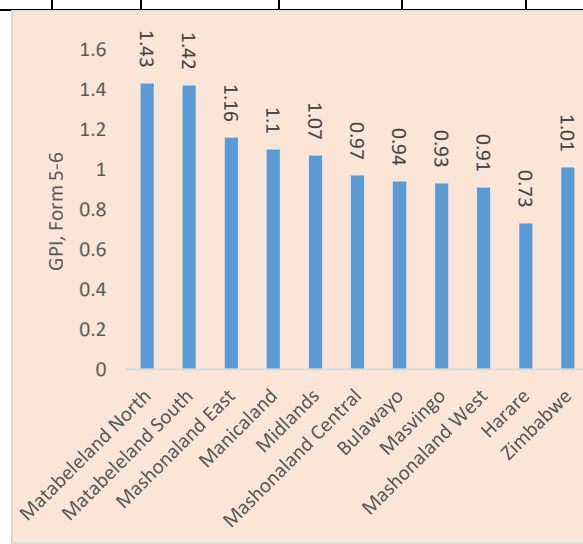


Figure 5.16: Secondary School (Form 5-6), NER GPI by Province, Zimbabwe 2018

Mashonaland East province has the highest secondary school (Form 1-6) GER of 66.67 percent, whilst Harare province has the lowest of 46.64 percent, Tables 5.23 and 5.24.

There is gender parity in secondary school (Form 1-6) GERs in Mashonaland Central, Mashonaland East, Masvingo and Manicaland provinces, with Bulawayo, Harare and Mashonaland West provinces having gender parity in favour of males and Matabeleland North, Matabeleland South and Midlands provinces having gender parity in favour of females.

Mashonaland East province has the highest secondary school (Form 1-6) NER of 63.14 percent, whilst Harare has the lowest of 44.16 percent, Table 5.23 and 5.24 and Figure 5.17. There is gender parity in secondary school (Form 1-6) NERs for Manicaland, Mashonaland West and Masvingo provinces, with Harare and Bulawayo having GPIs in favour of males, and the rest (5) of the provinces having GPIs in favour of females, Table 5.17 and Figure 5.18.

Table 5.23: Secondary School (Form 1-6) Population and Enrolment by Sex and Province, Number, Zimbabwe 2018

Province	Population 13-18 years, No.			Total Enrolment form 1-6, No.			Enrolment 13-18 years, No.		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	42241	52888	95129	27035	29694	56729	25250	28038	53288
Harare	119831	151105	270936	62323	64041	126364	58498	61137	119635
Manicaland	136818	129469	266288	87563	81501	169064	79652	76634	156286
Mashonaland Central	86450	79033	165484	44023	40706	84729	40350	38653	79003
Mashonaland East	102976	94158	197134	67986	63442	131428	63551	60922	124473
Mashonaland West	109512	105887	215398	63195	57945	121140	58848	55318	114166
Masvingo	115653	113532	229184	72822	70637	143459	66097	66528	132625
Matabeleland North	60702	56400	117102	26108	30978	57086	23951	29244	53195
Matabeleland South	57873	53225	111098	25515	29738	55253	23985	28212	52197
Midlands	124434	121128	245561	69447	71129	140576	63609	67177	130786
Grand Total	956489	956825	1913314	546017	539811	1085828	503791	511863	1015654

Table 5.24: Secondary School (Form 1-6) GER, NER and GPI by Sex and Province, Percentage, Zimbabwe 2018

Province	GER, %			GPI	NER, %			GPI
	M	F	T		M	F	T	
Bulawayo	64.00	56.14	59.63	0.88	59.78	53.01	56.02	0.89
Harare	52.01	42.38	46.64	0.81	48.82	40.46	44.16	0.83
Manicaland	64.00	62.95	63.49	0.98	58.22	59.19	58.69	1.02
Mashonaland Central	50.92	51.50	51.20	1.01	46.67	48.91	47.74	1.05
Mashonaland East	66.02	67.38	66.67	1.02	61.71	64.70	63.14	1.05
Mashonaland West	57.71	54.72	56.24	0.95	53.74	52.24	53.00	0.97
Masvingo	62.97	62.22	62.60	0.99	57.15	58.60	57.87	1.03
Matabeleland North	43.01	54.93	48.75	1.28	39.46	51.85	45.43	1.31
Matabeleland South	44.09	55.87	49.73	1.27	41.44	53.01	46.98	1.28
Midlands	55.81	58.72	57.25	1.05	51.12	55.46	53.26	1.08
Grand Total	57.09	56.42	56.75	0.99	52.67	53.50	53.08	1.02

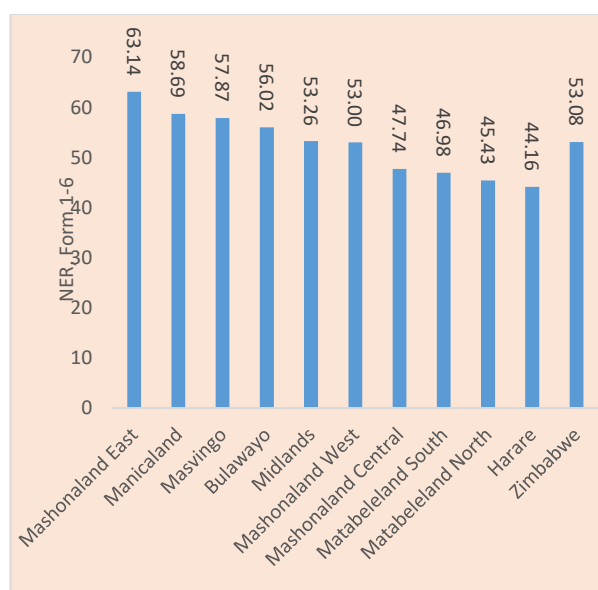


Figure 5.17: Secondary School (Form 1-6) NER, by Province, Percentage, Zimbabwe 2018



Figure 5.18: Secondary School (Form 1-6), NER GPI by Province, Zimbabwe 2018

The Form Specific Net Enrolment Rate (FSNER) is highest in Form 1 (24.04 percent) and lowest in Form 5 (6.55 percent), Table 5.25. The FSNER generally decreases with form, from Form 1 to Form 5, and marginally increases for Form 6. This pattern is true for both sexes. Gender parity of the FSNER is in favour of females for all forms.

Table 5.25: Form Specific Net Enrolment Rate, Number and Percentage, Zimbabwe 2018

Form	Form Age Enrolment, No.			Form Age Population, No.			Form NER, %			GPI
	M	F	T	M	F	T	M	F	T	
Form 1	34760	46233	80993	168033	168896	336930	20.69	27.37	24.04	1.32
Form 2	33431	43856	77287	166236	164604	330840	20.11	26.64	23.36	1.32
Form 3	30386	39195	69581	156468	152918	309386	19.42	25.63	22.49	1.32
Form 4	25188	31718	56906	156749	155642	312392	16.07	20.38	18.22	1.27
Form 5	9831	10806	20637	157539	157333	314872	6.24	6.87	6.55	1.10
Form 6	10314	11035	21349	151463	157431	308894	6.81	7.01	6.91	1.03

Similarly, as for the FSNER, the Form Specific Gross Enrolment (FSGER) generally decreases with Form. However, Form 3 has the highest FSGER (83.70 percent) and Form 6 has the lowest of 14.97 percent, Table 5.26. This pattern is true for both sexes. There is gender parity in GSGERs for Forms 1 and 3, whilst Form 2's GPI is in favour of females, and for Forms 4 to 6, GPIs are in favour of males.

Table 5.26: Form Specific Gross Enrolment Rate, Number and Percentage, Zimbabwe 2018

Form	Form Age Enrolment, No.			Form Age Population, No.			Form GER, %			GPI
	M	F	T	M	F	T	M	F	T	
Form 1	132627	137295	269922	168033	168896	336930	78.93	81.29	80.11	1.03
Form 2	127128	130680	257808	166236	164604	330840	76.47	79.39	77.93	1.04
Form 3	131174	127789	258963	156468	152918	309386	83.83	83.57	83.70	1.00
Form 4	103759	97793	201552	156749	155642	312392	66.19	62.83	64.52	0.95
Form 5	26542	23989	50531	157539	157333	314872	16.85	15.25	16.05	0.90
Form 6	24348	21881	46229	151463	157431	308894	16.08	13.90	14.97	0.86

The Secondary School Age Specific Enrolment Rates (ASER) fluctuate across ages, and the pattern is true for both sexes, Table 5.27. The highest ASER is for those aged 15 years (72.99 percent) and the lowest is for those aged 13 years (26.98 percent), with a similar pattern for females and males.

Table 5.27: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Number and Percentage, Zimbabwe 2018

Age	Age Enrolment, No.			Age Population, No.			ASER, %			GPI
	M	F	T	M	F	T	M	F	T	
13 years	38749	52141	90890	168033	168896	336930	23.06	30.87	26.98	1.34
14 years	87612	102955	190567	166236	164604	330840	52.70	62.55	57.60	1.19
15 years	108884	116952	225836	156468	152918	309386	69.59	76.48	72.99	1.10
16 years	111696	110631	222327	156749	155642	312392	71.26	71.08	71.17	1.00
17 years	95795	83034	178829	157539	157333	314872	60.81	52.78	56.79	0.87
18 years	60646	45810	106456	151463	157431	308894	40.04	29.10	34.46	0.73

Chapter 6: Orphans and Vulnerable Children

6.1 Orphaned and Vulnerable Children (OVC)²⁴

The percentages of learners who are OVCs increase with the level of education. At ECD level, there are 107 134 children who are orphaned and vulnerable and they constitute 17.04 percent of the learners, with gender parity, Table 6.1. Matabeleland North province has the highest percentage (21.21 percent) of learners who are OVCs, whilst Harare province has the lowest percentage (5.38 percent). There is gender parity in the percentage of learners who are OVCs in most provinces, except for Bulawayo, Manicaland, and Mashonaland East provinces, where parity is favour of girls and Midlands province where it is in favour of boys.

Table 6.1: ECD Orphaned and Vulnerable (OVC) by Sex and Province, Percentage, Zimbabwe 2018

Province	Total ECD OVC, No.			% Pupils OVC			GPI
	M	F	Total	M	F	Total	
Bulawayo	791	718	1509	6.91	6.25	6.58	0.91
Harare	1045	1004	2049	5.37	5.40	5.38	1.01
Manicaland	10833	9774	20607	20.29	18.39	19.34	0.91
Mashonaland Central	5181	5037	10218	16.66	16.23	16.44	0.97
Mashonaland East	5713	5432	11145	15.64	15.06	15.35	0.96
Mashonaland West	5919	5937	11856	16.67	16.81	16.74	1.01
Masvingo	8546	8110	16656	18.24	17.62	17.93	0.97
Matabeleland North	4511	4472	8983	21.42	21.00	21.21	0.98
Matabeleland South	4136	3956	8092	20.09	19.72	19.91	0.98
Midlands	7757	8262	16019	19.25	20.88	20.06	1.08
Grand Total	54432	52702	107134	17.21	16.86	17.04	0.98

²⁴ An orphan is a child (aged under 18 years) whose mother, or father or both biological parents are dead.

The Zimbabwe National Orphan Care Policy (Ministry of Public Service, Labour and Social Welfare, 1999), defines vulnerable children in the following categories: children with one parent deceased (in particular the mother); children with disabilities; children affected and/or infected by HIV and AIDS; abused children (sexually, physically and emotionally); working children; destitute children; abandoned children; children living on the streets; married children; neglected children; children in remote areas; children with chronically ill parent(s); child parents; and children in conflict with the law. With regards to the education sector parents /guardians of vulnerable children cannot afford to support the child and therefore they face the risk of not attending school or dropping out of school.

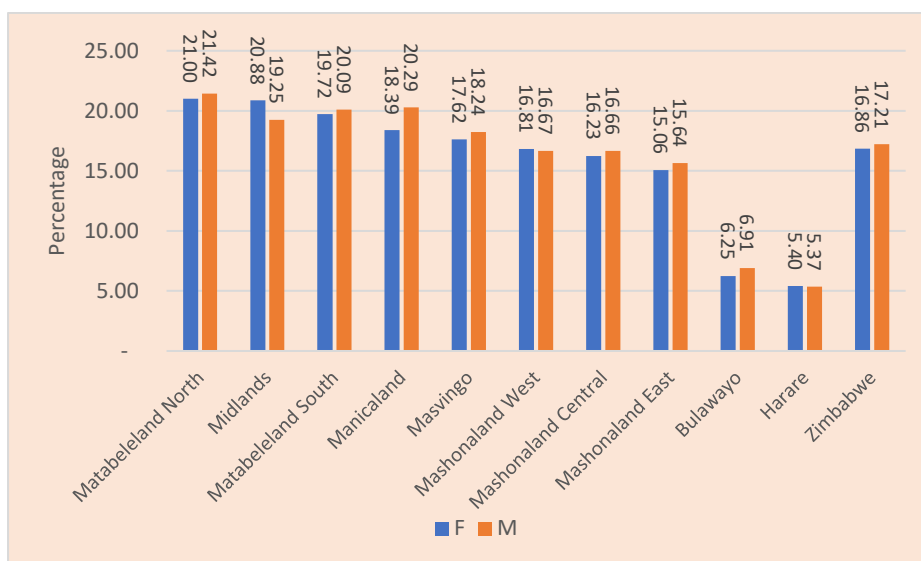


Figure 6.1: ECD Orphaned and Vulnerable Children by Province and Sex, Percentage, Zimbabwe 2018

At primary school level, there are 584 114 learners who are orphaned and vulnerable and they constitute 21.43 percent of the learners, with gender parity, Table 6.2. Matabeleland South and Matabeleland North provinces have the highest percentages of learners who are OVCs (about 28 percent each), whilst Harare province has the lowest percentage (9.56 percent). There is gender parity in the percentage of learners who are OVCs in all provinces.

Table 6.2: Primary School Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	Total Primary School OVCs, No.			% Pupils OVC			GPI
	M	F	Total	M	F	Total	
Bulawayo	7997	7945	15942	14.71	14.44	14.57	0.98
Harare	13341	13260	26601	9.61	9.51	9.56	0.99
Manicaland	51024	50653	101677	23.60	23.83	23.71	1.01
Mashonaland Central	27944	27646	55590	21.99	21.99	21.99	1.00
Mashonaland East	29810	28702	58512	20.07	19.67	19.88	0.98
Mashonaland West	35301	35337	70638	21.83	22.19	22.01	1.02
Masvingo	42840	41370	84210	23.36	22.81	23.08	0.98
Matabeleland North	24313	23834	48147	28.24	28.00	28.12	0.99
Matabeleland South	20970	20752	41722	28.19	28.07	28.13	1.00
Midlands	40532	40543	81075	22.70	22.71	22.71	1.00
Grand Total	294072	290042	584114	21.48	21.38	21.43	1.00

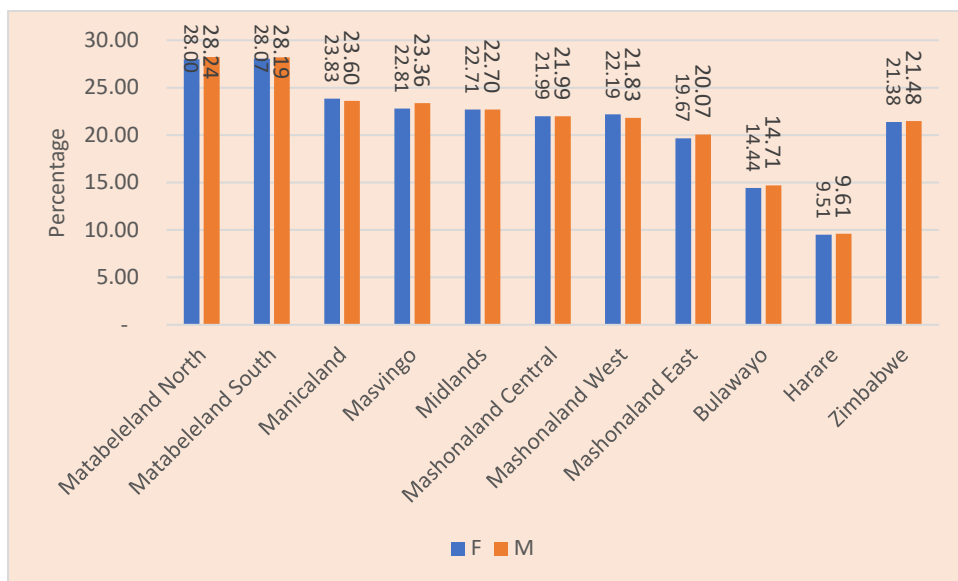


Figure 6.2: Primary School Orphaned and Vulnerable Children by Sex and Province, Percentage, Zimbabwe 2018

At secondary school level, there are 318 695 learners who are orphaned and vulnerable and they constitute 29.35 percent of the learners, with gender parity in favour of males, Table 6.3. Matabeleland North province has the highest percentage (35.95 percent) of learners who are OVCs, whilst Harare province has the lowest percentage (20.86 percent). In all provinces, gender parity is in favour of males, except in Mashonaland East province where there is gender parity.

Table 6.3: Secondary Level Orphaned and Vulnerable (OVC) by Sex and Province, Zimbabwe 2018

Province	Total Secondary School OVCs, No.			% Pupils OVC			GPI
	M	F	Total	M	F	Total	
Bulawayo	6085	7202	13287	22.51	24.25	23.42	1.08
Harare	12425	13930	26355	19.94	21.75	20.86	1.09
Manicaland	25401	25501	50902	29.01	31.29	30.11	1.08
Mashonaland Central	13670	13736	27406	31.05	33.74	32.35	1.09
Mashonaland East	19531	18838	38369	28.73	29.69	29.19	1.03
Mashonaland West	18466	17906	36372	29.22	30.90	30.02	1.06
Masvingo	22099	22637	44736	30.35	32.05	31.18	1.06
Matabeleland North	9166	11355	20521	35.11	36.66	35.95	1.04
Matabeleland South	8053	10073	18126	31.56	33.87	32.81	1.07
Midlands	20400	22221	42621	29.37	31.24	30.32	1.06
Grand Total	155296	163399	318695	28.44	30.27	29.35	1.06

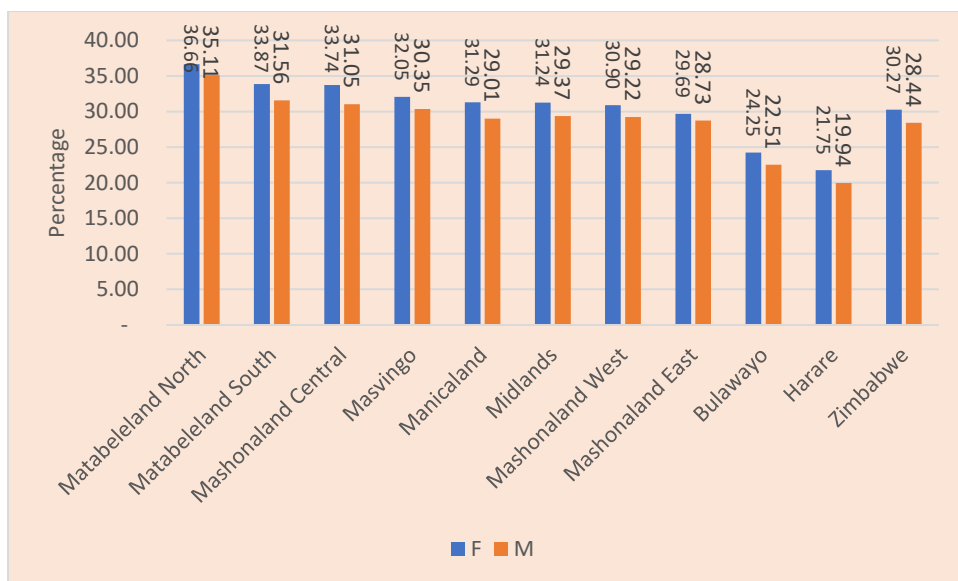


Figure 6.3: Secondary School Orphaned and Vulnerable Children by Sex and Province, Percentage, Zimbabwe 2018

6.2 OVC by Type

At ECD level, Manicaland province has the highest number of single maternal orphans, single paternal orphans and vulnerable but not orphaned children and Midlands has the highest number of double orphans, Table 6.4 and Figure 6.4. Bulawayo province has the lowest number of all the four types of OVCs.

Table 6.4: Number of ECD OVC by Type, Sex and Province, Number, Zimbabwe 2018

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	No.			No.			No.			No.			
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	51	60	111	156	151	307	142	160	302	442	347	789	1509
Harare	168	152	320	221	245	466	259	222	481	397	385	782	2049
Manicaland	1022	1018	2040	1637	1734	3371	1915	1875	3790	6259	5147	11406	20607
Mashonaland Central	637	605	1242	959	929	1888	968	951	1919	2617	2552	5169	10218
Mashonaland East	701	623	1324	1139	1143	2282	1099	1048	2147	2774	2618	5392	11145
Mashonaland West	713	761	1474	1046	1052	2098	1082	1127	2209	3078	2997	6075	11856
Masvingo	1003	935	1938	1609	1455	3064	1645	1595	3240	4289	4125	8414	16656
Matabeleland North	441	437	878	679	686	1365	656	632	1288	2735	2717	5452	8983
Matabeleland South	428	396	824	712	742	1454	679	620	1299	2317	2198	4515	8092
Midlands	1051	1570	2621	1542	1574	3116	1465	1429	2894	3699	3689	7388	16019
Grand Total	6215	6557	12772	9700	9711	19411	9910	9659	19569	28607	26775	55382	107134

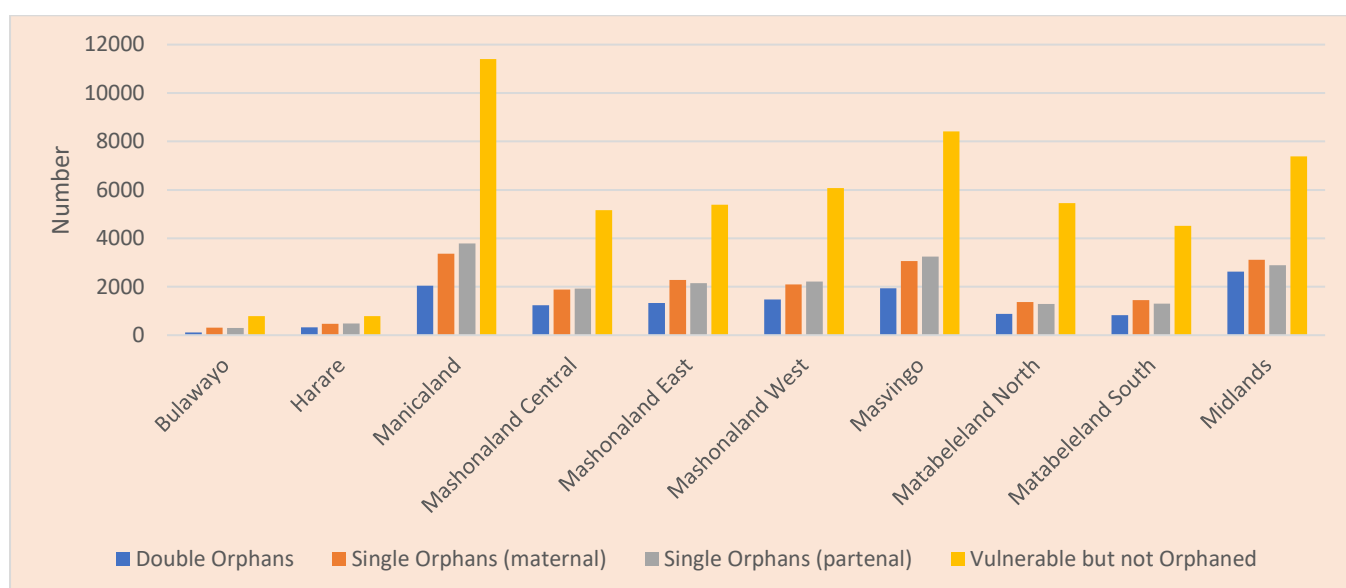


Figure 6.4: ECD OVCs by Type and Province, Number, Zimbabwe 2018

Most of the ECD OVCs are vulnerable but not orphaned (51.69 percent), with 18.27 percent being single paternal orphans, another 18.12 percent being single maternal orphans and 11.92 percent double orphans, Table 6.5. The proportion of vulnerable but not orphaned OVCs is the highest in all provinces, ranging from 38.16 percent in Bulawayo province to 60.69 percent in Matabeleland North province.

Table 6.5: Percentage Distribution of ECD OVCs by Type and Province, Zimbabwe 2018

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	7.36	20.34	20.01	52.29	100	1509
Harare	15.62	22.74	23.47	38.16	100	2049
Manicaland	9.90	16.36	18.39	55.35	100	20607
Mashonaland Central	12.16	18.48	18.78	50.59	100	10218
Mashonaland East	11.88	20.48	19.26	48.38	100	11145
Mashonaland West	12.43	17.70	18.63	51.24	100	11856
Masvingo	11.64	18.40	19.45	50.52	100	16656
Matabeleland North	9.77	15.20	14.34	60.69	100	8983
Matabeleland South	10.18	17.97	16.05	55.80	100	8092
Midlands	16.36	19.45	18.07	46.12	100	16019
Grand Total	11.92	18.12	18.27	51.69	100	107134

At primary school level, Manicaland province has the highest number of all types of OVCs, and Bulawayo province has the lowest number, Table 6.6 and Figure 6.5.

Table 6.6: Primary School OVC by Type, Sex and Province, Number, Zimbabwe 2018

	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
Province	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	943	930	1873	1652	1775	3427	2257	2262	4519	3145	2978	6123	15942
Harare	1660	1669	3329	3061	3205	6266	4089	4148	8237	4531	4238	8769	26601
Manicaland	6205	6150	12355	9070	9366	18436	14545	14123	28668	21204	21014	42218	101677
Mashonaland Central	3745	3695	7440	5377	5393	10770	7549	7434	14983	11273	11124	22397	55590
Mashonaland East	3584	3576	7160	6460	6261	12721	8635	8661	17296	11131	10204	21335	58512
Mashonaland West	4797	4694	9491	6779	6696	13475	8976	9310	18286	14749	14637	29386	70638
Masvingo	5656	5656	11312	8208	7871	16079	11891	11178	23069	17085	16665	33750	84210
Matabeleland North	2468	2329	4797	3824	3806	7630	4992	5156	10148	13029	12543	25572	48147
Matabeleland South	2267	2323	4590	3694	3742	7436	4981	5016	9997	10028	9671	19699	41722
Midlands	5581	5440	11021	8118	8340	16458	10008	10036	20044	16825	16727	33552	81075
Grand Total	36906	36462	73368	56243	56455	112698	77923	77324	155247	123000	119801	242801	584114

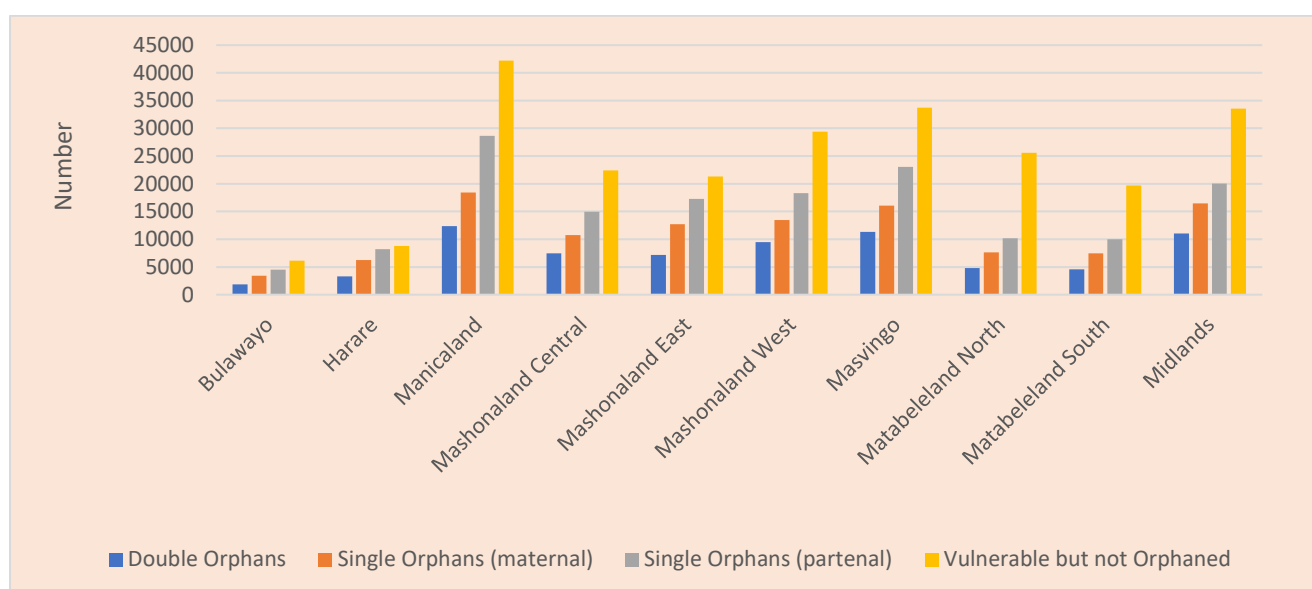


Figure 6.5: Primary School OVCs by Type and Province, Number, Zimbabwe 2018

Most of the primary school OVCs are vulnerable but not orphaned (41.57 percent), with 26.58 percent being single paternal orphans, another 19.29 percent being single maternal orphans and 12.56 percent double orphans, Table 6.7. This pattern is true for all provinces. The proportion of vulnerable but not orphaned OVCs is the highest in all provinces, ranging from 32.96 percent in Harare province to 53.11 percent in Matabeleland North province.

