

ANNUAL EDUCATION STATISTICS PROFILE MASHONALAND WEST PROVINCE 2017

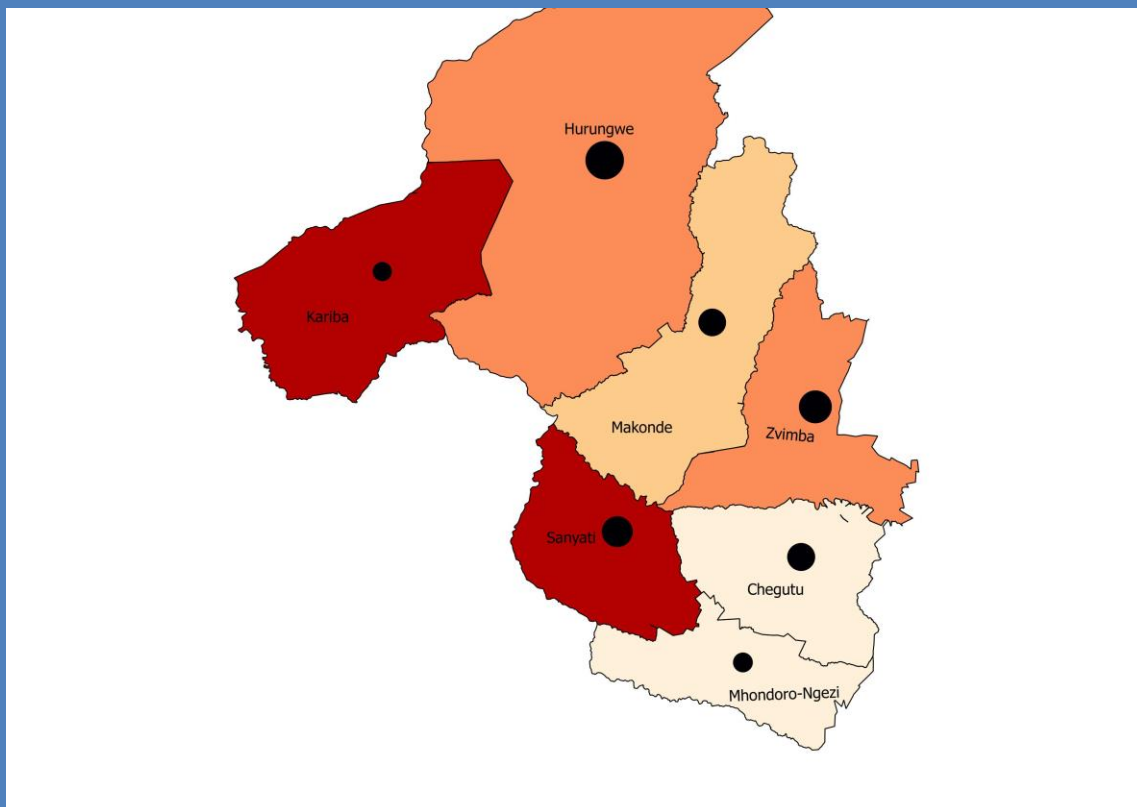


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Chapter 1: Preamble

1.1 Introduction to Zimbabwe Education System

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

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 children are developed through play. Pre-formal skills in reading, writing, speaking and listening are expected to be mastered by ECD children. At Grade 1 and Grade 2 there is formal teaching of all the subjects in the school curriculum.

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).

Chapter 2: Demand for Education

2.1 Population Data

Table 1: Distribution of Projected School Age Population by Sex

age	M	F	Grand Total
3	20286	20840	41126
4	21649	21656	43305
5	21018	20624	41642
6	19306	19697	39003
7	20372	20137	40509
8	19735	19912	39647
9	20335	20208	40543
10	19823	19753	39576
11	19706	19054	38760
12	25294	24441	49735
13	19106	19043	38150
14	18637	18088	36724
15	17798	16824	34621
16	17495	16917	34412
17	17845	16948	34793
18	17547	17019	34566
Grand Total	315950	311161	627111

Table 2: School Age Population by Level

	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	
Chegutu	17825	17539	35364	18301	17928	36229	13326	12934	26259	6453	6443	12896	110749
Hurungwe	25688	25967	51655	27342	26499	53841	18584	17548	36132	8892	7821	16712	158340
Kariba	4793	4795	9587	4677	4589	9266	3104	3356	6460	1513	1603	3116	28429
Makonde	15900	15928	31828	16208	16446	32654	11274	11210	22484	5389	5398	10787	97752
Mhondoro Ngezi	7175	7071	14246	7039	7050	14089	4851	4365	9216	2504	2152	4656	42208
Sanyati	13636	13890	27526	13327	13349	26676	9125	9380	18505	4761	4846	9607	82314
Zvimba	17614	17764	35378	18000	17507	35506	12772	12079	24851	5880	5704	11584	107320
Grand Total	102630	102955	205585	104893	103368	208261	73036	70872	143907	35392	33967	69358	627111

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	674		704		329	
2013	683	1.34%	714	1.42%	340	3.34%
2014	712	4.25%	720	0.84%	347	2.06%
2015	722	1.40%	731	1.53%	373	7.49%
2016	722	0.00%	737	0.82%	377	1.07%
2017	746	3.32%	751	1.90%	379	0.53%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Chegutu	134	66	200	17.84%	17.41%	17.70%
Hurungwe	174	100	274	23.17%	26.39%	24.25%
Kariba	44	20	64	5.86%	5.28%	5.66%
Makonde	119	60	179	15.85%	15.83%	15.84%
Mhondoro Ngezi	64	31	95	8.52%	8.18%	8.41%
Sanyati	81	38	119	10.79%	10.03%	10.53%
Zvimba	135	64	199	17.98%	16.89%	17.61%
Grand Total	751	379	1130	100.00%	100.00%	100.00%

