

ANNUAL EDUCATION STATISTICS PROFILE MIDLANDS PROVINCE 2017

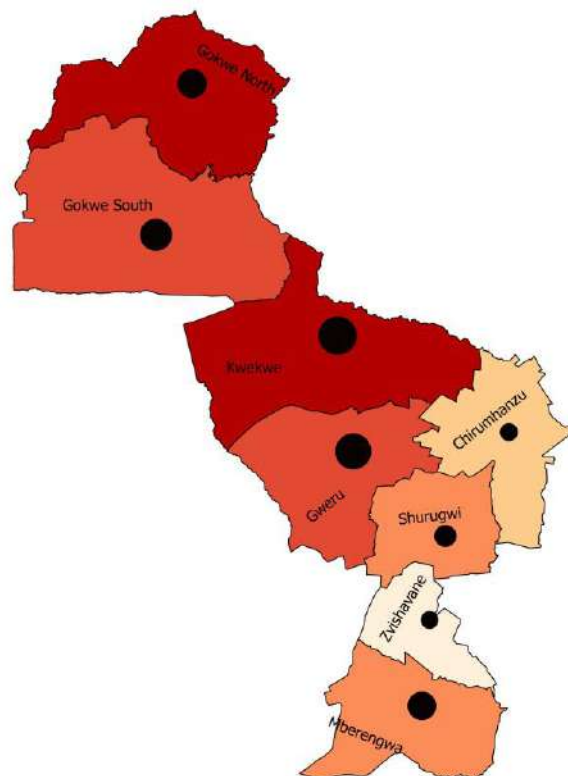


Table of Contents

Table of Contents.....	1
List of Tables.....	3
Chapter 1: Preamble	5
1.1 Introduction to Zimbabwe Education System	5
1.2 Primary Level.....	5
1.2.1 <i>Infant Education</i>	5
1.2.2 <i>Junior Education</i>	5
1.3 Secondary Level.....	5
1.3.1 <i>Lower Secondary Education</i>	5
1.3.2 <i>Upper Secondary Education</i>	6
Chapter 2: Demand for Education	7
2.1 Population Data	7
2.2 Schools.....	8
2.3 Classification of Schools.....	8
2.3.1 Registration Status	8
2.3.2 Distribution of Schools by Location	9
2.3.3 Responsible Authority	9
Chapter 3: Access to Education	10
3.1 New Entrants into Grade 1 and Form 1.....	10
3.2 Primary Enrolment	10
3.3 ECD Enrolment	11
3.5 Secondary School Enrolment	12
Chapter 4: Access Rates	15
4.1 Primary School Apparent and Net Intake Rates	15
4.2 Secondary School Apparent and Net Intake Rates	15
Chapter 5: Participation Rates	17
5.1 ECD Participation Rates.....	17
5.2 Primary Participation Rates	17
5.3 Lower Secondary Participation Rates.....	18
5.4 Upper Secondary Participation Rates.....	18
Chapter 6 Equity	19

6.1	Orphaned and Vulnerable Children (OVC)	19
6.2	Number of OVC by Type.....	19
6.3	Number of Learners by Impairments	20
6.4	BEAM and Other Assistance	21
Chapter 7: Teaching Staff.....		22
Chapter 8: Internal Efficiency.....		24
Chapter 9: Facilities.....		27
9.4	Seating and Writing Places	28
Chapter 10: Non-Formal Education		29
Chapter 11: Learning Outcomes		30

List of Tables

Table 1: Distribution of Projected School Age Population by Sex	7
Table 2: School Age Population by Level	7
Table 3: Number of Schools by Level and Year	8
Table 4: Distribution of Schools by District and Level	8
Table 5: Number of Schools by Level, Registration Status and District	8
Table 6: Distribution of Schools by Level, Location and District	9
Table 7: Distribution of Schools by Responsible Authority	9
Table 8: New Entrants into Grade 1 by Age and Sex	10
Table 9: New Entrants into Form 1 by Age and Sex	10
Table 10: Enrolment Trend by Level and Sex, 2012-2017	10
Table 11: Primary Enrolment by Grade and District	11
Table 12: ECD Enrolment by Location and Sex	11
Table 13: ECD Enrolment by Age and Sex	11
Table 14: Primary Enrolment by Location and Sex	12
Table 15: Primary School Enrolment by Age and Grade	12
Table 16: Secondary School Enrolment Trend, 2012-2017	12
Table 17: Secondary Enrolment by District	13
Table 18: Secondary School Enrolments by Location and Form	13
Table 19: Secondary School Enrolments by Age and Form	13
Table 20: Enrolment by School Level and District	14
Table 21: Primary School –Age Population Data and Enrolment by Sex and District	15
Table 22: Primary School Apparent Intake Rates by District and Sex	15
Table 23: Secondary School –Age Population Data and Enrolment by Sex and District	15
Table 24: Secondary School Apparent Intake Rates by District and Sex	16
Table 25: ECD GER, NER and GPI by Sex and District	17
Table 26: Primary GER, NER and GPI by Sex and District	17
Table 27: Lower Secondary GER, NER and GPI by Sex and District	18
Table 28: Upper Secondary GER, NER and GPI by Sex and District	18
Table 29: ECD, Primary Grade 1-7 and Secondary Orphaned and Vulnerable Children (OVC) by District	19
Table 30: Number of ECD OVC by Type, Sex and District	19
Table 31: Number of Primary OVC by Type, Sex and Province	19