Table 6.7: Percentage Distribution of Primary School OVCs by Type and Province, Zimbabwe 2018

	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	11.75	21.50	28.35	38.41	100	15942
Harare	12.51	23.56	30.97	32.96	100	26601
Manicaland	12.15	18.13	28.20	41.52	100	101677
Mashonaland Central	13.38	19.37	26.95	40.29	100	55590
Mashonaland East	12.24	21.74	29.56	36.46	100	58512
Mashonaland West	13.44	19.08	25.89	41.60	100	70638
Masvingo	13.43	19.09	27.39	40.08	100	84210
Matabeleland North	9.96	15.85	21.08	53.11	100	48147
Matabeleland South	11.00	17.82	23.96	47.21	100	41722
Midlands	13.59	20.30	24.72	41.38	100	81075
Grand Total	12.56	19.29	26.58	41.57	100	584114

At the secondary school level, as for the primary school level, Manicaland province has the highest number (50 902) of all types of OVCs, and Bulawayo province has the lowest number (13 287), Tables 6.8 and Figure 6.6.

Table 6.8: Secondary School OVC by Type, Sex and Province, Number, Zimbabwe 2018

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	1031	1224	2255	1634	1888	3522	1900	2337	4237	1520	1753	3273	13287
Harare	2316	2729	5045	3379	3562	6941	3991	4428	8419	2739	3211	5950	26355
Manicaland	4741	4478	9219	5825	5895	11720	8106	8232	16338	6729	6896	13625	50902
Mashonaland Central	2430	2455	4885	3277	3226	6503	3868	3919	7787	4095	4136	8231	27406
Mashonaland East	4189	3584	7773	4806	4685	9491	5988	5884	11872	4548	4685	9233	38369
Mashonaland West	3659	3432	7091	4673	4502	9175	5382	5323	10705	4752	4649	9401	36372
Masvingo	4199	4118	8317	5273	5563	10836	7033	7194	14227	5594	5762	11356	44736
Matabeleland North	1517	1812	3329	1951	2471	4422	2574	3454	6028	3124	3618	6742	20521
Matabeleland South	1353	1699	3052	1910	2356	4266	2684	3360	6044	2106	2658	4764	18126
Midlands	3830	4048	7878	5232	5845	11077	5386	6057	11443	5952	6271	12223	42621
Grand Total	29265	29579	58844	37960	39993	77953	46912	50188	97100	41159	43639	84798	318695

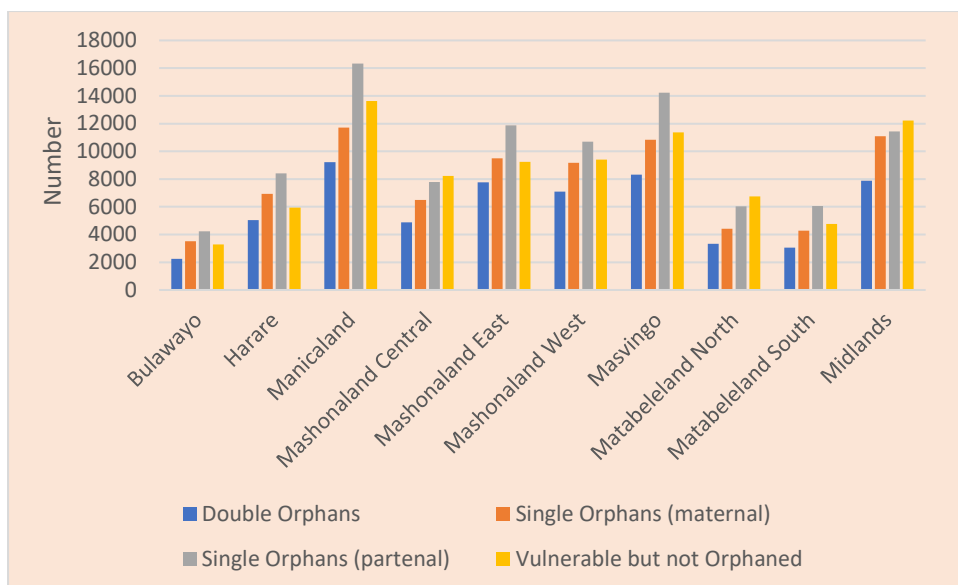


Figure 6.6: Secondary School OVCs by Type and Province, Number, Zimbabwe 2018

Unlike ECD and primary school levels, at secondary school level, single paternal orphans have the highest proportion (30.47 percent), followed by the vulnerable but not orphaned OVCs (26.61 percent), single maternal orphans (24.46 percent) and double orphans (18.46 percent), Table 6.9. This pattern is generally true for all provinces, except Harare and Bulawayo provinces where single maternal orphan OVCs have slightly higher proportions than the vulnerable but not orphaned. The proportion of single paternal orphans is highest in Matabeleland South province (33.34 percent) and lowest in Midlands province (26.85 percent).

Table 6.9: Percentage Distribution of Primary Secondary School OVCs by Type and Province, Zimbabwe 2018

	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	16.97	26.51	31.89	24.63	100	13287
Harare	19.14	26.34	31.94	22.58	100	26355
Manicaland	18.11	23.02	32.10	26.77	100	50902
Mashonaland Central	17.82	23.73	28.41	30.03	100	27406
Mashonaland East	20.26	24.74	30.94	24.06	100	38369
Mashonaland West	19.50	25.23	29.43	25.85	100	36372
Masvingo	18.59	24.22	31.80	25.38	100	44736
Matabeleland North	16.22	21.55	29.37	32.85	100	20521
Matabeleland South	16.84	23.54	33.34	26.28	100	18126
Midlands	18.48	25.99	26.85	28.68	100	42621
Grand Total	18.46	24.46	30.47	26.61	100	318695

6.3 Learners by Impairments

There are 61 946 learners with impairments, of whom 5 347 (8.63 percent) are enrolled in ECD A and B; 43 504 (70.23 percent) are at primary school level and 13 095 (21.14 percent) at secondary school level. Table 6.10 and 6.11 presents the numbers and percentages of children living with disabilities by education level, sex and province, respectively. The percentages of children with impairments enrolled in ECD A and ECD B is 0.85 way below the 2015-2020 ESSP 2018 target of percentage of children with disabilities enrolled in ECD A and B of 25 percent. At primary level, the percentage of children with impairments is 1.60 and 1.21 for secondary.

Table 6. 10: Enrolment by Impairments by Education Level, Sex and Province, Number, Zimbabwe 2018

Province	ECD A & B			Primary			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	132	66	198	1307	919	2226	300	231	531
Harare	212	144	356	1790	1321	3111	720	603	1323
Manicaland	358	293	651	2944	2222	5166	667	567	1234
Mashonaland Central	215	199	414	1889	1505	3394	631	580	1211
Mashonaland East	490	457	947	2996	2336	5332	1095	824	1919
Mashonaland West	333	284	617	2335	1852	4187	963	766	1729
Masvingo	411	326	737	3491	2674	6165	790	803	1593
Matabeleland North	285	225	510	2889	2101	4990	558	496	1054
Matabeleland South	157	125	282	1967	1365	3332	468	424	892
Midlands	358	277	635	3181	2420	5601	817	792	1609
Grand Total	2951	2396	5347	24789	18715	43504	7009	6086	13095

Table 6.11: Enrolment by Impairments by Level, Sex and Province, Percentage, Zimbabwe 2018

Province	ECD A & B			Primary			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	1.15	0.57	0.86	2.40	1.67	2.03	1.11	0.78	0.94
Harare	1.09	0.77	0.94	1.29	0.95	1.12	1.16	0.94	1.05
Manicaland	0.67	0.55	0.61	1.36	1.05	1.20	0.76	0.70	0.73
Mashonaland Central	0.69	0.64	0.67	1.49	1.20	1.34	1.43	1.42	1.43
Mashonaland East	1.34	1.27	1.30	2.02	1.60	1.81	1.61	1.30	1.46
Mashonaland West	0.94	0.80	0.87	1.44	1.16	1.30	1.52	1.32	1.43
Masvingo	0.88	0.71	0.79	1.90	1.47	1.69	1.08	1.14	1.11
Matabeleland North	1.35	1.06	1.20	3.36	2.47	2.91	2.14	1.60	1.85
Matabeleland South	0.76	0.62	0.69	2.64	1.85	2.25	1.83	1.43	1.61
Midlands	0.89	0.70	0.80	1.78	1.36	1.57	1.18	1.11	1.14
Grand Total	0.93	0.77	0.85	1.81	1.38	1.60	1.28	1.13	1.21

At both primary and secondary school levels, the most common type of impairment is intellectual challenges and the lowest is albinism, Figure 6.7. Visual impairment is the second most common impairment at secondary school level at 16.82 percent,

which is higher than that at primary school level (10.82 percent), as expected since eye sight deteriorates with age. The hearing impairment is common at both levels of schooling. There is a higher proportion of learners have learning disability at primary level (14.42 percent than at secondary school level (5.48 percent)

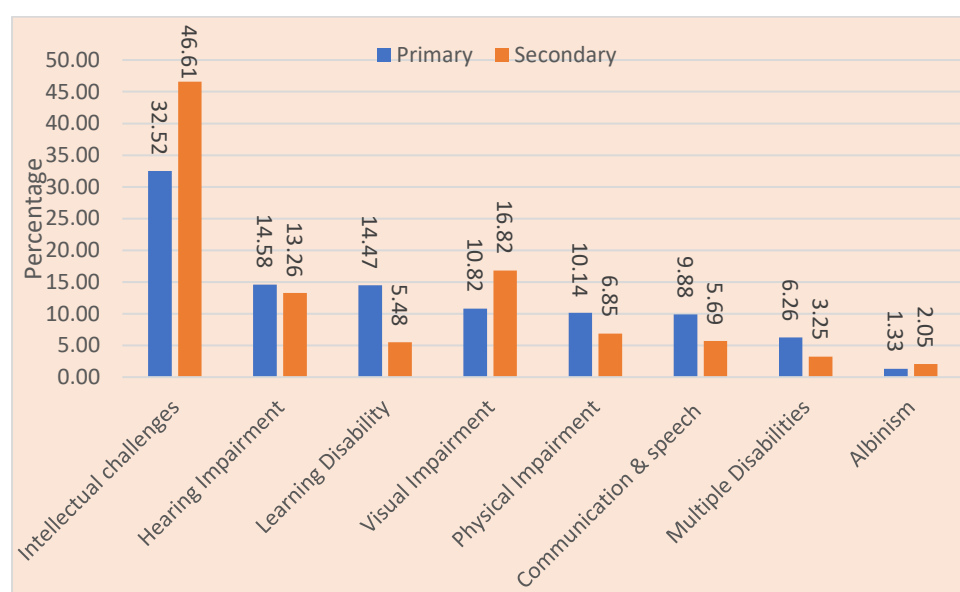


Figure 6.7: Primary and Secondary School Learners by Type of Impairment, Percentage, Zimbabwe 2018

Table 6.10 presents impairments for primary and secondary school levels by sex. At primary school level there are more males with the different types of impairments than females, Table 6.12 and Figure 6.8. Comparing with the 2015-2020 ESSP 2018 targets, there are a total (primary and secondary schools) of 34 749 male learners living with disabilities against a target of 25 650 (excluding special schools) ; and 27 197 female learners living with disabilities against a target of 21 850 (excluding special schools) ; a total of 61 946 learners living with disabilities , against a target of 47 500 (excluding special schools) .

Table 6.12: Enrolment by Impairments, Primary and Secondary Schools, Number, Zimbabwe 2018

Disability Type		Primary			Secondary			Grand Total
		M	F	T	M	F	T	
Visual impairment	Low vision	2706	2216	4922	946	1051	1997	6919
	Blind	194	168	362	109	96	205	567
Physical Impairment	Gross motor	1556	1111	2667	240	295	535	3202
	Fine motor	1251	1035	2286	191	171	362	2648
Hearing impairment	Mild to moderate	2687	2212	4899	702	672	1374	6273
	Severe to profound	1239	983	2222	222	140	362	2584
Intellectual challenges	Mild to moderate	7112	5577	12689	2724	2264	4988	17677
	Severe to profound	1873	1324	3197	642	473	1115	4312
Communication and speech	Mild to moderate	2374	1390	3764	352	237	589	4353
	Severe to profound	630	433	1063	79	77	156	1219
Learning Disability	Dyslexia	3997	3073	7070	419	299	718	7788
Albinism		341	311	652	141	127	268	920
Multiple Disabilities		1780	1278	3058	242	184	426	3484
Grand Total		27740	21111	48851	7009	6086	13095	61946

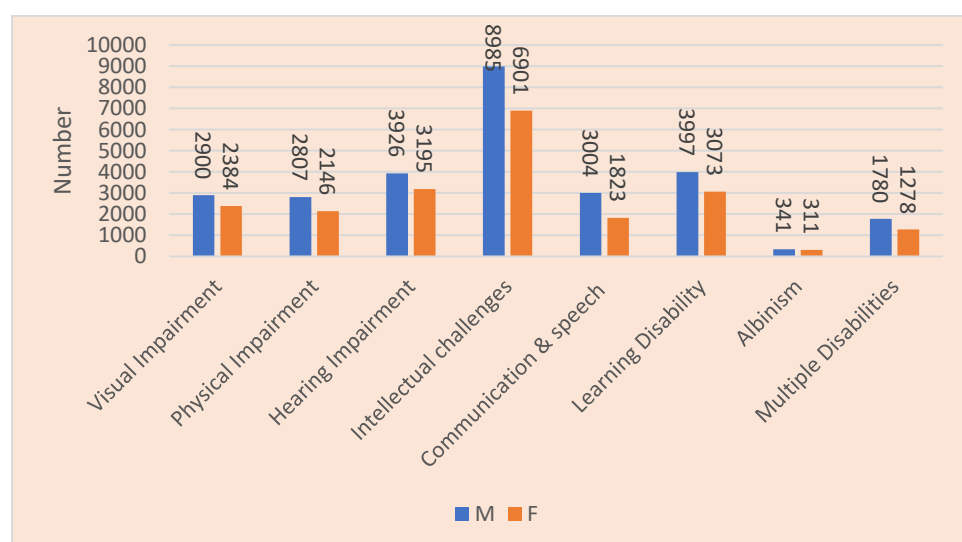


Figure 6.8: Primary School Learners Impairment by Sex and Type, Number, Zimbabwe 2018

At secondary school level there are more males with the different types of impairments than females, except for visual – low vision and physical impairment-gross motor, Table 6.11 and Figure 6.9.

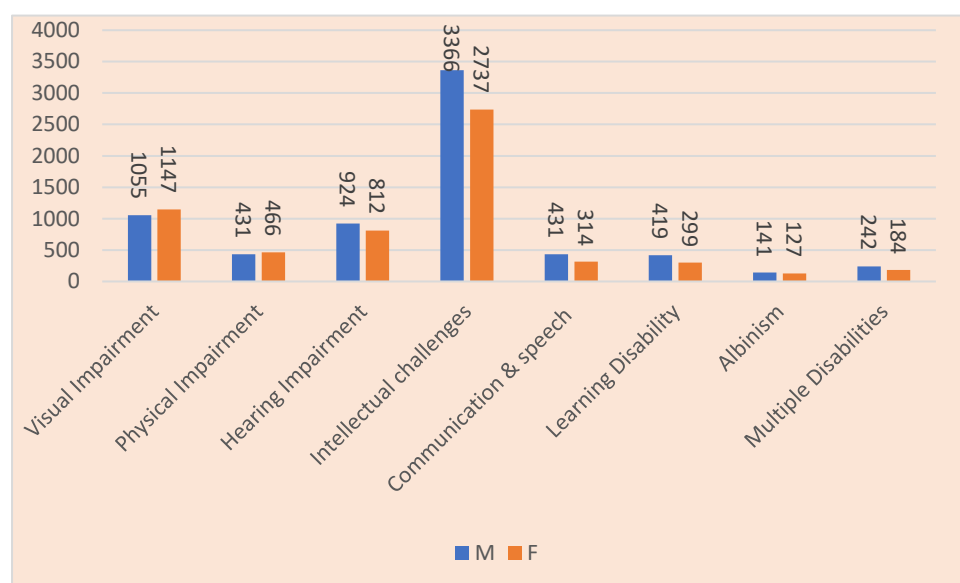


Figure 6.9: Secondary School Learners Impairment by Sex and Type, Number, Zimbabwe 2018

Harare province has the highest proportion of primary school learners with impairments namely, visual, physical, hearing and albinism, Table 6.13. Mashonaland East has the highest proportion of learning disability, whilst Harare province has the highest proportion of multiple impairment. Matabeleland South province has the lowest proportions for physical impairment, hearing and albinism; Matabeleland North province has lowest for visual and physical impairment; Harare province for Intellectual challenges and learning disability and Manicaland province for multiple impairments.

Table 6.13: Percentage Distribution of Primary School Learners Impairment by Sex and Type, Zimbabwe 2018

	Visual impairment	Physical Impairment	Hearing impairment	Intellectual challenges	Communicati on and speech	Learning Disability (D yslexia)	Albinism	Multiple	Total.
Bulawayo	14.32	10.07	12.42	19.60	9.12	22.15	1.11	11.22	100
Harare	12.60	14.08	23.62	17.88	12.98	6.58	2.31	9.95	100
Manicaland	12.29	10.02	16.95	34.14	11.26	9.85	1.84	3.64	100
Mashonaland Central	11.00	10.85	12.55	36.40	12.84	9.74	1.08	5.54	100
Mashonaland East	10.02	10.57	12.34	36.42	9.70	15.50	1.00	4.44	100
Mashonaland West	10.66	10.91	15.65	29.89	9.33	11.95	1.44	10.18	100
Masvingo	10.27	9.24	15.86	32.28	7.85	18.95	1.67	3.87	100
Matabeleland North	7.82	8.73	12.62	36.18	9.55	18.44	0.80	5.87	100
Matabeleland South	11.70	8.72	9.05	32.10	8.80	21.33	0.66	7.64	100
Midlands	10.63	9.69	14.34	37.17	9.14	11.56	1.31	6.16	100
Grand Total	10.82	10.14	14.58	32.52	9.88	14.47	1.33	6.26	100

For all the 10 provinces, the highest proportion of impairment of secondary school learners is in intellectual challenges, with albinism having the lowest proportion, Table 6.14. Matabeleland South province has the highest proportion (54.37 percent) of learners with intellectual challenges and Mashonaland Central province has the lowest proportion (22.96 percent). Mashonaland Central province has the highest proportion of learners with visual impairment (23.45 percent) and Bulawayo has the lowest (11.86 percent). The proportion of learners with hearing impairment ranged from 6.84 percent in Masvingo to 22.96 percent in Mashonaland Central province. With regards to Albinism Bulawayo province had the highest proportion (10.36 percent) and Mashonaland East the lowest (0.99 percent).

Table 6.13: Percentage Distribution of Secondary School Learners Impairment by Province and Type, Zimbabwe 2018

Province	Type of Impairment								
	Visual impairment	Physical Impairment	Hearing impairment	Intellectual challenges	Communication and speech	Learning Disability	Albinism	Multiple Disabilities	Total, %
Bulawayo	11.86	9.79	12.43	43.13	4.14	4.33	3.95	10.36	100
Harare	17.31	10.36	7.86	46.03	4.84	5.52	2.80	5.29	100
Manicaland	12.72	7.62	14.67	51.54	6.81	2.67	3.24	0.73	100
Mashonaland Central	23.45	8.67	22.96	28.74	7.76	4.38	2.97	1.07	100
Mashonaland East	14.54	5.73	9.43	52.06	5.73	6.88	0.99	4.64	100
Mashonaland West	14.29	6.02	20.99	50.67	2.49	2.78	1.33	1.45	100
Masvingo	17.95	5.96	6.84	47.83	10.80	4.27	2.57	3.77	100
Matabeleland North	17.84	7.31	11.86	40.89	5.50	12.33	1.42	2.85	100
Matabeleland South	15.70	2.58	14.69	54.37	4.04	6.05	1.23	1.35	100
Midlands	20.45	6.22	12.31	45.25	3.85	6.46	1.55	3.92	100
Grand Total	16.82	6.85	13.26	46.61	5.69	5.48	2.05	3.25	100

Table 6.15 and 6.16 presents the detailed primary and secondary school learners impairment by sex and type, respectively.

Table 6.15: Primary Enrolments by Impairments, Sex and Province, Number, Zimbabwe 2018

Province	Visual impairment		Physical Impairment		Hearing impairment		Intellectual challenges		Communication and speech		Learning Disability	Albinism	Multiple Disabilities	Grand Total
	Low vision	Blind	Gross motor	Fine motor	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Dyslexia			
Bulawayo	339	8	180	64	174	127	342	133	120	101	537	27	272	2477
Harare	419	18	323	165	516	303	346	274	199	251	228	80	345	3494
Manicaland	701	14	316	267	756	230	1702	284	594	61	573	107	212	5751
Mashonaland Central	397	22	248	165	347	131	1085	301	410	79	371	41	211	3830
Mashonaland East	585	44	242	422	599	176	1788	499	513	96	973	63	279	6285
Mashonaland West	406	106	282	242	472	280	1101	335	341	107	574	69	489	4850
Masvingo	612	97	352	286	705	390	1919	309	458	84	1308	115	267	6831
Matabeleland North	414	16	261	219	516	178	1651	339	458	67	1014	44	323	5480
Matabeleland South	402	21	171	144	220	107	883	277	216	102	771	24	276	3672
Midlands	647	16	292	312	594	300	1872	446	455	115	721	82	384	6806
Grand Total	4922	362	2667	2286	4899	2222	12689	3197	3764	1063	7070	652	3058	48199

Table 6.16: Secondary Enrolments by Impairments, Sex and Province, Number, Zimbabwe, 2018

Province	Visual impairment		Physical Impairment		Hearing impairment		Intellectual challenges		Communication and speech		Learning Disability	Albinism	Multiple Disabilities	Grand Total
	Low vision	Blind	Gross motor	Fine motor	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Dyslexia			
Bulawayo	62	1	37	15	17	49	226	3	18	4	23	21	55	531
Harare	226	3	105	32	58	46	569	40	58	6	73	37	70	1323
Manicaland	156	1	51	43	130	51	535	101	79	5	33	40	9	1234
Mashonaland Central	205	79	76	29	261	17	299	49	53	41	53	36	13	1211
Mashonaland East	248	31	59	51	127	54	750	249	99	11	132	19	89	1919
Mashonaland West	214	33	45	59	323	40	718	158	41	2	48	23	25	1729
Masvingo	244	42	49	46	101	8	539	223	106	66	68	41	60	1593
Matabeleland North	187	1	41	36	94	31	363	68	43	15	130	15	30	1054
Matabeleland South	133	7	14	9	85	46	387	98	33	3	54	11	12	892
Midlands	322	7	58	42	178	20	602	126	59	3	104	25	63	1609
Grand Total	1997	205	535	362	1374	362	4988	1115	589	156	718	268	426	13095

6.4 Orphaned and Vulnerable Children (OVC) and BEAM

A total of 384 057 primary school learners are either under the Basic Education Assistance Module (BEAM) (353 879) or other assistance (30 178), Table 6.17. The proportion of primary school learners under BEAM constitute 92.14 percent of all assisted with school funding. Overall, 10.55 percent of all primary school learners are on BEAM, whilst more than half (51.19 percent) of all primary school OVC are on BEAM. Matabeleland North province has the highest proportion (15.74 percent) of primary school learners who are on BEAM, and Harare province has the lowest percentage (4.14 percent). The percentage of OVC on BEAM range from 35.04 percent in Bulawayo province to 63.17 percent in Mashonaland East province. There are more females than males on BEAM at national level and generally in most provinces except in Manicaland, Mashonaland Central, Mashonaland West and Masvingo provinces, where the opposite is true.

Table 6.17: Primary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2018

Province	Total on BEAM, No.			Other Learners paid for outside BEAM, No.			Grand Total	% learners on BEAM	% OVC on Beam
	M	F	T	M	F	T			
Bulawayo	2934	3181	6115	1033	1133	2166	8281	4.62	35.04
Harare	6377	6726	13103	1706	1770	3476	16579	4.14	45.73
Manicaland	32872	32420	65292	2869	3382	6251	71543	12.20	53.39
Mashonaland Central	21217	19776	40993	1903	1933	3836	44829	13.02	62.29
Mashonaland East	19951	24051	44002	1230	1247	2477	46479	11.99	63.17
Mashonaland West	20973	20884	41857	1601	1786	3387	45244	10.68	50.74
Masvingo	20316	19941	40257	1193	1255	2448	42705	8.80	39.91
Matabeleland North	16567	17039	33606	1264	1542	2806	36412	15.74	58.82
Matabeleland South	9438	9848	19286	691	870	1561	20847	10.21	38.72
Midlands	24619	24749	49368	794	976	1770	51138	11.30	50.85
Grand Total	175264	178615	353879	14284	15894	30178	384057	10.55	51.19

BEAM claim is still outstanding for 71.92 percent (254 516) of the primary school learners, ranging from 63.57 percent in Harare province to 83.16 percent in Matabeleland South province, Table 6.18.

Table 6.18: Primary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe 2018.

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	M	F	T	M	F	T		
Bulawayo	954	1021	1975	1980	2160	4140	6115	67.70
Harare	2310	2464	4774	4067	4262	8329	13103	63.57
Manicaland	9106	9326	18432	23766	23094	46860	65292	71.77
Mashonaland Central	6253	6335	12588	14964	13441	28405	40993	69.29
Mashonaland East	4901	4730	9631	15050	19321	34371	44002	78.11
Mashonaland West	6398	6426	12824	14575	14458	29033	41857	69.36
Masvingo	6376	6463	12839	13940	13478	27418	40257	68.11
Matabeleland North	4576	4632	9208	11991	12407	24398	33606	72.60
Matabeleland South	1575	1672	3247	7863	8176	16039	19286	83.16
Midlands	6982	6863	13845	17637	17886	35523	49368	71.96
Grand Total	49431	49932	99363	125833	128683	254516	353879	71.92

A total of 170 636 secondary school learners are either under the BEAM (120 022) or other assistance (50 614), Table 6.19. The proportion of secondary school learners under BEAM constitute 70.34 percent of all assisted with school funding. Overall, 11.05 percent of all secondary school learners are on BEAM, whilst 37.66 percent of all secondary school OVC are on BEAM. Matabeleland North province has the highest proportion (15.54 percent) of primary school learners who are on BEAM, and Harare province has the lowest percentage (4.27 percent). The percentage of OVC on BEAM range from 20.49 percent in Harare province to 44.48 percent in Mashonaland East province. Unlike at primary school level, at secondary level, there are more males than females on BEAM at national level and generally in most provinces except in

Bulawayo, Harare, Matabeleland North and Matabeleland South provinces, were the opposite is true.