2.3 Classification of Schools

2.3.1 Registration Status

Table 5: Number of Schools by Level, Registration Status and District

District	Primary			Secondary		
	Registered	Satellite	Total	Registered	Satellite	Total
Chegutu	104	30	134	41	25	66
Hurungwe	123	51	174	39	61	100
Kariba	21	23	44	10	10	20
Makonde	54	65	119	25	35	60
Mhondoro Ngezi	49	15	64	21	10	31
Sanyati	63	18	81	25	13	38
Zvimba	101	34	135	37	27	64
Grand Total	515	236	751	198	181	379

2.3.2 Distribution of Schools by Location

Table 6: Distribution of Schools by Level, Location and District

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Chegutu	109	25	134	53	13	66
Hurungwe	167	7	174	95	5	100
Kariba	34	10	44	13	7	20
Makonde	101	18	119	50	10	60
Mhondoro Ngezi	52	12	64	24	7	31
Sanyati	60	21	81	24	14	38
Zvimba	123	12	135	57	7	64
Grand Total	646	105	751	316	63	379

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Responsible Authority	Primary	Secondary	Grand Total
Church/Mission	28	28	56
City Council	23	4	27
District Council	601	283	884
Farm	7	1	8
Government	47	24	71
Mine	5	2	7
Other	8	16	24
Other Government Line Ministries	8	4	12
Private Company	16	13	29
Town Board	4	1	5
Trust	4	3	7
Grand Total	751	379	1130

Chapter 3: Access to Education

3.1 New Entrants into Grade 1 and Form 1

Table 8: New Entrants into Grade 1 by Age and Sex

	M	F	Grand Total	% of Total
5 years	250	289	539	1.04%
6 years	6043	6798	12841	24.84%
7 years	13418	13043	26461	51.19%
8 years	4679	4286	8965	17.34%
9 years	1198	961	2159	4.18%
10 years	317	241	558	1.08%
11 years	67	58	125	0.24%
12 years	18	9	27	0.05%
Above 12	7	10	17	0.03%
Grand Total	25997	25695	51692	100.00%

Table 9: New Entrants into Form 1 by Age and Sex

Age	M	F	Grand Total	% Total
Below 13	315	533	848	2.78%
13 years	3253	4221	7474	24.51%
14 years	5773	6156	11929	39.12%
15 years	3878	3084	6962	22.83%
16 years	1629	888	2517	8.25%
17 years	463	165	628	2.06%
18 years	89	24	113	0.37%
above 18	22	0	22	0.07%
Grand Total	15422	15071	30493	100.00%

3.2 Primary Enrolment

Table 10: Enrolment Trend by Level and Sex, 2012-2017

Year	ECD			Primary			Grand Total
	M	F	T	M	F	T	
2012	16692	17200	33892	160263	154827	315090	348982
2013	18347	19061	37408	161909	155902	317811	355219
2014	21621	21949	43570	160720	154827	315547	359117
2015	27830	27300	55130	160590	154529	315119	370249
2016	31979	31505	63484	159818	154856	314674	378158
2017	36068	35895	71963	159066	156136	315202	387165

Table 11: Primary Enrolment by Grade and District

District	ECD A	ECD B	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
Chegutu	5259	6756	9453	8068	7750	7341	7416	7290	7313	265	66911
Hurungwe	7427	10427	13668	12718	11038	10660	10477	10567	10369	287	97638
Kariba	1756	1595	2267	2121	2051	1868	1872	2057	1746	111	17444
Makonde	5004	5859	8079	7564	7137	7145	6492	6805	6412	277	60774
Mhondoro Ngezi	2956	3247	4616	4189	4010	3924	3646	3789	3726	18	34121
Sanyati	4176	4803	5709	5312	5184	5031	4692	4807	4637	121	44472
Zvimba	5873	6825	8854	7970	7313	7180	7447	7383	6799	161	65805
Grand Total	32451	39512	52646	47942	44483	43149	42042	42698	41002	1240	387165

3.3 ECD Enrolment

Table 12: ECD Enrolment by Location and Sex

Location	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Rural	13281	13503	26784	15871	15578	31449	58233
Urban	2893	2774	5667	4023	4040	8063	13730
Grand Total	16174	16277	32451	19894	19618	39512	71963

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	71	63	134	0	0	0	134
3 years	763	863	1626	50	48	98	1724
4 years	4549	4875	9424	285	327	612	10036
5 years	7342	7132	14474	5883	5954	11837	26311
6 years	2848	2776	5624	10208	10086	20294	25918
7 years	511	501	1012	2974	2733	5707	6719
8 years	70	49	119	385	349	734	853
9 years	17	16	33	87	103	190	223
10 years	1	2	3	16	16	32	35
11 years	2	0	2	5	1	6	8
12 years	0	0	0	1	0	1	1
Above 12	0	0	0	0	1	1	1
Grand Total	16174	16277	32451	19894	19618	39512	71963

3.4 Primary Enrolment, Grade 1-7

Table 14: Primary Enrolment by Location and Sex

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Grade 1	20098	19880	39978	6427	6241	12668	52646
Grade 2	18425	18175	36600	5631	5711	11342	47942
Grade 3	17026	16764	33790	5314	5379	10693	44483
Grade 4	16319	16280	32599	5266	5284	10550	43149
Grade 5	16471	15761	32232	4917	4893	9810	42042
Grade 6	16616	15865	32481	5053	5164	10217	42698
Grade 7	15902	15205	31107	4891	5004	9895	41002
Skills Orientation	503	358	861	207	172	379	1240
Grand Total	121360	118288	239648	37706	37848	75554	315202

Table 15: Primary School Enrolment by Age and Grade

Ages	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
5 years	690	0	0	0	0	0	0	4	694
6 years	13559	881	0	0	0	0	0	4	14444
7 years	27368	12153	624	0	0	0	0	6	40151
8 years	8144	21793	9368	916	0	0	0	23	40244
9 years	2172	9180	20307	9542	913	0	0	94	42208
10 years	547	2985	9623	18629	9665	1196	0	242	42887
11 years	113	659	3216	9327	16864	9705	1370	266	41520
12 years	30	219	1024	3403	9853	17655	9857	250	42291
Above 12	23	72	321	1332	4747	14142	29775	351	50763
Grand Total	52646	47942	44483	43149	42042	42698	41002	1240	315202

