

ANNUAL EDUCATION STATISTICS PROFILE MASHONALAND EAST PROVINCE 2017

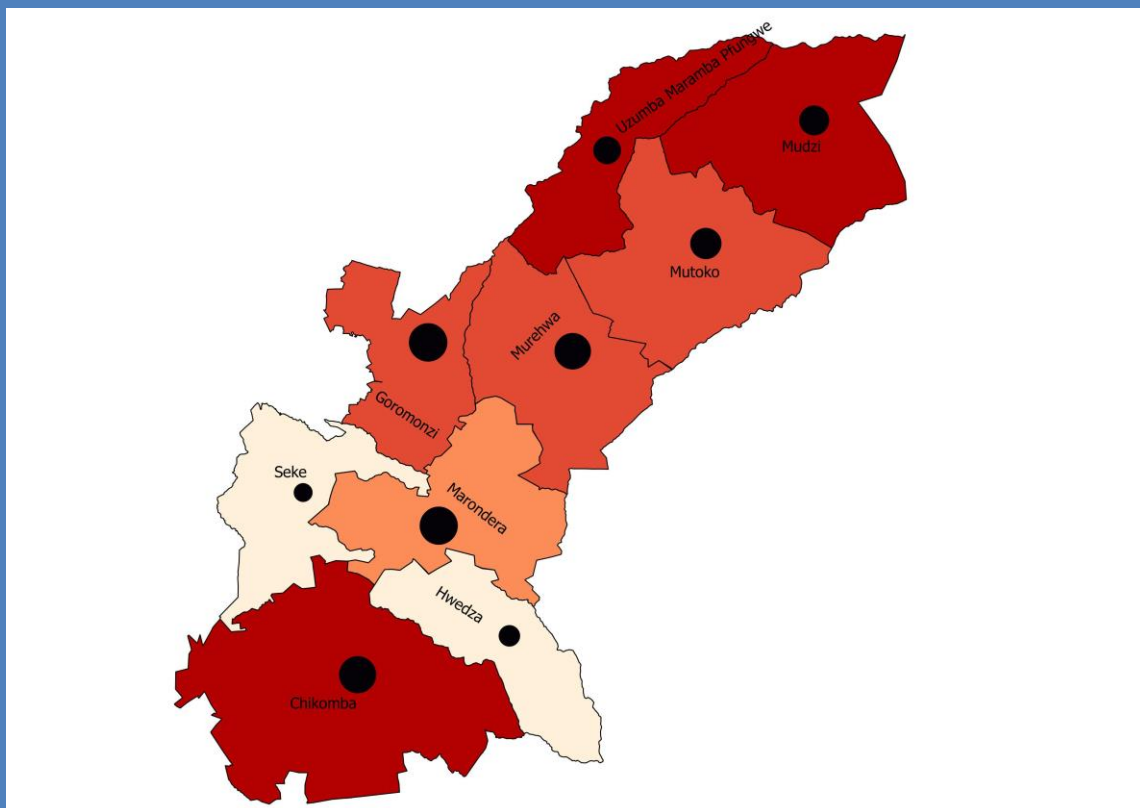


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Chapter 1: Preamble

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	18777	18815	37593
4	19797	19233	39030
5	19166	18691	37857
6	18049	18209	36258
7	18957	18559	37516
8	17835	18081	35915
9	18559	18891	37450
10	18742	18351	37092
11	18113	17640	35753
12	23261	22428	45688
13	18274	17541	35815
14	17586	16505	34091
15	16365	14754	31119
16	17217	15212	32429
17	16678	14824	31503
18	15837	14388	30225
Grand Total	293212	282123	575334

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	
Chikomba	8310	8040	16351	8960	8805	17765	6747	6270	13018	3215	2602	5817	52951
Goromonzi	18682	18736	37418	17808	18165	35973	12753	12968	25721	6204	6537	12741	111854
Hwedza	4969	4703	9672	5419	5309	10728	4112	3593	7705	1944	1414	3358	31463
Marondera	11676	11733	23409	11263	11557	22820	8581	8184	16766	4216	4266	8482	71476
Mudzi	10241	10107	20348	10850	10397	21246	7516	6526	14041	3249	2769	6018	61653
Murehwa	13994	13710	27705	15167	14699	29867	11069	9865	20934	5008	4247	9255	87760
Mutoko	11086	10852	21938	11206	10944	22150	7891	6900	14791	3641	2916	6556	65435
Seke	6936	6801	13737	6729	6613	13342	4759	4429	9188	2343	2165	4508	40774
UMP	8853	8824	17677	9108	8901	18009	6013	5277	11290	2696	2296	4992	51968
Grand Total	94746	93507	188254	96509	95390	191899	69441	64013	133454	32515	29213	61728	575334