Table 6.19: Secondary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2018

Province	Total on BEAM, No.			Other Learners paid for outside BEAM, No.			Grand Total	% learners on BEAM	% OVC on Beam
	M	F	T	M	F	T			
Bulawayo	1319	1572	2891	1075	1334	2409	5300	5.10	21.76
Harare	2481	2918	5399	1486	1735	3221	8620	4.27	20.49
Manicaland	9986	9228	19214	2851	6036	8887	28101	11.36	37.75
Mashonaland Central	6767	5350	12117	1350	3583	4933	17050	14.30	44.21
Mashonaland East	9368	7661	17029	1390	3031	4421	21450	12.96	44.38
Mashonaland West	8304	6888	15192	1076	4009	5085	20277	12.54	41.77
Masvingo	7053	6526	13579	1266	3139	4405	17984	9.47	30.35
Matabeleland North	4015	4859	8874	1627	3742	5369	14243	15.54	43.24
Matabeleland South	3324	3989	7313	1241	2677	3918	11231	13.24	40.35
Midlands	9526	8888	18414	1628	6338	7966	26380	13.10	43.20
Grand Total	62143	57879	120022	14990	35624	50614	170636	11.05	37.66

BEAM claim is still outstanding for 73.39 percent (88 085) of the secondary school learners, ranging from 63.52 percent in Matabeleland North province to 77.56 percent in Mashonaland Central province, Table 6.20.

Table 6.20: Secondary School Learners on BEAM with Claims Outstanding and Paid For by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	M	F	T	M	F	T		
Bulawayo	432	563	995	887	1009	1896	2891	65.58%
Harare	823	974	1797	1658	1944	3602	5399	66.72%
Manicaland	2362	2227	4589	7624	7001	14625	19214	76.12%
Mashonaland Central	1557	1162	2719	5210	4188	9398	12117	77.56%
Mashonaland East	2384	1891	4275	6984	5770	12754	17029	74.90%
Mashonaland West	2110	1766	3876	6194	5122	11316	15192	74.49%
Masvingo	1797	1772	3569	5256	4754	10010	13579	73.72%
Matabeleland North	1438	1799	3237	2577	3060	5637	8874	63.52%
Matabeleland South	790	994	1784	2534	2995	5529	7313	75.61%
Midlands	2637	2459	5096	6889	6429	13318	18414	72.33%
Grand Total	16330	15607	31937	45813	42272	88085	120022	73.39%

Chapter 7: Teacher Establishment

The Ministry of Primary and Secondary Education Learner Teacher Ratio (LTR) recommends the following Learner Teacher Ratios: ECD – 20:1; primary school -40:1 and lower secondary (Form 1 -2) – 33:1 and (Form 3-4) – 30:1; and upper secondary (Lower 6 and Upper 6) – 20:1. For special classes the recommended LTRs are as follows: Hearing impairment 7:1; and Visual impairment and Mentally challenged 10:1 each.

7.1 Teacher Trends

The total (trained and untrained) number of ECD teachers has generally increased from 12 124 in 2014 to 15 086 in 2018, an increase of 2 962. Trained teachers constitute 58.45 percent of all ECD teachers in Zimbabwe, and this is above the ESSD, 2016-2020 target of 52 percent in 2018 Table 7.1. The number of trained ECD teachers more than doubled, from 3 960 in 2014 to 8 818 in 2018. The ECD overall LTR is 42, more than double the recommended 20, and it has increased since 2014. The ECD Learner Trained Teacher Ratio (LTTR) is 71 and it has greatly decreased from its 2014 level of 108. The ESSP, 2016-2020 target of LTTR of 70 in 2018 is almost achieved.

The total (trained and untrained) number of primary school (Grade 1 to 7) teachers has generally decreased from 74 129 in 2014 to 72 512 in 2018. Trained teachers constitute 97.14 percent of all primary school teachers in Zimbabwe, Table 7.1. However, the number of trained primary school generally increased from 2014 to 2018. The primary school overall LTR is 38, within the recommended 40, and it has generally increased since 2014. The primary school Learner Trained Teacher Ratio (LTTR) is 39 and it has generally slightly decreased from its 2014 level of 40.

Table 7.1: Teachers by Level, Training, Learner to Teacher Ratio Trends, Number and Percentage, Zimbabwe 2014-2018

Year	ECD					Primary					Secondary (Form 1-6)				
	Teachers			LTR		Teachers			LTR		Teachers			LTR	
	Total Teachers	Trained Teachers	% Trained	All	Trained	Total Teachers	Trained Teachers	% Trained	All	Trained	Total Teachers	Trained Teachers	% Trained	All	Trained
2014	12124	3960	32.66	35	108	74129	66092	89.16	36	40	43361	32171	74.19	23	30
2015	15260	6089	39.90	34	85	75072	70466	93.86	35	38	46512	35405	76.12	22	29
2016	14006	7073	50.50	41	82	72410	70397	97.22	37	38	45326	36293	80.07	23	29
2017	14937	7904	52.92	42	79	71242	69401	97.42	38	39	4780	38326	83.72	23	28
2018	15086	8818	58.45	42	71	72512	70437	97.14	38	39	46160	39454	85.47	24	28

The total number of secondary school (Form 1-6) teachers has increased from 43 361 in 2014 to 46 160 in 2018, an increase of 2 799 teachers. Trained teachers constitute 85.47 percent of all secondary school teachers in Zimbabwe, Table 7.1. The number of

trained secondary school teachers also increased by 7 283 from 32 171 in 2014 to 39 454 in 2018. The secondary school overall LTR is 24 and it has marginally increased from its 2014 level of 23. The secondary school Learner Trained Teacher Ratio (LTTR) is 28 and it has generally decreased from its 2014 level of 30.

7.2 ECD Teachers

There are 15 086 ECD teachers, of whom 58.45 percent are trained. ECD has the lowest percentage of trained teachers, compared to secondary school level (85.47 percent) and primary school level (97.14 percent). At provincial level, the percentage of trained ECD teachers range from 34.11 percent in Matabeleland North province to 82.99 percent in Harare, Table 7.2.

Table 7.2: ECD Trained and Untrained Teachers by Level and Province, Number and Percentage Zimbabwe 2018

Province	Trained	Untrained	Grand Total	% Trained
Bulawayo	628	297	925	67.89
Harare	971	199	1170	82.99
Manicaland	1115	1435	2550	43.73
Mashonaland Central	509	799	1308	38.91
Mashonaland East	1366	399	1765	77.39
Mashonaland West	980	708	1688	58.06
Masvingo	1336	733	2069	64.57
Matabeleland North	351	678	1029	34.11
Matabeleland South	295	318	613	48.12
Midlands	1267	702	1969	64.35
Grand Total	8818	6268	15086	58.45

Of the 15 086 ECD teachers, about three quarters (74.87 percent) of them teach in rural areas, Table 7.3. Most of the ECD teachers (88.54 percent) are females, with a higher percentage for urban areas (92.48 percent) than rural ones (87.22 percent). There is a higher proportion of ECD trained teachers in urban areas (72.94 percent), than in rural ones (53.59 percent). There is a higher proportion of male trained ECD teachers (74.78 percent) than females (56.34 percent) and this pattern is true for both rural and urban areas.

Table 7.3: ECD Teachers by Qualification Status, Sex and Location, Number and Percentage, Zimbabwe 2018

Location	Trained Teachers, No.			Untrained Teachers, No.			Grand Total, No.			% Trained Teachers		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	1058	4995	6053	386	4856	5242	1444	9851	11295	73.27	50.71	53.59
Urban	235	2530	2765	50	976	1026	285	3506	3791	82.46	72.16	72.94
Grand Total	1293	7525	8818	436	5832	6268	1729	13357	15086	74.78	56.34	58.45

Most of the ECD teachers (84.23 percent) hold either a diploma or certificate in Education (50.74 percent), or are ECD Para Professionals (33.49 percent), Table 7.4 and

Figure 7.1. For these two levels of highest qualification, female teachers constitute 86.01 percent and 93.78 percent, respectively.

Table 7.4: ECD Teachers by Qualification and Sex, Number and Percentage, Zimbabwe 2018

Highest qualification	ECD Teachers, No.			% T	%F
	M	F	Grand Total		
Graduate with teaching qualification	222	941	1163	7.71	80.91
Diploma or Certificate in Education	1071	6584	7655	50.74	86.01
ECD Para Professional	314	4738	5052	33.49	93.78
Graduate without teaching qualification	20	77	97	0.64	79.38
Non-Teaching Degree	98	997	1095	7.26	91.05
Other Unqualified	4	20	24	0.16	83.33
Grand Total	1729	13357	15086	100	88.54

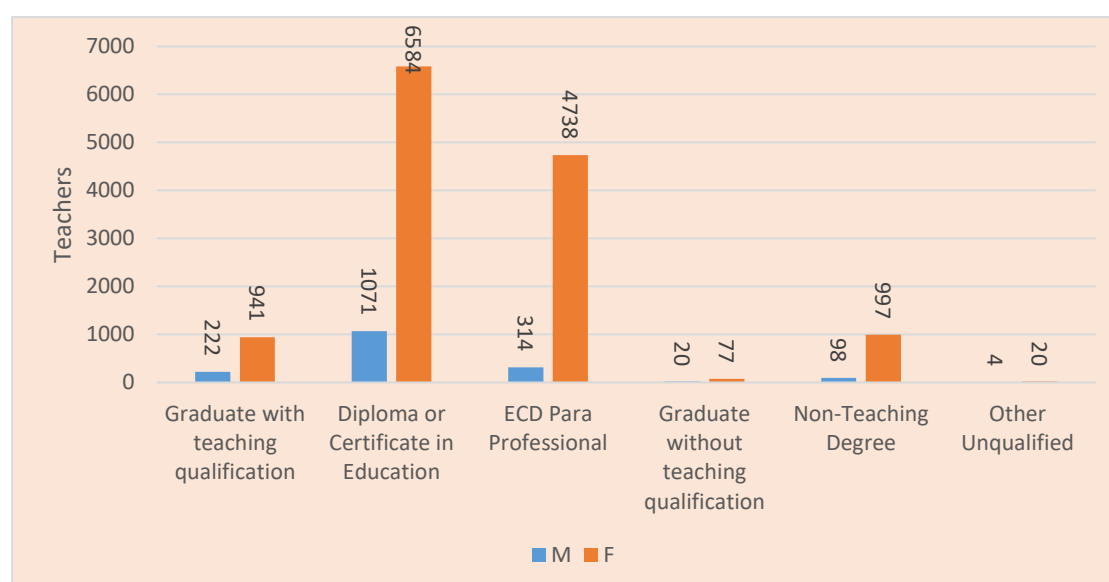


Figure 7.1: Distribution of ECD teachers by Qualification and Sex, Number, Zimbabwe 2018

At national level, 54.32 percent of the ECD teachers are employed as permanent Public Service Commission (PSC) teachers, 44.96 percent as other²⁵ and a very small proportion are employed on a PSC contract, Table 7.5. For those ECD teachers with Diploma or Certificate in Education, 90.08 percent of them are employed as permanent PSC teachers, whilst 95.86 percent of ECD Para Professionals are employed under the other category. Teachers who are graduates with teaching qualification are also mainly employed permanently by the PSC. ECD teachers who hold non-teaching degrees are mainly employed under the other category.

²⁵ Other refers

Table 7.5: ECD Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe 2018

Highest qualification	Permanent PSC, No.			Contract PSC, No.			Other, No.			Grand Total
	M	F	T	M	F	T	M	F	T	
Graduate with teaching qualification	206	829	1035	1	6	7	15	106	121	1163
Diploma or Certificate in Education	1002	5894	6896	4	21	25	65	669	734	7655
ECD Para Professional	18	127	145	3	61	64	293	4550	4843	5052
Graduate without teaching qualification	11	42	53	1	2	3	8	33	41	97
Non-Teaching Degree	10	54	64	2	8	10	86	935	1021	1095
Other Unqualified		1	1				4	19	23	24
Grand Total	1247	6947	8194	11	98	109	471	6312	6783	15086

Of all ECD teachers more than half of them (53.76 percent) have less than five years of experience, with 19.31 percent having 10 years or more experience, Table 7.6. Those with less than one-year experience constitutes 11.31 percent.

Table 7.6: ECD Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe 2018

Experience	ECD Teachers, No.			%T
	M	F	T	
Less than one year	223	1483	1706	11.31
1 years	162	1555	1717	11.38
2 years	104	1207	1311	8.69
3 years	141	1564	1705	11.30
4 years	185	1486	1671	11.08
5 years	69	710	779	5.16
6 years	53	555	608	4.03
7 years	51	638	689	4.57
8 years	88	736	824	5.46
9 years	101	627	728	4.83
10 years	58	349	407	2.70
10 years and above	491	2422	2913	19.31
Not stated	3	25	28	0.19
Grand Total	1729	13357	15086	100

7.3 ECD Learner -Teacher Ratios

The national ECD LTR is about double the recommended one of 20 at 42, with the LTTR being more than treble (71). Rural areas have much higher LTR and LTTR than urban ones, Table 7.7. The rural LTTR is almost double the urban one.

Table 7.7: ECD Teachers and Learner to Teacher Ratio by Location, Number, Zimbabwe 2018

Location	ECD Teachers, No.			LTR	LTTR
	Trained to teach	Total Teachers	Learners		
Rural	6053	11295	510091	45	84
Urban	2765	3791	118735	31	43
Grand Total	8818	15086	628826	42	71

Generally, most provinces having at least double the recommended ECD LTR ratio of 20. Bulawayo Province has the lowest ECD Teacher LTR of 25 and Matabeleland

South has the highest of 66, Table 7.8 and Figure 7.2. With regards to the LTTR, the same pattern prevails with Bulawayo and Matabeleland South provinces having 37 and 138 respectively. Mashonaland Central and Matabeleland North provinces also have three-digit LTTRs.

Table 7.8: ECD Teachers by Training , Learner to Teacher Ratio and Province, Number, Zimbabwe 2018

Province	Trained Teachers, No.	Total Teachers, No.	ECD Learners, No.	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
Bulawayo	628	925	22935	25	37
Harare	971	1170	38072	33	39
Manicaland	1115	2550	106533	42	96
Mashonaland Central	509	1308	62138	48	122
Mashonaland East	1366	1765	72594	41	53
Mashonaland West	980	1688	70814	42	72
Masvingo	1336	2069	92887	45	70
Matabeleland North	351	1029	42348	41	121
Matabeleland South	295	613	40644	66	138
Midlands	1267	1969	79861	41	63
Grand Total	8818	15086	628826	42	71

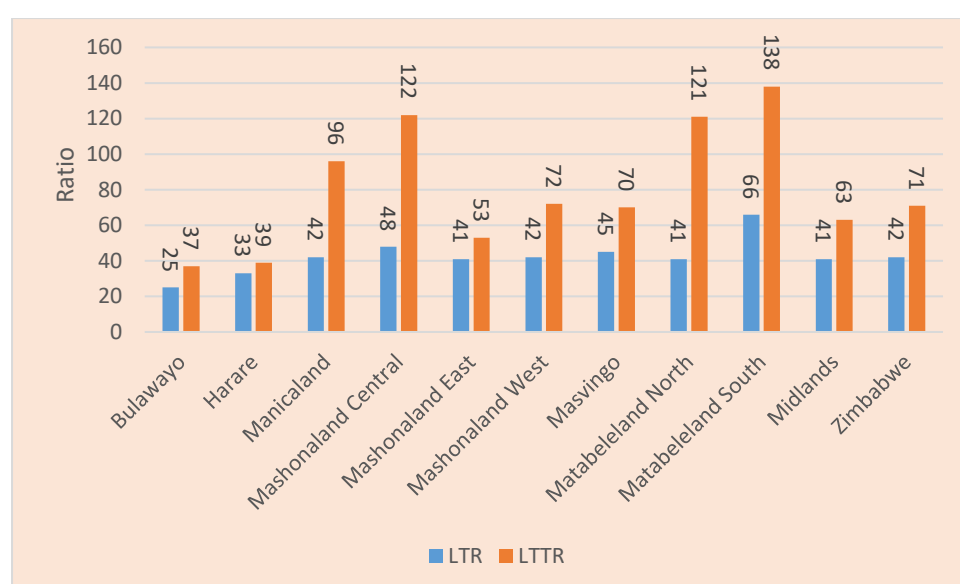


Figure 7.2: Distribution of ECD Learners to Teacher Ratio by Qualification Status and Province, Zimbabwe 2018

7.4 Primary School Teachers

At primary school level the percentage of trained teachers range from 93.87 percent in Matabeleland North province to 98.99 percent in Masvingo province, Table 7.9.

Table 7.9: Primary School Teachers by Training and Province, Number and Percentage Zimbabwe 2018

Province	Primary School Teachers, No.			% Trained
	Trained	Untrained	Grand Total	
Bulawayo	3143	124	3267	96.20
Harare	6721	197	6918	97.15
Manicaland	11325	281	11606	97.58
Mashonaland Central	5889	164	6053	97.29
Mashonaland East	7850	160	8010	98.00
Mashonaland West	7806	429	8235	94.79
Masvingo	10203	104	10307	98.99
Matabeleland North	4072	266	4338	93.87
Matabeleland South	3818	96	3914	97.55
Midlands	9610	254	9864	97.42
Grand Total	70437	2075	72512	97.14

Of the 72 512 primary school teachers, about three quarters (74.85 percent) of them teach in rural areas, Table 7.10. More than half of the primary school teachers (59.55 percent) are females, with a higher percentage for urban areas (78.33 percent) than rural ones (53.24 percent). At national level, 97.14 percent of the primary school teachers are trained, with parity for rural and urban areas. There is gender parity in the proportion of trained teachers in rural areas, whilst in urban areas gender parity is in favour of female teachers.

Table 7.10: Primary School Teachers by Training, Sex and Location, Number, Zimbabwe 2018

Location	Trained, No.			Untrained, No.			Grand Total, No			% Trained		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	24655	28103	52758	724	796	1520	25379	28899	54278	97.15	97.25	97.20
Urban	3779	13900	17679	172	383	555	3951	14283	18234	95.65	97.32	96.96
Grand Total	28434	42003	70437	896	1179	2075	29330	43182	72512	96.95	97.27	97.14

Most of the primary school teachers (97.14 percent), hold a diploma or certificate in Education (78.97 percent), or are graduates with a teaching qualification (18.17 percent), Table 7.11 and Figure 7.3. For these two levels of highest qualification female teachers constitute 61.07 percent and 53.40 percent, respectively. Women constitute higher proportions for all qualification categories, except for the graduates without teaching qualification and other qualified.

Table 7.11: Primary School Teachers by Qualification and Sex, Number and Percentage, Zimbabwe 2018

Highest qualification	Primary School Teachers, No.			% Total	% F
	M	F	Grand Total		
Graduate with teaching qualification	6140	7036	13176	18.17%	53.40%
ECD Para Professional	177	336	513	0.71%	65.50%
Graduate without teaching qualification	358	336	694	0.96%	48.41%
Non-Teaching Degree	350	499	849	1.17%	58.78%
Other Unqualified	11	8	19	0.03%	42.11%
Diploma or Certificate in Education	22294	34967	57261	78.97%	61.07%
Grand Total	29330	43182	72512	100.00%	59.55%

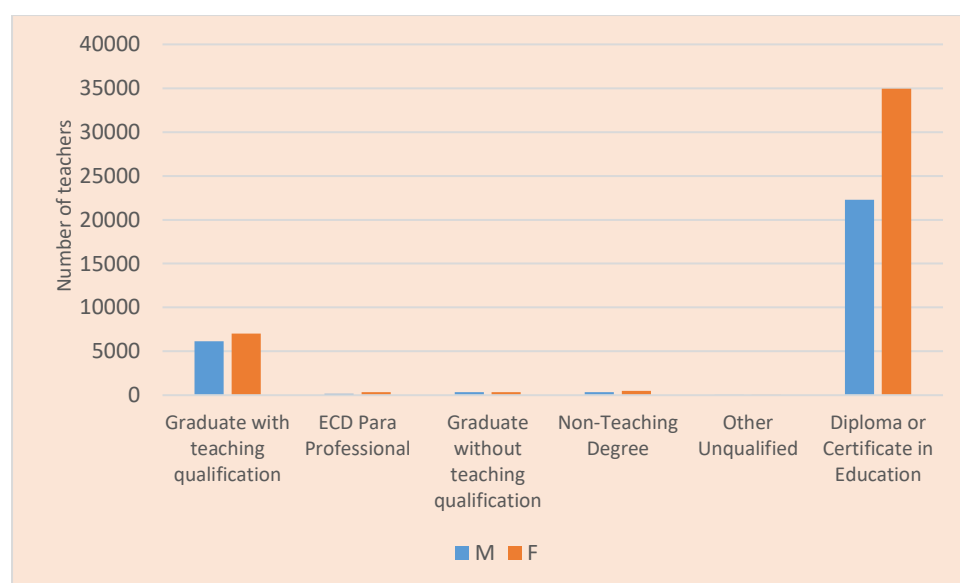


Figure 7.3: Distribution of Primary School Teachers by Qualification and Sex, Number, Zimbabwe 2018

At national level, 95.78 percent of the primary school teachers are employed as permanent Public Service Commission (PSC) teachers, and a very small proportion are employed on a PSC contract, with the rest as other, Table 7.12. For those primary school teachers with a diploma or certificate in Education, 96.98 percent of them are employed as permanent PSC teachers, the same applied to 94.54 percent of the graduates with teaching qualification. For those primary school teachers who hold non-teaching degrees 36.98 percent of them are employed under the other category, with also 27.29 percent of ECD para professionals being employed under this category.

Table 7.12: Primary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe 2018

Highest Qualifications	Permanent PSC			Contract PSC			Other			Grand Total
	M	F	T	M	F	T	M	F	T	
Graduate with teaching qualification	5894	6562	12456	33	39	72	213	435	648	13176
ECD Para Professional	140	225	365	2	6	8	35	105	140	513
Graduate without teaching qualification	304	276	580	20	10	30	34	50	84	694
Non-Teaching Degree	217	290	507	12	16	28	121	193	314	849
Other Unqualified	7	4	11		1	1	4	3	7	19
Diploma or Certificate in Education	21703	33827	55530	53	123	176	538	1017	1555	57261
Grand Total	28265	41184	69449	120	195	315	945	1803	2748	72512

Primary school teachers are well experienced with 63.18 percent of them having 10 or more years teaching experience, and 14.97 percent having less than five years' experience, Table 7.13.

Table 7.13: Primary School Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe 2018

Experience	Primary School Teachers, No.			% T
	M	F	T	
Less than one year	343	776	1119	1.54
1 years	465	1399	1864	2.57
2 years	343	743	1086	1.50
3 years	984	2200	3184	4.39
4 years	1176	2431	3607	4.97
5 years	968	1713	2681	3.70
6 years	506	1281	1787	2.46
7 years	766	1709	2475	3.41
8 years	1081	1748	2829	3.90
9 years	1318	1773	3091	4.26
10 years	1172	1716	2888	3.98
10 years and above	20175	25637	45812	63.18
Not Stated	33	56	89	0.12
Grand Total	29330	43182	72512	100

Whilst 64.54 percent of the primary school substantive teachers are females, the percentage of females is much lower for the most senior positions of head and deputy head, at 29.20 percent and 35.74 percent, respectively, Table 7.14. The highest proportion (70.55 percent) of the primary school teachers are senior teachers, of whom 63.16 percent are females. Teachers constitute 13.34 percent of whom 72.63 percent are females. ECD para professionals have the highest proportion of women at 92.97 percent.

Table 7.14: Primary School Teachers by Teacher Substantive Grade by Sex, Number and Percentage, Zimbabwe 2018

Substantive Grade	Primary School Teachers, No.			% Total	% F
	M	F	Grand Total		
Head	2505	1033	3538	4.04	29.20
Deputy Head	1706	949	2655	3.03	35.74
Senior Teacher	22767	39031	61798	70.55	63.16
Teacher	3198	8486	11684	13.34	72.63
Teacher in-Charge	294	1006	1300	1.48	77.38
Relief	53	100	153	0.17	65.36
Temporary	101	210	311	0.36	67.52
ECD Para Professional	433	5723	6156	7.03	92.97
Other	2	1	3	0.00	33.33
Grand Total	31059	56539	87598	100	64.54

7.5 Primary School Learner-Teacher Ratios

As mentioned earlier, the primary school LTR is within the recommended one of 40 at 38, with a close Learner Trained Teacher Ratio (LTTR) of 39, Table 7.15. The rural and urban LTR and LTTR are close.

Table 7.15: Primary School Teachers, Learner to Teacher Ratio by Location, Zimbabwe 2018

Location	Trained Teachers, No.	Total Teachers, No.	Learners, no.	LTR	LTTR
Rural	52758	54278	2047340	38	39
Urban	17679	18234	678630	37	38
Grand Total	70437	72512	2725970	38	39

Generally, primary school LTRs for most provinces are within the recommended ratio of 40. Bulawayo province has the lowest primary school Teacher LTR of 33 and Mashonaland Central province has the highest of 42, Table 7.16 and Figure 7.4. With regards to the LTTR, the same pattern prevails with Bulawayo and Mashonaland Central provinces having 35 and 43, respectively.

Table 7.16: Primary School Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe 2018

Province	Trained Teachers, No.	Total Teachers, No.	Primary School Learners, No.	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
Bulawayo	3143	3267	109392	33	35
Harare	6721	6918	278265	40	41
Manicaland	11325	11606	428775	37	38
Mashonaland Central	5889	6053	252790	42	43
Mashonaland East	7850	8010	294400	37	38
Mashonaland West	7806	8235	320947	39	41
Masvingo	10203	10307	364798	35	36
Matabeleland North	4072	4338	171222	39	42
Matabeleland South	3818	3914	148326	38	39
Midlands	9610	9864	357055	36	37
Grand Total	70437	72512	2725970	38	39

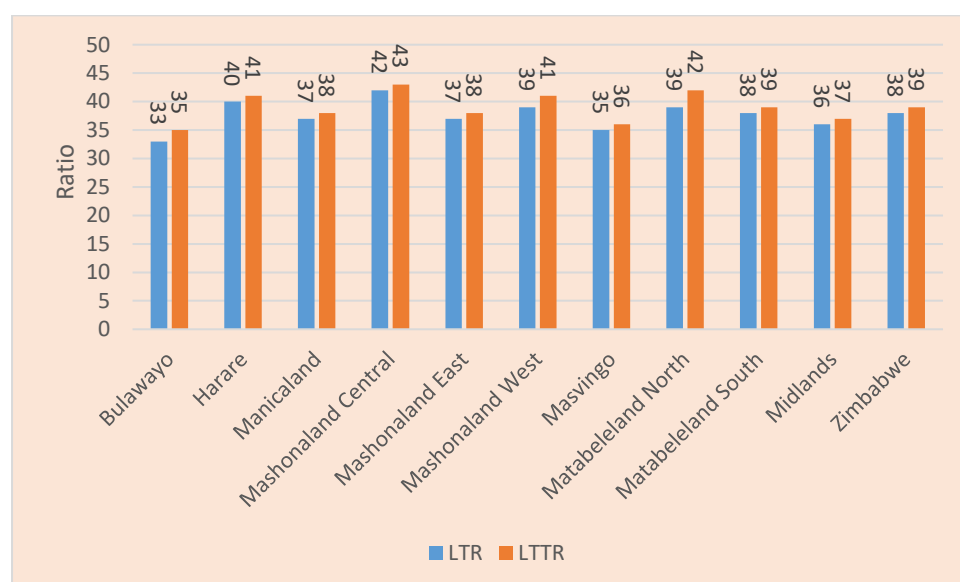


Figure 7.4: Distribution of Primary School Level Learner to Teacher Ratios by Province, Zimbabwe 2018

7.6 Secondary School (Form 1-6) Teachers

Matabeleland South province has the highest percentage of trained teachers (91.38 percent) and Mashonaland Central province the lowest of 80.96 percent at the secondary school level.

