

ANNUAL EDUCATION STATISTICS PROFILE MATABELELAND SOUTH PROVINCE 2017

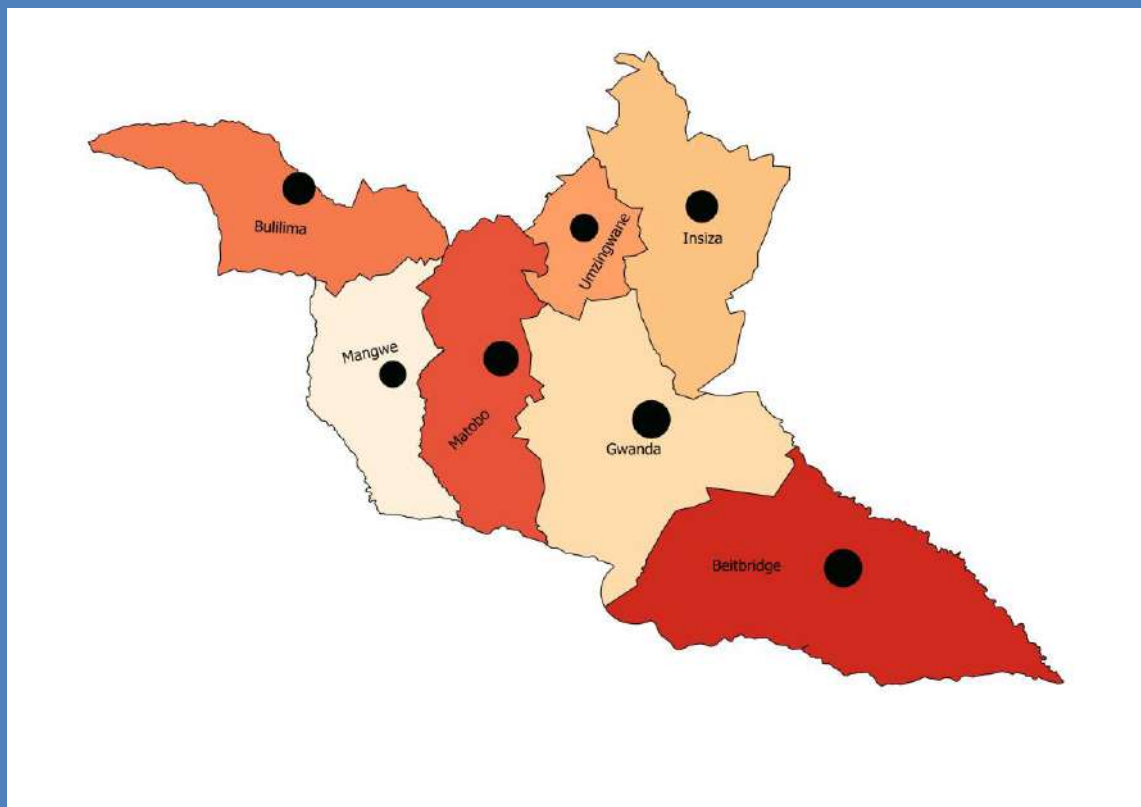


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Chapter 1: Preamble

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 | 10385 | 10433 | 20818 |
| 4 | 10969 | 10712 | 21681 |
| 5 | 10368 | 10500 | 20868 |
| 6 | 9770 | 9649 | 19420 |
| 7 | 10246 | 10058 | 20304 |
| 8 | 10245 | 10431 | 20677 |
| 9 | 10447 | 10459 | 20906 |
| 10 | 10165 | 10068 | 20233 |
| 11 | 10340 | 10090 | 20430 |
| 12 | 12346 | 11552 | 23898 |
| 13 | 9987 | 9650 | 19637 |
| 14 | 9832 | 9287 | 19119 |
| 15 | 9172 | 8452 | 17624 |
| 16 | 9625 | 8657 | 18282 |
| 17 | 9457 | 8426 | 17883 |
| 18 | 9227 | 8225 | 17452 |
| Grand Total | 162583 | 156649 | 319232 |