3.5 Secondary School Enrolment

Table 16: Secondary School Enrolment Trend, 2012-2017

Year	Form 1-Form 4					Form 5-Form 6					Form 1- Form 6				
	M	F	T	% F	% change	M	F	T	% F	% Change	M	F	T	% F	% change
2012	53400	47676	101076	47.17%		3562	2334	5896	39.59%		56962	50010	106972	46.75%	
2013	54560	50242	104802	47.94%	3.69%	3906	2453	6359	38.58%	7.9%	58466	52695	111161	47.40%	3.92%
2014	56168	51101	107269	47.64%	2.35%	3807	2505	6312	39.69%	-0.7%	59975	53606	113581	47.20%	2.18%
2015	57715	52397	110112	47.59%	2.65%	4008	2622	6630	39.55%	5.0%	61723	55019	116742	47.13%	2.78%
2016	60099	54480	114579	47.55%	4.06%	4172	2917	7089	41.15%	6.92%	64271	57397	121668	47.18%	4.22%
2017	58681	53864	112545	47.86%	-1.78%	4423	3292	7715	42.67%	8.83%	63104	57156	120260	47.53%	-1.16%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Chegutu	5642	5601	5384	4616	882	922		23047
Hurungwe	7834	7878	6588	5428	675	635		29038
Kariba	1278	1257	1202	937	159	114		4947
Makonde	5108	4896	4394	3730	699	711		19538
Mhondoro Ngezi	2702	2614	2516	2124	313	302	0	10571
Sanyati	3208	3122	2950	2454	523	533		12790
Zvimba	5094	5133	4839	4016	654	593		20329
Grand Total	30866	30501	27873	23305	3905	3810	0	120260

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	11807	11234	23041	3823	4002	7825	30866
Form 2	11918	10938	22856	3742	3903	7645	30501
Form 3	11084	9078	20162	3821	3890	7711	27873
Form 4	8987	7383	16370	3499	3436	6935	23305
Lower 6	1142	746	1888	1071	946	2017	3905
Upper 6	1140	709	1849	1070	891	1961	3810
Skills Orientation				0	0	0	0
Grand Total	46078	40088	86166	17026	17068	34094	120260

Table 19: Secondary School Enrolments by Age and Form

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Below 13	718	0	0	0	0	0	0	718
13 years	7472	890	0	0	0	0	0	8362
14 years	12086	7542	699	0	0	0	0	20327
15 years	7127	11656	6334	662	0	0	0	25779
16 years	2641	6883	10512	5528	114	0	0	25678
17 years	667	2807	6841	9087	1402	379	0	21183
18 years	126	614	2615	5003	1535	1576	0	11469
above 18	29	109	872	3025	854	1855	0	6744
Grand Total	30866	30501	27873	23305	3905	3810	0	120260

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Chegutu	14953	14583	29536	19136	18239	37375	11760	11287	23047	89958
Hurungwe	22180	22060	44240	26806	26592	53398	15298	13740	29038	126676
Kariba	3853	3886	7739	4786	4919	9705	2624	2323	4947	22391
Makonde	13278	13228	26506	17340	16928	34268	10202	9336	19538	80312
Mhondoro Ngezi	7470	7538	15008	9610	9503	19113	5431	5140	10571	44692
Sanyati	10071	9929	20000	12285	12187	24472	6417	6373	12790	57262
Zvimba	14844	14678	29522	18522	17761	36283	11372	8957	20329	86134
Grand Total	86649	85902	172551	108485	106129	214614	63104	57156	120260	507425

Chapter 4: Access Rates

4.1 Primary School Apparent and Net Intake Rates

Table 21: Primary School –Age Population Data and Enrolment by Sex and District

District	New Entrants into Grade 1			New Entrants Aged 6			Population Aged 6		
	M	F	Total	M	F	Total	M	F	Total
Chegutu	4618	4495	9113	1039	1201	2240	3393	3355	6747
Hurungwe	6707	6774	13481	1834	2083	3917	4820	4919	9739
Kariba	1138	1069	2207	301	284	585	907	913	1820
Makonde	4064	3973	8037	739	838	1577	3047	3110	6157
Mhondoro Ngezi	2245	2154	4399	588	633	1221	1318	1314	2632
Sanyati	2794	2820	5614	489	610	1099	2481	2656	5137
Zvimba	4431	4410	8841	1053	1149	2202	3340	3430	6771
Grand Total	25997	25695	51692	6043	6798	12841	19306	19697	39003

Table 22: Primary School Apparent Intake Rates by District and Sex

District	Net Intake Rate			GPI	Apparent Intake			GPI
	M	F	Total		M	F	Total	
Chegutu	30.62%	35.80%	33.20%	1.17	136.12%	133.99%	135.06%	0.98
Hurungwe	38.05%	42.35%	40.22%	1.11	139.15%	137.72%	138.43%	0.99
Kariba	33.19%	31.10%	32.14%	0.94	125.47%	117.04%	121.24%	0.93
Makonde	24.25%	26.95%	25.61%	1.11	133.38%	127.75%	130.54%	0.96
Mhondoro Ngezi	44.61%	48.18%	46.40%	1.08	170.34%	163.96%	167.15%	0.96
Sanyati	19.71%	22.97%	21.39%	1.17	112.60%	106.18%	109.28%	0.94
Zvimba	31.53%	33.49%	32.52%	1.06	132.66%	128.55%	130.58%	0.97
Grand Total	31.30%	34.51%	32.92%	1.10	134.66%	130.45%	132.53%	0.97

4.2 Secondary School Apparent and Net Intake Rates

Table 23: Secondary School –Age Population Data and Enrolment by Sex and District