Table 1.17: Secondary School Teachers by Training and Province, Number and Percentage Zimbabwe 2018

Province	Secondary School Teachers (Form 1-6) , No.			% Trained
	Trained	Untrained	Grand Total	
Bulawayo	2285	429	2714	84.19
Harare	4709	1017	5726	82.24
Manicaland	6742	797	7539	89.43
Mashonaland Central	2641	621	3262	80.96
Mashonaland East	4493	817	5310	84.61
Mashonaland West	4259	766	5025	84.76
Masvingo	5063	840	5903	85.77
Matabeleland North	2280	336	2616	87.16
Matabeleland South	2099	198	2297	91.38
Midlands	4883	885	5768	84.66
Grand Total	39454	6706	46160	85.47

Of the 46 160-secondary school (Form 1-6) teachers, about three quarters (68 percent) of them teach in rural areas, Table 7.18. Women constitute 47.77 percent of the secondary school teachers, with a higher percentage for urban areas (55.42 percent) than rural ones (44.17 percent). At national level, 85.47 percent of the secondary school teachers are trained, with rural areas having a slightly higher percentage (86 percent) than urban areas (84.36 percent). There is gender parity in the proportion of trained teachers in rural areas, whilst in urban areas gender parity is in favour of female teachers.

Table 7.18: Secondary School Teachers by Training, Location and Sex, Number and Percentage, Zimbabwe 2018

Location	Secondary School Teachers (Form 1-6), No.									% Trained		
	Trained			Untrained			Grand Total					
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	14850	12142	26992	2672	1723	4395	17522	13865	31387	84.75	87.57	86.00
Urban	5190	7272	12462	1396	915	2311	6586	8187	14773	78.80	88.82	84.36
Grand Total	20040	19414	39454	4068	2638	6706	24108	22052	46160	83.13	88.04	85.47

Similarly, to primary school teachers, most of the secondary school teachers (85.47 percent), hold a diploma or certificate in Education (46.70 percent), or are graduates with a teaching qualification (38.77 percent), Table 7.17 and Figure 7.5. For these two levels of highest qualification female teachers constitute 51.06 percent and 46.97 percent, respectively. Women constitute lower proportions for all qualification categories, except for the graduates with diploma or certificate.

Table 7.19: Secondary School Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe 2018

Highest Qualification	Secondary School Teachers, No.			% Total	%F
	M	F	Grand Total		
Diploma or Certificate	10550	11008	21558	46.70	51.06
Graduate with Teaching Qualification	9490	8406	17896	38.77	46.97
Graduate without Teaching Qualification	3241	1954	5195	11.25	37.61
Other (unqualified)	827	684	1511	3.27	45.27
Grand Total	24108	22052	46160	100	47.77

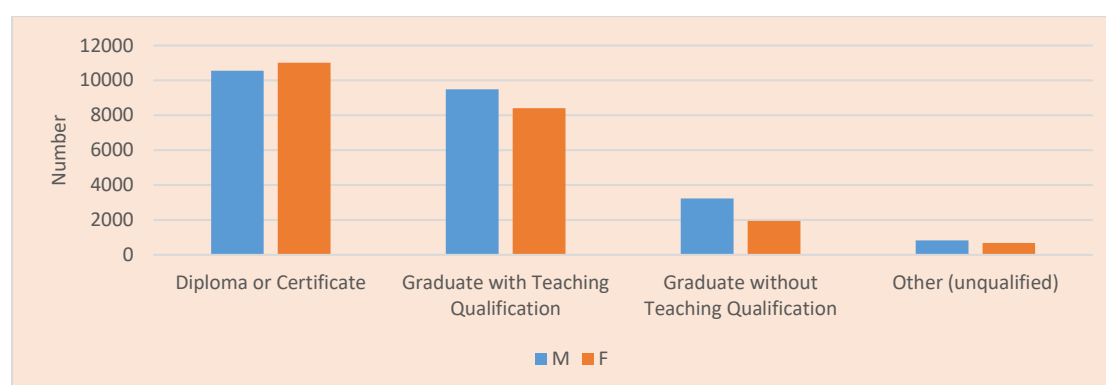


Figure 7.5: Distribution of Secondary Teachers by Qualification Status and Sex, Zimbabwe 2018

7.7 Secondary School Learner (Form 1-6) -Teacher Ratios

The secondary school LTR for rural and urban areas are 24 and 22, respectively. The Learner to Trained Teacher Ratio (LTTR) is 28 for rural areas and 26 for urban areas, Table 7.20.

Table 7.20: Secondary School (Form 1-6) Learner to Teacher Ratio by Location, Number, Zimbabwe 2018

Location	Teachers, No.		Learners, No.	LTR	LTTR
	Trained Teachers	Total Teachers			
Rural	26992	31387	756884	24	28
Urban	12462	14773	328944	22	26
Grand Total	39454	46160	1085828	24	28

Generally, secondary school LTRs for most provinces are below 26 and below. Bulawayo province has the secondary primary school Teacher LTR of 21 and Mashonaland Central province has the highest of 26, Table 7.21 and Figure 7.6. With regards to the LTTR, Bulawayo, Manicaland and Matabeleland North provinces have the lowest of 25 each and Mashonaland Central province the highest of 32.

Table 7.21: Secondary School (Form 1-6) Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe 2018

Province	Secondary School (Form 1-6) Teachers, No		Secondary Learners (Form 1- 6), No	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
	Trained Teachers	Total Teachers			
Bulawayo	2285	2714	56729	21	25
Harare	4709	5726	126364	22	27
Manicaland	6742	7539	169064	22	25
Mashonaland Central	2641	3262	84729	26	32
Mashonaland East	4493	5310	131428	25	29
Mashonaland West	4259	5025	121140	24	28
Masvingo	5063	5903	143459	24	28
Matabeleland North	2280	2616	57086	22	25
Matabeleland South	2099	2297	55253	24	26
Midlands	4883	5768	140576	24	29
Grand Total	39454	46160	1085828	24	28

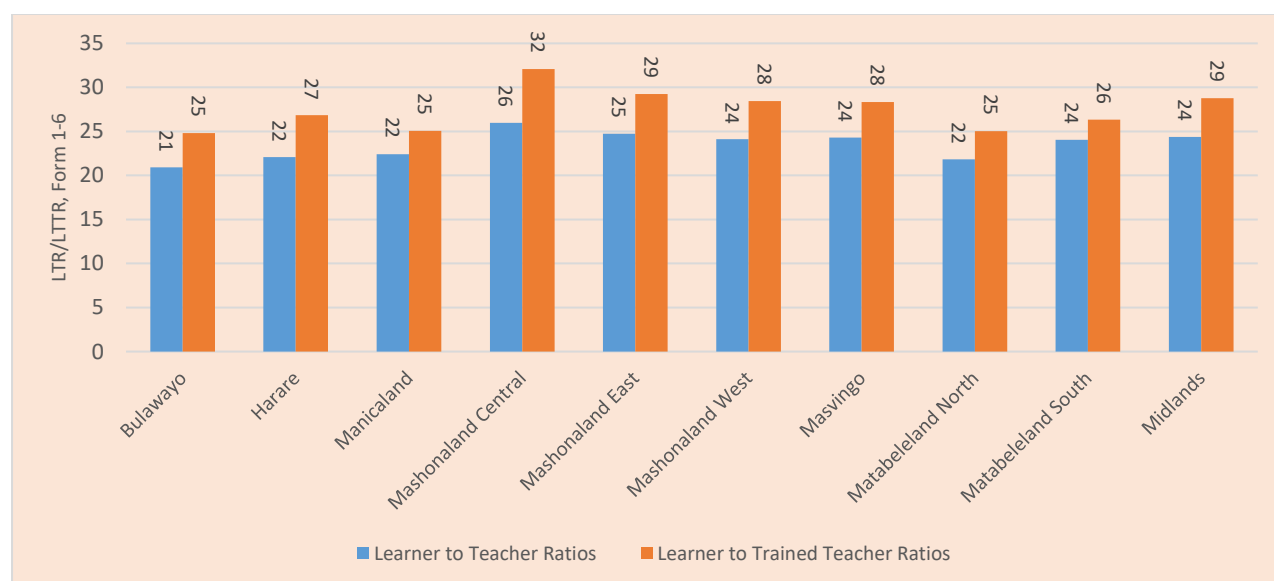


Figure 7.6: Distribution of Secondary School Teachers' Learner to Teacher Ratio, Zimbabwe 2018

At national level, 90.06 percent of the secondary school teachers are employed as permanent Public Service Commission (PSC) teachers, and a very small proportion are employed on a PSC contract, with the rest as other, Table 7.20. This pattern is similar for teachers with a diploma or certificate in Education, and for graduates with teaching qualification. For those secondary school teachers who hold non-teaching degrees and the unqualified ones about a fifth of them are employed under the other type of employment. For all types of employment there are more males than females, except for the other (unqualified).

Table 7.22: Secondary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe 2018

Highest Qualification	Secondary School Teachers (Form 1-6), Type of Employment, No.									
	Contract PSC			Permanent PSC			Other			Grand Total
	M	F	T	M	F	T	M	F	T	
Diploma or Certificate	50	27	77	9739	10489	20228	761	492	1253	21558
Graduate with Teaching Qualification	49	20	69	8502	7610	16112	939	776	1715	17896
Graduate without Teaching Qualification	52	22	74	2463	1605	4068	726	327	1053	5195
Other (unqualified)	10	10	20	613	550	1163	204	124	328	1511
Grand Total	161	79	240	21317	20254	41571	2630	1719	4349	46160

About half (50.18 percent) of the secondary school teachers have 10 or more years teaching experience, and 18 percent having less than five years' experience, Table 7.22.

Table 7.22: Secondary School Teachers by Teaching Experience, Number and Percentage, Zimbabwe 2018

Experience	Secondary School Teachers (Form 1-6)			%T
	M	F	T	
Less than one year	688	551	1239	2.68
1 years	719	661	1380	2.99
2 years	597	547	1144	2.48
3 years	1110	980	2090	4.53
4 years	1229	1228	2457	5.32
5 years	1482	1521	3003	6.51
6 years	1587	1828	3415	7.40
7 years	1196	1519	2715	5.88
8 years	1162	1297	2459	5.33
9 years	914	959	1873	4.06
10 years	580	592	1172	2.54
10 years and above	12826	10338	23164	50.18
Not Stated	18	31	49	0.11
Grand Total	24108	22052	46160	100

Whilst 47.77 percent of the secondary school substantive teachers are females, the percentage of females is much lower for the most senior positions of head and deputy head, at 16.41 percent and 26.16 percent, respectively, Table 7.23. The highest proportion (75.91 percent) of the secondary school teachers are senior teachers, of whom 49.56 percent are females. Teachers constitute 17.63 percent of whom 48.31 percent are females.

Table 7.23: Secondary School Teachers by Teacher Substantive Grade and Sex, Number and Percentage, Zimbabwe 2018

Substantive Grade	Secondary School Teachers, No.			% Total	% F
	M	F	Grand Total		
Head	1131	222	1353	2.93	16.41
Deputy Head	618	219	837	1.81	26.16
Senior Teacher	17676	17366	35042	75.91	49.56
Teacher	4206	3931	8137	17.63	48.31
Teacher in-Charge	297	198	495	1.07	40.00
Relief	45	35	80	0.17	43.75
Temporary	131	81	212	0.46	38.21
Other	4	0	4	0.01	0.00
Grand Total	24108	22052	46160	100	47.77

Chapter 8: Internal Efficiency in the Education System

8.1 Repetition

In Zimbabwe there is automatic promotion from ECD to Form 4 as Government policy. However, in exceptional circumstances, pupils can repeat a grade at the request of their parents and advice of the Ministry's Schools Psychological Services. Indicators used to measure repetition are the percentage of repeaters²⁶ in a grade/form or the Repetition Rate²⁷. The Repetition Rate measures the phenomenon of pupils from a cohort repeating a Grade and should ideally approach zero percent. A high percentage of repeaters or Repetition Rate reveals problems in the internal efficiency of the education system.

There are 25 243 primary school (including ECD) repeaters and 12 600 secondary school (Form 1-6) ones, with more males repeating than females since 2014, Table 8.1 and Figure 8.1. The percentage repeaters for primary and secondary schools are 0.75 percent and 1.16 percent, respectively. The percentage of repeaters has generally fallen since 2014 for both primary and secondary levels of education.

Table 8.1: Repeaters by Level of Education and Sex Trend, Number and Percentage , Zimbabwe 2014 to 2018

Year	Primary (including ECD)			Secondary (Form 1-6)			Grand Total	% repeaters Primary	% repeaters Secondary
	M	F	T	M	F	T			
2014	29917	23409	53326	10489	8690	19179	72505	1.77	1.97
2015	23818	17823	41641	10800	9425	20225	61866	1.32	1.97
2016	16228	13115	29343	10615	8086	18701	48044	0.91	1.76
2017	17852	13905	31757	8077	7578	15655	47412	0.96	1.46
2018	14356	10887	25243	6639	5961	12600	37843	0.75	1.16

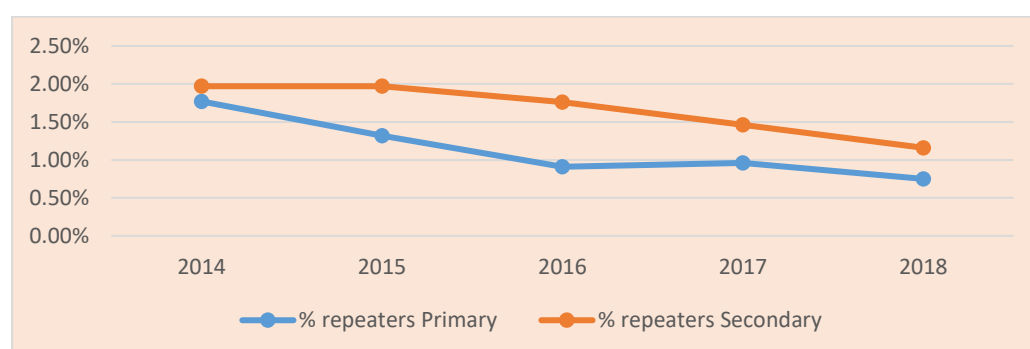


Figure 8.1: Percentage Repeaters by Level of Education , Zimbabwe 2014-2018

²⁶ Percentage repeaters is defined as repeaters in a grade/form divided by enrolment in that form in a year, expressed as a percentage.

²⁷ The Repetition Rate is defined as -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

The highest percentage repeaters is for Grade 1 (1.17 percent) and the lowest is for ECDB (0.33 percent) and this pattern is true for both sexes, Table 8.2 and Figure 8.2. From Grade 1, the percentage repeaters generally decrease with grade. Gender parity in percentage repeaters is in favour of females for all grades.

Table 8.2: Primary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Number and Percentage, Zimbabwe 2018

Grade	Repeaters, No.			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
ECD A	991	847	1838	143436	142360	285796	0.69	0.59	0.64	0.86
ECD B	612	535	1147	172774	170256	343030	0.35	0.31	0.33	0.89
Grade 1	3154	2246	5400	234000	227581	461581	1.35	0.99	1.17	0.73
Grade 2	2437	1796	4233	216166	213770	429936	1.13	0.84	0.98	0.75
Grade 3	1806	1382	3188	200442	198511	398953	0.90	0.70	0.80	0.77
Grade 4	1555	1145	2700	187742	186517	374259	0.83	0.61	0.72	0.74
Grade 5	1561	1272	2833	184032	182946	366978	0.85	0.70	0.77	0.82
Grade 6	1471	1096	2567	176365	175430	351795	0.83	0.62	0.73	0.75
Grade 7	769	568	1337	165792	168954	334746	0.46	0.34	0.40	0.72
Total	14356	10887	25243	1680749	1666325	3347074	0.85	0.65	0.75	0.76

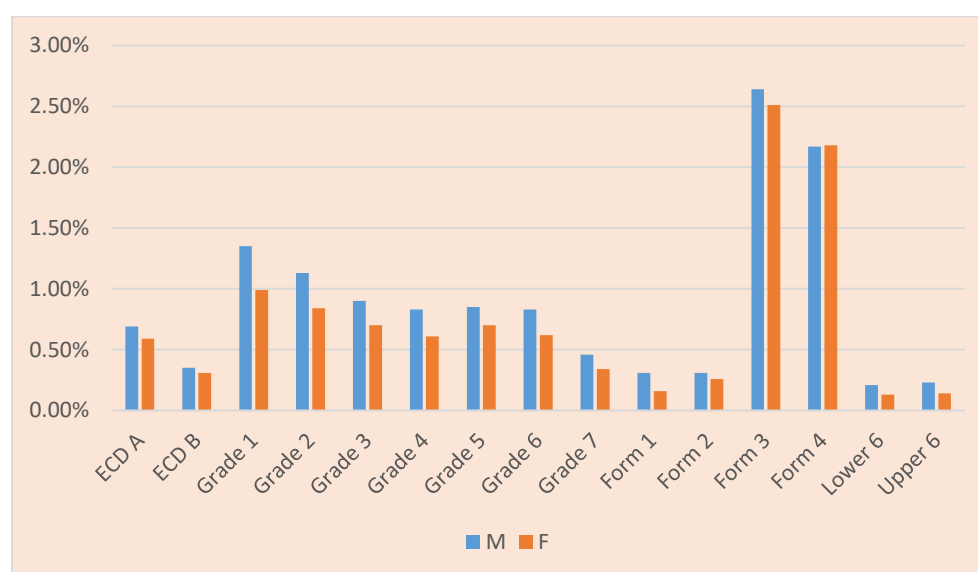


Figure 8.2: Percentage Repeaters by Grade and Sex, Primary Schools, Zimbabwe 2018

The percentage of repeaters from Form 1 peaks at Form 3 at 2.58 percent and declines thereafter, and this pattern is true for both sexes, Table 8.3. Form 4 also has a relatively high percentage of repeaters (2.17 percent). Gender parity is in favour of females in all grades, except for Form 4 where there is parity.

Table 8.3: Secondary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Zimbabwe 2018

Grade	Repeaters, No.			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
Form 1	416	216	632	132627	137295	269922	0.31	0.16	0.23	0.50
Form 2	394	345	739	127128	130680	257808	0.31	0.26	0.29	0.85
Form 3	3466	3212	6678	131174	127789	258963	2.64	2.51	2.58	0.95
Form 4	2251	2127	4378	103759	97793	201552	2.17	2.18	2.17	1.00
Lower 6	56	30	86	26542	23989	50531	0.21	0.13	0.17	0.59
Upper 6	56	31	87	24348	21881	46229	0.23	0.14	0.19	0.62
Grand Total	6639	5961	12600	545578	539427	1085005	1.22	1.11	1.16	0.91

Of all the repeaters (37 837), more than half (58.81 percent) are at primary school level, 7.89 percent are at ECD level, and a third (33.3 percent) are at secondary school level, Table 8.4. For all levels of education, Midlands province has the highest numbers and Bulawayo province the lowest.

Table 8.4: Repeaters by Level of Education, Sex and Province, Number, Zimbabwe 2018

Province	Repeaters, No.								
	ECD A and B			Grade 1-7			Form 1-6		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	42	41	83	229	145	374	371	412	783
Harare	102	76	178	351	226	577	908	833	1741
Manicaland	157	153	310	790	668	1458	503	479	982
Mashonaland Central	103	96	199	1192	834	2026	255	120	375
Mashonaland East	251	246	497	1763	1285	3048	843	592	1435
Mashonaland West	177	140	317	1563	1218	2781	494	418	912
Masvingo	202	179	381	1691	1384	3075	650	597	1247
Matabeleland North	200	140	340	1608	1129	2737	692	716	1408
Matabeleland South	64	47	111	652	412	1064	586	622	1208
Midlands	305	264	569	2909	2204	5113	1336	1172	2508
Grand Total	1603	1382	2985	12748	9505	22253	6638	5961	12599

At all levels of education Matabeleland North province has the highest percentage repeaters as follows; ECD- 0.80 percent; primary school (Grade 1-7) level -1.61 percent and secondary school (Form 1-6) level - 2.47 percent, Table 8.5 and Figure 8.3. Matabeleland South province has the lowest ECD percentage repeaters (0.27 percent), whilst Harare province has the lowest primary school (Grade 1-7) percentage repeaters, and Mashonaland Central province the lowest Form 1-6 one of 0.44 percent. Gender parity is in favour of girls, except in Manicaland province where there is parity at ECD and secondary school levels.

Table 8.5: Percentage Repeaters by Level of Education, Sex and Province , Zimbabwe 2018

Province	ECD A and B			Grade 1-7			Form 1-6		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	0.37	0.36	0.36	0.42	0.26	0.34	1.37	1.39	1.38
Harare	0.52	0.41	0.47	0.25	0.16	0.21	1.46	1.30	1.38
Manicaland	0.29	0.29	0.29	0.37	0.31	0.34	0.57	0.59	0.58
Mashonaland Central	0.33	0.31	0.32	0.94	0.67	0.80	0.58	0.30	0.44
Mashonaland East	0.69	0.68	0.68	1.19	0.88	1.04	1.24	0.93	1.09
Mashonaland West	0.50	0.40	0.45	0.97	0.77	0.87	0.78	0.72	0.75
Masvingo	0.43	0.39	0.41	0.92	0.76	0.84	0.89	0.85	0.87
Matabeleland North	0.95	0.66	0.80	1.88	1.33	1.61	2.65	2.31	2.47
Matabeleland South	0.31	0.23	0.27	0.88	0.56	0.72	2.30	2.09	2.19
Midlands	0.76	0.67	0.71	1.64	1.24	1.44	1.92	1.65	1.78
Grand Total	0.51	0.44	0.47	0.93	0.70	0.82	1.22	1.11	1.16

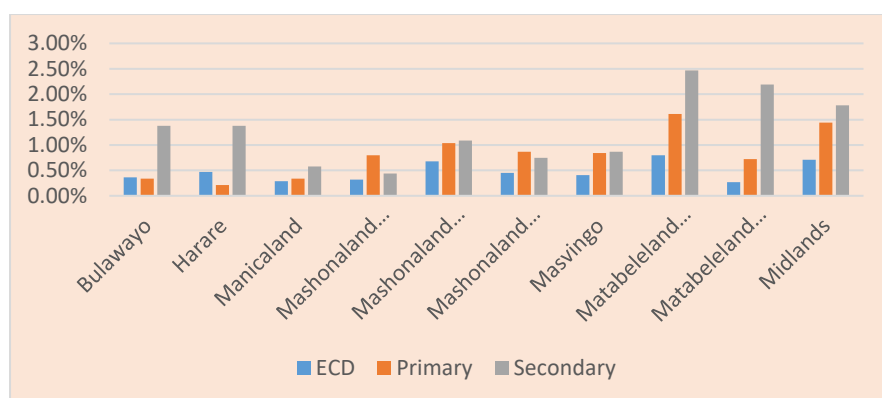


Figure 8.3: Percentage Repeaters by Level of Education and Province, Zimbabwe 2018

8.2 Dropouts

There are 20 400 dropouts at primary school level (including ECD) and 37 081 at the secondary school level. The secondary school (Form 1-6) percentage dropouts²⁸ is higher than the primary school one at 3.41 percent and 0.61 percent, respectively, Table 8.6. The primary school percentage dropouts which slightly rose in 2015 has declined since then, with the secondary percentage dropouts generally following the same pattern, Figure 8.4. There are more male dropouts than female ones at primary school level, with the opposite being true at secondary school level.

²⁸ Percentage dropouts is defined as dropouts in a grade/form divided by enrolment in that form in a year , expressed as a percentage.

Table 8.6: Dropouts Trends by Level of Education, Number and Percentage, Zimbabwe 2014 to 2018

Year	Primary			Secondary			Grand Total	% Dropouts Primary	% Dropouts Secondary
	M	F	T	M	F	T			
2014	15316	13982	29298	14498	17800	32298	61596	0.95	3.30
2015	16905	14882	31787	19534	23810	43344	75131	1.00	4.22
2016	15588	13715	29303	18174	21468	39642	68945	0.90	3.72
2017	14941	12708	27649	19687	23272	42959	70608	0.84	3.99
2018	11070	9330	20400	16423	20658	37081	57481	0.61	3.41

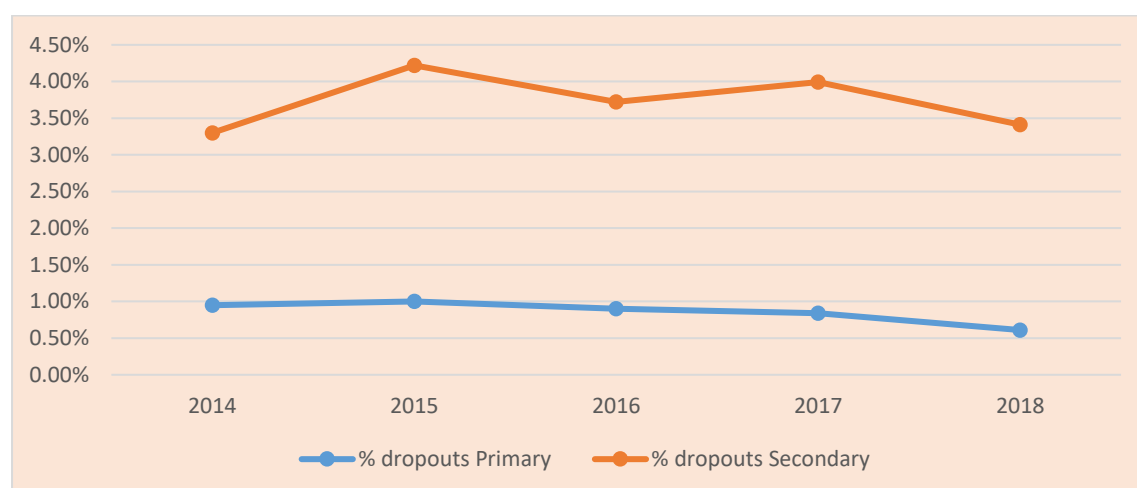


Figure 8.4: Percentage Dropout by Level of Education, Zimbabwe 2014-2018

The main reasons for dropping out of primary school are absconding (45.10 percent) and financial reasons (32.93 percent), Table 8.7 and Figure 8.5. In addition, 5.66 percent of the primary school learners died, and the 3.15 percent were ill. There are more females than males who dropped out of school because of marriage (94.37 percent), pregnancy (82.78 percent) and illness (50.16 percent). More males than females dropped out of school because of absconding, financial reasons, death and expulsion.

Table 8.7: Primary School Dropouts by Reasons, Number and Percentage, Zimbabwe 2018.

Reason	Dropouts, No.			% Female	% Total
	M	F	Grand Total		
Absconded	5230	3970	9200	43.15	45.10
Death	651	503	1154	43.59	5.66
Expulsion	61	51	112	45.54	0.55
Illness	320	322	642	50.16	3.15
Marriage	13	218	231	94.37	1.13
Other	1195	969	2164	44.78	10.61
Pregnancy	31	149	180	82.78	0.88
Financial	3569	3148	6717	46.87	32.93
Grand Total	11070	9330	20400	45.74	100

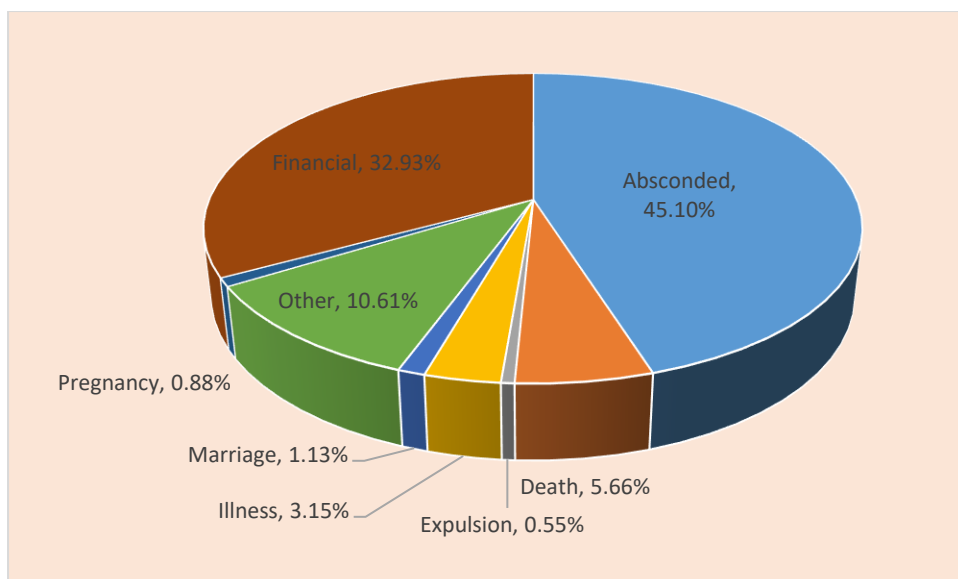


Figure 8.5: Primary School Level Percentage Dropout by Reason, Zimbabwe 2018

The main reasons for dropping out of secondary school are financial reasons (46.57 percent) and absconding (27.80 percent), Table 8.8 and Figure 8.6. The proportion absconding was higher at primary school level than at the secondary school one. Secondary school learners are likely to drop out of school for financial reasons more than primary school ones. In addition, at secondary school level, 10.34 percent of the learners dropped out of school for marriage reasons and 7.85 percent for pregnancy- both these proportions are higher than that at primary level. Lower proportions dropped out of secondary school due to expulsion, death or illness when compared with the primary school level of education. Similarly, as at primary school level, more females than males dropped out of secondary school because of pregnancy (98.25 percent), marriage (92.75 percent), and illness (58.56 percent). More males than females dropped out of secondary school because of financial reasons, absconding, death and expulsion.