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	664		672		312	
2013	666	0.30%	676	0.60%	317	1.60%
2014	686	3.00%	688	1.78%	331	4.42%
2015	692	0.87%	694	0.87%	355	7.25%
2016	727	5.06%	730	5.19%	366	3.10%
2017	740	1.79%	744	1.92%	372	1.64%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Chikomba	123	56	179	16.53%	15.05%	16.04%
Goromonzi	104	42	146	13.98%	11.29%	13.08%
Hwedza	67	31	98	9.01%	8.33%	8.78%
Marondera	99	53	152	13.31%	14.25%	13.62%
Mudzi	64	39	103	8.60%	10.48%	9.23%
Murehwa	96	48	144	12.90%	12.90%	12.90%
Mutoko	85	45	130	11.42%	12.10%	11.65%
Seke	50	22	72	6.72%	5.91%	6.45%
UMP	56	36	92	7.53%	9.68%	8.24%
Grand Total	744	372	1116	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
Chikomba	97	26	123	41	15	56
Goromonzi	97	7	104	33	9	42
Hwedza	56	11	67	23	8	31
Marondera	85	14	99	40	13	53
Mudzi	61	3	64	23	16	39
Murehwa	87	9	96	34	14	48
Mutoko	79	6	85	37	8	45
Seke	43	7	50	16	6	22
UMP	51	5	56	20	16	36
Grand Total	656	88	744	267	105	372

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
Chikomba	118	5	123	55	1	56
Goromonzi	76	28	104	35	7	42
Hwedza	67		67	31		31
Marondera	85	14	99	39	14	53
Mudzi	64		64	37	2	39
Murehwa	94	2	96	48		48
Mutoko	85		85	45		45
Seke	47	3	50	20	2	22
UMP	56		56	36		36
Grand Total	692	52	744	346	26	372

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Responsible Authority	Primary	Secondary	Grand Total
Church/Mission	31	31	62
City Council	4	2	6
District Council	612	292	904
Farm	13	3	16
Government	11	15	26
Mine	1	1	2
Other	10	9	19
Other Government Line Ministries	2		2
Private Company	47	15	62
Town Board	4	2	6
Trust	9	2	11
Grand Total	744	372	1116

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	209	239	448	0.92%
6 years	5650	6199	11849	24.25%
7 years	12716	13039	25755	52.70%
8 years	4424	3749	8173	16.72%
9 years	1077	882	1959	4.01%
10 years	297	225	522	1.07%
11 years	61	63	124	0.25%
12 years	21	9	30	0.06%
Above 12	5	2	7	0.01%
Grand Total	24460	24407	48867	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	427	559	986	3.07%
13 years	3757	5135	8892	27.70%
14 years	6148	6446	12594	39.23%
15 years	3819	2920	6739	20.99%
16 years	1478	741	2219	6.91%
17 years	406	162	568	1.77%
18 years	71	12	83	0.26%
above 18	19	0	19	0.06%
Grand Total	16125	15975	32100	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	19936	19817	39753	146730	142595	289325	329078
2013	20257	20796	41053	146808	142242	289050	330103
2014	23531	23196	46727	146326	141554	287880	334607
2015	28829	28901	57730	145048	140069	285117	342847
2016	33732	33610	67342	145646	140806	286452	353794
2017	35510	34957	70467	147278	144069	291347	361814

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
Chikomba	3950	3983	4422	3879	3529	3457	3366	3508	3655	42	33791
Goromonzi	4897	6724	8660	7538	7240	7099	6907	7147	6479	1154	63845
Hwedza	1921	2227	2957	2342	2107	2237	2203	2247	2303	46	20590
Marondera	3377	4546	6202	5356	5100	4972	4965	5072	4826	46	44462
Mudzi	2931	4145	5386	4673	4629	4438	4257	4278	3989	42	38768
Murehwa	5841	6389	8057	6753	6421	6025	6385	6351	6152	27	58401
Mutoko	3496	4535	5798	5116	4976	4801	4554	4623	4507	55	42461
Seke	1697	2930	3705	3256	3020	2884	2900	2877	2707	39	26015
UMP	3348	3530	4639	4212	3775	3763	3530	3371	3312	1	33481
Grand Total	31458	39009	49826	43125	40797	39676	39067	39474	37930	1452	361814

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	14953	14594	29547	18217	17899	36116	65663
Urban	920	991	1911	1420	1473	2893	4804
Grand Total	15873	15585	31458	19637	19372	39009	70467

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	86	88	174	0	0	0	174
3 years	966	912	1878	39	35	74	1952
4 years	4904	5202	10106	394	392	786	10892
5 years	6855	6661	13516	5414	5422	10836	24352
6 years	2542	2334	4876	10258	10392	20650	25526
7 years	451	343	794	2944	2662	5606	6400
8 years	51	33	84	485	396	881	965
9 years	13	10	23	89	62	151	174
10 years	5	2	7	9	9	18	25
11 years	0	0	0	2	1	3	3
12 years	0	0	0	3	0	3	3
Above 12	0	0	0	0	1	1	1
Grand Total	15873	15585	31458	19637	19372	39009	70467

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	22805	22598	45403	2209	2214	4423	49826
Grade 2	19778	19403	39181	1977	1967	3944	43125
Grade 3	18894	18286	37180	1836	1781	3617	40797
Grade 4	18533	17608	36141	1719	1816	3535	39676
Grade 5	18214	17400	35614	1693	1760	3453	39067
Grade 6	17992	18077	36069	1706	1699	3405	39474
Grade 7	17574	17200	34774	1572	1584	3156	37930
Skills Orientation	760	657	1417	16	19	35	1452
Grand Total	134550	131229	265779	12728	12840	25568	291347