Table 32: Number of Secondary OVC by Type, Sex and Province	20
Table 33: Enrolment by Impairments	20
Table 34: Primary School Learners on BEAM with Claims Outstanding and Paid For by District and Sex	21
Table 35: Secondary School Learners on BEAM with Claims Outstanding and Paid For by District and Sex	21
Table 36: Number of ECD Teachers by District, Qualification Status and Sex	22
Table 37: Number of ECD Teachers by Qualification Status, Type of Employment and Sex	22
Table 38: Number of Primary Teachers by District, Qualification Status and Sex	22
Table 39: Number of Primary Teachers by Qualification Status, Type of Employment and Sex	23
Table 40: Number of Secondary Teachers by District, Qualification Status and Sex	23
Table 41: Number of Secondary Teachers by Qualification Status, Type of Employment and Sex	23
Table 42: Primary Level Repeaters as a Percentage of Enrolment by Sex and Grade	24
Table 43: Secondary Level Repeaters as a Percentage of Enrolment by Sex and Grade	24
Table 44: School Dropouts by Reasons, Level and Sex	25
Table 45: Promotion, Repetition and Dropout Rates by Grade	25
Table 46: Survival Rates for Primary School by Sex	26
Table 47: Survival Rates for Secondary School by Sex	26
Table 48: ECD, Primary and Secondary LCR	27
Table 49: Primary and Secondary Schools Main Source of Electricity	27
Table 50: Learner to Toilet Ratio by School Level and District	27
Table 51: Primary and Secondary Schools with Supplementary Feeding Programme and a Health Club	28
Table 52: Primary and Secondary School Seating and Writing Places by District	28
Table 53: Primary Enrolment in NFE Programmes by District, Sex and Level	29
Table 54: Secondary School Enrolment in NFE Programmes by District, Sex and Level	29
Table 55: Grade 7 Examination Pass Rate from 2014 - 2017	30
Table 56: Grade 7 Examination Pass Rate for 2017 BY District and Sex	30
Table 57: O Level Examination Pass Rate from 2014 - 2017	30
Table 58: O Level Examination Pass Rate for 2017 BY District and Sex	31
Table 59: A Level Examination Pass Rate from 2014 - 2017	31
Table 60: A level Examination Pass Rate for 2017 BY District and Sex	31

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	22445	22925	45370
4	24339	24309	48648
5	23361	23559	46920
6	21973	22423	44397
7	23438	23185	46623
8	22745	23109	45853
9	22496	23034	45530
10	22884	22647	45531
11	23099	22755	45855
12	28345	27510	55855
13	21401	21804	43205
14	21990	21096	43086
15	20499	19405	39904
16	19620	18563	38183
17	20417	19468	39885
18	19274	19593	38867
Grand Total	358326	355385	713711

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	
Chirumanzu	5606	5558	11164	5892	5598	11490	4351	3837	8188	2167	1728	3895	34737
Gokwe North	19179	19576	38755	19600	19102	38702	12912	12037	24949	5859	5568	11428	113834
Gokwe South	26055	26082	52136	27186	26813	54000	17899	16910	34808	8347	7533	15880	156824
Gweru	14587	15131	29718	14529	15222	29751	10865	11956	22822	5801	6595	12396	94687
Kwekwe	21147	21046	42194	21431	21651	43082	15573	15423	30995	7647	7842	15489	131760
Mberengwa	14505	14373	28878	15667	15621	31289	11309	10574	21883	4569	4486	9054	91104
Shurugwi	6614	6697	13311	7015	6796	13811	4827	4402	9229	2531	2360	4890	41242
Zvishavane	7864	7938	15802	8246	8253	16499	5774	5729	11503	2770	2950	5721	49525
Grand Total	115556	116401	231958	119568	119055	238623	83510	80868	164378	39691	39061	78752	713711

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	761		776		318	
2013	772	1.45%	787	1.42%	326	2.52%
2014	792	2.59%	795	1.02%	330	1.23%
2015	797	0.63%	800	0.63%	354	7.27%
2016	818	2.63%	830	3.75%	364	2.82%
2017	838	2.44%	840	1.20%	372	2.20%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Chirumanzu	77	26	103	9.17%	6.99%	8.50%
Gokwe North	118	58	176	14.05%	15.59%	14.52%
Gokwe South	141	59	200	16.79%	15.86%	16.50%
Gweru	97	57	154	11.55%	15.32%	12.71%
Kwekwe	147	64	211	17.50%	17.20%	17.41%
Mberengwa	109	46	155	12.98%	12.37%	12.79%
Shurugwi	70	31	101	8.33%	8.33%	8.33%
Zvishavane	81	31	112	9.64%	8.33%	9.24%
Grand Total	840	372	1212	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
Chirumanzu	49	28	77	18	8	26
Gokwe North	84	34	118	25	33	58
Gokwe South	135	6	141	50	9	59
Gweru	78	19	97	41	16	57
Kwekwe	129	18	147	48	16	64
Mberengwa	102	7	109	37	9	46
Shurugwi	62	8	70	26	5	31
Zvishavane	70	11	81	25	6	31
Grand Total	709	131	840	270	102	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
Chirumanzu	73	4	77	24	2	26
Gokwe North	118		118	58		58
Gokwe South	139	2	141	52	7	59
Gweru	72	25	97	35	22	57
Kwekwe	107	40	147	44	20	64
Mberengwa	109		109	46		46
Shurugwi	61	9	70	27	4	31
Zvishavane	54	27	81	22	9	31
Grand Total	733	107	840	308	64	372

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Resp_Authority	Primary	Secondary	Grand Total
Church/Mission	61	37	98
City Council	14	5	19
District Council	633	260	893
Farm	8	1	9
Government	58	33	91
Mine	13	2	15
Other	13	9	22
Other Government Line Ministries	4	3	7
Private Company	27	18	45
Town Board	1		1
Trust	8	4	12
Grand Total	840	372	1212