Table 8.8: Secondary School Dropouts by Reason, Number and Percentage, Zimbabwe 2018

Reason	Dropouts, No.			% Female	% Total
	M	F	Grand Total		
Absconded	5560	4749	10309	46.07	27.80
Death	308	246	554	44.40	1.49
Expulsion	95	47	142	33.10	0.38
Illness	167	236	403	58.56	1.09
Marriage	278	3558	3836	92.75	10.34
Other	869	786	1655	47.49	4.46
Pregnancy	51	2861	2912	98.25	7.85
Financial	9095	8175	17270	47.34	46.57
Grand Total	16423	20658	37081	55.71	100.00

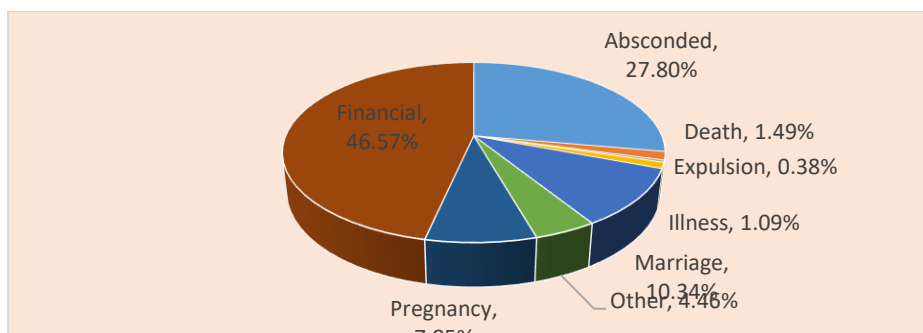


Figure 8.6: Secondary Level Percentage Dropout by Reason, Zimbabwe 2018

8.3 Promotion, Repetition and Dropout Rates

Table 8.9 presents the enrolments for 2017 and 2018 and repeaters for 2018 and promotions for 2017.

Table 8.9: Enrolments, Repeaters and Promotion by Grade/ Form, Number, Zimbabwe 2017 and 2018

Grade / Form	Enrolment 2017			Enrolment 2018			Repetition 2018, No.			Promotion 2017, No.		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Grade 1	227688	223201	450889	234000	227581	461581	3154	2246	5400	213729	211974	425703
Grade 2	204941	201142	406083	216166	213770	429936	2437	1796	4233	198636	197129	395765
Grade 3	194937	190518	385455	200442	198511	398953	1806	1382	3188	186187	185372	371559
Grade 4	186836	184584	371420	187742	186517	374259	1555	1145	2700	182471	181674	364145
Grade 5	180600	177828	358428	184032	182946	366978	1561	1272	2833	174894	174334	349228
Grade 6	178655	179493	358148	176365	175430	351795	1471	1096	2567	165023	168386	333409
Grade 7	167628	169322	336950	165792	168954	334746	769	568	1337	132211	137079	269290
Total Primary	1341285	1326088	2667373	1364539	1353709	2718248	12753	9505	22258	1253151	1255948	2509099
Form 1	130938	134880	265818	132627	137295	269922	416	216	632	126734	130335	257069
Form 2	127385	129380	256765	127128	130680	257808	394	345	739	127708	124577	252285
Form 3	123493	119160	242653	131174	127789	258963	3466	3212	6678	101508	95666	197174
Form 4	109088	106101	215189	103759	97793	201552	2251	2127	4378	26486	23959	50445
Total 1-4	490904	489521	980425	494688	493557	988245	6527	5900	12427	382436	374537	756973
Lower 6	25391	22796	48187	26542	23989	50531	56	30	86	24292	21850	46142
Upper 6	24967	20783	45750	24348	21881	46229	56	31	87	15000	15000	30000
Total 5-6	50358	43579	93937	50890	45870	96760	112	61	173	39292	36850	76142
Total Secondary	541262	533100	1074362	545578	539427	1085005	6639	5961	12600	421728	411387	833115

The highest Dropout Rate^{29: 30} is when learners move to Form 5 (74.52 percent); followed by when they move to Form 6 (21.52 percent); to Form 1 (19.68 percent), and to Form 4 (15.99 percent), Table 8.10 and Figure 8.8. As mentioned earlier, at form 4 level, learners write 'O' level examinations, with just over a fifth (23.44 percent) proceeding to Form 5 in 2017 to 2018 and others enrolling into tertiary institutions or joining the labour market. From Form 2 to Form 5, females have higher Dropout Rates

²⁹ The Dropout Rate is defined as the 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.

³⁰ Note that the Promotion Rate, Repetition and Dropout Rates add to 100 percent.

than males, with opposite being true from Grade 2 to Form 1. This is reflected in higher female Promotion Rates³¹ from Grade 2 to Form 1, Figure 8.7.

Table 8.10: Promotion, Repetition and Dropout Rates by Grade, Zimbabwe 2017 and 2018

	Promotion 2017 to 2018			Repetition 2017			Dropout 2017		
	M	F	T	M	F	T	M	F	T
To Grade 2	93.9	95.0	94.41	1.4	1.0	1.20	4.7	4.0	4.39
To Grade 3	96.9	98.0	97.46	1.2	0.9	1.04	1.9	1.1	1.50
To Grade 4	95.5	97.3	96.39	0.9	0.7	0.83	3.6	2.0	2.78
To Grade 5	97.7	98.4	98.04	0.8	0.6	0.73	1.5	1.0	1.23
To Grade 6	96.8	98.0	97.43	0.9	0.7	0.79	2.3	1.2	1.78
To Grade 7	92.4	93.8	93.09	0.8	0.6	0.72	6.8	5.6	6.19
To Form 1	78.9	81.0	79.92	0.5	0.3	0.40	20.7	18.7	19.68
To Form 2	96.8	96.6	96.71	0.3	0.2	0.24	2.9	3.2	3.05
To Form 3	100.3	96.3	98.26	0.3	0.3	0.29	-0.6	3.4	1.46
To Form 4	82.2	80.3	81.26	2.8	2.7	2.75	15.0	17.0	15.99
To Form 5	24.3	22.6	23.44	2.1	2.0	2.03	73.7	75.4	74.52
To Form 6	95.7	95.9	77.21	0.2	0.1	1.27	4.1	4.0	21.52

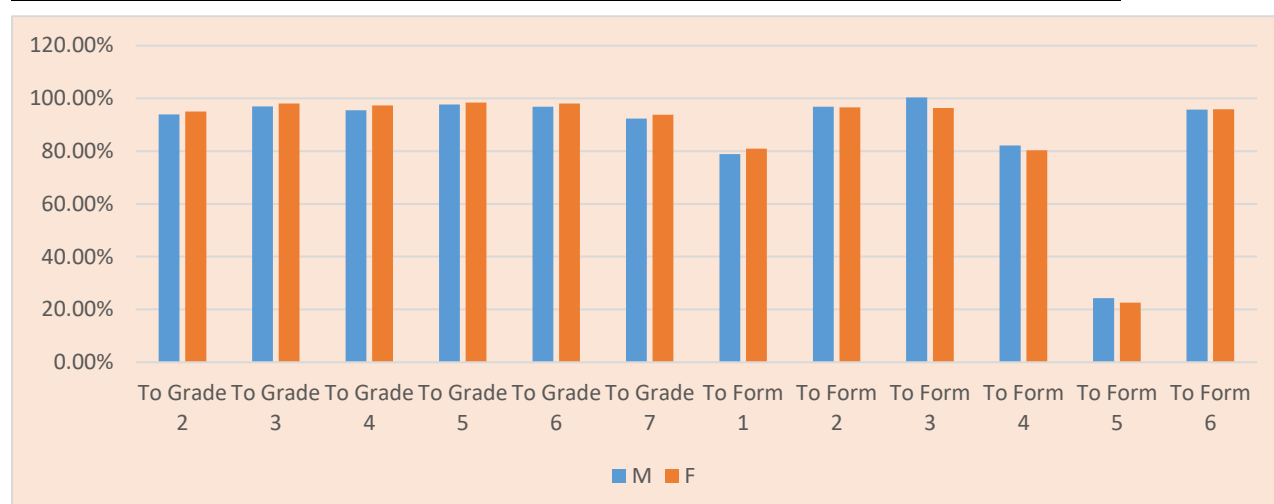


Figure 8.7: Promotion Rate by Grade and Sex, Percentage, Zimbabwe 2018

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.

³¹ The Promotion Rate is defined as the number of pupils who advance to the next stage, in a cycle of schooling, at the terminal point in a level of education, expressed as a percentage of the total enrolment of the previous grade or stage of schooling. Note: Repeaters are excluded from the level where pupils are moving. Purpose: It is used to assess the capacity of the school system to retain pupils in schools i.e. efficiency

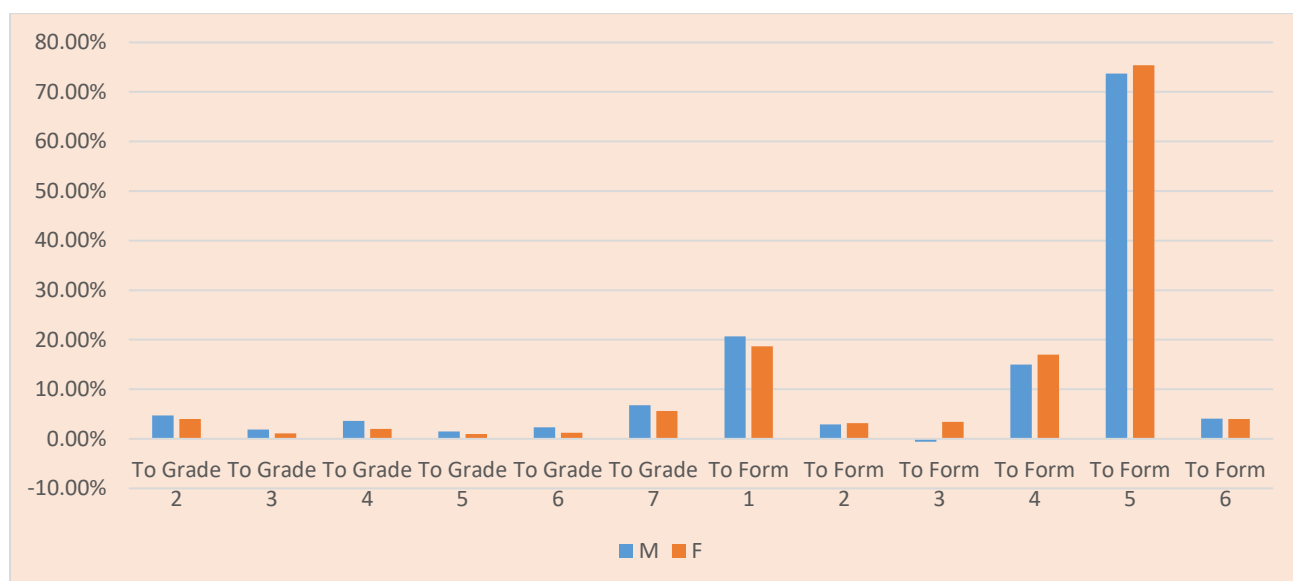


Figure 8.8: Dropout Rate by Grade and Sex, Zimbabwe 2018

The Transition Rate³² from Grade 7 to Form 1 is 78.65 percent, with gender parity. For Form 4 to Form 5 the Transition Rate is 23.44 percent, with gender parity in favour of males. The Transition Rate from Grade 7 to Form 1 has remained stable since 2014, Table 8.11, whilst that from Form 4 to 5 has generally increased during the same period.

Table 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex and GPI, Percentage, Zimbabwe 2014 to 2015 to 2017 to 2018

	Transition Rate, %			GPI	Transition Rate, %			GPI
Years	From Grade 7 to Form 1				From Form 4 to Lower 6			
	M	F	T		M	F	T	
2014 to 2015	78.59	80.39	79.48	1.02	21.32	18.69	20.05	0.88
2015 to 2016	80.27	81.16	80.72	1.01	24.08	21.30	22.73	0.88
2016 to 2017	77.88	79.41	78.65	1.02	23.18	21.41	22.31	0.92
2017 to 2018	78.87	80.96	79.92	1.03	24.28	22.58	23.44	0.93

8.4 Survival Rates

Survival Rates³³ for the primary school level shows that the retention of learners is decreasing with grade from 95.56 percent as learners move to Grade 2 to 83.21 percent when they move to Grade 7, with gender parity at to Grades 2 and to Grade 4, and with parity in favour of females for the rest of the grades, Table 8.13 and Figure 8.8.

³² The Transition Rate is defined as -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.

³³The Survival Rate is defined as- 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.

Table 8.13: Survival Rates for Primary School by Grade and Sex, Zimbabwe 2018

Grade	Survival Rate, %		
	M	F	T
To Grade 2	95.19	95.94	95.56
To Grade 3	93.37	94.87	94.11
To Grade 4	90.02	92.98	91.48
To Grade 5	88.65	92.09	90.34
To Grade 6	86.60	90.93	88.73
To Grade 7	80.67	85.83	83.21

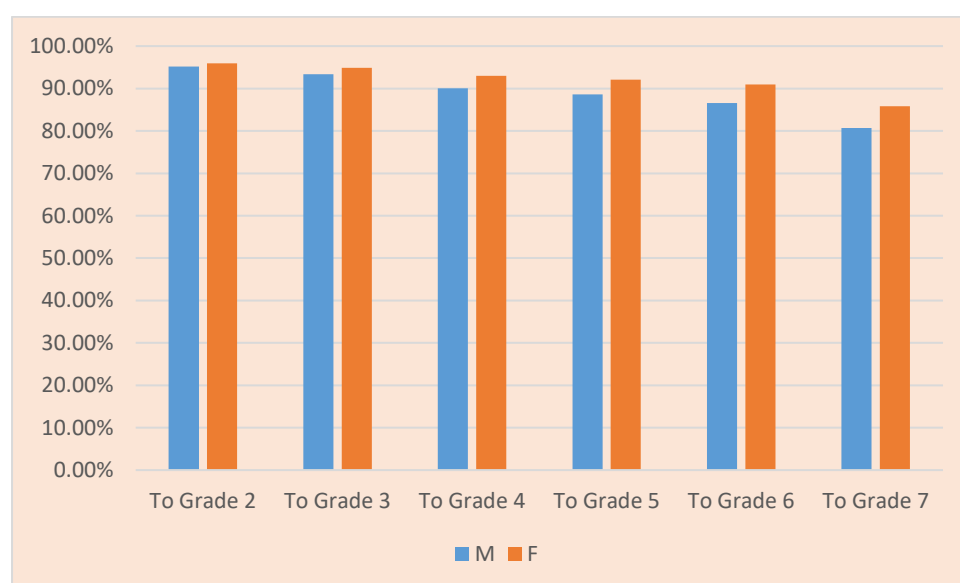


Figure 8.9: Primary School Survival Rate by Grade, Zimbabwe 2018

Survival Rates for secondary schools show that the retention of learners is decreasing with form from 94.94 percent when learners move to Form 2 to 19.23 percent when they move to Lower 6 and 18.46 percent to Upper 6, with gender parity in favour of males at all levels, except at the stage when they move to Form 2, Table 8.14 and Figure 8.10.

Table 8.14: Survival Rates for Secondary School by Form and Sex, Percentage, Zimbabwe 2018

Form	Survival Rate, %		
	M	F	T
To Form 2	97.10%	96.79%	96.94%
To Form 3	97.65%	93.44%	95.52%
To Form 4	82.60%	77.11%	79.83%
To Form 5	20.62%	17.89%	19.23%
To Form 6	19.78%	17.18%	18.46%

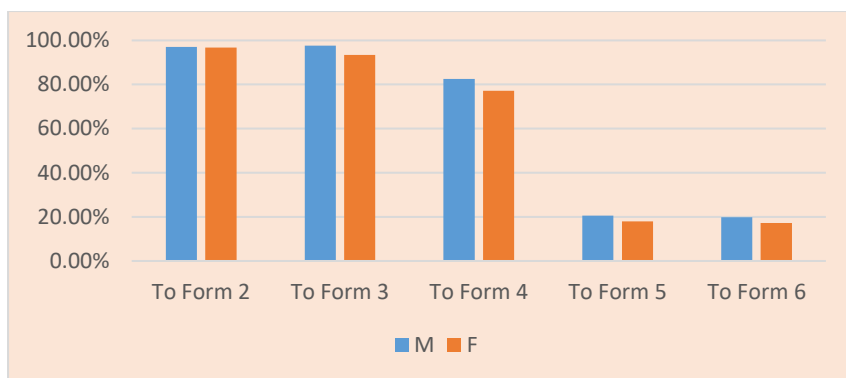


Figure 8.10: Secondary School Survival Rate by Form, Zimbabwe 2018

The 2018 Form 4 Survival rate of 79.83 percent (Female – 77.11: male- 82.60) is much lower than the target Survival Rate Form 4 (For those entering Form 1) from the 2015-2020 ESSP of 87 percent (females – 84 percent : males – 90 percent).

8.5 Completion Rate

The Completion Rate³⁴ decreases, with the level of education, Table 8.15. At ECD level the Completion Rate is 92.29 percent, with gender parity. The Completion Rate increased from 2014 to 2017 but marginally fell in 2018, with the same trend for both females and males.

At primary school level the Completion Rate is 77.57 percent, with gender parity in favour of females. However, for the other years there was gender parity. The Completion Rate increased from 2014 to 2015 and started decreasing in 2016 up to 2018, with a similar pattern for both females and males.

The 2018 Primary Completion Rate of 77.57 percent (Female – 78.96: male- 76.20 percent) is lower than the Primary Completion Rate from the 2015-2020 ESSP of 82 percent, with gender parity. However, according to the ZimStats Multiple Indicator Survey (MICS) , 2014, the primary school Completion Rate was almost universal at 98.9 percent. The low Completion Rate from EMIS is probably due to the bulge in the estimated population aged 12 years noted earlier in Chapter 2 which has the effect of lowering the completion rates at Grade 7 level.

³⁴ The Completion Rate is calculated as follows -The number of persons in the relevant age group who have completed the last grade of the given level of education is expressed as a percentage of the total population (in the survey sample) of the same age group. The completion rate indicates how many persons in a given age group have completed primary, lower secondary, or upper secondary education. It indicates how many children and adolescents enter school on time and progress through the education system without excessive delays.

Table 8.15: Completion Rate by Level of Education and Sex Trend, Percentage, Zimbabwe 2014-2018

Year	Completion Rate , %											
	ECD			Primary			Lower Secondary			Upper Secondary		
	M	F	T	M	F	T	M	F	T	M	F	T
2014	75.67	75.06	75.36	76.73	77.78	77.25	66.08	62.28	64.19	12.54	9.44	10.96
2015	84.45	83.61	84.03	78.71	80.78	79.73	67.27	64.08	65.68	14.33	10.83	12.54
2016	90.17	89.82	90.00	78.88	80.24	79.56	66.79	64.53	65.67	14.53	11.18	12.82
2017	94.12	93.25	93.68	77.74	79.83	78.78	68.06	66.65	67.35	16.61	13.29	14.92
2018	92.68	91.91	92.29	76.20	78.96	77.57	64.76	61.47	63.12	16.04	13.88	14.94

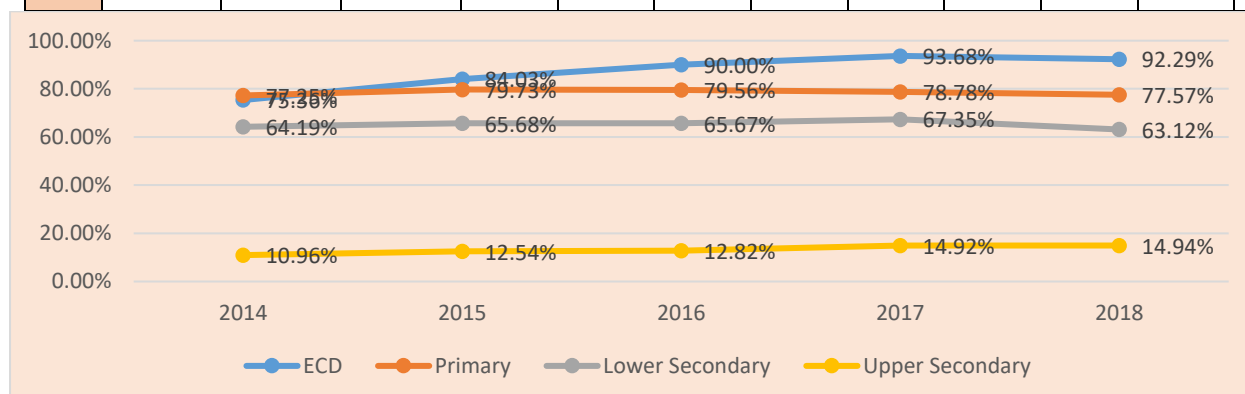


Figure 8.11: Completion Rate by Level of Education Trend, Percentage, Zimbabwe 2014-2018

At lower secondary level the Completion Rate is 63.12 percent, with gender parity in favour of males. The Completion Rate generally increased from 2014 to 2017, then decreased in 2018, with a similar trend for both sexes. There was gender parity in favour of males, except 2016 and 2017 when there was parity. The 2018 lower secondary Completion Rate of 63.12 percent (Female – 61.47: male- 64.76) is lower than the lower secondary Completion Rate from the 2015-2020 ESSP of 67 percent (females – 66 percent : males – 67 percent)

The Completion Rate at the upper secondary level is 14.94 percent. Upper secondary Completion Rates have been increasing since 2014, with gender parity in favour of males. The increasing trend of Completion rates is true for both sexes.

8.5.1 ECD Completion Rate

Manicaland province has the highest Completion Rate of 106.31 percent and Harare the lowest of 53.75 percent at ECD level, Table 8.16. A Completion Rate of more than 100 percent reflects the joining in of learners, who were not at the entry level. There is gender parity in the Completion Rate in all provinces, except Harare and Matabeleland South provinces where it is in favour of males and Matabeleland North province where it is in favour of females.

Table 8.16: ECD Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe 2018

Province	Enrolment ECD B less Repeaters			Population Aged 5			Completion Rate, %			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	6269	6350	12619	7370	7528	14898	85.06	84.35	84.70	0.99
Harare	13239	12637	25876	23834	24311	48145	55.55	51.98	53.75	0.94
Manicaland	28126	27974	56100	26569	26199	52768	105.86	106.77	106.31	1.01
Mashonaland Central	16765	16518	33283	17461	16977	34438	96.01	97.30	96.65	1.01
Mashonaland East	19384	19185	38569	19358	18878	38236	100.13	101.63	100.87	1.01
Mashonaland West	19414	19089	38503	21228	20830	42058	91.45	91.64	91.55	1.00
Masvingo	25373	24896	50269	23909	23828	47737	106.12	104.48	105.31	0.98
Matabeleland North	10863	11101	21964	11555	11376	22931	94.01	97.58	95.78	1.04
Matabeleland South	10429	10178	20607	10472	10605	21076	99.59	95.98	97.77	0.96
Midlands	21921	21481	43402	23594	23795	47389	92.91	90.28	91.59	0.97
Total	171783	169409	341192	185350	184328	369678	92.68	91.91	92.29	0.99

8.5.2 Primary School Completion Rate

Bulawayo province has the highest Completion Rate of 84.31 percent and Harare province the lowest of 69.14 percent at primary school level, Table 8.17. In Bulawayo and Harare provinces, a greater proportion of males than females are completing primary school. In Manicaland and Mashonaland West provinces there is gender parity in Completion Rates. For the rest of the provinces gender parity is in favour of females.

Table 8.17: Primary Completion Rate by Sex and Province, Number and Percentage, Zimbabwe 2018

Province	Enrolment Grade 7 less Repeaters			Population Aged 12			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	6783	7114	13897	7893	8590	16483	85.93	82.82	84.31	0.96
Harare	17458	17988	35446	24567	26699	51266	71.06	67.37	69.14	0.95
Manicaland	25537	25563	51100	31816	31053	62869	80.26	82.32	81.28	1.03
Mashonaland Central	14712	14931	29643	20549	20010	40559	71.60	74.62	73.09	1.04
Mashonaland East	18594	18628	37222	23494	22652	46145	79.15	82.24	80.66	1.04
Mashonaland West	20230	19884	40114	25547	24686	50232	79.19	80.55	79.86	1.02
Masvingo	21239	22004	43243	27508	26611	54119	77.21	82.69	79.90	1.07
Matabeleland North	10678	11136	21814	14082	13512	27594	75.83	82.42	79.05	1.09
Matabeleland South	9032	9260	18292	12470	11667	24137	72.43	79.37	75.78	1.10
Midlands	20760	21878	42638	28628	27785	56413	72.52	78.74	75.58	1.09
Total	165023	168386	333409	216553	213265	429818	76.20	78.96	77.57	1.04

At lower secondary school level, Mashonaland East province has the highest Completion Rate of 75.48 percent, with gender parity and Matabeleland South province the lowest of 52.92 percent, Table 8.18. Most provinces have gender parity in favour of males, except Matabeleland North, Matabeleland South and Midlands provinces with gender parity in favour of females.

8.5.3 Secondary School Completion Rate

Table 8.18: Lower Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe 2018

Province	Enrolment less Repeaters			Population Aged 16			Completion Rate, %			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	5398	5888	11286	7255	9166	16422	74.40	64.24	68.73	0.86
Harare	12020	12363	24383	20014	25809	45823	60.06	47.90	53.21	0.80
Manicaland	16212	13901	30113	22571	21095	43666	71.83	65.90	68.96	0.92
Mashonaland Central	7865	6699	14564	13791	12489	26280	57.03	53.64	55.42	0.94
Mashonaland East	13244	11478	24722	17389	15364	32753	76.16	74.70	75.48	0.98
Mashonaland West	11758	10008	21766	17670	17086	34756	66.54	58.57	62.62	0.88
Masvingo	13092	12224	25316	19034	18537	37571	68.78	65.94	67.38	0.96
Matabeleland North	4558	5248	9806	9487	8604	18090	48.05	61.00	54.21	1.27
Matabeleland South	4513	5258	9771	9721	8744	18465	46.42	60.13	52.92	1.30
Midlands	12848	12599	25447	19816	18749	38565	64.83	67.20	65.98	1.04
Total	101508	95666	197174	156749	155642	312392	64.76	61.47	63.12	0.95

At upper secondary school level, Bulawayo province has the highest Completion Rate of 19.52 percent and Matabeleland North province the lowest of 8.22 percent, Table 8.19. Most provinces have gender parity in favour of males, except in Mashonaland East province where there is gender parity and in Matabeleland North and Matabeleland South provinces where gender parity is in favour of females.