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 | |
| Beitbridge | 9094 | 9031 | 18126 | 8165 | 8338 | 16503 | 5831 | 5713 | 11544 | 2734 | 2935 | 5669 | 51842 |
| Bulilima | 7804 | 7898 | 15702 | 8346 | 8171 | 16517 | 6134 | 5783 | 11916 | 3216 | 2822 | 6038 | 50173 |
| Gwanda | 10100 | 10141 | 20241 | 10381 | 10242 | 20623 | 7499 | 7066 | 14565 | 3490 | 3229 | 6719 | 62148 |
| Insiza | 7726 | 7686 | 15412 | 8321 | 8016 | 16337 | 5643 | 5177 | 10820 | 2666 | 2282 | 4948 | 47517 |
| Mangwe | 5316 | 5210 | 10526 | 5734 | 5620 | 11354 | 4243 | 3924 | 8167 | 2129 | 1677 | 3807 | 33854 |
| Matobo | 7241 | 6970 | 14212 | 7822 | 7570 | 15392 | 5777 | 5273 | 11050 | 2724 | 2228 | 4952 | 45606 |
| Umzingwane | 4457 | 4415 | 8873 | 4775 | 4642 | 9417 | 3489 | 3110 | 6599 | 1724 | 1478 | 3201 | 28090 |
| Grand Total | 51739 | 51352 | 103091 | 53544 | 52599 | 106143 | 38616 | 36046 | 74663 | 18684 | 16651 | 35335 | 319232 |

2.2 Schools

Table 3: Number of Schools by Level and Year

| Years | ECD | | Primary | | Secondary | |
|-------|-----|------------|---------|------------|-----------|------------|
| | No | % increase | No | % increase | No | % increase |
| 2012 | 500 | | 504 | | 149 | |
| 2013 | 501 | 0.20% | 505 | 0.20% | 153 | 2.68% |
| 2014 | 505 | 0.80% | 507 | 0.40% | 157 | 2.61% |
| 2015 | 508 | 0.59% | 511 | 0.79% | 161 | 2.55% |
| 2016 | 509 | 0.20% | 512 | 0.20% | 161 | 0.00% |
| 2017 | 506 | -0.59% | 512 | 0.00% | 162 | 0.62% |

Table 4: Distribution of Schools by District and Level

| District | Number of Schools | | | % Distribution | | |
|-------------|-------------------|-----------|-------|----------------|-----------|---------|
| | Primary | Secondary | Total | Primary | Secondary | Total |
| BeitBridge | 70 | 16 | 86 | 13.67% | 9.88% | 12.76% |
| Bulilima | 63 | 20 | 83 | 12.30% | 12.35% | 12.31% |
| Gwanda | 111 | 35 | 146 | 21.68% | 21.60% | 21.66% |
| Insiza | 94 | 29 | 123 | 18.36% | 17.90% | 18.25% |
| Mangwe | 47 | 16 | 63 | 9.18% | 9.88% | 9.35% |
| Matobo | 82 | 28 | 110 | 16.02% | 17.28% | 16.32% |
| Umzingwane | 45 | 18 | 63 | 8.79% | 11.11% | 9.35% |
| Grand Total | 512 | 162 | 674 | 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 |
| BeitBridge | 57 | 13 | 70 | 15 | 1 | 16 |
| Bulilima | 58 | 5 | 63 | 14 | 6 | 20 |
| Gwanda | 96 | 15 | 111 | 28 | 7 | 35 |
| Insiza | 80 | 14 | 94 | 18 | 11 | 29 |
| Mangwe | 44 | 3 | 47 | 13 | 3 | 16 |
| Matobo | 72 | 10 | 82 | 20 | 8 | 28 |
| Umzingwane | 38 | 7 | 45 | 15 | 3 | 18 |
| Grand Total | 445 | 67 | 512 | 123 | 39 | 162 |

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 |
| BeitBridge | 64 | 6 | 70 | 12 | 4 | 16 |
| Bulilima | 63 | | 63 | 20 | | 20 |
| Gwanda | 99 | 12 | 111 | 31 | 4 | 35 |
| Insiza | 92 | 2 | 94 | 29 | | 29 |
| Mangwe | 45 | 2 | 47 | 14 | 2 | 16 |
| Matobo | 82 | | 82 | 28 | | 28 |
| Umzingwane | 43 | 2 | 45 | 17 | 1 | 18 |
| Grand Total | 488 | 24 | 512 | 151 | 11 | 162 |