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	525	0	0	0	0	0	0	110	635
6 years	12451	462	0	0	0	0	0	140	13053
7 years	26876	10698	564	0	0	0	0	151	38289
8 years	7485	20849	9329	720	0	0	0	113	38496
9 years	1849	8233	18638	9304	916	0	0	123	39063
10 years	500	2214	8769	17410	8995	1056	0	168	39112
11 years	99	472	2555	8385	16373	9628	1357	194	39063
12 years	28	146	658	2921	8973	16989	9794	163	39672
Above 12	13	51	284	936	3810	11801	26779	290	43964
Grand Total	49826	43125	40797	39676	39067	39474	37930	1452	291347

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	56519	52193	108712	48.01%		3847	2978	6825	43.63%		60366	55171	115537	47.75%	
2013	56959	53523	110482	48.44%	1.63%	3847	3122	6969	44.80%	2.1%	60806	56645	117451	48.23%	1.66%
2014	58599	55120	113719	48.47%	2.93%	4089	3466	7555	45.88%	8.4%	62688	58586	121274	48.31%	3.25%
2015	59785	56157	115942	48.44%	1.95%	4251	3432	7683	44.67%	1.7%	64036	59589	123625	48.20%	1.94%
2016	62301	57933	120234	48.18%	3.70%	4717	3880	8597	45.13%	11.90%	67018	61813	128831	47.98%	4.21%
2017	62524	58754	121278	48.45%	0.87%	4939	4490	9429	47.62%	9.68%	67463	63244	130707	48.39%	1.46%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Chikomba	3657	3905	3843	3580	625	648	18	16276
Goromonzi	5485	5449	5158	4236	1045	1000	0	22373
Hwedza	2376	2555	2456	2303	359	343	0	10392
Marondera	4488	4236	4315	3987	1121	1027		19174
Mudzi	2932	2795	2504	2261	197	136	0	10825
Murehwa	5149	4846	4803	3976	706	722	0	20202
Mutoko	3862	3753	3196	2814	444	434	0	14503
Seke	1961	1903	1831	1658	157	112		7622
UMP	2663	2348	2202	1774	181	172	0	9340
Grand Total	32573	31790	30308	26589	4835	4594	18	130707

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	15065	14871	29936	1261	1376	2637	32573
Form 2	15116	14187	29303	1191	1296	2487	31790
Form 3	14708	13099	27807	1186	1315	2501	30308
Form 4	12817	11405	24222	1162	1205	2367	26589
Lower 6	1926	1838	3764	505	566	1071	4835
Upper 6	2003	1632	3635	505	454	959	4594
Skills Orientation	18	0	18	0	0	0	18
Grand Total	61653	57032	118685	5810	6212	12022	130707

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	971	0	0	0	0	0	0	971
13 years	8993	1147	0	0	0	0	3	10143
14 years	12694	9231	1090	0	0	0	3	23018
15 years	6875	12236	8360	1046	0	0	4	28521
16 years	2311	6486	11387	7579	388	0	4	28155
17 years	605	2091	6624	9868	2156	545	4	21893
18 years	102	481	2055	5412	1602	2497	0	12149
above 18	22	118	792	2684	689	1552	0	5857
Grand Total	32573	31790	30308	26589	4835	4594	18	130707

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Chikomba	8172	8062	16234	8988	8569	17557	8491	7785	16276	50067
Goromonzi	13962	13857	27819	18139	17887	36026	11495	10878	22373	86218
Hwedza	4850	4597	9447	5704	5439	11143	5342	5050	10392	30982
Marondera	9795	9686	19481	12618	12363	24981	9784	9390	19174	63636
Mudzi	8799	8336	17135	10849	10784	21633	5549	5276	10825	49593
Murehwa	13681	13359	27040	16022	15339	31361	10638	9564	20202	78603
Mutoko	9434	9511	18945	11927	11589	23516	7415	7088	14503	56964
Seke	5709	5879	11588	7346	7081	14427	3874	3748	7622	33637
UMP	7877	7852	15729	8916	8836	17752	4875	4465	9340	42821
Grand Total	82279	81139	163418	100509	97887	198396	67463	63244	130707	492521

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
Chikomba	2229	2142	4371	599	646	1245	1529	1586	3115
Goromonzi	4213	4338	8551	1200	1282	2482	3481	3606	7087
Hwedza	1362	1323	2685	394	432	826	936	993	1930
Marondera	3070	3071	6141	740	837	1577	2302	2282	4583
Mudzi	2757	2609	5366	509	507	1016	1949	1905	3854
Murehwa	3889	3872	7761	652	704	1356	2666	2729	5396
Mutoko	2860	2968	5828	662	792	1454	2135	2080	4215
Seke	1822	1846	3668	401	498	899	1351	1335	2685
UMP	2258	2238	4496	493	501	994	1701	1692	3393
Grand Total	24460	24407	48867	5650	6199	11849	18049	18209	36258

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	
Chikomba	39.17%	40.73%	39.97%	1.04	145.76%	135.06%	140.31%	0.93
Goromonzi	34.47%	35.55%	35.02%	1.03	121.03%	120.30%	120.66%	0.99
Hwedza	42.07%	43.50%	42.81%	1.03	145.44%	133.21%	139.14%	0.92
Marondera	32.15%	36.68%	34.41%	1.14	133.38%	134.59%	133.98%	1.01
Mudzi	26.12%	26.61%	26.36%	1.02	141.49%	136.92%	139.23%	0.97
Murehwa	24.45%	25.79%	25.13%	1.05	145.85%	141.86%	143.83%	0.97
Mutoko	31.01%	38.08%	34.50%	1.23	133.98%	142.70%	138.28%	1.07
Seke	29.69%	37.31%	33.48%	1.26	134.91%	138.30%	136.59%	1.03
UMP	28.99%	29.61%	29.30%	1.02	132.78%	132.26%	132.52%	1.00
Grand Total	31.30%	34.04%	32.68%	1.09	135.52%	134.04%	134.78%	0.99