Table 8.19: Upper Secondary Completion Rate by Sex, GPI and Province, Number and Province, Zimbabwe 2018

Province	Enrolment less Repeaters			Population Aged 18			Completion Rate, %			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	1559	1924	3483	7633	10210	17843	20.42	18.84	19.52	0.92
Harare	4725	4553	9278	20566	29222	49787	22.97	15.58	18.64	0.68
Manicaland	3815	3230	7045	20711	19612	40323	18.42	16.47	17.47	0.89
Mashonaland Central	1399	1089	2488	13757	12741	26499	10.17	8.55	9.39	0.84
Mashonaland East	2461	2307	4768	15995	14532	30527	15.39	15.88	15.62	1.03
Mashonaland West	2149	1604	3753	17722	17189	34911	12.13	9.33	10.75	0.77
Masvingo	3550	2712	6262	16835	17126	33960	21.09	15.84	18.44	0.75
Matabeleland North	737	755	1492	9457	8703	18160	7.79	8.67	8.22	1.11
Matabeleland South	943	1116	2059	9319	8307	17627	10.12	13.43	11.68	1.33
Midlands	2954	2560	5514	19467	19789	39256	15.17	12.94	14.05	0.85
Total	24292	21850	46142	151463	157431	308894	16.04	13.88	14.94	0.87

Chapter 9: Facilities

This chapter analysis provision of and access to various school infrastructure and services namely: classrooms, access to electricity, Water and Sanitation Hygiene (WASH) facilities; access to water; health and feeding; sporting and specialist facilities; Information Communication Technology (ICT), computers access, use and connectivity; and seating and writing places.

9.1 Classrooms

A classroom is defined as a discrete room for formal instruction³⁵. The recommended learner to classroom ratios are as follows : ECD- 20:1; primary -40:1 and secondary- 30:1. At all levels of education, Learner to Classroom Ratios (LCR) are above the recommended levels, reflecting the need to improve on classroom infrastructure, Table 9.1. ECD has a LCR of 64, which has been decreasing since 2014. The primary school LCR is 45 and it has remained the same since 2014. Secondary school LCR is 39, declining from its level of 44 in 2014. The number of classrooms increased between 2014 and 2018, by 3 887 for ECD, 1 638 for primary schools and 5 152 for secondary schools.

Table 9.1: ECD, Primary and Secondary Classrooms, Enrolment and Learner to Classroom Ratio Trend, Number, Zimbabwe 2014-2018

Year	Classrooms, No.			Enrolment			Learner to Classroom Ratio		
	ECD	Primary	Secondary	ECD	Primary	Secondary	ECD LCR	Primary LCR	Secondary LCR
2014	5884	58556	22437	427826	2658690	979644	73	45	44
2015	7163	59645	26597	517950	2658415	1026984	72	45	39
2016	8116	58857	25719	580365	2662010	1064804	72	45	41
2017	9142	59288	25799	623981	2676485	1075325	68	45	42
2018	9771	60294	27589	628826	2725970	1085828	64	45	39

Mashonaland Central province has the highest ECD LCR (91), which is more the four times the recommended size and Bulawayo province the lowest (41) which is double the recommended size, Table 9.2.

³⁵ Ministry of Primary and Secondary Education, 2016; 2016 Annual Statistical Report, Harare

Table 9.2: ECD Enrolments, Number of Classrooms and Learner to Classroom Ratio (LCR) by Province, Number, Zimbabwe 2018

Province	ECD Classrooms, No.	Enrolment	Learner to Classroom Ratio
Bulawayo	557	22935	41
Harare	881	38072	43
Manicaland	1549	106533	69
Mashonaland Central	686	62138	91
Mashonaland East	1250	72594	58
Mashonaland West	1175	70814	60
Masvingo	1317	92887	71
Matabeleland North	545	42348	78
Matabeleland South	609	40644	67
Midlands	1202	79861	66
Grand Total	9771	628826	64

At primary school level, Harare province has the highest LCR (59) and Matabeleland South province the lowest (37), Table 9.3. The latter province is the only one within the recommended size of 40.

Table 9.3: Primary School Enrolments, Number of Classrooms and Learner Classroom Ratio (LCR) by Province, Number, Zimbabwe 2018

Province	Primary School Classrooms, No.	Enrolment, No.	LCR
Bulawayo	2301	109392	48
Harare	4724	278265	59
Manicaland	10380	428775	41
Mashonaland Central	4963	252790	51
Mashonaland East	6723	294400	44
Mashonaland West	6702	320947	48
Masvingo	8588	364798	42
Matabeleland North	3943	171222	43
Matabeleland South	4027	148326	37
Midlands	7943	357055	45
Grand Total	60294	2725970	45

Mashonaland East and Mashonaland West provinces have the highest secondary school level LCR (42 each), and Matabeleland South province the lowest (36), Table 9.4. All provinces are above the recommended ratio LCR of 40.

Table 9.4: Secondary Enrolments, Number of Classrooms and Learner Classroom Ratio by Province, Zimbabwe 2018

Province	Secondary School Classrooms, No.	Enrolment, No	LCR
Bulawayo	1393	56729	41
Harare	3387	126364	37
Manicaland	4479	169064	38
Mashonaland Central	2061	84729	41
Mashonaland East	3107	131428	42
Mashonaland West	2917	121140	42
Masvingo	3814	143459	38
Matabeleland North	1505	57086	38
Matabeleland South	1516	55253	36
Midlands	3410	140576	41
Grand Total	27589	1085828	39

9.2 Access to Electricity

The main sources of electricity used by schools are gas turbine, generator, grid and solar. Most schools use grid as their main source of electricity - 46.53 percent and 58.52 percent for primary and secondary schools respectively, Table 9.5 and Figure 9.1. A total of 2 832 primary schools (45.04 percent) do not have electricity. For secondary schools, 819 (28.53 percent) of them do not have electricity. Generator, solar and gas turbine forms of electricity are not used much at both levels of education.

Table 9.5: Primary and Secondary Schools Main Source of Electricity by Type, Number and Percentage , Zimbabwe 2018

Main Electricity Source	Primary		Secondary	
	No	% Primary	No	% Secondary
Gas Turbine	4	0.06	1	0.03
Generator	213	3.39	196	6.83
Grid	2926	46.53	1680	58.52
None	2832	45.04	819	28.53
Solar	255	4.06	157	5.47
Other	58	0.92	18	0.63

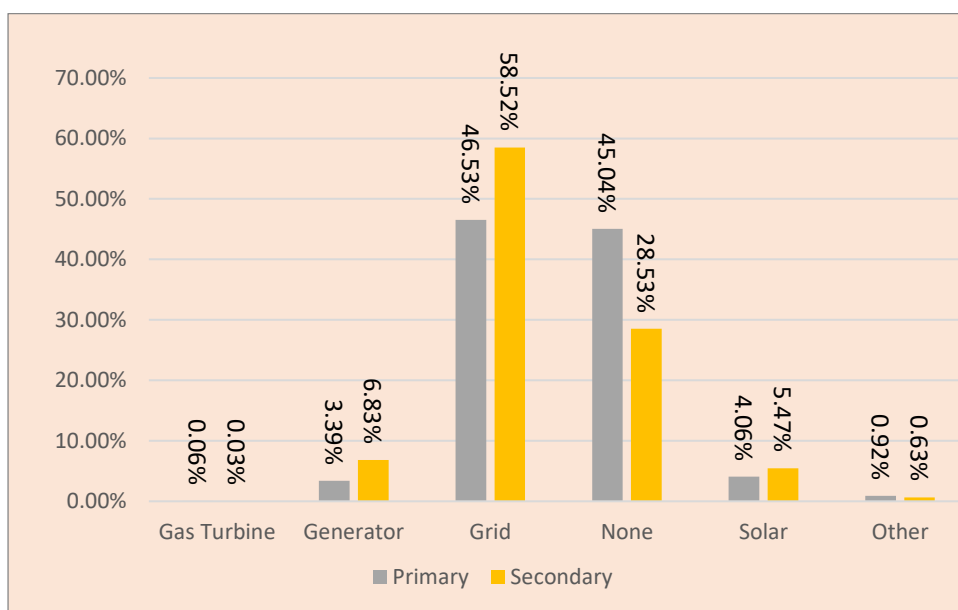


Figure 9.1: Percentage of Schools by Source of Electricity, Zimbabwe 2018

For the predominantly rural provinces, Matabeleland North province has the highest proportion of primary schools without electricity (61 percent) and Mashonaland East province the lowest (37.67 percent), Table 9.6. Bulawayo and Harare provinces, which are predominantly urban have 7 and 5 primary schools without electricity, respectively. In absolute terms, for the predominantly rural provinces Masvingo province has the highest number of primary schools (529) without electricity and Mashonaland Central the least (199).

At secondary school level, for the predominantly rural provinces, Mashonaland West province has the highest proportion of secondary schools without electricity (44.65 percent) and Manicaland province the lowest (25.12 percent), Table 9.6. Bulawayo and Harare provinces, which are predominantly urban have 4 and 9 secondary schools without electricity, respectively. In absolute terms, for the predominantly rural provinces, Mashonaland West province has the highest number of secondary schools (171) without electricity and Matabeleland South province the least (46).

Table 9.6: Schools without Electricity by School Level and Province, Number and Percentage, Zimbabwe 2018

Province	Primary Level			Secondary Level			Grand Total
	Schools, Total, No	Schools without electricity	% Schools without	Total Number schools	Schools without electricity	% schools without	
Bulawayo	227	7	3.08	87	4	4.60	11
Harare	283	5	1.77	249	9	3.61	14
Manicaland	880	349	39.66	434	109	25.12	458
Mashonaland Central	524	199	37.98	252	72	28.57	271
Mashonaland East	754	284	37.67	376	100	26.60	384
Mashonaland West	759	352	46.38	383	171	44.65	523
Masvingo	876	529	60.39	358	112	31.28	641
Matabeleland North	618	377	61.00	200	84	42.00	461
Matabeleland South	521	245	47.02	163	46	28.22	291
Midlands	846	485	57.33	369	112	30.35	597
Grand Total	6288	2832	45.04	2871	819	28.53	3651

P1 and S1 schools have the highest proportions of schools using grid, followed by P2 and S2, with P3 and S3 schools which are mostly rural having the least, Table 9.7 and Figure 9.2. For schools without electricity, the highest proportions are for P3 and S3 schools, followed by P2 and S2 and lastly P1 and P2.

Table 9.7: Schools by Grant Classification and Source of Electricity, Number and Percentage, Zimbabwe 2018

Source of Power	P1		P2		P3		S1		S2		S3	
	No	%	No	%	No	%	No	%	No	%	No	%
Gas Turbine	1	0.36	1	0.17	2	0.04		0.00		0.00	1	0.04
Generator	10	3.61	30	5.14	173	3.19	13	6.60	26	6.12	157	6.98
Grid	253	91.34	510	87.33	2163	39.86	179	90.86	362	85.18	1139	50.64
None	8	2.89	27	4.62	2797	51.54	3	1.52	19	4.47	797	35.44
Other	1	0.36	8	1.37	49	0.90		0.00	7	1.65	11	0.49
Solar	4	1.44	8	1.37	243	4.48	2	1.02	11	2.59	144	6.40
Grand Total	277	100	584	100	5427	100	197	100	425	100	2249	100

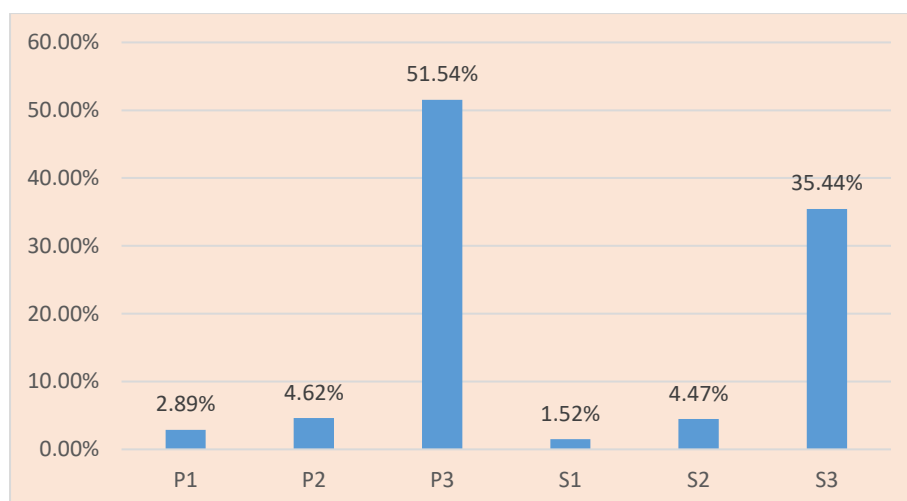


Figure 9.2: Schools Without Electricity by Grant Classification, Percentage, Zimbabwe 2018

9.3 WASH Facilities

The recommended learner toilet ratio is 20 for females and 25 with a urinary for males.

9.3.1 Learner and Teacher to Toilet Ratios

The primary school male learner to toilet ratio is 22, whilst the female one is 21. For teachers, the male teacher to toilet ratio is 2, whilst the female one is 3. The primary school learner to toilet ratio has remained close at its 2014 level for both males and males, with the teacher toilet ratios generally remaining the same from 2014 to 2018 for both females and males, Table 9.8.

The secondary school learner to toilet ratio is the same for females and males at 17 and the teacher to toilet ratio is also the same for females and males at 3. At secondary school level the situation has remained generally constant since 2014, for both the learner and teacher to toilet ratios, with similar trends females and males.

Table 9.8: Learners and Teachers to Toilet Ratios Trend by Sex, Zimbabwe 2014-2018

year	Primary School Learner and Teacher to 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
2014	22	22	2	3	18	18	3	3
2015	25	24	2	4	18	18	3	3
2016	21	20	2	3	18	18	3	2
2017	25	24	2	3	17	18	3	3
2018	22	21	2	3	17	17	3	3

At primary school level, the teacher to toilet ratio is highest for female teachers in Bulawayo and Harare provinces, where 10 female teachers are sharing a toilet, with all the other provinces having ratios ranging from 1 to 4, Table 9.9. For ECD Learner to Toilet Ratios, Mashonaland Central province has the highest ratio of 9 each for females and males and Harare province the least of 5 each for the two sexes. With regards to primary school Learner to Toilet ratios, Harare province has the highest

ratio of 34 each for females and males and Matabeleland South province has the least ratios of 17 for males and 16 for females.

Table 9.9: ECD and Primary Teacher and Learner to Toilet Ratios by Sex and Province, Zimbabwe 2018

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	366	390	566	646	1901	2054	1	10	20	18	29	27
Harare	690	648	1022	1234	4043	4063	2	10	19	15	34	34
Manicaland	3014	2907	1900	1946	10957	11160	2	3	28	27	20	19
Mashonaland Central	1550	1547	949	1017	5373	5455	2	3	33	31	24	23
Mashonaland East	2444	2439	1539	1595	7865	7819	1	3	24	23	19	19
Mashonaland West	1681	1662	1331	1396	6817	6909	2	4	27	25	24	23
Masvingo	2654	2728	1867	1947	9222	9319	2	3	25	24	20	19
Matabeleland North	907	1038	916	961	4768	4987	2	3	23	22	18	17
Matabeleland South	960	1099	903	950	4502	4703	2	3	23	21	17	16
Midlands	2025	2063	1707	1878	8053	8118	2	4	24	21	22	22
Grand Total	16291	16521	12700	13570	63501	64587	2	3	25	23	22	21

The secondary school learner to toilet ratios are highest for Bulawayo province with males (30) and females (27) and least in Matabeleland South province with females (13) and males (12). Bulawayo province has the highest secondary school teacher to toilet ratio of 4 for males and 6 for females, with all the other provinces having ratios of 2 or 3 and generally with gender parity.

Table 9.10: Secondary Learner and Teacher to Toilet Ratios by Sex and Province, Number, Zimbabwe 2018

Province	Toilets for Learners, No.		Toilets for Teachers, No.		Secondary Learner to Toilet Ratio		Teacher to Toilet Ratio	
	M	F	M	F	M	F	M	F
Bulawayo	907	1110	235	279	30	27	4	6
Harare	2347	2490	853	682	27	26	3	5
Manicaland	5859	5362	1595	1613	15	15	3	2
Mashonaland Central	2423	2388	793	796	18	17	2	2
Mashonaland East	4172	4003	1383	1289	16	16	2	2
Mashonaland West	3401	3268	838	768	19	18	3	3
Masvingo	4603	4339	1504	1276	16	16	2	2
Matabeleland North	1721	1860	417	421	15	17	3	3
Matabeleland South	2137	2257	520	476	12	13	2	2
Midlands	3909	3955	1283	1187	18	18	2	2
Grand Total	31479	31032	9421	8787	17	17	3	3

9.4 Number of Toilets by Type and Province

At national level, learners in schools at all levels mostly use Blair toilets, followed by water closets, urinals and lastly pit latrines, Figure 9.3. This pattern is true for toilets used by both females and males.

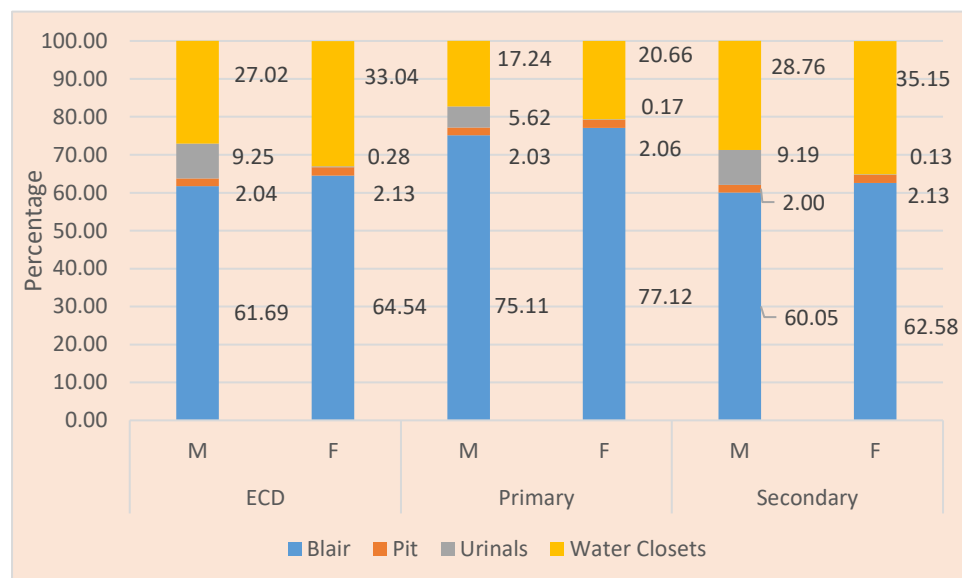


Figure 9.3: Percentage of Toilets by Type, Sex and Level of Education, Zimbabwe 2018

The predominantly urban provinces of Bulawayo and Harare mostly use water closets and urinals at all levels of education. In the predominantly rural provinces, schools mainly use Blair and pit latrines, Tables 9.11, 9.12 and 9.13.

Table 9.11: ECD Toilets for Learners by Type and Province, Number, Zimbabwe 2018

Province	Type of Toilet, No.						
	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	M	F	M	F	M	M	F
Bulawayo	46	44	5	13	338	1239	1693
Harare	122	131	26	43	1006	2609	3545
Manicaland	5460	5477	188	181	753	1559	1648
Mashonaland Central	2575	2692	81	80	259	534	629
Mashonaland East	3807	3838	161	161	498	1413	1596
Mashonaland West	2963	3008	189	188	376	1336	1460
Masvingo	4942	5048	65	57	338	1207	1180
Matabeleland North	2080	2210	40	48	124	421	563
Matabeleland South	2109	2275	52	50	174	744	874
Midlands	3960	4118	120	131	466	1233	1581
Grand Total	28064	28841	927	952	4332	12295	14769

Table 2.12: Primary Toilets for Learners by Type and Province, Number , Zimbabwe 2018

Province	Type of Toilet, No.						
	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	M	F	M	F	M	M	F
Bulawayo	54	56	1	2	345	1503	1994
Harare	173	183	29	26	855	3000	3840
Manicaland	8912	9431	303	306	666	1089	1410
Mashonaland Central	4465	4623	175	182	198	543	642
Mashonaland East	6356	6615	164	167	390	978	1014
Mashonaland West	4902	5121	244	243	393	1280	1543
Masvingo	8035	8310	106	112	234	861	883
Matabeleland North	4350	4532	56	58	60	306	393
Matabeleland South	3985	4261	38	37	143	360	381
Midlands	6464	6676	175	195	392	1026	1243
Grand Total	47696	49808	1291	1328	3676	10946	13343

Table 9.13: Secondary Toilets for Learners by Type and Province, Number, Zimbabwe 2018

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	M	F	M	F	M	M	F
Bulawayo	26	19	5	13	189	693	1072
Harare	76	86	24	28	617	1635	2371
Manicaland	3870	3873	136	133	554	1301	1354
Mashonaland Central	1786	1853	42	40	186	413	491
Mashonaland East	2602	2604	111	123	333	1129	1273
Mashonaland West	1994	2038	144	141	252	1019	1081
Masvingo	3308	3354	45	37	257	994	947
Matabeleland North	1299	1401	20	27	96	306	432
Matabeleland South	1328	1454	39	41	143	635	754
Midlands	2615	2739	63	79	306	928	1134
Grand Total	18904	19421	629	662	2933	9053	10909

9.5 Access to Water in Schools

There is universal access to water in primary schools in Harare and Bulawayo provinces. There are 89 primary schools with no access to water and these are in the predominantly rural provinces, ranging from 4 schools in Matabeleland South province to 24 schools in Midlands province, Table 9.14.

Table 9.14: Primary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe 2018

Province	Total Primary	With Water Source		Without Water Source		Water Source, No ³⁶							
		No.	%	No.	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction
Bulawayo	227	227	100.00		0.00	91	1	1	217	1			
Harare	283	283	100.00		0.00	241		1	177	19		2	
Manicaland	880	874	99.32	6	0.68	637	11	24	121	149	105	47	2
Mashonaland Central	524	512	97.71	12	2.29	422	24	7	47	43	22	25	
Mashonaland East	754	746	98.94	8	1.06	577	25	7	97	168	36	35	
Mashonaland West	759	746	98.29	13	1.71	602	32	8	115	75	27	40	
Masvingo	876	864	98.63	12	1.37	679	50	14	119	68	62	47	
Matabeleland North	618	608	98.38	10	1.62	445	16	20	73	35	51	36	1
Matabeleland South	521	517	99.23	4	0.77	403	7	15	58	15	35	17	
Midlands	846	822	97.16	24	2.84	599	31	14	149	90	60	49	
Grand Total	6288	6199	98.58	89	1.42	4696	197	111	1173	663	398	298	3

Table 9.15: Secondary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe 2018

Province	No. of Secondary Schools	With Water Source		Without Water Source		Water Source							
		No	%	No	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction
Bulawayo	87	87	100.00		0.00	29			79	1			
Harare	249	248	99.60	1	0.40	150		5	156	30		1	
Manicaland	434	426	98.16	8	1.84	297	4	9	91	71	33	17	
Mashonaland Central	252	238	94.44	14	5.56	194	5	2	37	17	3	5	
Mashonaland East	376	369	98.14	7	1.86	289	17	3	50	70	12	16	
Mashonaland West	383	364	95.04	19	4.96	293	12	1	69	40	17	22	1
Masvingo	358	352	98.32	6	1.68	286	23	6	76	33	19	8	
Matabeleland North	200	195	97.50	5	2.50	145	5	2	40	12	8	14	
Matabeleland South	163	160	98.16	3	1.84	117	3	5	37	5	7	4	1
Midlands	369	360	97.56	9	2.44	250	11	4	90	34	21	34	
Grand Total	2871	2799	97.49	72	2.51	2050	80	37	725	313	120	121	2

³⁶ Note Multiple responses are acceptable.

The proportions of schools getting water from safe sources namely boreholes, piped water and protected wells are 86.64 percent for primary and 89.56 percent for secondary schools.³⁷ Both primary and secondary schools, mostly get water from boreholes, followed by piped water, and protected wells, Figure 9.4 and Tables 9.16 and 9.17. The proportions of schools getting water from unsafe sources such as streams/rivers, unprotected wells, dams and abstraction springs are 11.88 percent for primary and 9.37 percent for secondary schools. Boreholes remain the main sources of water at both primary and secondary school levels. For Bulawayo and Harare provinces' schools, there is almost universal use of piped water.

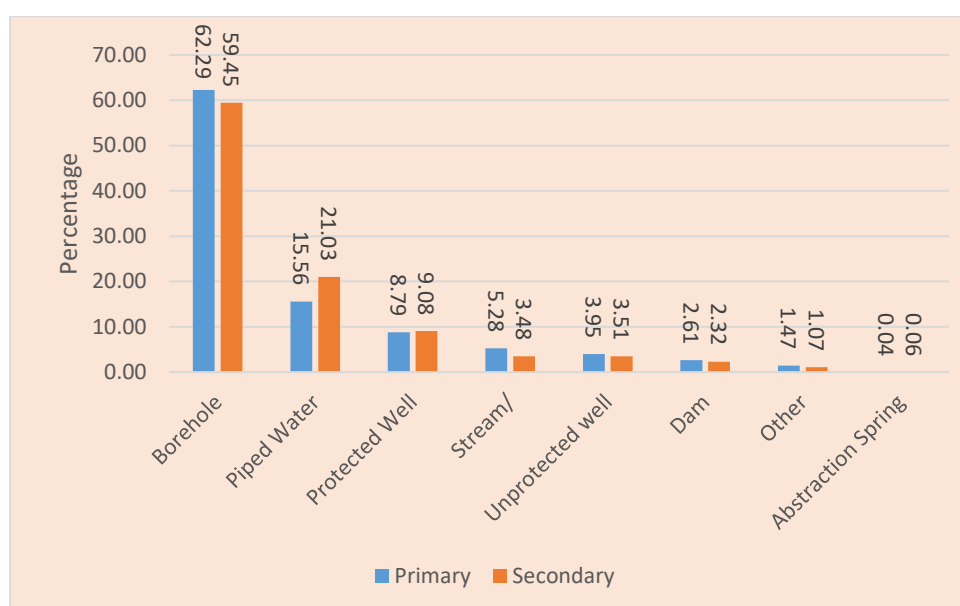


Figure 9.4: Primary and Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe 2018

Tables 9.16 and 9.17 present the percentage distribution of sources of water supply by provinces, for primary and secondary schools, respectively. For primary schools, Matabeleland South province has the highest proportion of schools (73.27 percent) getting water from boreholes and Bulawayo province the least (29.26 percent). The proportion of schools whose source of water is piped range from 7.97 percent in Mashonaland Central province to 69.77 percent in Bulawayo province.

³⁷³⁷ Note : A school can have more than one source of water ie multiple responses allowed.

Table 9.16: Primary Schools by Source of Water, Percentage Distribution, Zimbabwe 2018

Province	Water Source, %								Total
	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring	
Bulawayo	29.26	0.32	0.32	69.77	0.32	0.00	0.00	0.00	100
Harare	54.77	0.00	0.23	40.23	4.32	0.00	0.45	0.00	100
Manicaland	58.12	1.00	2.19	11.04	13.59	9.58	4.29	0.18	100
Mashonaland Central	71.53	4.07	1.19	7.97	7.29	3.73	4.24	0.00	100
Mashonaland East	61.06	2.65	0.74	10.26	17.78	3.81	3.70	0.00	100
Mashonaland West	66.96	3.56	0.89	12.79	8.34	3.00	4.45	0.00	100
Masvingo	65.35	4.81	1.35	11.45	6.54	5.97	4.52	0.00	100
Matabeleland North	65.73	2.36	2.95	10.78	5.17	7.53	5.32	0.15	100
Matabeleland South	73.27	1.27	2.73	10.55	2.73	6.36	3.09	0.00	100
Midlands	60.38	3.13	1.41	15.02	9.07	6.05	4.94	0.00	100
Grand Total	62.29	2.61	1.47	15.56	8.79	5.28	3.95	0.04	100

For secondary schools, Mashonaland Central province has the highest proportion of schools (73.76 percent) getting water from boreholes and Bulawayo province the least (26.61 percent). The proportion of schools whose source of water is piped range from 10.94 percent in Mashonaland East province to 72.48 percent in Bulawayo province.