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

| Responsible Authority | Primary | Secondary | Grand Total |
|----------------------------------|---------|-----------|-------------|
| Church/Mission | 32 | 23 | 55 |
| City Council | 1 | | 1 |
| District Council | 443 | 121 | 564 |
| Farm | 8 | | 8 |
| Government | 20 | 12 | 32 |
| Mine | | 1 | 1 |
| Other Government Line Ministries | 1 | | 1 |
| Private Company | 4 | 1 | 5 |
| Town Board | 2 | 2 | 4 |
| Trust | 1 | 2 | 3 |
| Grand Total | 512 | 162 | 674 |

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 | 186 | 204 | 390 | 1.67% |
| 6 years | 3601 | 4004 | 7605 | 32.61% |
| 7 years | 5171 | 4950 | 10121 | 43.40% |
| 8 years | 2084 | 1839 | 3923 | 16.82% |
| 9 years | 522 | 408 | 930 | 3.99% |
| 10 years | 147 | 122 | 269 | 1.15% |
| 11 years | 29 | 29 | 58 | 0.25% |
| 12 years | 8 | 7 | 15 | 0.06% |
| Above 12 | 4 | 4 | 8 | 0.03% |
| Grand Total | 11752 | 11567 | 23319 | 100.00% |

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

| Age | M | F | Grand Total | % Total |
|-------------|------|------|-------------|---------|
| Below 13 | 306 | 453 | 759 | 5.62% |
| 13 years | 1792 | 2618 | 4410 | 32.66% |
| 14 years | 2565 | 2896 | 5461 | 40.45% |
| 15 years | 1237 | 984 | 2221 | 16.45% |
| 16 years | 328 | 206 | 534 | 3.96% |
| 17 years | 61 | 26 | 87 | 0.64% |
| 18 years | 18 | 3 | 21 | 0.16% |
| above 18 | 8 | 0 | 8 | 0.06% |
| Grand Total | 6315 | 7186 | 13501 | 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 | 13650 | 13688 | 27338 | 75789 | 73862 | 149651 | 176989 |
| 2013 | 14486 | 14451 | 28937 | 75229 | 72869 | 148098 | 177035 |
| 2014 | 15480 | 15199 | 30679 | 75002 | 72664 | 147666 | 178345 |
| 2015 | 18950 | 18912 | 37862 | 74508 | 72455 | 146963 | 184825 |
| 2016 | 20669 | 20513 | 41182 | 73936 | 71959 | 145895 | 187077 |
| 2017 | 20431 | 20355 | 40786 | 73851 | 72544 | 146395 | 187181 |

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 |
|-------------|-------|-------|---------|---------|---------|---------|---------|---------|---------|--------------------|-------------|
| BeitBridge | 3390 | 3642 | 4073 | 3965 | 3714 | 3565 | 3131 | 2979 | 2847 | 6 | 31312 |
| Bulilima | 2655 | 2846 | 3298 | 3022 | 2979 | 2867 | 2800 | 2718 | 2422 | 1 | 25608 |
| Gwanda | 3914 | 4292 | 4597 | 4313 | 4160 | 4167 | 4139 | 3873 | 3830 | 53 | 37338 |
| Insiza | 3268 | 3484 | 3597 | 3481 | 3363 | 3385 | 3202 | 3310 | 3133 | 7 | 30230 |
| Mangwe | 2197 | 2463 | 2578 | 2494 | 2393 | 2318 | 2283 | 2272 | 2096 | 24 | 21118 |
| Matobo | 2344 | 2859 | 3256 | 2828 | 2969 | 2716 | 2834 | 2722 | 2721 | 1 | 25250 |
| Umzingwane | 1650 | 1782 | 1998 | 1960 | 1757 | 1809 | 1856 | 1726 | 1785 | 2 | 16325 |
| Grand Total | 19418 | 21368 | 23397 | 22063 | 21335 | 20827 | 20245 | 19600 | 18834 | 94 | 187181 |