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
Chikomba	1799	1676	3475	399	487	886	1787	1717	3504
Goromonzi	2744	2700	5444	694	974	1668	3335	3409	6744
Hwedza	1096	1154	2250	218	298	516	1140	970	2110
Marondera	2278	2219	4497	709	823	1532	2169	2107	4277
Mudzi	1490	1420	2910	313	412	725	2000	1929	3929
Murehwa	2537	2548	5085	493	762	1255	2866	2791	5658
Mutoko	1854	1974	3828	438	679	1117	2055	1997	4052
Seke	965	996	1961	275	360	635	1269	1154	2423
UMP	1362	1288	2650	218	340	558	1653	1466	3119
Grand Total	16125	15975	32100	3757	5135	8892	18274	17541	35815

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	
Chikomba	22.33%	28.36%	25.28%	1.27	100.69%	97.59%	99.17%	0.97
Goromonzi	20.81%	28.57%	24.73%	1.37	82.28%	79.19%	80.72%	0.96
Hwedza	19.12%	30.72%	24.45%	1.61	96.11%	118.96%	106.61%	1.24
Marondera	32.68%	39.06%	35.82%	1.19	105.01%	105.30%	105.15%	1.00
Mudzi	15.65%	21.36%	18.45%	1.37	74.50%	73.63%	74.07%	0.99
Murehwa	17.20%	27.30%	22.18%	1.59	88.52%	91.28%	89.88%	1.03
Mutoko	21.32%	34.00%	27.57%	1.60	90.23%	98.85%	94.48%	1.10
Seke	21.68%	31.20%	26.21%	1.44	76.07%	86.31%	80.95%	1.13
UMP	13.19%	23.19%	17.89%	1.76	82.38%	87.85%	84.95%	1.07
Grand Total	20.56%	29.27%	24.83%	1.42	88.24%	91.07%	89.63%	1.03

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	
Chikomba	79.59%	83.41%	81.46%	1.05	47.46%	50.59%	48.99%	1.07
Goromonzi	50.94%	50.03%	50.49%	0.98	27.42%	27.45%	27.44%	1.00
Hwedza	72.01%	72.52%	72.26%	1.01	43.19%	46.81%	44.93%	1.08
Marondera	56.38%	55.82%	56.10%	0.99	27.95%	27.50%	27.73%	0.98
Mudzi	57.50%	55.70%	56.60%	0.97	26.90%	27.24%	27.07%	1.01
Murehwa	72.95%	72.79%	72.87%	1.00	35.92%	36.75%	36.33%	1.02
Mutoko	59.62%	60.60%	60.11%	1.02	32.57%	33.82%	33.19%	1.04
Seke	54.60%	55.10%	54.85%	1.01	26.37%	26.13%	26.25%	0.99
UMP	62.60%	65.03%	63.81%	1.04	31.84%	32.82%	32.33%	1.03
Grand Total	61.50%	61.61%	61.55%	1.00	32.16%	32.82%	32.49%	1.02

5.2 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	
Chikomba	107.36%	104.76%	106.07%	0.98	88.84%	90.35%	89.59%	1.02
Goromonzi	105.07%	102.30%	103.67%	0.97	89.73%	89.22%	89.48%	0.99
Hwedza	113.56%	110.73%	112.16%	0.98	94.04%	93.78%	93.91%	1.00
Marondera	116.19%	111.49%	113.81%	0.96	98.09%	96.10%	97.08%	0.98
Mudzi	108.28%	109.62%	108.94%	1.01	91.31%	94.61%	92.93%	1.04
Murehwa	113.78%	112.60%	113.20%	0.99	91.03%	95.18%	93.08%	1.05
Mutoko	111.49%	112.63%	112.05%	1.01	92.05%	96.55%	94.27%	1.05
Seke	113.87%	115.61%	114.73%	1.02	98.24%	101.85%	100.02%	1.04
UMP	106.81%	106.81%	106.81%	1.00	87.86%	91.09%	89.46%	1.04
Grand Total	110.31%	109.01%	109.66%	0.99	91.95%	93.81%	92.88%	1.02

5.3 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	
Chikomba	115.18%	115.32%	115.25%	1.00	76.58%	86.90%	81.55%	1.13
Goromonzi	81.92%	76.19%	79.03%	0.93	60.60%	61.60%	61.10%	1.02
Hwedza	121.34%	130.82%	125.76%	1.08	80.82%	96.01%	87.90%	1.19
Marondera	101.88%	101.21%	101.55%	0.99	73.16%	79.29%	76.15%	1.08
Mudzi	71.30%	78.66%	74.72%	1.10	47.90%	61.30%	54.13%	1.28
Murehwa	88.98%	90.47%	89.68%	1.02	60.71%	69.29%	64.75%	1.14
Mutoko	88.21%	96.58%	92.12%	1.09	63.31%	79.18%	70.71%	1.25
Seke	78.36%	81.83%	80.03%	1.04	57.09%	64.42%	60.62%	1.13
UMP	77.75%	81.71%	79.60%	1.05	50.94%	61.95%	56.09%	1.22
Grand Total	90.04%	91.78%	90.88%	1.02	62.78%	71.54%	66.98%	1.14