District	New Entrants into Form 1			New Entrants Aged 13			Population Aged 13		
	M	F	Total	M	F	Total	M	F	Total
Chegutu	2798	2796	5594	745	950	1695	3563	3453	7015
Hurungwe	3883	3747	7630	654	946	1600	4923	4905	9828
Kariba	624	618	1242	100	149	249	772	862	1634
Makonde	2531	2561	5092	475	596	1071	2926	2958	5884
Mhondoro Ngezi	1338	1354	2692	270	397	667	1240	1141	2382
Sanyati	1543	1624	3167	439	565	1004	2332	2458	4791
Zvimba	2705	2371	5076	578	623	1201	3350	3267	6616
Grand Total	15422	15071	30493	3261	4226	7487	19106	19043	38150

Table 24: Secondary School Apparent Intake Rates by District and Sex

District	Net Intake Rate			GPI	Apparent Intake			GPI
	M	F	Total		M	F	Total	
Chegutu	20.91%	27.52%	24.16%	1.32	78.53%	80.98%	79.74%	1.03
Hurungwe	13.28%	19.29%	16.28%	1.45	78.88%	76.39%	77.64%	0.97
Kariba	12.95%	17.29%	15.24%	1.34	80.78%	71.71%	75.99%	0.89
Makonde	16.23%	20.15%	18.20%	1.24	86.50%	86.59%	86.55%	1.00
Mhondoro Ngezi	21.77%	34.78%	28.01%	1.60	107.89%	118.63%	113.03%	1.10
Sanyati	18.82%	22.98%	20.96%	1.22	66.16%	66.06%	66.11%	1.00
Zvimba	17.26%	19.07%	18.15%	1.11	80.76%	72.58%	76.72%	0.90
Grand Total	17.07%	22.19%	19.63%	1.30	80.72%	79.14%	79.93%	0.98

Chapter 5: Participation Rates

5.1 ECD Participation Rates

Table 25: ECD GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Chegutu	55.37%	55.11%	55.24%	1.00	28.05%	28.41%	28.23%	1.01
Hurungwe	57.10%	55.75%	56.43%	0.98	35.26%	35.28%	35.27%	1.00
Kariba	55.57%	58.46%	57.01%	1.05	32.35%	33.33%	32.83%	1.03
Makonde	55.18%	56.07%	55.63%	1.02	24.47%	24.89%	24.68%	1.02
Mhondoro Ngezi	68.71%	71.42%	70.06%	1.04	33.91%	35.93%	34.91%	1.06
Sanyati	53.65%	52.37%	53.01%	0.98	27.88%	27.55%	27.72%	0.99
Zvimba	60.10%	58.14%	59.11%	0.97	28.54%	29.50%	29.02%	1.03
Grand Total	57.29%	56.87%	57.08%	0.99	29.98%	30.42%	30.20%	1.01

5.1 Primary Participation Rates

Table 26: Primary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Chegutu	111.29%	108.96%	110.14%	0.98	93.46%	93.88%	93.67%	1.00
Hurungwe	107.28%	108.79%	108.03%	1.01	87.74%	92.62%	90.15%	1.06
Kariba	107.43%	109.81%	108.62%	1.02	85.87%	91.08%	88.46%	1.06
Makonde	112.88%	109.19%	111.03%	0.97	91.45%	92.06%	91.76%	1.01
Mhondoro Ngezi	143.57%	143.03%	143.31%	1.00	120.08%	123.21%	121.64%	1.03
Sanyati	96.30%	94.22%	95.25%	0.98	79.51%	80.50%	80.01%	1.01
Zvimba	108.02%	106.97%	107.50%	0.99	87.86%	91.21%	89.52%	1.04
Grand Total	110.03%	109.03%	109.53%	0.99	90.38%	92.92%	91.65%	1.03

5.1 Lower Secondary Participation Rates

Table 27: Lower Secondary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Chegutu	80.98%	80.81%	80.90%	1.00	57.02%	62.88%	59.91%	1.10
Hurungwe	78.02%	75.39%	76.74%	0.97	50.38%	55.92%	53.07%	1.11
Kariba	79.20%	66.03%	72.36%	0.83	49.59%	47.14%	48.32%	0.95
Makonde	83.18%	78.05%	80.63%	0.94	54.27%	58.15%	56.21%	1.07
Mhondoro Ngezi	105.64%	110.68%	108.03%	1.05	73.36%	87.49%	80.05%	1.19
Sanyati	64.23%	62.61%	63.41%	0.97	44.60%	49.01%	46.84%	1.10
Zvimba	82.75%	70.48%	76.79%	0.85	54.49%	52.50%	53.52%	0.96
Grand Total	80.35%	76.00%	78.21%	0.95	53.68%	57.57%	55.60%	1.07

5.1 Upper Secondary Participation Rates

Table 28: Upper Secondary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Chegutu	15.02%	12.96%	13.99%	0.86	9.73%	8.92%	9.33%	0.92
Hurungwe	8.99%	6.53%	7.84%	0.73	4.95%	4.16%	4.58%	0.84
Kariba	10.97%	6.68%	8.76%	0.61	6.01%	4.30%	5.13%	0.72
Makonde	15.29%	10.86%	13.07%	0.71	9.02%	7.28%	8.15%	0.81
Mhondoro Ngezi	12.22%	14.36%	13.21%	1.17	6.15%	9.52%	7.71%	1.55
Sanyati	11.68%	10.32%	10.99%	0.88	8.40%	7.61%	8.00%	0.91
Zvimba	13.66%	7.78%	10.76%	0.57	7.84%	4.87%	6.38%	0.62
Grand Total	12.50%	9.69%	11.12%	0.78	7.52%	6.52%	7.03%	0.87

Chapter 6 Equity

6.1 Orphaned and Vulnerable Children (OVC)

Table 29: ECD, Primary Grade 1-7 and Secondary Orphaned and Vulnerable Children (OVC) by District