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 | 8729 | 8754 | 17483 | 9582 | 9474 | 19056 | 36539 |
| Urban | 976 | 959 | 1935 | 1144 | 1168 | 2312 | 4247 |
| Grand Total | 9705 | 9713 | 19418 | 10726 | 10642 | 21368 | 40786 |

Table 13: ECD Enrolment by Age and Sex

| Ages | ECD A | | | ECD B | | | Grand Total |
|---------------|-------|------|-------|-------|-------|-------|-------------|
| | M | F | T | M | F | T | |
| Below 3 years | 15 | 21 | 36 | 1 | 1 | 2 | 38 |
| 3 years | 420 | 458 | 878 | 4 | 0 | 4 | 882 |
| 4 years | 3194 | 3421 | 6615 | 336 | 340 | 676 | 7291 |
| 5 years | 4043 | 3950 | 7993 | 3757 | 3866 | 7623 | 15616 |
| 6 years | 1528 | 1405 | 2933 | 4555 | 4525 | 9080 | 12013 |
| 7 years | 411 | 368 | 779 | 1671 | 1472 | 3143 | 3922 |
| 8 years | 65 | 72 | 137 | 319 | 347 | 666 | 803 |
| 9 years | 22 | 14 | 36 | 69 | 84 | 153 | 189 |
| 10 years | 6 | 3 | 9 | 13 | 5 | 18 | 27 |
| 11 years | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 12 years | 0 | 1 | 1 | 1 | 0 | 1 | 2 |
| Above 12 | 1 | 0 | 1 | 0 | 1 | 1 | 2 |
| Grand Total | 9705 | 9713 | 19418 | 10726 | 10642 | 21368 | 40786 |

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 | 10569 | 10374 | 20943 | 1215 | 1239 | 2454 | 23397 |
| Grade 2 | 10009 | 9708 | 19717 | 1154 | 1192 | 2346 | 22063 |
| Grade 3 | 9805 | 9457 | 19262 | 1072 | 1001 | 2073 | 21335 |
| Grade 4 | 9569 | 9354 | 18923 | 924 | 980 | 1904 | 20827 |
| Grade 5 | 9295 | 9112 | 18407 | 893 | 945 | 1838 | 20245 |
| Grade 6 | 8970 | 8829 | 17799 | 890 | 911 | 1801 | 19600 |
| Grade 7 | 8598 | 8554 | 17152 | 838 | 844 | 1682 | 18834 |
| Skills Orientation | 30 | 25 | 55 | 20 | 19 | 39 | 94 |
| Grand Total | 66845 | 65413 | 132258 | 7006 | 7131 | 14137 | 146395 |

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 | 475 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 476 |
| 6 years | 7987 | 593 | 0 | 0 | 0 | 0 | 0 | 0 | 8580 |
| 7 years | 10182 | 7438 | 512 | 0 | 0 | 0 | 0 | 1 | 18133 |
| 8 years | 3571 | 9422 | 6762 | 566 | 0 | 0 | 0 | 3 | 20324 |
| 9 years | 850 | 3446 | 9153 | 6429 | 594 | 0 | 0 | 10 | 20482 |
| 10 years | 264 | 916 | 3593 | 8826 | 6078 | 667 | 0 | 22 | 20366 |
| 11 years | 44 | 184 | 957 | 3523 | 8392 | 5709 | 731 | 23 | 19563 |
| 12 years | 14 | 51 | 247 | 1156 | 3774 | 8114 | 5807 | 18 | 19181 |
| Above 12 | 10 | 13 | 111 | 327 | 1407 | 5110 | 12296 | 16 | 19290 |
| Grand Total | 23397 | 22063 | 21335 | 20827 | 20245 | 19600 | 18834 | 94 | 146395 |