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	373	436	809	1.37%
6 years	8167	8868	17035	28.78%
7 years	14581	14235	28816	48.68%
8 years	5096	4248	9344	15.79%
9 years	1371	984	2355	3.98%
10 years	328	235	563	0.95%
11 years	128	51	179	0.30%
12 years	56	25	81	0.14%
Above 12	4	6	10	0.02%
Grand Total	30104	29088	59192	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	335	593	928	2.67%
13 years	3850	5343	9193	26.45%
14 years	5982	7043	13025	37.47%
15 years	4258	3549	7807	22.46%
16 years	1694	1088	2782	8.00%
17 years	582	239	821	2.36%
18 years	129	43	172	0.49%
above 18	23	7	30	0.09%
Grand Total	16853	17905	34758	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	22006	22145	44151	180108	175610	355718	399869
2013	22969	23426	46395	179286	175821	355107	401502
2014	26118	25969	52087	177970	174764	352734	404821
2015	31291	31296	62587	176474	172914	349388	411975
2016	36616	36860	73476	176185	173117	349302	422778
2017	41019	41140	82159	176620	175103	351723	433882

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
Chirumanzu	2746	2985	3180	2752	2683	2638	2470	2597	2540	14	24605
Gokwe North	5405	6648	9366	8186	7973	7869	7436	7728	6352	256	67219
Gokwe South	9362	9961	12930	11676	11568	11046	10662	10259	9411	47	96922
Gweru	2838	4470	7852	6786	6462	6263	6048	6052	5744	228	52743
Kwekwe	5350	6955	10591	9481	8421	8281	8199	7876	7639	240	73033
Mberengwa	5977	6475	8409	7132	6558	6469	6262	6262	5930	224	59698
Shurugwi	3019	3074	3926	3383	3144	3142	2879	2892	2929	33	28421
Zvishavane	3173	3721	4035	3766	3315	3515	3427	3194	3040	55	31241
Grand Total	37870	44289	60289	53162	50124	49223	47383	46860	43585	1097	433882

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	16810	17203	34013	19136	18850	37986	71999
Urban	1908	1949	3857	3165	3138	6303	10160
Grand Total	18718	19152	37870	22301	21988	44289	82159

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	108	194	0	0	0	194
3 years	1167	1373	2540	97	103	200	2740
4 years	6401	6622	13023	631	593	1224	14247
5 years	7781	7928	15709	7197	7492	14689	30398
6 years	2669	2582	5251	10380	10240	20620	25871
7 years	490	422	912	3323	2996	6319	7231
8 years	94	87	181	507	449	956	1137
9 years	24	23	47	111	87	198	245
10 years	4	6	10	35	18	53	63
11 years	2	1	3	13	8	21	24
12 years	0	0	0	7	2	9	9
Above 12	0	0	0	0	0	0	0
Grand Total	18718	19152	37870	22301	21988	44289	82159

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	25583	24285	49868	5172	5249	10421	60289
Grade 2	22324	21684	44008	4525	4629	9154	53162
Grade 3	21074	20471	41545	4228	4351	8579	50124
Grade 4	20579	20541	41120	3929	4174	8103	49223
Grade 5	19758	19442	39200	4027	4156	8183	47383
Grade 6	19482	19646	39128	3732	4000	7732	46860
Grade 7	17782	18116	35898	3761	3926	7687	43585
Skills Orientation	490	313	803	174	120	294	1097
Grand Total	147072	144498	291570	29548	30605	60153	351723

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	928	0	0	0	0	0	0	1	929
6 years	18137	1018	0	0	0	0	0	1	19156
7 years	29453	15360	761	0	0	0	0	6	45580
8 years	8691	22678	12558	948	0	0	0	10	44885
9 years	2296	10055	21764	12326	1145	0	0	107	47693
10 years	515	2994	10472	20323	11374	1371	0	245	47294
11 years	158	764	3212	10178	18770	11711	1228	270	46291
12 years	88	217	1017	3975	10710	18640	11340	251	46238
Above 12	23	76	340	1473	5384	15138	31017	206	53657
Grand Total	60289	53162	50124	49223	47383	46860	43585	1097	351723

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	56130	58127	114257	50.87%		4795	3575	8370	42.71%		60925	61702	122627	50.32%	
2013	57048	59555	116603	51.08%	2.05%	4795	3659	8454	43.28%	1.0%	61843	63214	125057	50.55%	1.98%
2014	58625	60937	119562	50.97%	2.54%	4822	3499	8321	42.05%	-1.6%	63447	64436	127883	50.39%	2.26%
2015	60817	62757	123574	50.78%	3.36%	4913	3794	8707	43.57%	4.6%	65730	66551	132281	50.31%	3.44%
2016	63551	65299	128850	50.68%	4.27%	5609	4477	10086	44.39%	15.84%	69160	69776	138936	50.22%	5.03%
2017	63934	66428	130362	50.96%	1.17%	6226	5170	11396	45.37%	12.99%	70160	71598	141758	50.51%	2.03%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Chirumanzu	2043	1905	1986	1643	375	289	0	8241
Gokwe North	4439	4213	4169	3302	376	284	0	16783
Gokwe South	6815	6590	5897	4803	617	523	0	25245
Gweru	5364	5536	5220	4857	1786	1764	0	24527
Kwekwe	6339	5966	5841	5357	1215	1304		26022
Mberengwa	4734	4533	4735	3900	750	681		19333
Shurugwi	2588	2601	2550	2271	328	349		10687
Zvishavane	2698	2510	2676	2281	375	380		10920
Grand Total	35020	33854	33074	28414	5822	5574	0	141758