Table 9.17: Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe 2018

Province	Water Source, %								Total
	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring	
Bulawayo	26.61	0.00	0.00	72.48	0.92	0.00	0.00	0.00	100
Harare	43.86	0.00	1.46	45.61	8.77	0.00	0.29	0.00	100
Manicaland	56.90	0.77	1.72	17.43	13.60	6.32	3.26	0.00	100
Mashonaland Central	73.76	1.90	0.76	14.07	6.46	1.14	1.90	0.00	100
Mashonaland East	63.24	3.72	0.66	10.94	15.32	2.63	3.50	0.00	100
Mashonaland West	64.40	2.64	0.22	15.16	8.79	3.74	4.84	0.22	100
Masvingo	63.41	5.10	1.33	16.85	7.32	4.21	1.77	0.00	100
Matabeleland North	64.16	2.21	0.88	17.70	5.31	3.54	6.19	0.00	100
Matabeleland South	65.36	1.68	2.79	20.67	2.79	3.91	2.23	0.56	100
Midlands	56.31	2.48	0.90	20.27	7.66	4.73	7.66	0.00	100
Grand Total	59.45	2.32	1.07	21.03	9.08	3.48	3.51	0.06	100

9.6 Health and Feeding

At national level, there are 68.51 percent of primary schools with trained health teachers, 90.71 percent with supplementary feeding programmes and 82.68 percent with functioning health clubs, Table 9.18. Matabeleland South province has the highest percentage of primary schools with trained health teachers and functioning health clubs of 82.53 percent and 90.98 percent, respectively. Harare province has the lowest percentages trained health teachers (53.36 percent) and functioning health clubs (65.37 percent). For supplementary feeding programmes, the percentages of primary schools ranged from 76.21 percent in Bulawayo province to 95.66 percent in Masvingo province.

Table 9.18: Percentage of Primary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs and by Province, Number and Percentages, Zimbabwe 2018

Province	Total No. of Primary Schools	No. of Primary Schools with:			% of Primary Schools with:		
		Trained Health Teachers	Supplementary Feeding Programme	Functioning Health club	Trained Health Teacher	Supplementary Feeding Programme	Functioning Health club
Bulawayo	227	125	173	157	55.07	76.21	69.16
Harare	283	151	220	185	53.36	77.74	65.37
Manicaland	880	704	807	783	80.00	91.70	88.98
Mashonaland Central	524	344	487	411	65.65	92.94	78.44
Mashonaland East	754	446	702	589	59.15	93.10	78.12
Mashonaland West	759	503	709	636	66.27	93.41	83.79
Masvingo	876	676	838	763	77.17	95.66	87.10
Matabeleland North	618	412	566	512	66.67	91.59	82.85
Matabeleland South	521	430	483	474	82.53	92.71	90.98
Midlands	846	517	719	689	61.11	84.99	81.44
Grand Total	6288	4308	5704	5199	68.51	90.71	82.68

There are 56.70 percent of all secondary schools with trained health teachers, 17.35 percent with supplementary feeding programmes and 64.02 percent with functioning health clubs, all lower than at primary school level, Table 9.19. Manicaland province has the highest percentage of secondary schools with trained health teachers (73.73 percent) and Harare province the least (31.33 percent). The percentage of secondary schools with supplementary feeding programmes range from 5.75 percent in Harare province to 28.17 percent in Mashonaland Central province. With regards to functioning health clubs, the percentages of secondary schools ranged from 37.35 percent in Harare province to 76.07 percent in Matabeleland South province.

Table 9.19: Percentage of Secondary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentage, Zimbabwe 2018

Province	Total Secondary	No. of Secondary Schools with:			% of Secondary Schools with:		
		Trained Health Teacher	Supplementary Feeding Programme	Functioning Health Club	Trained Health Teacher	Supplementary Feeding Programme	Functioning Health Club
Bulawayo	87	33	5	34	37.93	5.75	39.08
Harare	249	78	28	93	31.33	11.24	37.35
Manicaland	434	320	77	323	73.73	17.74	74.42
Mashonaland Central	252	139	71	149	55.16	28.17	59.13
Mashonaland East	376	217	93	241	57.71	24.73	64.10
Mashonaland West	383	202	82	255	52.74	21.41	66.58
Masvingo	358	219	32	255	61.17	8.94	71.23
Matabeleland North	200	109	17	124	54.50	8.50	62.00
Matabeleland South	163	117	12	124	71.78	7.36	76.07
Midlands	369	194	81	240	52.57	21.95	65.04
Grand Total	2871	1628	498	1838	56.70	17.35	64.02

9.7 ICT, Computer Access, Use and Connectivity

ICT has been included in the school curriculum as a response to the global use of technology as an important learning tool, as a set of skills that children need on entering higher education or the employment sector and for improved institutional management and administration³⁸. All schools are expected to use ICT in teaching and learning in order to advance technology in achieving quality education³⁹. Computers in schools are either used by the school administration, teachers and learners.

Overall, 20.02 percent of the primary schools have internet connectivity, with a higher percentage of 39.67 percent for secondary schools, Table 9.20 and Figures 9.5 and 9.6. A total of 5 029 primary schools and 1 732 secondary ones remain without internet connectivity. Harare province has the highest proportion of primary schools (86.22 percent) with internet connectivity and Matabeleland North province has the least (9.71). The percentage of secondary schools with internet connectivity range from 28.17 percent in Mashonaland Central province to 83.53 percent in Harare province. Schools in Bulawayo and Harare provinces are well connected with internet than those in the predominantly rural provinces.

³⁸ Ministry of Primary and Secondary Education, 2015; Education Sector Strategic Plan, 2016-2020; Harare; pp 37

³⁹ Ministry of Primary and Secondary Education, 2017; 2016 Annual Statistical Report; Harare pp 95

Table 9.20: Number of Schools With and Without Internet by Level and Province, Number and Percentage, Zimbabwe 2018

Province	Primary Schools, No.			% With Internet	Secondary Schools, No.			% With Internet
	With Internet	Without	Total		With Internet	Without	Total	
Bulawayo	142	85	227	62.56	72	15	87	82.76
Harare	244	39	283	86.22	208	41	249	83.53
Manicaland	140	740	880	15.91	156	278	434	35.94
Mashonaland Central	88	436	524	16.79	71	181	252	28.17
Mashonaland East	126	628	754	16.71	113	263	376	30.05
Mashonaland West	146	613	759	19.24	110	273	383	28.72
Masvingo	100	776	876	11.42	132	226	358	36.87
Matabeleland North	60	558	618	9.71	71	129	200	35.50
Matabeleland South	80	441	521	15.36	72	91	163	44.17
Midlands	133	713	846	15.72	134	235	369	36.31
Grand Total	1259	5029	6288	20.02	1139	1732	2871	39.67

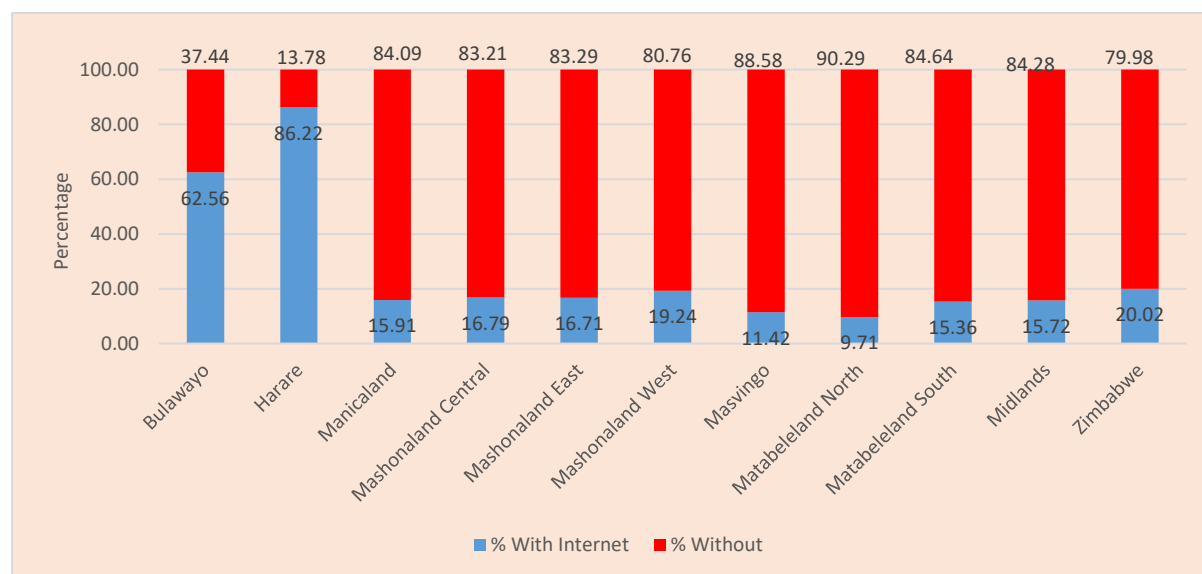


Figure 9.5: Primary Schools Internet Connectivity by Province, Percentage Distribution, Zimbabwe 2018

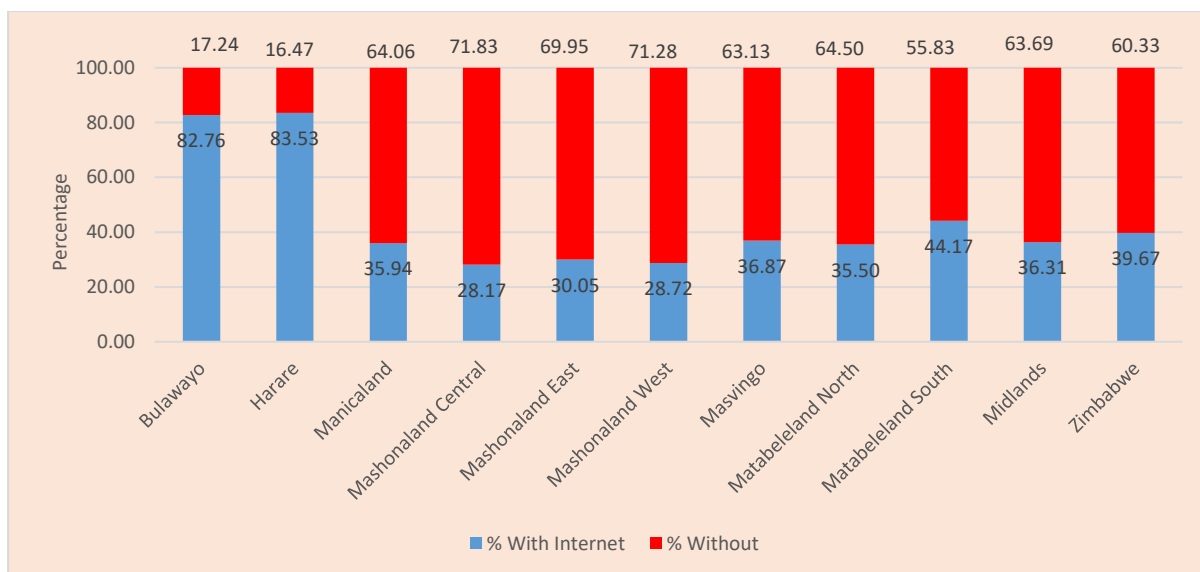


Figure 9.6: Secondary Schools Internet Connectivity by Province, Percentage Distribution, Zimbabwe 2018

The highest proportion of primary schools (40.84 percent) have (ADSL) internet connectivity, followed by (VSAT), optic fibre, radio link and dongle in that order, with very small proportions of less than 5 percent using (LTE), (SHDSL/XDSL) broadband and dial-up, Figure 9.7 and Tables 9.24 and 9.25.

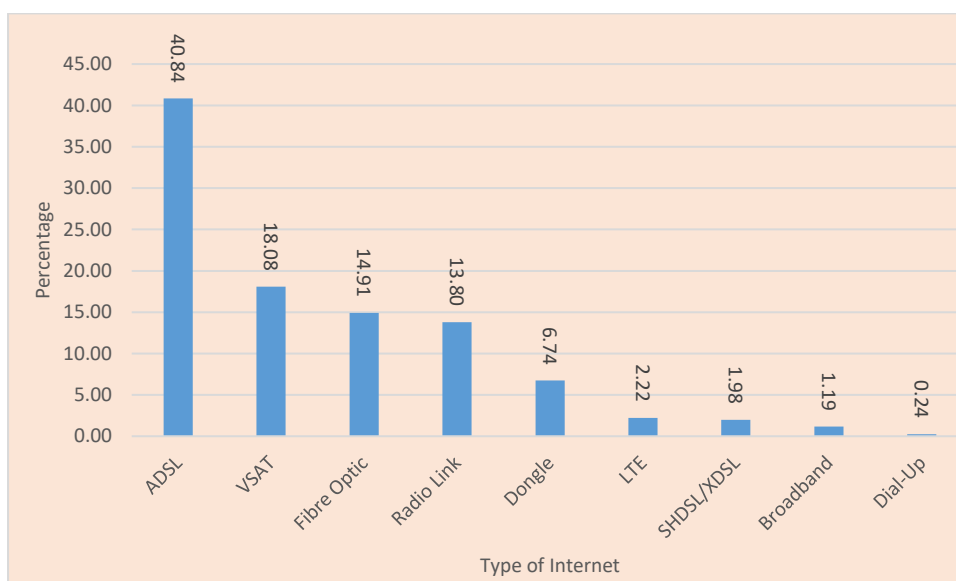


Figure 9.7: Primary Schools with Internet Connectivity by Type and Province, Percentage Distribution, Zimbabwe 2018

Harare province has the highest proportion of primary schools (86.62 percent) using ADSL as a method of internet connectivity, followed by Bulawayo province (60.66 percent), with Mashonaland Central province having the lowest proportion of schools (12.50 percent), Tables 9.21 and 9.22. For VSAT connectivity, which is the second most popular nationally, Matabeleland North province has the highest proportion of primary schools (40 percent) using this type of internet connectivity, with Harare and Bulawayo have very few schools using this method. Harare primary schools have the highest proportion (30 percent) using fibre optic. Radio link is most common internet

connectivity method in Mashonaland Central province with over half (52.27 percent) of the schools using the method.

Table 9.21: Primary Schools by Type of Connectivity and Province, Number , Zimbabwe 2018

Province	Type of Connectivity									
	Broadband	Dial-Up	Radio Link	ADSL	Fibre Optic	Dongle	VSAT	SHDSL/XDSL	LTE	None
Bulawayo	2	0	1	123	10	0	4	2	0	85
Harare	0	0	3	148	74	12	7	0	0	39
Manicaland	2	1	35	37	10	13	39	1	3	740
Mashonaland Central	2	0	46	11	3	11	14	1	0	436
Mashonaland East	3	0	22	31	24	9	29	1	7	628
Mashonaland West	3	1	21	61	20	6	24	4	7	613
Masvingo	2	0	15	18	16	11	24	8	6	776
Matabeleland North	0	1	9	12	8	5	24	0	1	558
Matabeleland South	1	0	10	26	5	5	29	3	1	441
Midlands	0	0	12	48	18	13	34	5	3	713
Grand Total	15	3	174	515	188	85	228	25	28	5029

Table 9.22: Primary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe 2018

Province	Broadband	Dial-Up	Radio Link	ADSL	Fibre Optic	Dongle	VSAT	SHDSL/XDSL	LTE	Total	Total, No.
Bulawayo	1.41	0.00	0.70	86.62	7.04	0.00	2.82	1.41	0.00	100	142
Harare	0.00	0.00	1.23	60.66	30.33	4.92	2.87	0.00	0.00	100	244
Manicaland	1.42	0.71	24.82	26.24	7.09	9.22	27.66	0.71	2.13	100	141
Mashonaland Central	2.27	0.00	52.27	12.50	3.41	12.50	15.91	1.14	0.00	100	88
Mashonaland East	2.38	0.00	17.46	24.60	19.05	7.14	23.02	0.79	5.56	100	126
Mashonaland West	2.04	0.68	14.29	41.50	13.61	4.08	16.33	2.72	4.76	100	147
Masvingo	2.00	0.00	15.00	18.00	16.00	11.00	24.00	8.00	6.00	100	100
Matabeleland North	0.00	1.67	15.00	20.00	13.33	8.33	40.00	0.00	1.67	100	60
Matabeleland South	1.25	0.00	12.50	32.50	6.25	6.25	36.25	3.75	1.25	100	80
Midlands	0.00	0.00	9.02	36.09	13.53	9.77	25.56	3.76	2.26	100	133
Zimbabwe	1.19	0.24	13.80	40.84	14.91	6.74	18.08	1.98	2.22	100	1261

The highest proportion of secondary schools (34.27 percent) have VSAT internet connectivity, followed by ADSL, fibre optic, dongle in that order, with a very small

proportions of less than 5 percent, using radio link, LTE, SHDSL/XDSL and broadband, Figure 9.8 and Tables 9.23 and 9.24.

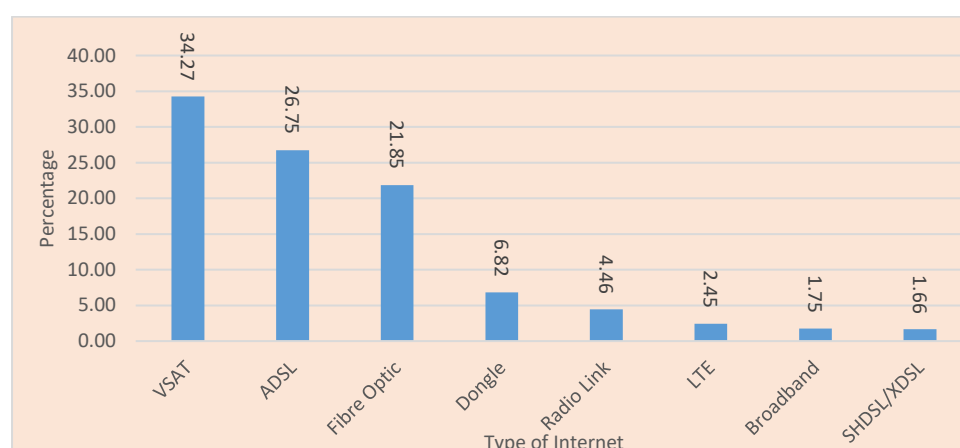


Figure 9.8: Secondary Schools with Internet Connectivity by Type and Province, Percentage Distribution, Zimbabwe 2018

Matabeleland South province has the highest proportion of secondary schools (58.90 percent) using VSAT, with Bulawayo province having only one school using this method of internet connectivity, Tables 9.23 and 9.24. For ADSL internet connectivity, which is the second most popular nationally, Bulawayo province has the highest proportion of secondary schools (79.17 percent) using this type of internet connectivity, with Masvingo province having the least (11.76 percent). Harare province secondary schools have the highest proportion (40.87 percent) using fibre optic. For the dongle Manicaland province has the highest proportion (10.26 percent), and Matabeleland South province the least (4.11 percent).

Table 9.23: Secondary Schools by Type of Connectivity and Province, Number, Zimbabwe 2018

Province	Type of Connectivity								
	Broadband	Radio Link	ADSL	Fibre Optic	Dongle	VSAT	SHDSL/XDSL	LTE	None
Bulawayo	0	1	57	10	3	1	0	0	15
Harare	0	4	83	85	15	9	6	6	41
Manicaland	1	5	32	30	16	68	1	3	278
Mashonaland Central	3	14	10	3	7	28	2	4	181
Mashonaland East	3	5	22	24	7	45	4	3	263
Mashonaland West	5	6	34	20	8	30	3	4	273
Masvingo	6	3	16	37	10	60	0	4	226
Matabeleland North	1	5	13	10	3	39	0	0	129
Matabeleland South	1	1	11	11	3	43	2	1	91
Midlands	0	7	28	20	6	69	1	3	235
Grand Total	20	51	306	250	78	392	19	28	1732

Table 9.24: Secondary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe 2018

Province	Type of Connectivity									Total No.
	Broadband	Radio Link	ADSL	Fibre Optic	Dongle	VSAT	SHDSL/XDSL	LTE	Total	
Bulawayo	0.00	1.39	79.17	13.89	4.17	1.39	0.00	0.00	100	72
Harare	0.00	1.92	39.90	40.87	7.21	4.33	2.88	2.88	100	208
Manicaland	0.64	3.21	20.51	19.23	10.26	43.59	0.64	1.92	100	156
Mashonaland Central	4.23	19.72	14.08	4.23	9.86	39.44	2.82	5.63	100	71
Mashonaland East	2.65	4.42	19.47	21.24	6.19	39.82	3.54	2.65	100	113
Mashonaland West	4.55	5.45	30.91	18.18	7.27	27.27	2.73	3.64	100	110
Masvingo	4.41	2.21	11.76	27.21	7.35	44.12	0.00	2.94	100	136
Matabeleland North	1.41	7.04	18.31	14.08	4.23	54.93	0.00	0.00	100	71
Matabeleland South	1.37	1.37	15.07	15.07	4.11	58.90	2.74	1.37	100	73
Midlands	0.00	5.22	20.90	14.93	4.48	51.49	0.75	2.24	100	134
Grand Total	1.75	4.46	26.75	21.85	6.82	34.27	1.66	2.45	100	1144

Out of all the primary schools, 70.69 percent have computers regardless of their use and more than half (52.99 percent) have computers for learners, Table 9.25. Harare and Bulawayo provinces have very high proportions of their primary schools with computers of 98.59 percent and 92.95 percent, respectively. For the predominantly rural provinces, Masvingo province has the highest proportion of primary schools (80.82 percent) with computers and Matabeleland North province the lowest (47.41 percent).

With regards to computers for learners, Harare and Bulawayo provinces have the highest proportions of 92.23 percent and 88.99 percent, respectively. For the predominantly rural provinces, Mashonaland West has the highest proportion of primary schools (64.95 percent) with computers and Matabeleland South the lowest (33.21 percent).

The average number of computers per primary school is 6, ranging from 2 in Matabeleland North to 29 in Harare provinces. On average there are 123 primary school learners per computer in primary schools, ranging from 46 in Bulawayo province to 208 in Mashonaland Central province.

Table 9.25: Primary School Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe 2018

Province	Total No. of 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	227	211	202	3581	2879	132327	92.95	88.99	16	46
Harare	283	279	261	8306	6323	316337	98.59	92.23	29	50
Manicaland	880	618	448	5080	3849	535308	70.23	50.91	6	139
Mashonaland Central	524	352	224	2042	1513	314928	67.18	42.75	4	208
Mashonaland East	754	564	459	3659	2831	366994	74.80	60.88	5	130
Mashonaland West	759	474	493	2966	2200	391761	62.45	64.95	4	178
Masvingo	876	708	442	3185	2334	457685	80.82	50.46	4	196
Matabeleland North	618	293	244	1478	1160	213570	47.41	39.48	2	184
Matabeleland South	521	310	173	2416	1512	188970	59.50	33.21	5	125
Midlands	846	636	386	3518	2572	436916	75.18	45.63	4	170
Grand Total	6288	4445	3332	36231	27173	3354796	70.69	52.99	6	123

Out of all the secondary schools, 81.19 percent have computers regardless of their use and 71.68 percent (3 332 schools) have computers for learners, Table 9.26. The ESSP targets 1 606 secondary schools offering-computer assisted learning in 2018. Bulawayo and Harare provinces have very high proportions of their secondary schools with computers of 94.25 percent and 93.57 percent, respectively. For the predominantly rural provinces, Midlands province has the highest proportion of secondary schools (86.72 percent) with computers and Mashonaland West province the lowest (69.45 percent).

With regards to computers for learners, Bulawayo and Harare provinces have the highest proportions of 88.51 percent and 85.54 percent, respectively. For the predominantly rural provinces, Mashonaland West province has the highest proportion of secondary schools (75.20 percent) with computers for learners and Mashonaland Central province the lowest (65.87 percent).

The average number of computers per secondary school is 18, ranging from 13 each in Matabeleland North and Mashonaland West provinces to 32 each in Bulawayo and Harare provinces. On average there are 36 learners per computer in secondary schools, ranging from 24 in Harare province to 46 in Mashonaland West province.

Table 9.26: Secondary Schools Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe 2018

Province	Total No. of Secondary Schools	Schools with computers	Schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers	Average computers per school	Learners per computer
Bulawayo	87	82	77	2641	1856	56729	94.25%	88.51%	32	31
Harare	249	233	213	7537	5245	126364	93.57%	85.54%	32	24
Manicaland	434	360	308	6569	5222	169064	82.95%	70.97%	18	32
Mashonaland Central	252	197	166	2794	2150	84729	78.17%	65.87%	14	39
Mashonaland East	376	304	260	4376	3274	131428	80.85%	69.15%	14	40
Mashonaland West	383	266	288	3531	2606	121140	69.45%	75.20%	13	46
Masvingo	358	294	247	4222	3195	143459	82.12%	68.99%	14	45
Matabeleland North	200	136	130	1818	1357	57086	68.00%	65.00%	13	42
Matabeleland South	163	139	114	2931	2160	55253	85.28%	69.94%	21	26
Midlands	369	320	255	4538	3328	140576	86.72%	69.11%	14	42
Grand Total	2871	2331	2058	40957	30393	1085828	81.19%	71.68%	18	36

Figures 9.9 to 9.12 present the comparisons of primary and secondary schools with regards to percentage of schools with computers; percentage of schools with computers for learners; average computers per school; and learners per computer. Generally, with regards to schools with computers regardless of use and schools with computers for learners, secondary schools in predominantly rural provinces are well equipped for ICT than the primary school ones. However, in Harare and Bulawayo provinces, primary schools are better equipped with ICT than secondary ones. In terms of average computers per school and learners per computer, secondary schools are doing better than primary ones in all provinces.

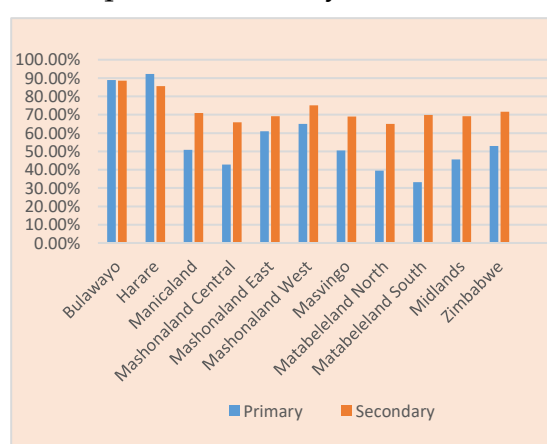


Figure 9.9: Primary and Secondary Schools, Percentage with Computers, by Province, Zimbabwe 2018

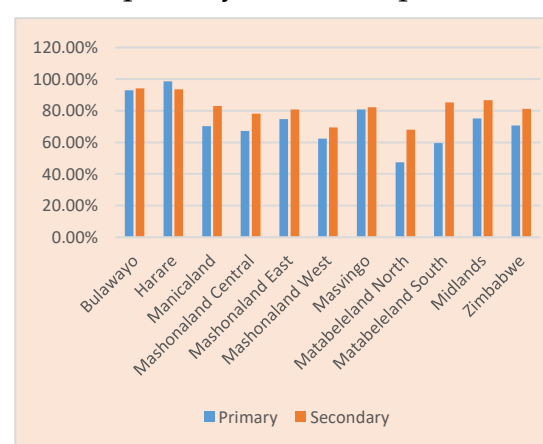


Figure 9.10: Primary and Secondary Schools, Percentage with Computers for Learners, by Province, Zimbabwe 2018

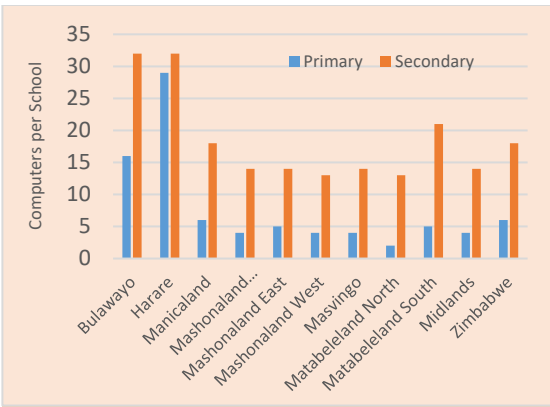


Figure 9.11: Primary and Secondary Schools, Average Computers per School, by Province, Zimbabwe 2018

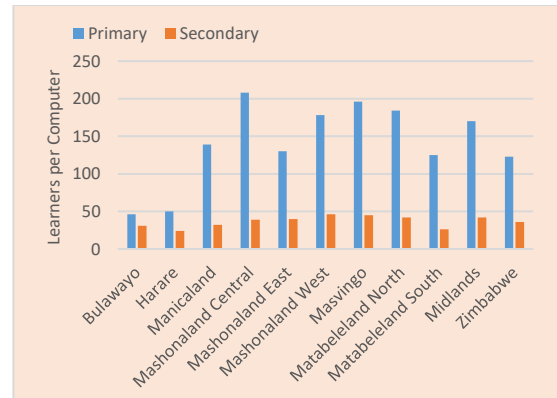


Figure 9.12: Primary and Secondary Schools, Learners per Computer, by Province, Zimbabwe 2018

9.8 Seating and Writing Places

The provision of appropriate furniture is a prerequisite for quality education. It enables smooth learning as pupils can concentrate and teachers are able to deliver. The ideal pupil writing, and seating place ratios are 1:1.