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 | 22231 | 25885 | 48116 | 53.80% | | 1657 | 1766 | 3423 | 51.59% | | 23888 | 27651 | 51539 | 53.65% | |
| 2013 | 22627 | 26267 | 48894 | 53.72% | 1.62% | 1687 | 1882 | 3569 | 52.73% | 4.3% | 24314 | 28149 | 52463 | 53.65% | 1.79% |
| 2014 | 23496 | 27500 | 50996 | 53.93% | 4.30% | 1723 | 1828 | 3551 | 51.48% | -0.5% | 25219 | 29328 | 54547 | 53.77% | 3.97% |
| 2015 | 23711 | 27676 | 51387 | 53.86% | 0.77% | 1750 | 1833 | 3583 | 51.16% | 0.9% | 25461 | 29509 | 54970 | 53.68% | 0.78% |
| 2016 | 24112 | 27979 | 52091 | 53.71% | 1.37% | 2040 | 1995 | 4035 | 49.44% | 12.62% | 26152 | 29974 | 56126 | 53.40% | 2.10% |
| 2017 | 23517 | 27597 | 51114 | 53.99% | -1.88% | 2039 | 2150 | 4189 | 51.32% | 3.82% | 25556 | 29747 | 55303 | 53.79% | -1.47% |

Table 17: Secondary Enrolment by District

| District | Form 1 | Form 2 | Form 3 | Form 4 | Lower 6 | Upper 6 | Skills Orientation | Grand Total |
|-------------|--------|--------|--------|--------|---------|---------|--------------------|-------------|
| BeitBridge | 1773 | 1713 | 1648 | 1382 | 136 | 147 | 0 | 6799 |
| Bulilima | 1835 | 1660 | 1483 | 1309 | 319 | 275 | 0 | 6881 |
| Gwanda | 2994 | 2978 | 3016 | 2532 | 474 | 486 | 3 | 12483 |
| Insiza | 2107 | 2073 | 1984 | 1551 | 319 | 258 | | 8292 |
| Mangwe | 1495 | 1501 | 1376 | 1172 | 397 | 317 | | 6258 |
| Matobo | 2128 | 2024 | 2019 | 1689 | 313 | 269 | | 8442 |
| Umzingwane | 1381 | 1602 | 1410 | 1276 | 240 | 239 | | 6148 |
| Grand Total | 13713 | 13551 | 12936 | 10911 | 2198 | 1991 | 3 | 55303 |

Table 18: Secondary School Enrolments by Location and Form

| Grade | Rural | | | Urban | | | Grand Total |
|--------------------|-------|-------|-------|-------|------|------|-------------|
| | M | F | T | M | F | T | |
| Form 1 | 5665 | 6588 | 12253 | 687 | 773 | 1460 | 13713 |
| Form 2 | 5605 | 6470 | 12075 | 705 | 771 | 1476 | 13551 |
| Form 3 | 5303 | 6201 | 11504 | 677 | 755 | 1432 | 12936 |
| Form 4 | 4256 | 5308 | 9564 | 617 | 730 | 1347 | 10911 |
| Lower 6 | 868 | 985 | 1853 | 168 | 177 | 345 | 2198 |
| Upper 6 | 839 | 819 | 1658 | 164 | 169 | 333 | 1991 |
| Skills Orientation | 2 | 1 | 3 | | | | 3 |
| Grand Total | 22538 | 26372 | 48910 | 3018 | 3375 | 6393 | 55303 |

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 | 432 | 0 | 0 | 0 | 0 | 0 | 0 | 432 |
| 13 years | 4632 | 492 | 0 | 0 | 0 | 0 | 0 | 5124 |
| 14 years | 5662 | 4538 | 409 | 0 | 0 | 0 | 0 | 10609 |
| 15 years | 2302 | 5407 | 4010 | 484 | 0 | 0 | 1 | 12204 |
| 16 years | 563 | 2325 | 4877 | 3460 | 151 | 0 | 0 | 11376 |
| 17 years | 93 | 664 | 2517 | 4007 | 876 | 199 | 2 | 8358 |
| 18 years | 22 | 101 | 821 | 1862 | 783 | 820 | 0 | 4409 |
| above 18 | 7 | 24 | 302 | 1098 | 388 | 972 | 0 | 2791 |
| Grand Total | 13713 | 13551 | 12936 | 10911 | 2198 | 1991 | 3 | 55303 |