5.4 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	
Chikomba	22.36%	21.29%	21.88%	0.95	14.03%	15.26%	14.58%	1.09
Goromonzi	16.89%	15.25%	16.05%	0.90	12.19%	12.67%	12.43%	1.04
Hwedza	18.15%	24.69%	20.91%	1.36	12.65%	16.91%	14.44%	1.34
Marondera	24.69%	25.95%	25.33%	1.05	16.51%	20.91%	18.72%	1.27
Mudzi	5.85%	5.16%	5.53%	0.88	4.37%	4.01%	4.20%	0.92
Murehwa	15.75%	15.05%	15.43%	0.95	10.80%	10.20%	10.52%	0.94
Mutoko	12.47%	14.54%	13.39%	1.17	9.20%	11.83%	10.37%	1.29
Seke	6.19%	5.73%	5.97%	0.93	4.70%	3.93%	4.33%	0.84
UMP	7.42%	6.66%	7.07%	0.90	3.52%	4.18%	3.83%	1.19
Grand Total	15.19%	15.37%	15.28%	1.01	10.37%	11.73%	11.01%	1.13

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
Chikomba	624	619	1243	3433	3321	6754	2459	2570	5029
Goromonzi	859	834	1693	5276	5391	10667	3392	3515	6907
Hwedza	404	368	772	2201	2213	4414	1672	1728	3400
Marondera	634	608	1242	3946	3971	7917	2588	2485	5073
Mudzi	629	630	1259	3867	3840	7707	2245	2299	4544
Murehwa	805	796	1601	5196	5094	10290	2970	2779	5749
Mutoko	762	736	1498	4672	4662	9334	1906	1852	3758
Seke	294	295	589	2134	2147	4281	1252	1195	2447
UMP	649	664	1313	3316	3349	6665	1622	1602	3224
Grand Total	5660	5550	11210	34041	33988	68029	20106	20025	40131

6.2 Number of OVC by Type

Table 30: Number of ECD 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	
Chikomba	58	63	121	114	110	224	119	100	219	333	346	679	1243
Goromonzi	110	122	232	161	154	315	194	176	370	394	382	776	1693
Hwedza	49	29	78	57	55	112	75	52	127	223	232	455	772
Marondera	117	105	222	122	98	220	144	145	289	251	260	511	1242
Mudzi	85	81	166	142	155	297	142	134	276	260	260	520	1259
Murehwa	68	61	129	130	155	285	194	170	364	413	410	823	1601
Mutoko	113	92	205	136	148	284	160	146	306	353	350	703	1498
Seke	35	36	71	39	51	90	46	63	109	174	145	319	589
UMP	91	77	168	109	123	232	108	141	249	341	323	664	1313
Grand Total	726	666	1392	1010	1049	2059	1182	1127	2309	2742	2708	5450	11210

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	
Chikomba	366	356	722	664	680	1344	985	932	1917	1418	1353	2771	6754
Goromonzi	655	697	1352	1076	1007	2083	1723	1778	3501	1822	1909	3731	10667
Hwedza	235	248	483	416	398	814	658	685	1343	892	882	1774	4414
Marondera	550	556	1106	875	812	1687	1216	1231	2447	1305	1372	2677	7917
Mudzi	582	604	1186	868	836	1704	1127	1202	2329	1290	1198	2488	7707
Murehwa	783	707	1490	949	1039	1988	1796	1778	3574	1668	1570	3238	10290
Mutoko	694	670	1364	895	1007	1902	1208	1287	2495	1875	1698	3573	9334
Seke	326	332	658	487	472	959	681	669	1350	640	674	1314	4281
UMP	461	459	920	687	685	1372	931	946	1877	1237	1259	2496	6665
Grand Total	4652	4629	9281	6917	6936	13853	10325	10508	20833	12147	11915	24062	68029

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

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	
Chikomba	494	502	996	615	651	1266	858	874	1732	492	543	1035	5029
Goromonzi	678	626	1304	877	935	1812	1125	1259	2384	712	695	1407	6907
Hwedza	259	283	542	389	388	777	531	586	1117	493	471	964	3400
Marondera	552	507	1059	671	687	1358	877	858	1735	488	433	921	5073
Mudzi	534	522	1056	450	486	936	642	640	1282	619	651	1270	4544
Murehwa	620	589	1209	642	626	1268	1064	991	2055	644	573	1217	5749
Mutoko	423	399	822	543	563	1106	601	564	1165	339	326	665	3758
Seke	245	230	475	281	269	550	452	401	853	274	295	569	2447
UMP	322	314	636	384	368	752	475	521	996	441	399	840	3224
Grand Total	4127	3972	8099	4852	4973	9825	6625	6694	13319	4502	4386	8888	40131

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	225	218	443	116	84	200	1286
	Blind	14	10	24	6	4	10	68
Physical Impairment	Gross motor	149	113	262	20	15	35	594
	Fine motor	145	119	264	27	18	45	618
Hearing impairment	Mild to moderate	250	190	440	59	53	112	1104
	Severe to profound	131	102	233	24	16	40	546
Intellectual challenges	Mild to moderate	725	583	1308	188	178	366	3348
	Severe to profound	409	329	738	127	102	229	1934
Communication and speech	Mild to moderate	232	134	366	49	23	72	876
	Severe to profound	97	68	165	25	23	48	426
Learning Disability	Dyslexia	439	309	748	46	23	69	1634
Multiple Disabilities		261	172	433	25	11	36	938
Grand Total		3077	2347	5424	712	550	1262	13372