	ECD			Primary Grade 1-7			Secondary		
	M	F	T	M	F	T	M	F	T
Chegutu	919	948	1867	6427	6363	12790	3054	3056	6110
Hurungwe	1470	1453	2923	9452	9142	18594	5526	5454	10980
Kariba	309	323	632	1558	1558	3116	828	781	1609
Makonde	934	939	1873	5748	5455	11203	2627	2483	5110
Mhondoro Ngezi	529	503	1032	2894	2871	5765	1203	1161	2364
Sanyati	555	527	1082	3974	3948	7922	1512	1594	3106
Zvimba	1149	1140	2289	6423	6409	12832	3687	3302	6989
Grand Total	5865	5833	11698	36476	35746	72222	18437	17831	36268

6.2 Number of OVC by Type

Table 30: Number of ECD OVC by Type, Sex and District

	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	
Chegutu	98	88	186	168	210	378	206	186	392	447	464	911	1867
Hurungwe	238	226	464	331	310	641	297	292	589	604	625	1229	2923
Kariba	27	22	49	37	47	84	34	46	80	211	208	419	632
Makonde	101	120	221	189	170	359	162	164	326	482	485	967	1873
Mhondoro Ngezi	71	66	137	92	94	186	121	107	228	245	236	481	1032
Sanyati	91	64	155	92	115	207	111	98	209	261	250	511	1082
Zvimba	152	144	296	212	253	465	180	187	367	605	556	1161	2289
Grand Total	778	730	1508	1121	1199	2320	1111	1080	2191	2855	2824	5679	11698

Table 31: Number of Primary OVC by Type, Sex and 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	
Chegutu	875	897	1772	1285	1355	2640	1753	1658	3411	2514	2453	4967	12790
Hurungwe	1518	1437	2955	2022	2033	4055	2626	2592	5218	3286	3080	6366	18594
Kariba	175	175	350	263	297	560	329	333	662	791	753	1544	3116
Makonde	866	933	1799	1047	974	2021	1672	1606	3278	2163	1942	4105	11203
Mhondoro Ngezi	394	422	816	670	682	1352	832	847	1679	998	920	1918	5765
Sanyati	551	567	1118	810	798	1608	1128	1123	2251	1485	1460	2945	7922
Zvimba	841	884	1725	1269	1282	2551	1863	1897	3760	2450	2346	4796	12832
Grand Total	5220	5315	10535	7366	7421	14787	10203	10056	20259	13687	12954	26641	72222

Table 32: Number of Secondary OVC by Type, Sex and Province

Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total	
District	M	F	T	M	F	T	M	F	T	M	F	T	
Chegutu	583	604	1187	787	714	1501	991	974	1965	693	764	1457	6110
Hurungwe	1032	976	2008	1280	1254	2534	1439	1546	2985	1775	1678	3453	10980
Kariba	124	105	229	184	177	361	215	211	426	305	288	593	1609
Makonde	533	529	1062	775	637	1412	831	821	1652	488	496	984	5110
Mhondoro Ngezi	284	224	508	331	323	654	387	391	778	201	223	424	2364
Sanyati	265	304	569	334	378	712	538	571	1109	375	341	716	3106
Zvimba	786	639	1425	952	807	1759	1182	1098	2280	767	758	1525	6989
Grand Total	3607	3381	6988	4643	4290	8933	5583	5612	11195	4604	4548	9152	36268

6.3 Number of Learners by Impairments

Table 33: Enrolment by Impairments

Disability Type		Primary			Secondary			Grand Total
		M	F	T	M	F	T	
Visual impairment	Low vision	336	297	633	153	151	304	1874
	Blind	34	31	65	18	9	27	184
Physical Impairment	Gross motor	208	153	361	29	18	47	816
	Fine motor	237	203	440	50	31	81	1042
Hearing impairment	Mild to moderate	398	319	717	132	114	246	1926
	Severe to profound	180	124	304	50	44	94	796
Intellectual challenges	Mild to moderate	860	627	1487	330	281	611	4196
	Severe to profound	435	364	799	83	86	169	1936
Communication and speech	Mild to moderate	355	221	576	81	61	142	1436
	Severe to profound	214	179	393	5	3	8	802
Learning Disability	Dyslexia	740	647	1387	100	93	193	3160
Multiple Disabilities		184	161	345	65	36	101	892
Grand Total		4181	3326	7507	1096	927	2023	19060

6.4 BEAM and Other Assistance

Table 34: Primary School Learners on BEAM with Claims Outstanding and Paid For by District and Sex

District	Paid by BEAM			BEAM Claim Still outstanding			Other Learners paid for outside BEAM			Grand Total
	M	F	T	M	F	T	M	F	T	
Chegutu	648	638	1286	2157	2142	4299	649	643	1292	6877
Hurungwe	625	628	1253	4615	4559	9174	82	83	165	10592
Kariba	146	146	292	773	738	1511	32	54	86	1889
Makonde	735	691	1426	2833	2827	5660	558	606	1164	8250
Mhondoro Ngezi	293	299	592	948	917	1865	137	144	281	2738
Sanyati	300	263	563	1668	1693	3361	49	47	96	4020
Zvimba	339	356	695	2626	2492	5118	163	155	318	6131
Grand Total	3086	3021	6107	15620	15368	30988	1670	1732	3402	40497

Table 35: Secondary School Learners on BEAM with Claims Outstanding and Paid For by District and Sex

District	Paid by BEAM			BEAM Claim Still outstanding			Other Learners paid for outside BEAM			Grand Total
	M	F	T	M	F	T	M	F	T	
Chegutu	330	311	641	777	657	1434	239	384	623	2698
Hurungwe	387	259	646	5021	2797	7818	349	1618	1967	10431
Kariba	78	66	144	295	181	476	83	371	454	1074
Makonde	248	228	476	1366	1185	2551	275	374	649	3676
Mhondoro Ngezi	147	159	306	554	481	1035	65	61	126	1467
Sanyati	41	48	89	609	570	1179	69	68	137	1405
Zvimba	326	258	584	1164	1076	2240	91	208	299	3123
Grand Total	1557	1329	2886	9786	6947	16733	1171	3084	4255	23874