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	13464	14001	27465	3668	3887	7555	35020
Form 2	12966	13619	26585	3473	3796	7269	33854
Form 3	12815	12647	25462	3690	3922	7612	33074
Form 4	10438	10743	21181	3420	3813	7233	28414
Lower 6	1874	1509	3383	1247	1192	2439	5822
Upper 6	1759	1371	3130	1346	1098	2444	5574
Skills Orientation	0	0	0	0	0	0	0
Grand Total	53316	53890	107206	16844	17708	34552	141758

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	865	0	0	0	0	0	0	865
13 years	9233	1316	0	0	0	0	0	10549
14 years	13171	8875	731	0	0	0	0	22777
15 years	7958	12784	7206	803	0	0	0	28751
16 years	2807	7466	12115	6743	445	0	0	29576
17 years	806	2725	8394	10324	2104	475	0	24828
18 years	148	522	3106	6210	1907	1939	0	13832
above 18	32	166	1522	4334	1366	3160	0	10580
Grand Total	35020	33854	33074	28414	5822	5574	0	141758

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Chirumanzu	5969	5694	11663	6520	6422	12942	4402	3839	8241	32846
Gokwe North	14900	14705	29605	18624	18990	37614	8476	8307	16783	84002
Gokwe South	21856	22073	43929	26461	26532	52993	12474	12771	25245	122167
Gweru	10992	10954	21946	15238	15559	30797	11719	12808	24527	77270
Kwekwe	16279	16098	32377	20214	20442	40656	12812	13210	26022	99055
Mberengwa	14310	13683	27993	15942	15763	31705	9410	9923	19333	79031
Shurugwi	6885	6517	13402	7617	7402	15019	5457	5230	10687	39108
Zvishavane	7432	7263	14695	8400	8146	16546	5410	5510	10920	42161
Grand Total	98623	96987	195610	119016	119256	238272	70160	71598	141758	575640

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
Chirumanzu	1591	1510	3101	429	502	931	1095	1051	2146
Gokwe North	4633	4421	9054	822	850	1672	3654	3782	7436
Gokwe South	6279	6278	12557	1535	1646	3181	5011	5060	10071
Gweru	3908	3893	7801	1156	1284	2440	2746	2840	5586
Kwekwe	5342	5202	10544	1715	1945	3660	3968	4093	8060
Mberengwa	4331	4046	8377	1294	1325	2619	2754	2816	5569
Shurugwi	1968	1802	3770	540	609	1149	1238	1282	2520
Zvishavane	2052	1936	3988	676	707	1383	1507	1501	3008
Grand Total	30104	29088	59192	8167	8868	17035	21973	22423	44397

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	
Chirumanzu	39.17%	47.76%	43.38%	1.22	145.28%	143.67%	144.49%	0.99
Gokwe North	22.49%	22.48%	22.49%	1.00	126.78%	116.91%	121.76%	0.92
Gokwe South	30.63%	32.53%	31.59%	1.06	125.30%	124.08%	124.69%	0.99
Gweru	42.09%	45.21%	43.68%	1.07	142.30%	137.09%	139.65%	0.96
Kwekwe	43.23%	47.52%	45.41%	1.10	134.64%	127.11%	130.82%	0.94
Mberengwa	46.99%	47.06%	47.03%	1.00	157.28%	143.70%	150.41%	0.91
Shurugwi	43.62%	47.50%	45.59%	1.09	158.95%	140.54%	149.58%	0.88
Zvishavane	44.85%	47.11%	45.98%	1.05	136.15%	128.99%	132.58%	0.95
Grand Total	37.17%	39.55%	38.37%	1.06	137.00%	129.72%	133.33%	0.95

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
Chirumanzu	1023	1003	2026	209	309	518	1149	1028	2177
Gokwe North	2226	2175	4401	317	471	788	3333	3325	6658
Gokwe South	3255	3502	6757	569	796	1365	4641	4867	9508
Gweru	2385	2902	5287	685	1150	1835	2786	3037	5824
Kwekwe	3103	3239	6342	961	1022	1983	3981	4016	7997
Mberengwa	2260	2439	4699	449	699	1148	2920	2899	5818
Shurugwi	1285	1298	2583	327	424	751	1162	1153	2315
Zvishavane	1316	1347	2663	334	475	809	1428	1479	2907
Grand Total	16853	17905	34758	3851	5346	9197	21401	21804	43205

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	
Chirumanzu	18.19%	30.06%	23.80%	1.65	89.05%	97.58%	93.08%	1.10
Gokwe North	9.51%	14.16%	11.84%	1.49	66.79%	65.41%	66.10%	0.98
Gokwe South	12.26%	16.35%	14.36%	1.33	70.13%	71.95%	71.06%	1.03
Gweru	24.59%	37.86%	31.51%	1.54	85.60%	95.54%	90.79%	1.12
Kwekwe	24.14%	25.45%	24.80%	1.05	77.94%	80.65%	79.30%	1.03
Mberengwa	15.38%	24.11%	19.73%	1.57	77.41%	84.14%	80.76%	1.09
Shurugwi	28.13%	36.77%	32.44%	1.31	110.55%	112.58%	111.56%	1.02
Zvishavane	23.38%	32.12%	27.83%	1.37	92.14%	91.09%	91.60%	0.99
Grand Total	17.99%	24.52%	21.29%	1.36	78.75%	82.12%	80.45%	1.04

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	
Chirumanzu	85.74%	82.94%	84.33%	0.97	49.26%	48.28%	48.77%	0.98
Gokwe North	51.36%	51.16%	51.26%	1.00	28.01%	28.42%	28.22%	1.01
Gokwe South	60.24%	62.89%	61.56%	1.04	31.69%	34.67%	33.17%	1.09
Gweru	41.23%	38.67%	39.92%	0.94	21.60%	21.02%	21.31%	0.97
Kwekwe	47.76%	47.88%	47.82%	1.00	27.48%	28.21%	27.85%	1.03
Mberengwa	71.93%	70.78%	71.35%	0.98	46.25%	46.84%	46.55%	1.01
Shurugwi	76.08%	73.71%	74.88%	0.97	42.86%	42.41%	42.63%	0.99
Zvishavane	72.65%	70.78%	71.70%	0.97	44.39%	46.41%	45.41%	1.05
Grand Total	58.48%	58.11%	58.29%	0.99	33.18%	34.06%	33.62%	1.03