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	
Chikomba	123	90	213	1281	1053	2334	122	146	268	2815
Goromonzi	425	415	840	2104	2125	4229	409	388	797	5866
Hwedza	62	68	130	941	876	1817	51	54	105	2052
Marondera	245	225	470	1750	1763	3513	25	39	64	4047
Mudzi	69	86	155	1893	1877	3770	54	42	96	4021
Murehwa	163	163	326	2877	2678	5555	284	278	562	6443
Mutoko	39	40	79	2367	2361	4728	0	1	1	4808
Seke	156	136	292	981	863	1844	52	51	103	2239
UMP	430	449	879	2825	2741	5566	210	267	477	6922
Grand Total	1712	1672	3384	17019	16337	33356	1207	1266	2473	39213

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	
Chikomba	109	64	173	748	490	1238	261	1214	1475	2886
Goromonzi	237	202	439	853	787	1640	413	415	828	2907
Hwedza	191	131	322	529	283	812	119	667	786	1920
Marondera	92	84	176	686	636	1322	44	46	90	1588
Mudzi	1	0	1	949	730	1679	105	544	649	2329
Murehwa	40	34	74	1093	898	1991	338	311	649	2714
Mutoko	0	0	0	1089	951	2040	0	0	0	2040
Seke	156	113	269	479	347	826	56	45	101	1196
UMP	96	76	172	775	758	1533	54	60	114	1819
Grand Total	922	704	1626	7201	5880	13081	1390	3302	4692	19399

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	
Chikomba	26	136	162		25	25	187
Goromonzi	36	256	292	1	60	61	353
Hwedza	16	59	75	1	35	36	111
Marondera	22	154	176		24	24	200
Mudzi	8	54	62	1	65	66	128
Murehwa	32	199	231	4	61	65	296
Mutoko	23	77	100	2	67	69	169
Seke	15	113	128		6	6	134
UMP	29	63	92	6	35	41	133
Grand Total	207	1111	1318	15	378	393	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	45	87	132
ECD Para Professional	12	325	337
Graduate without teaching qualification	1	12	13
Non-Teaching Degree	2	40	42
Other Unqualified		1	1
Diploma or Certificate in Education	162	1024	1186
Grand Total	222	1489	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	
Chikomba	398	371	769	8	7	15	784
Goromonzi	436	883	1319	4	16	20	1339
Hwedza	231	221	452	4	9	13	465
Marondera	348	699	1047	8	6	14	1061
Mudzi	413	412	825	13	8	21	846
Murehwa	490	663	1153	10	9	19	1172
Mutoko	424	426	850	20	13	33	883
Seke	214	365	579	8	10	18	597
UMP	348	330	678	6	7	13	691
Grand Total	3302	4370	7672	81	85	166	7838

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	688	478	1166
ECD Para Professional	23	25	48
Graduate without teaching qualification	44	33	77
Non-Teaching Degree	14	26	40
Other Unqualified		1	1
Diploma or Certificate in Education	2614	3892	6506
Grand Total	3383	4455	7838

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	
Chikomba	308	209	517	94	53	147	664
Goromonzi	290	409	699	75	75	150	849
Hwedza	210	165	375	26	20	46	421
Marondera	391	376	767	82	61	143	910
Mudzi	196	160	356	55	33	88	444
Murehwa	325	312	637	70	65	135	772
Mutoko	262	203	465	57	40	97	562
Seke	111	154	265	22	16	38	303
UMP	161	142	303	49	35	84	387
Grand Total	2254	2130	4384	530	398	928	5312

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

Highest qualification	M	F	Grand Total
Diploma or Certificate	1208	1402	2610
Graduate with Teaching Qualification	1046	728	1774
Graduate without Teaching Qualification	457	332	789
Other (unqualified)	67	62	129
Not Reported	6	4	10
Grand Total	2784	2528	5312

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	95	89	184	15873	15585	31458	0.60%	0.57%	0.58%	0.95
ECD B	211	167	378	19637	19372	39009	1.07%	0.86%	0.97%	0.80
Grade 1	707	502	1209	25014	24812	49826	2.83%	2.02%	2.43%	0.72
Grade 2	400	284	684	21755	21370	43125	1.84%	1.33%	1.59%	0.72
Grade 3	259	194	453	20730	20067	40797	1.25%	0.97%	1.11%	0.77
Grade 4	206	128	334	20252	19424	39676	1.02%	0.66%	0.84%	0.65
Grade 5	237	156	393	19907	19160	39067	1.19%	0.81%	1.01%	0.68
Grade 6	202	157	359	19698	19776	39474	1.03%	0.79%	0.91%	0.77
Grade 7	155	80	235	19146	18784	37930	0.81%	0.43%	0.62%	0.53
Grand Total	2472	1757	4229	182012	178350	360362	1.36%	0.99%	1.17%	0.73