Chapter 7: Teaching Staff

7.1 ECD Teachers

Table 36: Number of ECD Teachers by District, Qualification Status and Sex

District	Trained			Untrained			Grand Total
	M	F	T	M	F	T	
Chegutu	36	150	186	7	148	155	341
Hurungwe	57	107	164	27	191	218	382
Kariba	28	48	76	3	13	16	92
Makonde	23	67	90	25	114	139	229
Mhondoro Ngezi	15	65	80	2	73	75	155
Sanyati	10	104	114	7	78	85	199
Zvimba	18	195	213	6	94	100	313
Grand Total	187	736	923	77	711	788	1711

Table 37: Number of ECD Teachers by Qualification Status, Type of Employment and Sex

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	54	82	136
ECD Para Professional	59	625	684
Graduate without teaching qualification	6	12	18
Non-Teaching Degree	12	73	85
Other Unqualified		1	1
Diploma or Certificate in Education	133	654	787
Grand Total	264	1447	1711

7.2 Primary School Teachers

Table 38: Number of Primary Teachers by District, Qualification Status and Sex

District	Trained			Untrained			Grand Total
	M	F	T	M	F	T	
Chegutu	543	819	1362	13	15	28	1390
Hurungwe	864	721	1585	146	132	278	1863
Kariba	188	168	356	32	19	51	407
Makonde	511	683	1194	13	9	22	1216
Mhondoro Ngezi	292	397	689	5	5	10	699
Sanyati	378	537	915	14	6	20	935
Zvimba	551	815	1366	15	23	38	1404
Grand Total	3327	4140	7467	238	209	447	7914

Table 39: Number of Primary Teachers by Qualification Status, Type of Employment and Sex

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	621	601	1222
ECD Para Professional	22	20	42
Graduate without teaching qualification	97	78	175
Non-Teaching Degree	119	109	228
Other Unqualified		2	2
Diploma or Certificate in Education	2706	3539	6245
Grand Total	3565	4349	7914

7.3 Secondary School Teachers

Table 40: Number of Secondary Teachers by District, Qualification Status and Sex

District	Trained			Untrained			Grand Total
	M	F	T	M	F	T	
Chegutu	403	422	825	69	50	119	944
Hurungwe	576	356	932	138	62	200	1132
Kariba	113	58	171	36	16	52	223
Makonde	320	306	626	70	39	109	735
Mhondoro Ngezi	187	200	387	35	19	54	441
Sanyati	212	229	441	85	47	132	573
Zvimba	344	397	741	82	62	144	885
Grand Total	2155	1968	4123	515	295	810	4933

Table 41: Number of Secondary Teachers by Qualification Status, Type of Employment and Sex

Highest qualification	M	F	Grand Total
Diploma or Certificate	1210	1238	2448
Graduate with Teaching Qualification	945	730	1675
Graduate without Teaching Qualification	419	235	654
Other (unqualified)	80	48	128
Not Reported	16	12	28
Grand Total	2670	2263	4933

Chapter 8: Internal Efficiency

8.1 Repetition

Table 42: Primary Level Repeaters as a Percentage of Enrolment by Sex and Grade

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
ECD A	71	60	131	16174	16277	32451	0.44%	0.37%	0.40%	0.84
ECD B	171	157	328	19894	19618	39512	0.86%	0.80%	0.83%	0.93
Grade 1	580	482	1062	26525	26121	52646	2.19%	1.85%	2.02%	0.84
Grade 2	436	354	790	24056	23886	47942	1.81%	1.48%	1.65%	0.82
Grade 3	295	211	506	22340	22143	44483	1.32%	0.95%	1.14%	0.72
Grade 4	293	220	513	21585	21564	43149	1.36%	1.02%	1.19%	0.75
Grade 5	272	188	460	21388	20654	42042	1.27%	0.91%	1.09%	0.72
Grade 6	292	225	517	21669	21029	42698	1.35%	1.07%	1.21%	0.79
Grade 7	132	90	222	20793	20209	41002	0.63%	0.45%	0.54%	0.70
Grand Total	2542	1987	4529	194424	191501	385925	1.31%	1.04%	1.17%	0.79

Table 43: Secondary Level Repeaters as a Percentage of Enrolment by Sex and Grade

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
Form 1	48	47	95	15630	15236	30866	0.31%	0.31%	0.31%	1.00
Form 2	59	35	94	15660	14841	30501	0.38%	0.24%	0.31%	0.63
Form 3	416	301	717	14905	12968	27873	2.79%	2.32%	2.57%	0.83
Form 4	362	322	684	12486	10819	23305	2.90%	2.98%	2.93%	1.03
Lower 6	11	2	13	2213	1692	3905	0.50%	0.12%	0.33%	0.24
Upper 6	2	1	3	2210	1600	3810	0.09%	0.06%	0.08%	0.69
Grand Total	898	708	1606	63104	57156	120260	1.42%	1.24%	1.34%	0.87

8.2 Dropouts

Table 44: School Dropouts by Reasons, Level and Sex

Dropout by reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	1088	931	2019	1147	776	1923	3942
Death	88	70	158	41	22	63	221
Expulsion	2	4	6	16	16	32	38
Illness	53	51	104	30	48	78	182
Marriage	9	90	99	50	745	795	894
Other	223	225	448	187	180	367	815
Pregnancy	1	31	32	6	444	450	482
Financial	829	674	1503	1490	1013	2503	4006
Grand Total	2293	2076	4369	2967	3244	6211	10580