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	
Chirumanzu	118.14%	119.94%	119.02%	1.02	98.12%	103.21%	100.60%	1.05
Gokwe North	101.47%	103.08%	102.27%	1.02	82.65%	86.82%	84.72%	1.05
Gokwe South	103.54%	104.09%	103.81%	1.01	84.24%	87.40%	85.82%	1.04
Gweru	111.82%	108.99%	110.38%	0.97	95.23%	95.91%	95.58%	1.01
Kwekwe	102.25%	101.73%	101.99%	0.99	87.11%	89.35%	88.23%	1.03
Mberengwa	111.82%	109.39%	110.61%	0.98	92.45%	93.82%	93.13%	1.01
Shurugwi	119.12%	116.06%	117.61%	0.97	97.22%	99.72%	98.45%	1.03
Zvishavane	109.04%	105.60%	107.32%	0.97	91.84%	92.93%	92.39%	1.01
Grand Total	107.06%	106.34%	106.70%	0.99	88.87%	91.40%	90.13%	1.03

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	
Chirumanzu	91.45%	93.77%	92.53%	1.03	58.03%	69.37%	63.35%	1.20
Gokwe North	62.64%	66.75%	64.62%	1.07	38.17%	44.87%	41.40%	1.18
Gokwe South	65.81%	72.89%	69.25%	1.11	42.48%	52.94%	47.56%	1.25
Gweru	91.38%	92.40%	91.92%	1.01	66.74%	71.53%	69.25%	1.07
Kwekwe	73.76%	77.92%	75.83%	1.06	51.65%	57.77%	54.70%	1.12
Mberengwa	75.75%	88.28%	81.81%	1.17	46.49%	61.93%	53.95%	1.33
Shurugwi	105.73%	111.46%	108.46%	1.05	69.21%	82.72%	75.65%	1.20
Zvishavane	86.63%	90.12%	88.37%	1.04	62.64%	69.10%	65.86%	1.10
Grand Total	76.56%	82.14%	79.31%	1.07	50.97%	60.13%	55.48%	1.18

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	
Chirumanzu	19.52%	13.95%	17.05%	0.71	8.26%	7.70%	8.01%	0.93
Gokwe North	6.62%	4.88%	5.78%	0.74	2.76%	2.66%	2.71%	0.96
Gokwe South	8.33%	5.91%	7.18%	0.71	3.17%	3.35%	3.26%	1.05
Gweru	30.86%	26.69%	28.64%	0.86	18.69%	17.94%	18.29%	0.96
Kwekwe	17.34%	15.21%	16.26%	0.88	9.78%	9.49%	9.63%	0.97
Mberengwa	18.45%	13.11%	15.80%	0.71	7.90%	6.84%	7.38%	0.87
Shurugwi	13.95%	13.73%	13.84%	0.98	5.81%	8.73%	7.22%	1.50
Zvishavane	14.73%	11.76%	13.20%	0.80	8.92%	8.61%	8.76%	0.97
Grand Total	15.69%	13.24%	14.47%	0.84	8.04%	8.26%	8.15%	1.03

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
Chirumanzu	549	507	1056	2671	2579	5250	1453	1404	2857
Gokwe North	1244	1221	2465	5995	6016	12011	3110	3263	6373
Gokwe South	1765	1795	3560	9344	9466	18810	4052	4663	8715
Gweru	558	585	1143	4803	4579	9382	2210	3082	5292
Kwekwe	1008	905	1913	6040	5919	11959	2829	3443	6272
Mberengwa	1363	1360	2723	6743	6747	13490	3003	3217	6220
Shurugwi	592	534	1126	3227	3062	6289	1606	1930	3536
Zvishavane	501	483	984	2406	2243	4649	1550	1679	3229
Grand Total	7580	7390	14970	41229	40611	81840	19813	22681	42494

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	
Chirumanzu	41	38	79	74	71	145	85	71	156	349	327	676	1056
Gokwe North	168	163	331	257	256	513	213	217	430	606	585	1191	2465
Gokwe South	274	252	526	329	346	675	363	363	726	799	834	1633	3560
Gweru	74	75	149	129	129	258	104	115	219	251	266	517	1143
Kwekwe	141	141	282	229	206	435	231	206	437	407	352	759	1913
Mberengwa	182	172	354	284	331	615	271	222	493	626	635	1261	2723
Shurugwi	54	42	96	108	88	196	134	94	228	296	310	606	1126
Zvishavane	65	60	125	123	123	246	127	128	255	186	172	358	984
Grand Total	999	943	1942	1533	1550	3083	1528	1416	2944	3520	3481	7001	14970

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	
Chirumanzu	274	277	551	437	465	902	652	619	1271	1308	1218	2526	5250
Gokwe North	811	790	1601	1249	1318	2567	1350	1352	2702	2585	2556	5141	12011
Gokwe South	1312	1254	2566	1948	1994	3942	2401	2452	4853	3683	3766	7449	18810
Gweru	701	631	1332	908	864	1772	1214	1245	2459	1980	1839	3819	9382
Kwekwe	959	966	1925	1351	1376	2727	1638	1637	3275	2092	1940	4032	11959
Mberengwa	924	951	1875	1434	1363	2797	1617	1661	3278	2768	2772	5540	13490
Shurugwi	365	307	672	621	671	1292	805	752	1557	1436	1332	2768	6289
Zvishavane	373	374	747	514	517	1031	805	733	1538	714	619	1333	4649
Grand Total	5719	5550	11269	8462	8568	17030	10482	10451	20933	16566	16042	32608	81840