Table 20: Enrolment by School Level and District

| District | Infant | | | Junior | | | Secondary | | | Grand Total |
|-------------|--------|-------|-------|--------|-------|--------|-----------|-------|-------|-------------|
| | M | F | T | M | F | T | M | F | T | |
| BeitBridge | 7581 | 7489 | 15070 | 8090 | 8152 | 16242 | 3072 | 3727 | 6799 | 38111 |
| Bulilima | 5876 | 5945 | 11821 | 6819 | 6968 | 13787 | 2918 | 3963 | 6881 | 32489 |
| Gwanda | 8597 | 8519 | 17116 | 10362 | 9860 | 20222 | 5930 | 6553 | 12483 | 49821 |
| Insiza | 6910 | 6920 | 13830 | 8271 | 8129 | 16400 | 3806 | 4486 | 8292 | 38522 |
| Mangwe | 4955 | 4777 | 9732 | 5660 | 5726 | 11386 | 2794 | 3464 | 6258 | 27376 |
| Matobo | 5760 | 5527 | 11287 | 7186 | 6777 | 13963 | 3855 | 4587 | 8442 | 33692 |
| Umzingwane | 3699 | 3691 | 7390 | 4516 | 4419 | 8935 | 3181 | 2967 | 6148 | 22473 |
| Grand Total | 43378 | 42868 | 86246 | 50904 | 50031 | 100935 | 25556 | 29747 | 55303 | 242484 |

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 |
| Beitbridge | 2064 | 2008 | 4072 | 674 | 754 | 1428 | 1636 | 1690 | 3326 |
| Bulilima | 1658 | 1640 | 3298 | 287 | 336 | 623 | 1487 | 1517 | 3004 |
| Gwanda | 2304 | 2267 | 4571 | 795 | 910 | 1705 | 1892 | 1891 | 3783 |
| Insiza | 1797 | 1800 | 3597 | 583 | 643 | 1226 | 1477 | 1419 | 2896 |
| Mangwe | 1280 | 1297 | 2577 | 284 | 335 | 619 | 1035 | 1007 | 2042 |
| Matobo | 1659 | 1568 | 3227 | 590 | 603 | 1193 | 1367 | 1289 | 2656 |
| Umzingwane | 990 | 987 | 1977 | 388 | 423 | 811 | 875 | 838 | 1713 |
| Grand Total | 11752 | 11567 | 23319 | 3601 | 4004 | 7605 | 9770 | 9649 | 19420 |

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 | |
| Beitbridge | 41.19% | 44.61% | 42.93% | 1.08 | 126.13% | 118.81% | 122.41% | 0.94 |
| Bulilima | 19.30% | 22.15% | 20.74% | 1.15 | 111.49% | 108.14% | 109.79% | 0.97 |
| Gwanda | 42.02% | 48.13% | 45.07% | 1.15 | 121.79% | 119.90% | 120.84% | 0.98 |
| Insiza | 39.48% | 45.32% | 42.34% | 1.15 | 121.69% | 126.86% | 124.23% | 1.04 |
| Mangwe | 27.43% | 33.27% | 30.31% | 1.21 | 123.64% | 128.82% | 126.19% | 1.04 |
| Matobo | 43.15% | 46.80% | 44.92% | 1.08 | 121.33% | 121.69% | 121.50% | 1.00 |
| Umzingwane | 44.32% | 50.50% | 47.34% | 1.14 | 113.08% | 117.83% | 115.40% | 1.04 |
| Grand Total | 36.86% | 41.50% | 39.16% | 1.13 | 120.28% | 119.87% | 120.08% | 1.00 |