8.3 Promotion, Repetition and Dropout Rates

Table 45: Promotion, Repetition and Dropout Rates by Grade

Grade	Promotion 2016 to 2017			Repetition 2017			Dropout 2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
To Grade 2	93.17%	90.67%	91.90%	1.91%	2.23%	2.07%	4.93%	7.10%	6.03%
To Grade 3	96.80%	94.86%	95.82%	1.56%	1.88%	1.72%	1.63%	3.26%	2.46%
To Grade 4	97.12%	95.85%	96.48%	0.96%	1.33%	1.15%	1.92%	2.83%	2.37%
To Grade 5	98.31%	97.65%	97.98%	1.06%	1.35%	1.21%	0.63%	0.99%	0.82%
To Grade 6	96.84%	97.92%	97.38%	0.88%	1.25%	1.06%	2.29%	0.84%	1.56%
To Grade 7	91.91%	91.10%	91.50%	1.03%	1.29%	1.16%	7.06%	7.61%	7.34%
To Form 1	75.79%	73.67%	74.70%	0.45%	0.62%	0.54%	23.76%	25.71%	24.76%
To Form 2	90.23%	92.05%	91.15%	0.29%	0.28%	0.28%	9.49%	7.67%	8.56%
To Form 3	89.84%	96.30%	93.18%	0.25%	0.39%	0.32%	9.91%	3.31%	6.50%
To Form 4	78.89%	78.79%	78.84%	2.26%	2.70%	2.50%	18.85%	18.50%	18.66%
To Lower 6	15.85%	17.32%	16.65%	3.02%	2.85%	2.93%	81.13%	79.84%	80.43%
To Upper 6	97.68%	96.67%	73.38%	0.12%	0.48%	1.39%	2.20%	2.85%	25.23%

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	92.74%	94.98%	93.84%
To Grade 3	89.66%	93.41%	91.50%
To Grade 4	87.10%	91.60%	89.31%
To Grade 5	86.22%	91.02%	88.57%
To Grade 6	85.49%	88.93%	87.18%
To Grade 7	78.93%	82.60%	80.73%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	92.31%	90.48%	91.41%
To Form 3	89.24%	81.50%	85.45%
To Form 4	72.29%	65.79%	69.11%
To Form 5	13.05%	10.89%	12.00%
To Form 6	12.69%	10.65%	11.70%

Chapter 9: Facilities

9.1 Classrooms

Table 48: ECD, Primary and Secondary LCR

	ECD Enrolment	Primary Enrolment	Secondary Enrolment	ECD Classrooms	Primary Classrooms	Secondary Classrooms	ECD LCR	Primary LCR	Secondary LCR
Chegutu	12015	54896	23047	229	1231	508	52	45	45
Hurungwe	17854	79784	29038	208	1482	602	86	54	48
Kariba	3351	14093	4947	37	267	111	91	53	45
Makonde	10863	49911	19538	145	929	396	75	54	49
Mhondoro Ngezi	6203	27918	10571	114	588	280	54	47	38
Sanyati	8979	35493	12790	126	655	303	71	54	42
Zvimba	12698	53107	20329	219	1203	531	58	44	38
Grand Total	71963	315202	120260	1078	6355	2731	67	50	44

9.2 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

Main electricity source	Primary	Secondary	Grand Total
Gas Turbine	1		1
Generator	11	32	43
Grid	290	198	488
None	555	108	663
Other	4	1	5
Solar	9	14	23
Not Report		1	1
Grand Total	870	354	1224

9.3 WASH Facilities

9.3.1 Learner and Teacher to Toilet Ratio

Table 50: Learner to Toilet Ratio by School Level and District

District	Toilets for ECD		Toilets for Primary		Toilets for secondary		ECD Learner to Toilet Ratio		Primary Learner to Toilet Ratio		Secondary Learner to Toilet Ratio	
	M	F	M	F	M	F	M	F	M	F	M	F
Chegutu	261	256	1046	1100	716	671	23	23	27	24	16	17
Hurungwe	260	279	1476	1524	750	750	35	32	27	26	20	18
Kariba	77	81	307	320	145	127	21	21	23	22	18	18
Makonde	187	175	957	955	458	485	29	31	26	26	22	19
Mhondoro Ngezi	144	148	526	563	333	311	21	21	27	25	16	17
Sanyati	173	162	582	568	319	322	26	27	31	31	20	20
Zvimba	304	286	980	1002	640	523	21	22	28	26	18	17
Grand Total	1406	1387	5874	6032	3361	3189	26	26	27	26	19	18

9.4 Health and Feeding

Table 51: Primary and Secondary Schools with Supplementary Feeding Programme and a Health Club

District	Supplementary Feeding Programme		Health Clubs	
	Primary	Secondary	Primary	Secondary
Chegutu	111	3	107	31
Hurungwe	157	43	105	52
Kariba	29	5	36	14
Makonde	89	1	93	36
Mhondoro Ngezi	54		58	16
Sanyati	62	1	60	25
Zvimba	127	4	81	37
Grand Total	629	57	540	211

9.5 Seating and Writing Places

Table 52: Primary and Secondary School Seating and Writing Places by District

District	Sum of Facilities		Number of Learners	
	Sitting Places	Writing Places	Sitting Places	Writing Places
Chegutu	69924	62295	66911	23047
Hurungwe	74729	70318	97638	29038
Kariba	13862	11783	17444	4947
Makonde	48450	43156	60774	19538
Mhondoro Ngezi	34479	31425	34121	10571
Sanyati	43758	40343	44472	12790
Zvimba	60899	53527	65805	20329
Grand Total	346101	312847	387165	120260

Chapter 10: Non-Formal Education

Table 53: Primary Enrolment in NFE Programmes by District, Sex and Level

District	Basic Literacy	Fit For Life	Functional Literacy	ZABEC 1	ZABEC 2	ZABEC 3	Grand Total
Chegutu	164	435	577	101	16	26	1319
Hurungwe	663	166	151	42	93	56	1171
Kariba	127	129	42	54	53	21	426
Makonde	120	294	235	120	14	44	827
Mhondoro Ngezi	77	225	521	42	7	18	890
Sanyati	44	269	153	40	7	25	538
Zvimba	204	160	2317	131	49	130	2991
Grand Total	1399	1678	3996	530	239	320	8162

Table 54: Secondary School Enrolment in NFE Programmes by District, Sex and Level

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Chegutu	34	360	678	1072
Hurungwe	128	132	387	647
Kariba	5	11	49	65
Makonde	222	99	192	513
Mhondoro Ngezi	1204	77	286	1567
Sanyati	1	13	347	361
Zvimba	61	280	677	1018
Grand Total	1655	972	2616	5243