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	
Chirumanzu	297	258	555	346	312	658	454	449	903	356	385	741	2857
Gokwe North	540	609	1149	720	696	1416	691	736	1427	1159	1222	2381	6373
Gokwe South	850	899	1749	955	1122	2077	1143	1319	2462	1104	1323	2427	8715
Gweru	385	476	861	625	1251	1876	717	840	1557	483	515	998	5292
Kwekwe	546	668	1214	788	893	1681	767	966	1733	728	916	1644	6272
Mberengwa	654	681	1335	952	1015	1967	734	790	1524	663	731	1394	6220
Shurugwi	309	355	664	382	445	827	524	578	1102	391	552	943	3536
Zvishavane	336	332	668	360	392	752	575	632	1207	279	323	602	3229
Grand Total	3917	4278	8195	5128	6126	11254	5605	6310	11915	5163	5967	11130	42494

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	404	309	713	153	159	312	2050
	Blind	7	5	12	3	1	4	32
Physical Impairment	Gross motor	138	124	262	19	17	36	596
	Fine motor	259	163	422	36	29	65	974
Hearing impairment	Mild to moderate	297	285	582	56	64	120	1404
	Severe to profound	271	239	510	2	10	12	1044
Intellectual challenges	Mild to moderate	1689	1311	3000	142	116	258	6516
	Severe to profound	475	356	831	42	53	95	1852
Communication and speech	Mild to moderate	543	363	906	68	39	107	2026
	Severe to profound	289	203	492	1	2	3	990
Learning Disability	Dyslexia	776	633	1409	41	46	87	2992
Multiple Disabilities		431	348	779	48	51	99	1756
Grand Total		5579	4339	9918	611	587	1198	22232

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	
Chirumanzu	26	27	53	833	804	1637	183	172	355	2045
Gokwe North	316	286	602	3034	3092	6126	40	29	69	6797
Gokwe South	45	44	89	4632	4777	9409	101	93	194	9692
Gweru	454	446	900	1371	1456	2827	235	288	523	4250
Kwekwe	509	492	1001	2624	2641	5265	124	129	253	6519
Mberengwa	399	303	702	3155	3045	6200	156	141	297	7199
Shurugwi	228	246	474	1045	1015	2060	63	105	168	2702
Zvishavane	191	159	350	1160	1086	2246	98	107	205	2801
Grand Total	2168	2003	4171	17854	17916	35770	1000	1064	2064	42005

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	
Chirumanzu	12	17	29	313	278	591	225	193	418	1038
Gokwe North	408	260	668	1341	871	2212	92	1174	1266	4146
Gokwe South	298	290	588	1876	1771	3647	187	1153	1340	5575
Gweru	0	0	0	475	485	960	439	477	916	1876
Kwekwe	109	126	235	1055	1131	2186	217	1067	1284	3705
Mberengwa	140	101	241	801	903	1704	139	150	289	2234
Shurugwi	1	1	2	532	396	928	76	817	893	1823
Zvishavane	45	40	85	476	470	946	192	161	353	1384
Grand Total	1013	835	1848	6869	6305	13174	1567	5192	6759	21781

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	
Chirumanzu	19	91	110	2	54	56	166
Gokwe North	36	52	88	25	128	153	241
Gokwe South	38	89	127	24	233	257	384
Gweru	19	148	167	5	53	58	225
Kwekwe	32	201	233	1	99	100	333
Mberengwa	56	126	182	3	90	93	275
Shurugwi	20	120	140		25	25	165
Zvishavane	16	149	165	1	72	73	238
Grand Total	236	976	1212	61	754	815	2027

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	47	113	160
ECD Para Professional	51	665	716
Graduate without teaching qualification	2	5	7
Non-Teaching Degree	8	82	90
Other Unqualified		2	2
Diploma or Certificate in Education	189	863	1052
Grand Total	297	1730	2027

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	
Chirumanzu	233	276	509	1	8	9	518
Gokwe North	810	571	1381	72	59	131	1512
Gokwe South	1028	901	1929	6	10	16	1945
Gweru	250	1095	1345	7	16	23	1368
Kwekwe	555	1238	1793	8	19	27	1820
Mberengwa	633	616	1249	4	6	10	1259
Shurugwi	263	407	670	4	4	8	678
Zvishavane	228	459	687	2	6	8	695
Grand Total	4000	5563	9563	104	128	232	9795

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	788	756	1544
ECD Para Professional	6	24	30
Graduate without teaching qualification	51	31	82
Non-Teaching Degree	47	73	120
Diploma or Certificate in Education	3212	4807	8019
Grand Total	4104	5691	9795

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	
Chirumanzu	171	125	296	24	24	48	344
Gokwe North	352	170	522	81	47	128	650
Gokwe South	476	291	767	96	63	159	926
Gweru	396	522	918	109	82	191	1109
Kwekwe	390	477	867	110	105	215	1082
Mberengwa	399	248	647	67	52	119	766
Shurugwi	208	172	380	41	29	70	450
Zvishavane	204	195	399	34	16	50	449
Grand Total	2596	2200	4796	562	418	980	5776

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

Highest qualification	M	F	Grand Total
Diploma or Certificate	1471	1253	2724
Graduate with Teaching Qualification	1125	947	2072
Graduate without Teaching Qualification	453	302	755
Other (unqualified)	109	114	223
Not Reported		2	2
Grand Total	3158	2618	5776