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	27	28	55	16326	16247	32573	0.17%	0.17%	0.17%	1.04
Form 2	40	35	75	16307	15483	31790	0.25%	0.23%	0.24%	0.92
Form 3	438	263	701	15894	14414	30308	2.76%	1.82%	2.31%	0.66
Form 4	443	288	731	13979	12610	26589	3.17%	2.28%	2.75%	0.72
Lower 6	6	2	8	2431	2404	4835	0.25%	0.08%	0.17%	0.34
Upper 6	1	0	1	2508	2086	4594	0.04%	0.00%	0.02%	0.00
Grand Total	955	616	1571	67445	63244	130689	1.42%	0.97%	1.20%	0.69

8.2 Dropouts

Table 44: School Dropouts by Reasons, Level and Sex

Dropout_reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	579	431	1010	672	483	1155	2165
Death	66	74	140	39	38	77	217
Expulsion		2	2	1	1	2	4
Illness	47	52	99	18	17	35	134
Marriage	1	39	40	25	492	517	557
Other	102	103	205	144	133	277	482
Pregnancy	1	14	15	11	367	378	393
Financial	296	256	552	1136	851	1987	2539
Grand Total	1092	971	2063	2046	2382	4428	6491

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	93.52%	90.92%	92.19%	2.23%	3.01%	2.63%	4.25%	6.07%	5.18%
To Grade 3	96.85%	95.57%	96.19%	1.38%	1.87%	1.63%	1.76%	2.57%	2.17%
To Grade 4	97.75%	96.77%	97.25%	0.98%	1.25%	1.12%	1.27%	1.98%	1.63%
To Grade 5	99.07%	98.67%	98.86%	0.67%	1.03%	0.85%	0.26%	0.30%	0.28%
To Grade 6	98.83%	97.73%	98.28%	0.79%	1.19%	0.99%	0.39%	1.08%	0.74%
To Grade 7	94.51%	93.21%	93.85%	0.79%	0.99%	0.89%	4.69%	5.80%	5.26%
To Form 1	86.02%	84.33%	85.16%	0.42%	0.80%	0.62%	13.56%	14.87%	14.22%
To Form 2	94.68%	96.74%	95.72%	0.17%	0.16%	0.17%	5.15%	3.10%	4.11%
To Form 3	94.07%	98.13%	96.15%	0.23%	0.25%	0.24%	5.70%	1.62%	3.61%
To Form 4	85.44%	84.75%	85.08%	1.82%	2.74%	2.31%	12.74%	12.50%	12.61%
To Lower 6	19.77%	17.62%	18.63%	2.37%	3.22%	2.82%	77.86%	79.16%	78.55%
To Upper 6	95.03%	99.01%	76.53%	0.09%	0.24%	1.30%	4.87%	0.75%	22.17%

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	93.75%	95.65%	94.69%
To Grade 3	91.30%	93.94%	92.60%
To Grade 4	89.48%	92.74%	91.07%
To Grade 5	89.21%	92.50%	90.81%
To Grade 6	88.23%	92.13%	90.14%
To Grade 7	83.09%	87.79%	85.38%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	96.89%	94.84%	95.88%
To Form 3	95.32%	89.43%	92.41%
To Form 4	83.07%	77.83%	80.49%
To Form 5	15.33%	15.85%	15.58%
To Form 6	15.22%	15.09%	15.17%

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
Chikomba	7933	25858	16276	182	890	494	44	29	33
Goromonzi	11621	52224	22373	238	985	427	49	53	52
Hwedza	4148	16442	10392	70	459	241	59	36	43
Marondera	7923	36539	19174	141	910	537	56	40	36
Mudzi	7076	31692	10825	97	678	217	73	47	50
Murehwa	12230	46171	20202	185	972	414	66	48	49
Mutoko	8031	34430	14503	138	816	353	58	42	41
Seke	4627	21388	7622	83	411	153	56	52	50
UMP	6878	26603	9340	75	574	215	92	46	43
Grand Total	70467	291347	130707	1209	6695	3051	58	44	43

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	15	7	22
Grid	327	187	514
None	388	175	563
Other	2		2
Solar	14	7	21
Not Reported	4	3	7
Grand Total	751	379	1130

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 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
Chikomba	209	194	900	906	634	622	19	20	15	14	13	13
Goromonzi	279	256	884	843	536	530	21	22	30	31	21	21
Hwedza	81	74	415	420	318	309	27	27	20	19	17	16
Marondera	187	181	903	931	765	668	21	22	20	19	13	14
Mudzi	162	162	751	791	352	331	22	21	21	20	16	16
Murehwa	227	235	875	876	572	502	27	26	27	26	19	19
Mutoko	194	195	731	727	568	552	21	21	24	23	13	13
Seke	151	119	385	361	202	195	15	19	28	29	19	19
UMP	148	154	640	641	297	290	23	23	21	21	16	15
Grand Total	1638	1570	6484	6496	4244	3999	22	22	23	22	16	16

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
Chikomba	109	35	62	30
Goromonzi	80	3	37	10
Hwedza	59	14	47	17
Marondera	79	3	65	22
Mudzi	49	30	49	26
Murehwa	76	2	50	13
Mutoko	67		45	29
Seke	46	2	26	13
UMP	45		37	22
Grand Total	610	89	418	182

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
Chikomba	42527	39659	33791	16276
Goromonzi	60142	55701	63845	22373
Hwedza	27268	26539	20590	10392
Marondera	52607	48436	44462	19174
Mudzi	31775	29553	38768	10825
Murehwa	56218	55740	58401	20202
Mutoko	43175	40880	42461	14503
Seke	24796	23891	26015	7622
UMP	27352	23387	33481	9340
Grand Total	365860	343786	361814	130707