At national level, 27.38 percent of the primary school (ECD A to Grade 7) learners do not have seating places, whilst 34.54 percent are without writing places, Table 9.27. The percentage of primary school learners without seating places range from 14.61 percent in Matabeleland South province to 35.34 percent in Mashonaland Central province. Mashonaland West province has the highest percentage (41.16 percent) of primary school learners without writing places and Matabeleland South province has the lowest percentage (20.65 percent).

Table 9.27: Primary School (ECDA to Grade 7) Seating and Writing Places by Province, Number and Percentage, Zimbabwe 2018

Province	Seating Places				Writing Places			
	Seating Places, No.	Learner to Seating Place Ratio	No Required	% Pupils Without Seating	Writing Places, No.	Learner to Writing Place Ratio	No. Required	% Pupils Without Writing
Bulawayo	108374	1.22	23953	18.10	94134	1.41	38193	28.86
Harare	269441	1.17	46896	14.82	228720	1.38	87617	27.70
Manicaland	381641	1.40	153667	28.71	351445	1.52	183863	34.35
Mashonaland Central	203622	1.55	111306	35.34	199569	1.58	115359	36.63
Mashonaland East	270130	1.36	96864	26.39	252457	1.45	114537	31.21
Mashonaland West	268266	1.46	123495	31.52	230531	1.70	161230	41.16
Masvingo	330055	1.39	127630	27.89	300815	1.52	156870	34.27
Matabeleland North	151723	1.41	61847	28.96	128758	1.66	84812	39.71
Matabeleland South	161365	1.17	27605	14.61	149946	1.26	39024	20.65
Midlands	291530	1.50	145386	33.28	259772	1.68	177144	40.54
Grand Total	2436147	1.38	918649	27.38	2196147	1.53	1158649	34.54

The Learner to Seating Place and Learner to Writing Place Ratios which are above one means that at least more than one learner is sharing these places in both primary and secondary schools, Tables 9.27 and 9.28. The picture is true for all provinces, except for Harare province secondary schools where there is excess furniture for seating and writing as reflected by ratios of less than one, and negative percentages of learners without seating and writing places of -3.24 percent and - 0.52 percent , respectively.

Overall, 13.81 percent of the secondary school learners do not have seating places, whilst 15.20 percent are without writing places, Table 9.28. For the predominantly rural provinces, Mashonaland Central has the highest proportion (23.99 percent) of secondary school learners without seating places and Matabeleland South province the lowest (11.94).

For the predominantly rural provinces, as at primary school, Mashonaland Central province has the highest percentage of secondary school learners without writing places (23.89 percent) and Manicaland province has the lowest (12.07 percent).

Table 9.28: Secondary School (Form 1-6) Seating and Writing Places, Number and Percentage, Zimbabwe 2018

Province	Seating Places				Writing Places			
	Seating Places, No.	Learner to Seating Place Ratio	No. Required	% Pupils Without Seating	Writing Places, No.	Learner to Writing Place Ratio	No. Required	% Pupils Without Writing
Bulawayo	51152	1.11	5577	9.83	51328	1.11	5401	9.52
Harare	130464	0.97	-4100	-3.24	127021	0.99	-657	-0.52
Manicaland	148646	1.14	20418	12.08	148660	1.14	20404	12.07
Mashonaland Central	64406	1.32	20323	23.99	64485	1.31	20244	23.89
Mashonaland East	105397	1.25	26031	19.81	104580	1.26	26848	20.43
Mashonaland West	96520	1.26	24620	20.32	94498	1.28	26642	21.99
Masvingo	122125	1.17	21334	14.87	120706	1.19	22753	15.86
Matabeleland North	47350	1.21	9736	17.05	44956	1.27	12130	21.25
Matabeleland South	48658	1.14	6595	11.94	46905	1.18	8348	15.11
Midlands	121177	1.16	19399	13.80	117683	1.19	22893	16.29
Grand Total	935895	1.16	149933	13.81	920822	1.18	165006	15.20

Chapter 10: Non-Formal Education

The Zimbabwe Non-Formal Education Policy of 2015's goals are to provide high quality, relevant and inclusive non-formal education; to increase access through the non-formal route and to provide adult learners, youths and out of school children with functional skills. Non-formal education will provide a second chance to children, youth and adults who have not been able to start school or who have not been able to complete their education.

There are a total of 108 875 (primary - 72 659; secondary - 36 216) NFEs of whom 57.39 percent are females, Table 10.1. The percentage of females at primary and secondary school levels are 59.27 percent and 53.61 percent, respectively. Generally, there are more females enrolled in NFE in all provinces at both levels of education, except in Harare province and also Mashonaland East province primary school level. The highest number of NFEs is in Manicaland province (17.65 percent) and the least is in Bulawayo province (3.47 percent). Manicaland province has the highest number of NFEs at primary school level, and Masvingo province the highest at secondary school level. Bulawayo province has the lowest NFEs at all levels.

Table 10.1: Enrolment in NFE Programmes by Education Level, Sex and Province, Number and Percentage, Zimbabwe 2018

Province	NFE Enrolment and Education Level, No.									
	Primary			Secondary			Grand Total	Grand Total, % Total		
	M	F	T	M	F	T		M	F	T
Bulawayo	839	1472	2311	513	949	1462	3773	2.92	3.88	3.47
Harare	3981	3908	7889	3243	2388	5631	13520	15.58	10.08	12.42
Manicaland	5486	8550	14036	2092	3085	5177	19213	16.34	18.63	17.65
Mashonaland Central	2331	3592	5923	1366	1491	2857	8780	7.97	8.14	8.07
Mashonaland East	3581	3559	7140	2101	2145	4246	11386	12.25	9.13	10.46
Mashonaland West	2497	3844	6341	1540	1599	3139	9480	8.71	8.71	8.71
Masvingo	5318	7611	12929	2425	2868	5293	18222	16.70	16.78	16.74
Matabeleland North	2824	4995	7819	1596	2165	3761	11580	9.53	11.46	10.64
Matabeleland South	1584	3629	5213	623	1004	1627	6840	4.76	7.42	6.28
Midlands	1153	1905	3058	1281	1702	2983	6041	5.25	5.77	5.55
Grand Total	29594	43065	72659	16780	19396	36176	108835	100	100	100

More than half (51.89 percent) of the primary school level non-formal learners were enrolled in functional literacy, followed by in basic literacy (14.71 percent), Fit for Life (12.74 percent), with the remaining fifth (20.66 percent) enrolled in ZABEC 1, ZABEC 2 and ZABEC 3, Table 10.2. For all NFE levels, there were more females than males.

Table 10.2: Primary Level Enrolment in NFE Programmes by Sex and NFE Level , Number and Percentage, Zimbabwe 2018

NFE Level	Enrolment			%F	%T
	M	F	Grand Total		
Basic Literacy	4814	5872	10686	54.95	14.71
Fit For Life	4482	4774	9256	51.58	12.74
Functional Literacy	13475	24231	37706	64.26	51.89
ZABEC 1	3484	3730	7214	51.71	9.93
ZABEC 2	1783	2236	4019	55.64	5.53
ZABEC 3	1556	2222	3778	58.81	5.20
Grand Total	29594	43065	72659	59.27	100

Most of the primary school NFEs are in registered schools (93.13 percent) and Satellite schools (6.86 percent), with only 4 enrolments in unregistered schools, Table 10.3. This pattern is true for all NEF levels.

Table 10.3: Primary Level Enrolment in NFE Programmes by Registration Status of School, Sex and NFE Level , Number, Zimbabwe 2018

NFE Level	Primary School Registration Status, No.									Grand Total
	Registered			Satellite			Unregistered			
	M	F	T	M	F	T	M	F	T	
Basic Literacy	4499	5418	9917	315	454	769	0	0	0	10686
Fit For Life	4015	4289	8304	467	485	952	0	0	0	9256
Functional Literacy	12731	23048	35779	743	1180	1923	1	3	4	37706
ZABEC 1	3188	3441	6629	296	289	585	0	0	0	7214
ZABEC 2	1617	2054	3671	166	182	348	0	0	0	4019
ZABEC 3	1390	1979	3369	166	243	409	0	0	0	3778
Grand Total	27440	40229	67669	2153	2833	4986	1	3	4	72659

All the 72 659 primary school level NFEs, 80.53 percent (58 509) of them are in rural areas, Table 10.4. The pattern is true for all NFE levels. In rural areas, 56.28 percent of the NFEs are in functional literacy, 13.54 in Fit for Life , 12.49 percent in basic literacy and 8.08 percent in ZABEC 1, with the rest in ZABEC 2 and 3. In urban areas, the highest proportion is enrolled in functional literacy (33.75 percent), followed by basic literacy (23.88 percent), ZABEC 1 (17.55 percent) , ZABEC 2 (9.52 percent) , Fit for life (9.41 percent) and the rest in ZABEC 3.

In rural areas, there are more females for all NFE levels, except for Fit for Life where there are more males. In urban areas, there are more females enrolled in basic literacy, Fit for Life, functional literacy and ZABEC 3. ZABEC 1 has more males and ZABEC 2 has almost equal numbers of females and males.

Table 10.4: Primary Level Enrolment in NFE Programmes by Location , Sex and NFE Level, Number, Zimbabwe 2018

NFE Level	Rural, No.			Urban, No			Grand Total
	M	F	T	M	F	T	
Basic Literacy	3127	4180	7307	1687	1692	3379	10686
Fit For Life	4026	3898	7924	456	876	1332	9256
Functional Literacy	11926	21004	32930	1549	3227	4776	37706
ZABEC 1	2164	2566	4730	1320	1164	2484	7214
ZABEC 2	1109	1563	2672	674	673	1347	4019
ZABEC 3	1176	1770	2946	380	452	832	3778
Grand Total	23528	34981	58509	6066	8084	14150	72659

About 63 percent of the secondary school level non-formal learners were enrolled in PTCEC, followed by in functional literacy (22.95 percent) and Fit for Life (14 percent, Table 10.5. However, the number of learners enrolled for PTCEs of 22 811 is well below the ESSP 2018 target of 33 300. For all NFE levels, there were more females than males.

Table 3: Secondary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe 2018

NFE Level	Enrolment			%F	%T
	M	F	Grand Total		
Fit For Life	2483	2581	5064	50.97	14.00
Functional Literacy	4066	4235	8301	51.02	22.95
PTCEC	10231	12580	22811	55.15	63.06
Grand Total	16780	19396	36176	53.62	100.00

Most of the secondary school NFE learners are in registered schools (85.76 percent) and satellite schools (13.89), Table 10.6. Unlike for NFEs at primary school level, at secondary school level unregistered schools have some learners enrolled for functional literacy (17) and PTCEC (110). Female enrolments in non -formal education outnumber males at all levels, except for functional literacy in registered schools.

A total of 46 007 learners (primary level – 37 706; secondary level- 8 301) are enrolled for Functional literacy, way above the ESSP 2018 target of 28 781 learners.

Table 10.6: Secondary Level Enrolment in NFE Programmes by School Registration Status , Sex and NFE Level, Number, Zimbabwe 2018

NFE Level	School Registration Status, No.									Grand Total
	Registered			Satellite			Unregistered			
	M	F	T	M	F	T	M	F	T	
Fit For Life	2076	2126	4202	407	455	862	0	0	0	5064
Functional Literacy	3259	3069	6328	803	1153	1956	4	13	17	8301
PTCEC	9129	11359	20488	1048	1165	2213	54	56	110	22811
Grand Total	14464	16554	31018	2258	2773	5031	58	69	127	36176

Of all the 36 216 secondary school level NFEs, 69.14 percent (25 039) of them are in rural areas, Table 10.7. The pattern is true for all NFE levels. In rural areas, 59.95 percent of the NFEs are in PTCEC, 24.95 percent in functional literacy and 15.09 percent in Fit for Life. A similar pattern prevails for urban areas but with a higher proportion enrolled in PTCEC (62.99 percent)

In rural areas, there are more females for all NFE levels. The opposite is true for urban areas, where there are more males than females enrolled, except for PTCEC.

Table 10.7: Secondary Level Enrolment in NFE Programmes by Location , Sex and NFE Level, Number, Zimbabwe 2018

NFE Level	Enrolment						Grand Total
	Rural			Urban			
	M	F	T	M	F	T	
Fit For Life	1754	2025	3779	729	556	1285	5064
Functional Literacy	2617	3632	6249	1449	603	2052	8301
PTCEC	6811	8200	15011	3420	4380	7800	22811
Grand Total	11182	13857	25039	5598	5539	11137	36176

Tables 10.8 and 10.9 present the number of schools offering NFE programmes by level. All 2015-2020 ESSP 2018 targets have been achieved and surpassed with respect to the number of schools offering the various NFE programmes. There are 743 primary schools offering the Basic Literacy programmes , against an ESSP 2018 target of 431; 2222 primary and secondary schools offering Functional Literacy programmes against a target of 1 693; 1 378 primary schools providing ZABEC against a target of 940; and 1 298 secondary schools providing PCTEs against a target of 1 203.

Table 10.8: Primary Schools Offering NFE programmes

NFE Programme	No
Basic Literacy	743
Fit for Life	487
Functional Literacy	1892
ZABEC 1	562
ZABEC 2	394
ZABEC 3	422
Grand Total	4500

Table 10.9: Number of Secondary Schools offering NFE Programmes

NFE Programme	No
Fit for Life	167
Functional Literacy	330
PTCE	1298
Grand Total	1795

Chapter 11: Learning Outcomes

11.1 Grade 7 Pass Rates

There has been a great improvement in Grade 7 Pass Rates since 2014 for both sexes, (Table 11.1 and Figure 11.1), with rate surpassing the 2016-2020 ESSP 2018 Target of 49 percent (females - 51 percent; males - 47 percent). In 2018, the Grade 7 Pass Rate is 52.87 percent, with gender parity in favour of females. The percentage of females who passed Grade 7 is 55.78 percent compared to males at 49.79 percent.

Table 11.1: Examination Pass Rates for Grade 7, 'O' Level and 'A' Level, Percentage, Zimbabwe 2014-2018

Year	Pass Rates, %											
	Grade 7 Pass Rate				'O' Level				'A' Level			
	M	F	T	GPI	M	F	T	GPI	M	F	T	GPI
2014	34.46	38.71	36.59	1.12	24.23	20.53	22.41	0.85	80.55	87.16	83.34	1.08
2015	39.39	44.68	42.07	1.13	30.50	25.35	27.89	0.83	85.50	90.72	87.75	1.06
2016	40.88	45.66	43.31	1.12	32.22	27.83	29.98	0.86	86.50	91.60	88.73	1.06
2017	42.61	46.81	44.76	1.10	30.66	26.85	28.71	0.88	83.49	89.20	86.05	1.07
2018	49.79	55.78	52.87	1.12	33.79	31.85	32.81	0.94	86.49	91.61	88.88	1.06

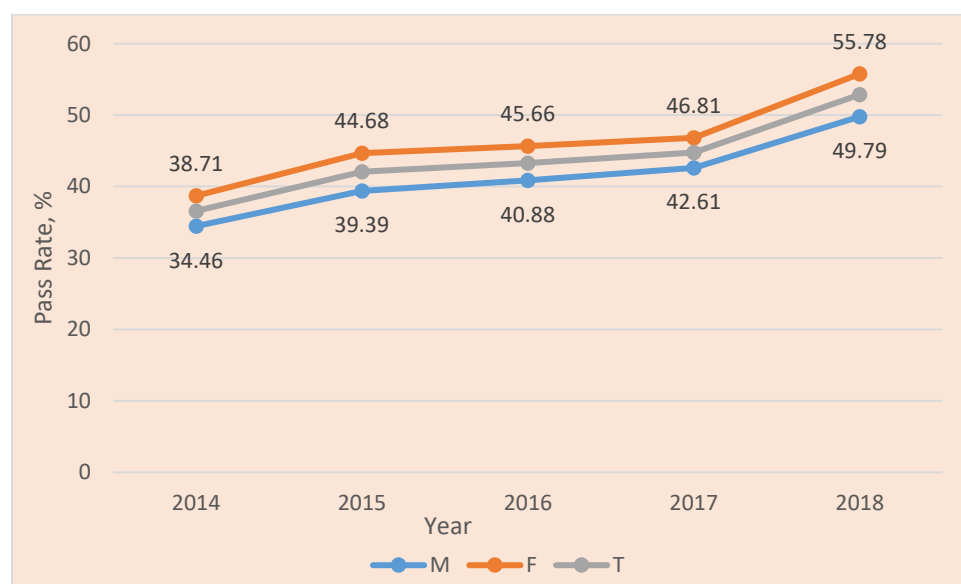


Figure 11.1: Grade 7 Pass Rates by Sex Trend, Zimbabwe 2014 -2018

A total of 319 395 candidates sat for Grade 7 examinations in 2018, of whom 51.40 percent were females, Table 11.2. Bulawayo and Harare provinces have the highest percentages of candidates who passed Grade 7 at 83.69 percent and 80.99 percent, respectively. For

the predominantly rural provinces, Grade 7 Pass Rates range from 30.82 percent in Matabeleland province to 57.17 percent in Masvingo province.

Table 11.2: Grade 7 Pass Rates by Province and Sex, Zimbabwe 2018

Province	Candidates			Passed			% Pass Rates		
	M	F	Total	M	F	Total	M	F	T
Bulawayo	6673	7056	13729	5314	6176	11490	79.63	87.53	83.69
Harare	17457	18538	35995	13562	15592	29154	77.69	84.11	80.99
Manicaland	23622	24391	48013	11531	12988	24519	48.81	53.25	51.07
Mashonaland Central	13568	14350	27918	5559	6230	11789	40.97	43.41	42.23
Mashonaland East	18059	18760	36819	7634	9474	17108	42.27	50.50	46.47
Mashonaland West	18828	19077	37905	7463	8322	15785	39.64	43.62	41.64
Masvingo	19480	20890	40378	10810	12266	23082	55.49	58.72	57.16
Matabeleland North	9752	10842	20594	2456	3892	6348	25.18	35.90	30.82
Matabeleland South	8480	8996	17476	3053	4507	7560	36.00	50.10	43.26
Midlands	19291	21277	40568	9896	12128	22024	51.30	57.00	54.29
Grand Total	155210	164177	319395	77278	91575	168859	49.79	55.78	52.87

The 2016-2020 ESSP 2018 targets with regards to pass rates for Mathematics and General Paper have been both achieved. The Grade 7 Pass Rates for Mathematics is 62.78 percent (females - 65.84 percent: males 59.55 percent) more than the ESSP target of 60 percent (females - 63 percent; males - 59 percent). The Grade 7 Pass Rates for General Paper is 59.72 percent (females - 62.41 percent: 56.88 percent) more than the ESSP target of 56 percent (females - 57 percent: males - 55 percent).

11.2 'O' Level Pass Rates

The 2018 'O' Level Pass Rate is 32.81 percent, with gender parity in favour of males, Table 11.1 and Figure 11.2. The 'O' level Pass Rates generally increased since 2014, with a slight decline in 2017, and this is true for both sexes. The 'O' Level Pass Rate is above the 2016-2020 ESSP 2018 Target of 31 percent (females -30 percent: males -32 percent). Both males and females with Pass Rates of 33.79 percent and 31.85 percent, respectively, achieved the ESSP 2018 target.

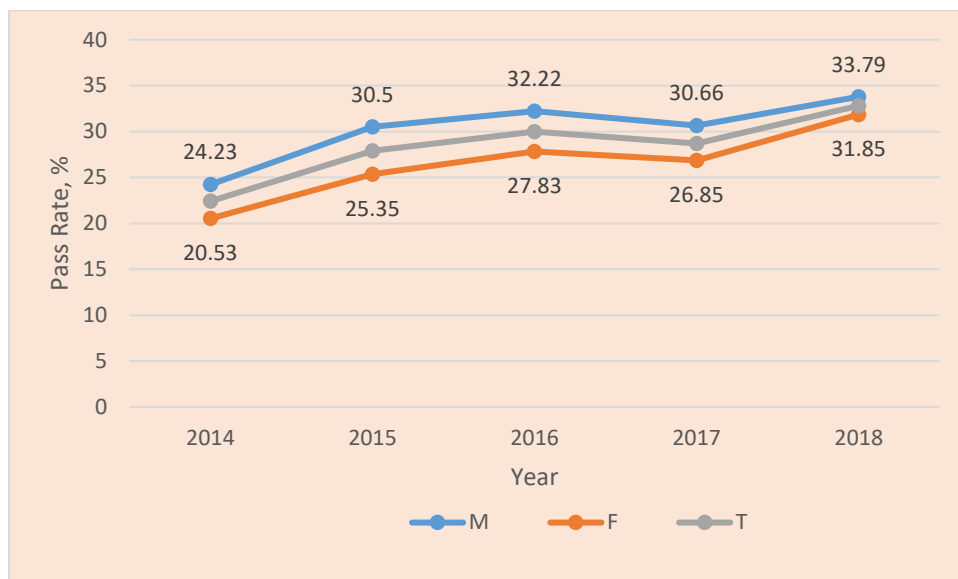


Figure 11.2: 'O' Level Pass Rates by Sex Trend, Zimbabwe 2014 -2018

A total of 148 559 candidates sat for 'O' Level examinations of whom 50.55 percent were females, Table 11.3. Manicaland and Harare provinces have the highest percentages of candidates who passed 'O' Level at 35.73 percent and 35.65 percent, respectively, whilst Matabeleland North had the lowest percentage of 27.42 percent, with the pattern being generally true for both sexes.

Table 11.3: 'O' Level Pass Rates by Province and Sex, Zimbabwe 2018

Province	Candidates			Passed			% Pass Rates		
	M	F	T	M	F	T	M	F	T
Bulawayo	3834	4787	8621	1286	1609	2895	33.54	33.61	33.58
Harare	7994	8838	16833	2729	3271	6001	34.14	37.01	35.65
Manicaland	12677	11725	24402	4571	4148	8719	36.06	35.38	35.73
Mashonaland Central	5699	5246	10945	1800	1428	3228	31.58	27.22	29.49
Mashonaland East	9289	9188	18477	3181	3188	6369	34.24	34.70	34.47
Mashonaland West	8623	7737	16360	2646	2089	4735	30.69	27.00	28.94
Masvingo	10108	9882	19990	3681	3124	6805	36.42	31.61	34.04
Matabeleland North	3310	4350	7660	1002	1098	2100	30.27	25.24	27.42
Matabeleland South	2770	3899	6669	783	1107	1890	28.27	28.39	28.34
Midlands	9151	9451	18602	3141	2861	6002	34.32	30.27	32.27
Grand Total	73455	75103	148559	24820	23923	48744	33.79	31.85	32.81

11.3 'A' Level Pass Rates

In 2018, the 'A' Level Pass Rate is 88.88 percent, with gender parity in favour of females, Table 11.1 and Figure 11.3. Similarly, as for 'O' Levels, 'A' Level Pass Rates have generally increased since 2014, with a slight decline in 2017, and this is true for both sexes, Table 11.1 and Figure 11.3. Females have a Pass Rate of 91.61 percent and males 86.49 percent.

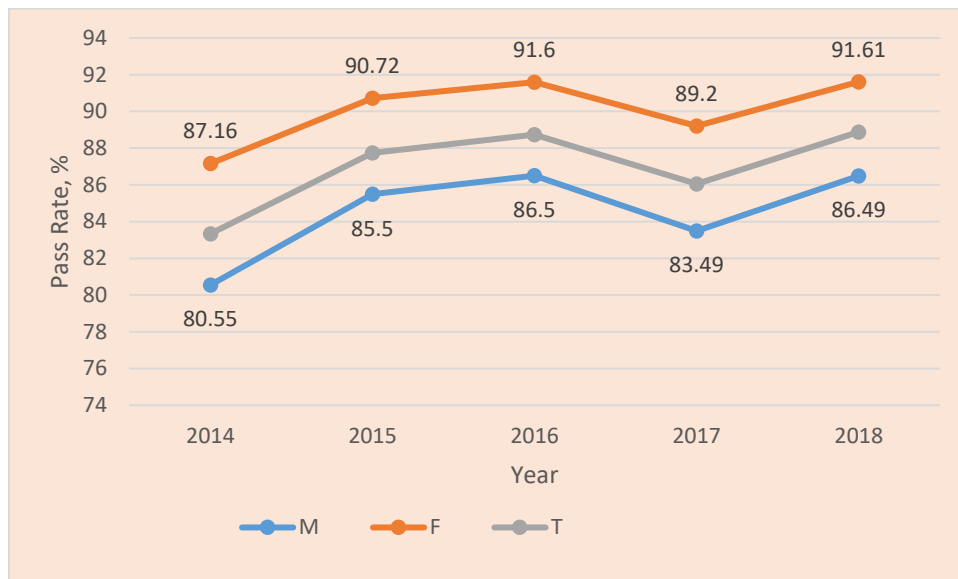


Figure 11.3: 'A' Level Pass Rates by Sex Trend, Zimbabwe 2014 -2018

A total of 39 434 candidates sat for 'A' Level examinations of whom 46.71 percent were females, Table 11.4. Mashonaland East Province has the highest 'A' Level Pass Rate of 95.67 percent, and Matabeleland North has the lowest percentage of 83.83 percent, with this pattern generally true for both sexes.

Table 11.4: 'A' Level Pass Rates by Province and Sex, Zimbabwe 2018

	Candidates			Passed			% Pass Rate		
Province	M	F	T	M	F	T	M	F	T
Bulawayo	1241	1467	2708	1005	1273	2278	80.98	86.78	84.12
Harare	2756	2670	5426	2397	2544	4941	86.97	95.28	91.06
Manicaland	3816	3123	6939	3408	2932	6340	89.31	93.88	91.37
Mashonaland Central	1344	1075	2419	1182	1008	2190	87.95	93.77	90.53
Mashonaland East	2217	2060	4277	2093	1999	4092	94.41	97.04	95.67
Mashonaland West	2048	1472	3520	1736	1291	3027	84.77	87.70	85.99
Masvingo	3449	2621	6070	2949	2381	5330	85.50	90.84	87.81
Matabeleland North	707	709	1416	571	616	1187	80.76	86.88	83.83
Matabeleland South	725	912	1638	601	797	1399	82.90	87.39	85.41
Midlands	2711	2310	5021	2233	2033	4266	82.37	88.01	84.96
Grand Total	21014	18419	39434	18175	16874	35050	86.49	91.61	88.88

Description of the Main Indicators Used in this Publication

1. Completion Rate

Definition - Persons in the relevant age group who have completed the last grade of the given level of education.

Purpose -The completion rate indicates how many persons in a given age group have completed primary, lower secondary, or upper secondary education. It indicates how many children and adolescents enter school on time and progress through the education system without excessive delays.

Calculation method: The number of persons in the relevant age group who have completed the last grade of the given level of education expressed as a percentage of the total population of the same age group.

2. 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).

3. 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.

Purpose: The Gender Parity Index represents the relative difference between a group of females and males. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should

be the other way round for indicators that should ideally approach 0 percent (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

According to the Zimbabwe National Statistics Agency, 2015, Women and Men Profile, 2012 National Population Census, page 11-, parity indices such as the GPI are considered to reflect parity within + or - 0.03 percentage points from 1 percent.

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

4. 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 Rate 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.

5. 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.

6. 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.

7. 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.

8. 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

9. 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.

10. 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)

11. 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

12. 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.