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	98	110	208	18718	19152	37870	0.52%	0.57%	0.55%	1.10
ECD B	206	197	403	22301	21988	44289	0.92%	0.90%	0.91%	0.97
Grade 1	862	599	1461	30755	29534	60289	2.80%	2.03%	2.42%	0.72
Grade 2	549	424	973	26849	26313	53162	2.04%	1.61%	1.83%	0.79
Grade 3	380	283	663	25302	24822	50124	1.50%	1.14%	1.32%	0.76
Grade 4	508	358	866	24508	24715	49223	2.07%	1.45%	1.76%	0.70
Grade 5	440	327	767	23785	23598	47383	1.85%	1.39%	1.62%	0.75
Grade 6	484	317	801	23214	23646	46860	2.08%	1.34%	1.71%	0.64
Grade 7	97	81	178	21543	22042	43585	0.45%	0.37%	0.41%	0.82
Grand Total	3624	2696	6320	216975	215810	432785	1.67%	1.25%	1.46%	0.75
Grand Total	17826	13879	31705	1654585	1636769	3291354	1.08%	0.85%	0.96%	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	39	40	79	17132	17888	35020	0.23%	0.22%	0.23%	0.98
Form 2	83	84	167	16439	17415	33854	0.50%	0.48%	0.49%	0.96
Form 3	758	635	1393	16505	16569	33074	4.59%	3.83%	4.21%	0.83
Form 4	610	568	1178	13858	14556	28414	4.40%	3.90%	4.15%	0.89
Lower 6	10	6	16	3121	2701	5822	0.32%	0.22%	0.27%	0.69
Upper 6	4	2	6	3105	2469	5574	0.13%	0.08%	0.11%	0.63
Grand Total	1504	1335	2839	70160	71598	141758	2.14%	1.86%	2.00%	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	1032	788	1820	993	622	1615	3435
Death	158	81	239	27	29	56	295
Expulsion	13	2	15	8	1	9	24
Illness	80	83	163	27	56	83	246
Marriage	1	33	34	42	640	682	716
Other	272	249	521	247	191	438	959
Pregnancy		44	44	5	455	460	504
Financial	712	568	1280	1587	1356	2943	4223
Grand Total	2268	1848	4116	2936	3350	6286	10402

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	92.37%	89.78%	91.05%	2.14%	2.94%	2.55%	5.49%	7.28%	6.40%
To Grade 3	95.78%	94.96%	95.36%	1.65%	2.09%	1.88%	2.57%	2.95%	2.76%
To Grade 4	97.77%	94.93%	96.34%	1.14%	1.50%	1.32%	1.10%	3.56%	2.34%
To Grade 5	98.38%	96.69%	97.53%	1.51%	2.10%	1.81%	0.11%	1.20%	0.66%
To Grade 6	96.47%	94.68%	95.58%	1.35%	1.83%	1.59%	2.18%	3.49%	2.83%
To Grade 7	91.33%	88.51%	89.91%	1.32%	2.00%	1.66%	7.35%	9.50%	8.43%
To Form 1	81.40%	77.72%	79.56%	0.37%	0.44%	0.41%	18.23%	21.84%	20.04%
To Form 2	94.54%	93.64%	94.10%	0.22%	0.22%	0.22%	5.24%	6.13%	5.68%
To Form 3	96.19%	97.98%	97.07%	0.51%	0.52%	0.51%	3.30%	1.51%	2.42%
To Form 4	85.19%	82.48%	83.85%	3.87%	4.72%	4.29%	10.94%	12.80%	11.86%
To Lower 6	19.59%	22.63%	21.11%	4.13%	4.44%	4.28%	76.28%	72.93%	74.60%
To Upper 6	97.74%	98.57%	76.63%	0.24%	0.32%	2.19%	2.02%	1.11%	21.17%

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	92.51%	94.39%	93.43%
To Grade 3	89.73%	91.93%	90.81%
To Grade 4	86.49%	90.92%	88.66%
To Grade 5	85.44%	90.82%	88.07%
To Grade 6	82.42%	88.82%	85.55%
To Grade 7	74.51%	82.23%	78.27%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	93.85%	94.75%	94.31%
To Form 3	92.43%	91.60%	92.02%
To Form 4	80.05%	81.19%	80.64%
To Form 5	19.39%	16.95%	18.18%
To Form 6	19.18%	16.61%	17.91%

Chapter 9: Facilities

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
Chirumanzu	5731	18874	8241	124	530	216	46	36	38
Gokwe North	12053	55166	16783	107	1083	358	113	51	47
Gokwe South	19323	77599	25245	149	1413	539	130	55	47
Gweru	7308	45435	24527	128	1014	547	57	45	45
Kwekwe	12305	60728	26022	208	1427	603	59	43	43
Mberengwa	12452	47246	19333	185	1158	445	67	41	43
Shurugwi	6093	22328	10687	103	633	260	59	35	41
Zvishavane	6894	24347	10920	160	600	265	43	41	41
Grand Total	82159	351723	141758	1164	7858	3233	71	45	44

9.1 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

Main_electricity_source	Primary	Secondary	Grand Total
Generator	16	18	34
Grid	285	213	498
None	515	110	625
Other	2	3	5
Solar	20	27	47
Not Reported	2	1	3
Grand Total	840	372	1212

9.2 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
Chirumanzu	85	86	468	490	284	296	34	33	20	19	16	13
Gokwe North	166	158	992	1004	503	498	36	39	28	28	17	17
Gokwe South	287	283	1106	1115	581	577	33	35	35	35	21	22
Gweru	208	208	874	937	627	669	18	17	26	24	19	19
Kwekwe	326	329	1134	1198	674	613	19	19	27	25	19	22
Mberengwa	255	281	1043	1044	554	574	25	22	23	22	17	17
Shurugwi	152	150	569	573	404	384	20	20	20	19	14	14
Zvishavane	221	209	672	657	336	344	16	16	18	18	16	16
Grand Total	1700	1704	6858	7018	3963	3955	24	24	26	25	18	18