Chapter 11: Learning Outcomes

Table 55: Grade 7 Examination Pass Rate from 2014 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	18321	17652	35973	4985	5232	10217	27.21%	29.64%	28.40%	1.09
2015	19432	19039	38471	5814	6383	12197	29.92%	33.53%	31.70%	1.12
2016	19482	19229	38718	6168	6631	12802	31.66%	34.48%	33.06%	1.09
2017	18966	18996	37962	6082	6803	12885	32.07%	35.81%	33.94%	1.12

Table 56: Grade 7 Examination Pass Rate for 2017 BY District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Chegutu	3571	3508	7079	1604	1723	3327	44.92%	49.12%	47.00%	1.09
Hurungwe	4681	4828	9509	1113	1305	2418	23.78%	27.03%	25.43%	1.14
Kariba	775	830	1605	289	293	582	37.29%	35.30%	36.26%	0.95
Makonde	3024	2977	6001	927	1040	1967	30.65%	34.93%	32.78%	1.14
Mhondoro Ngezi	1662	1707	3369	585	653	1238	35.20%	38.25%	36.75%	1.09
Sanyati	2159	2245	4404	715	817	1532	33.12%	36.39%	34.79%	1.10
Zvimba	3094	2901	5995	849	972	1821	27.44%	33.51%	30.38%	1.22
Mash West	18966	18996	37962	6082	6803	12885	32.07%	35.81%	33.94%	1.12

Table 57: O Level Examination Pass Rate from 2014 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	8989	7795	16784	1960	1272	3232	21.80%	16.32%	19.26%	0.75
2015	8909	8236	17145	2399	1683	4082	26.93%	20.43%	23.81%	0.76
2016	8887	8150	17037	2521	1896	4417	28.37%	23.26%	25.93%	0.82
2017	9166	8361	17527	2465	1800	4265	26.89%	21.53%	24.33%	0.80

Table 58: O Level Examination Pass Rate for 2017 BY District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Chegutu	1925	1888	3813	588	592	1180	30.55%	31.36%	30.95%	1.03
Hurungwe	2149	2117	4266	474	311	785	22.06%	14.69%	18.40%	0.67
Kariba	192	183	375	45	16	61	23.44%	8.74%	16.27%	0.37
Makonde	1531	1352	2883	341	248	589	22.27%	18.34%	20.43%	0.82
Mhondoro Ngezi	796	755	1551	270	218	488	33.92%	28.87%	31.46%	0.85
Sanyati	1014	922	1936	305	241	546	30.08%	26.14%	28.20%	0.87
Zvimba	1559	1144	2703	442	174	616	28.35%	15.21%	22.79%	0.54
Mash West	9166	8361	17527	2465	1800	4265	26.89%	21.53%	24.33%	0.80

Table 59: A Level Examination Pass Rate from 2015 – 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	1885	1114	2999	1405	948	2353	74.54%	85.10%	78.46%	1.14
2015	1833	1156	2989	1529	1033	2562	83.42%	89.36%	85.71%	1.07
2016	1800	1135	2935	1544	1014	2558	85.78%	89.34%	87.16%	1.04
2017	2188	1507	3695	1761	1317	3078	80.48%	87.39%	83.30%	1.09

Table 60: A level Examination Pass Rate for 2017 BY District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Chegutu	515	460	975	426	424	850	82.72%	92.17%	87.18%	1.11
Hurungwe	464	269	733	350	212	562	75.43%	78.81%	76.67%	1.04
Kariba	37	13	50	22	10	32	59.46%	76.92%	64.00%	1.29
Makonde	405	261	666	324	228	552	80.00%	87.36%	82.88%	1.09
Mhondoro Ngezi	162	156	318	133	136	269	82.10%	87.18%	84.59%	1.06
Sanyati	292	227	519	231	200	431	79.11%	88.11%	83.04%	1.11
Zvimba	313	121	434	275	107	382	87.86%	88.43%	88.02%	1.01
Mash West	2188	1507	3695	1761	1317	3078	80.48%	87.39%	83.30%	1.09

Description of the Main Indicators Used in this Publication

% Schools with facilities

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

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

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

Average Number of Years taken by Primary Graduates

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

Unit of Measurement: Years input per graduate

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

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

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

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

Discussion: A coefficient of efficiency approaching 100 per cent indicates a high overall level of internal efficiency and little wastage due to repetition and drop out. A coefficient of efficiency that is less than 100 per cent signals inefficiency due to grade repetition and dropout. Given that this indicator is usually derived using cohort analysis models that are based on a number of assumptions, and owing to its highly synthetic nature, care should be taken in making comparisons across education systems. From a conceptual viewpoint, economic efficiency and resource utilisation are optimal when most learners graduate within the prescribed duration of the primary or secondary cycle, but this does not necessarily imply achievement of the expected learning outcomes. Also, according to this calculation method, early dropout (i.e. in the lower grades)

reduces internal efficiency less than late dropout (i.e. in the higher grades). This means that efficiency from the economic point of view can be in contradiction with educational objectives that aim to retain learners in school as long as possible or at least until they reach the higher grades in the primary cycle when they would have acquired the prescribed basic knowledge and skills

Dropout Rate

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

Purpose: To measure the phenomenon of learners from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting learner flows from grade to grade within the educational cycle.

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

Gender Gap

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

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

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

Gender Parity Index (GPI)

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

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

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

Gross Enrolment Rate (GER)

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

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

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

Net enrolment Rate (NER)

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

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

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

School Teachers having Required Academic Qualifications

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

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

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

Learner to Teacher Ratio (LTR)

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

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

Core Textbooks per subject per learner

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

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

Repetition Rate by Grade or Form

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

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

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

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

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

Unit of Measurement: Percentage to total primary school teachers

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

Learner Enrolment

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

Survival Rate to End Education Cycle

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

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

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

Teacher to Classroom Ratio (TCR)

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

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

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

Transition Rate

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

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

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

Un-enrolled children

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