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
Chikomba	29	325	196	20	5	6	581
Goromonzi	241	263	512	283	111	174	1584
Hwedza	51	731	333	10	38	46	1209
Marondera	5	67	95	17	0	0	184
Mudzi	40	21	96	31	14	25	227
Murehwa	246	443	519	57	0	5	1270
Mutoko	46	243	181	91	18	89	668
Seke	84	83	204	8	3	35	417
UMP	76	207	253	25	9	2	572
Grand Total	818	2383	2389	542	198	382	6712

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

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Chikomba	32	14	136	182
Goromonzi	146	737	787	1670
Hwedza	769	171	277	1217
Marondera	0	9	232	241
Mudzi	5	7	104	116
Murehwa	288	71	266	625
Mutoko	63	0	241	304
Seke	14	9	133	156
UMP	16	11	196	223
Grand Total	1333	1029	2372	4734

Chapter 11: Learning Outcomes

Table 55: Grade 7 Examination Pass Rate from 2015 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	18328	17775	36103	5041	5684	10725	27.50%	31.98%	29.71%	1.16
2015	18572	18477	37051	5688	6704	12393	30.63%	36.28%	33.45%	1.18
2016	18853	18694	37549	6117	6981	13099	32.45%	37.34%	34.89%	1.15
2017	18331	18546	36878	6543	7395	13938	35.69%	39.87%	37.79%	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
Chikomba	1841	1740	3581	649	701	1350	35.25%	40.29%	37.70%	1.14
Goromonzi	3369	3399	6768	1542	1703	3245	45.77%	50.10%	47.95%	1.09
Hwedza	1016	1102	2118	365	481	846	35.93%	43.65%	39.94%	1.21
Marondera	2298	2365	4663	978	1062	2040	42.56%	44.90%	43.75%	1.06
Mudzi	1755	1950	3705	385	505	890	21.94%	25.90%	24.02%	1.18
Murehwa	3025	2786	5812	1227	1211	2438	40.56%	43.47%	41.95%	1.07
Mutoko	2089	2177	4266	524	673	1197	25.08%	30.91%	28.06%	1.23
Seke	1444	1437	2881	518	615	1133	35.87%	42.80%	39.33%	1.19
UMP	1494	1590	3084	355	444	799	23.76%	27.92%	25.91%	1.18
Mash East	18331	18546	36878	6543	7395	13938	35.69%	39.87%	37.79%	1.12

Table 57: O Level Examination Pass Rate from 2015 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	9789	9062	18851	2341	2035	4376	23.91%	22.46%	23.21%	0.94
2015	9700	9495	19195	3021	2618	5639	31.14%	27.57%	29.38%	0.89
2016	9482	9599	19081	3098	2933	6031	32.67%	30.56%	31.61%	0.94
2017	9942	10063	20005	3139	2976	6115	31.57%	29.57%	30.57%	0.94

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
Chikomba	1356	1541	2897	488	416	904	35.99%	27.00%	31.20%	0.75
Goromonzi	1730	1688	3418	631	581	1212	36.47%	34.42%	35.46%	0.94
Hwedza	846	967	1813	289	281	570	34.16%	29.06%	31.44%	0.85
Marondera	1410	1423	2833	406	486	892	28.79%	34.15%	31.49%	1.19
Mudzi	806	888	1694	162	130	292	20.10%	14.64%	17.24%	0.73
Murehwa	1572	1420	2992	495	486	981	31.49%	34.23%	32.79%	1.09
Mutoko	1027	949	1976	379	320	699	36.90%	33.72%	35.37%	0.91
Seke	574	604	1178	155	156	311	27.00%	25.83%	26.40%	0.96
UMP	621	583	1204	134	120	254	21.58%	20.58%	21.10%	0.95
Mash East	9942	10063	20005	3139	2976	6115	31.57%	29.57%	30.57%	0.94

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	1749	1454	3203	1429	1312	2741	81.70%	90.23%	85.58%	1.10
2015	1925	1538	3463	1741	1450	3191	90.44%	94.28%	92.15%	1.04
2016	1859	1476	3335	1685	1416	3101	90.64%	95.93%	92.98%	1.06
2017	2235	1949	4185	1989	1805	3795	88.99%	92.61%	90.68%	1.04

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
Chikomba	364	277	641	321	253	574	88.19%	91.34%	89.55%	1.04
Goromonzi	514	419	933	466	393	859	90.66%	93.79%	92.07%	1.03
Hwedza	175	165	340	158	156	314	90.29%	94.55%	92.35%	1.05
Marondera	327	385	713	279	356	636	85.32%	92.47%	89.20%	1.08
Mudzi	101	61	162	81	52	133	80.20%	85.25%	82.10%	1.06
Murehwa	367	325	692	333	299	632	90.74%	92.00%	91.33%	1.01
Mutoko	225	202	427	210	189	399	93.33%	93.56%	93.44%	1.00
Seke	63	42	105	58	39	97	92.06%	92.86%	92.38%	1.01
UMP	99	73	172	83	68	151	83.84%	93.15%	87.79%	1.11
Mash East	2235	1949	4185	1989	1805	3795	88.99%	92.61%	90.68%	1.04

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.