9.3 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
Chirumanzu	71	1	29	9
Gokwe North	107	20	90	40
Gokwe South	132	20	107	35
Gweru	69	7	63	23
Kwekwe	105	12	80	32
Mberengwa	94		81	34
Shurugwi	61	21	36	11
Zvishavane	64	2	59	23
Grand Total	703	83	545	207

9.4 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
Chirumanzu	26694	24576	24605	8241
Gokwe North	42378	36875	67219	16783
Gokwe South	65924	60532	96922	25245
Gweru	67860	64344	52743	24527
Kwekwe	80287	73722	73033	26022
Mberengwa	53294	47787	59698	19333
Shurugwi	31490	27260	28421	10687
Zvishavane	32076	29359	31241	10920
Grand Total	400003	364455	433882	141758

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
Chirumanzu	0	0	8	0	0	0	8
Gokwe North	67	181	324			6	578
Gokwe South	62	93	102	8	0	0	265
Gweru	67	115	128	62	23	25	420
Kwekwe	33	61	143	43	0	1	281
Mberengwa	91	14	639	29	34	4	811
Shurugwi	84	156	491	10	16	29	786
Zvishavane	18	125	113	15			271
Grand Total	422	745	1948	167	73	65	3420

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

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Chirumanzu	0	0	67	67
Gokwe North	7	51	107	165
Gokwe South	24	0	200	224
Gweru	0	8	698	706
Kwekwe	32	111	330	473
Mberengwa	23	75	524	622
Shurugwi	12	73	312	397
Zvishavane	61	127	147	335
Grand Total	159	445	2385	2989

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	19866	20547	40413	7378	8304	15682	37.14%	40.41%	38.80%	1.09
2015	20739	21835	42575	8309	9588	17897	40.06%	43.91%	42.04%	1.10
2016	20392	21218	41611	8637	9863	18501	42.35%	46.48%	44.46%	1.10
2017	19901	20966	40868	8767	9824	18592	44.05%	46.86%	45.49%	1.06

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
Chirumanzu	1196	1208	2404	528	593	1121	44.15%	49.09%	46.63%	1.11
Gokwe North	2700	2816	5517	772	750	1523	28.59%	26.63%	27.61%	0.93
Gokwe South	4288	4587	8875	1293	1488	2781	30.15%	32.44%	31.34%	1.08
Gweru	2682	2854	5536	1767	2039	3806	65.88%	71.44%	68.75%	1.08
Kwekwe	3471	3718	7189	1782	2051	3833	51.34%	55.16%	53.32%	1.07
Mberengwa	2615	2903	5518	1040	1195	2235	39.77%	41.16%	40.50%	1.04
Shurugwi	1439	1389	2828	782	823	1605	54.34%	59.25%	56.75%	1.09
Zvishavane	1510	1491	3001	803	885	1688	53.18%	59.36%	56.25%	1.12
Midlands	19901	20966	40868	8767	9824	18592	44.05%	46.86%	45.49%	1.06

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	9675	9811	19486	2326	1927	4253	24.04%	19.64%	21.83%	0.82
2015	9245	10465	19710	3142	2650	5792	33.99%	25.32%	29.39%	0.75
2016	9319	10325	19644	3319	2862	6181	35.62%	27.72%	31.47%	0.78
2017	9732	10896	20629	3070	2775	5845	31.55%	25.47%	28.33%	0.81

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
Chirumanzu	703	627	1330	221	189	410	31.44%	30.14%	30.83%	0.96
Gokwe North	1123	1285	2408	263	169	432	23.42%	13.15%	17.94%	0.56
Gokwe South	1610	1805	3415	440	337	777	27.33%	18.67%	22.75%	0.68
Gweru	1572	1819	3391	590	761	1351	37.53%	41.84%	39.84%	1.11
Kwekwe	1826	2122	3949	598	480	1078	32.75%	22.62%	27.30%	0.69
Mberengwa	1260	1431	2691	414	385	799	32.86%	26.90%	29.69%	0.82
Shurugwi	833	929	1762	297	258	555	35.65%	27.77%	31.50%	0.78
Zvishavane	805	878	1683	247	196	443	30.68%	22.32%	26.32%	0.73
Midlands	9732	10896	20629	3070	2775	5845	31.55%	25.47%	28.33%	0.81

Table 59: A Level Examination Pass Rate from 2014 – 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	2143	1549	3692	1679	1325	3004	78.35%	85.54%	81.37%	1.09
2015	2309	1629	3938	1933	1457	3390	83.72%	89.44%	86.08%	1.07
2016	2293	1765	4058	1955	1577	3532	85.26%	89.35%	87.04%	1.05
2017	2805	2226	5031	2294	1982	4276	81.78%	89.04%	84.99%	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
Chirumanzu	182	105	287	160	102	262	87.91%	97.14%	91.29%	1.11
Gokwe North	176	96	272	140	82	222	79.55%	85.42%	81.62%	1.07
Gokwe South	331	168	499	285	158	443	86.10%	94.05%	88.78%	1.09
Gweru	709	757	1466	555	662	1217	78.28%	87.45%	83.02%	1.12
Kwekwe	656	530	1186	530	463	993	80.79%	87.36%	83.73%	1.08
Mberengwa	392	260	652	323	226	549	82.40%	86.92%	84.20%	1.05
Shurugwi	184	161	345	144	158	302	78.26%	98.14%	87.54%	1.25
Zvishavane	175	149	324	157	131	288	89.71%	87.92%	88.89%	0.98
Midlands	2805	2226	5031	2294	1982	4276	81.78%	89.04%	84.99%	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.