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 |
| Beitbridge | 782 | 973 | 1755 | 214 | 363 | 577 | 1580 | 1476 | 3055 |
| Bulilima | 755 | 1011 | 1766 | 253 | 425 | 678 | 1558 | 1602 | 3159 |
| Gwanda | 1439 | 1538 | 2977 | 377 | 502 | 879 | 1931 | 1848 | 3778 |
| Insiza | 971 | 1130 | 2101 | 304 | 427 | 731 | 1468 | 1415 | 2883 |
| Mangwe | 621 | 729 | 1350 | 163 | 255 | 418 | 1080 | 1084 | 2164 |
| Matobo | 1006 | 1136 | 2142 | 263 | 404 | 667 | 1519 | 1409 | 2928 |
| Umzingwane | 741 | 669 | 1410 | 218 | 242 | 460 | 851 | 818 | 1669 |
| Grand Total | 6315 | 7186 | 13501 | 1792 | 2618 | 4410 | 9987 | 9650 | 19637 |

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 | |
| Beitbridge | 13.55% | 24.60% | 18.89% | 1.82 | 49.50% | 65.94% | 57.44% | 1.33 |
| Bulilima | 16.24% | 26.53% | 21.46% | 1.63 | 48.47% | 63.12% | 55.90% | 1.30 |
| Gwanda | 19.53% | 27.17% | 23.26% | 1.39 | 74.53% | 83.24% | 78.79% | 1.12 |
| Insiza | 20.70% | 30.18% | 25.36% | 1.46 | 66.13% | 79.88% | 72.88% | 1.21 |
| Mangwe | 15.09% | 23.53% | 19.32% | 1.56 | 57.48% | 67.28% | 62.38% | 1.17 |
| Matobo | 17.32% | 28.66% | 22.78% | 1.66 | 66.24% | 80.60% | 73.15% | 1.22 |
| Umzingwane | 25.61% | 29.60% | 27.56% | 1.16 | 87.04% | 81.82% | 84.48% | 0.94 |
| Grand Total | 17.94% | 27.13% | 22.46% | 1.51 | 63.23% | 74.46% | 68.75% | 1.18 |

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 | |
| Beitbridge | 61.58% | 62.12% | 61.85% | 1.01 | 36.25% | 37.37% | 36.81% | 1.03 |
| Bulilima | 56.46% | 58.12% | 57.30% | 1.03 | 23.82% | 26.30% | 25.07% | 1.10 |
| Gwanda | 66.09% | 65.94% | 66.02% | 1.00 | 44.56% | 44.49% | 44.53% | 1.00 |
| Insiza | 71.41% | 71.30% | 71.36% | 1.00 | 42.97% | 44.78% | 43.88% | 1.04 |
| Mangwe | 74.10% | 72.38% | 73.25% | 0.98 | 32.48% | 33.20% | 32.84% | 1.02 |
| Matobo | 60.15% | 59.52% | 59.84% | 0.99 | 34.88% | 35.72% | 35.30% | 1.02 |
| Umzingwane | 63.73% | 62.29% | 63.00% | 0.98 | 43.47% | 42.89% | 43.18% | 0.99 |
| Grand Total | 64.41% | 64.32% | 64.36% | 1.00 | 37.05% | 38.03% | 37.54% | 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 | |
| Beitbridge | 105.32% | 103.47% | 104.39% | 0.98 | 90.31% | 90.89% | 90.61% | 1.01 |
| Bulilima | 87.87% | 89.94% | 88.90% | 1.02 | 73.19% | 76.57% | 74.87% | 1.05 |
| Gwanda | 104.10% | 100.80% | 102.45% | 0.97 | 91.41% | 90.52% | 90.97% | 0.99 |
| Insiza | 104.24% | 106.49% | 105.35% | 1.02 | 88.77% | 92.95% | 90.83% | 1.05 |
| Mangwe | 105.04% | 107.09% | 106.06% | 1.02 | 87.25% | 91.39% | 89.30% | 1.05 |
| Matobo | 96.59% | 95.14% | 95.88% | 0.98 | 82.91% | 83.98% | 83.43% | 1.01 |
| Umzingwane | 99.40% | 101.43% | 100.39% | 1.02 | 84.44% | 89.60% | 86.97% | 1.06 |
| Grand Total | 100.40% | 100.33% | 100.36% | 1.00 | 85.72% | 87.87% | 86.78% | 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 | |
| Beitbridge | 50.71% | 62.29% | 56.44% | 1.23 | 36.53% | 48.08% | 42.25% | 1.32 |
| Bulilima | 44.07% | 61.98% | 52.76% | 1.41 | 34.07% | 52.05% | 42.80% | 1.53 |
| Gwanda | 72.68% | 85.95% | 79.11% | 1.18 | 53.34% | 66.39% | 59.67% | 1.24 |
| Insiza | 62.49% | 80.91% | 71.30% | 1.29 | 45.10% | 63.24% | 53.78% | 1.40 |
| Mangwe | 58.36% | 78.18% | 67.88% | 1.34 | 43.39% | 59.88% | 51.31% | 1.38 |
| Matobo | 61.71% | 81.45% | 71.13% | 1.32 | 47.69% | 65.45% | 56.16% | 1.37 |
| Umzingwane | 81.39% | 90.97% | 85.90% | 1.12 | 60.36% | 69.52% | 64.67% | 1.15 |
| Grand Total | 60.90% | 76.56% | 68.46% | 1.26 | 45.23% | 60.16% | 52.44% | 1.33 |

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 | |
| Beitbridge | 4.21% | 5.72% | 4.99% | 1.36 | 8.26% | 7.70% | 8.01% | 0.93 |
| Bulilima | 6.69% | 13.43% | 9.84% | 2.01 | 2.76% | 2.66% | 2.71% | 0.96 |
| Gwanda | 13.75% | 14.87% | 14.29% | 1.08 | 3.17% | 3.35% | 3.26% | 1.05 |
| Insiza | 10.50% | 13.02% | 11.66% | 1.24 | 18.69% | 17.94% | 18.29% | 0.96 |
| Mangwe | 14.93% | 23.61% | 18.76% | 1.58 | 9.78% | 9.49% | 9.63% | 0.97 |
| Matobo | 10.65% | 13.11% | 11.75% | 1.23 | 7.90% | 6.84% | 7.38% | 0.87 |
| Umzingwane | 19.78% | 9.34% | 14.96% | 0.47 | 5.81% | 8.73% | 7.22% | 1.50 |
| Grand Total | 10.91% | 12.91% | 11.86% | 1.18 | 8.92% | 8.61% | 8.76% | 0.97 |

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 |
| BeitBridge | 535 | 553 | 1088 | 3107 | 3079 | 6186 | 1052 | 1442 | 2494 |
| Bulilima | 624 | 591 | 1215 | 2977 | 3170 | 6147 | 894 | 1219 | 2113 |
| Gwanda | 703 | 690 | 1393 | 3836 | 3617 | 7453 | 1525 | 1853 | 3378 |
| Insiza | 673 | 648 | 1321 | 3337 | 3262 | 6599 | 1028 | 1360 | 2388 |
| Mangwe | 492 | 537 | 1029 | 5041 | 2409 | 7450 | 894 | 955 | 1849 |
| Matobo | 671 | 657 | 1328 | 3203 | 2954 | 6157 | 1400 | 1774 | 3174 |
| Umzingwane | 448 | 432 | 880 | 2442 | 2393 | 4835 | 1131 | 1369 | 2500 |
| Grand Total | 4146 | 4108 | 8254 | 23943 | 20884 | 44827 | 7924 | 9972 | 17896 |

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 | |
| BeitBridge | 54 | 51 | 105 | 71 | 96 | 167 | 99 | 100 | 199 | 311 | 306 | 617 | 1088 |
| Bulilima | 72 | 70 | 142 | 109 | 99 | 208 | 135 | 113 | 248 | 308 | 309 | 617 | 1215 |
| Gwanda | 69 | 73 | 142 | 114 | 125 | 239 | 129 | 120 | 249 | 391 | 372 | 763 | 1393 |
| Insiza | 84 | 85 | 169 | 134 | 121 | 255 | 130 | 118 | 248 | 325 | 324 | 649 | 1321 |
| Mangwe | 40 | 41 | 81 | 81 | 63 | 144 | 71 | 84 | 155 | 300 | 349 | 649 | 1029 |
| Matobo | 60 | 55 | 115 | 119 | 118 | 237 | 111 | 124 | 235 | 381 | 360 | 741 | 1328 |
| Umzingwane | 38 | 34 | 72 | 47 | 46 | 93 | 55 | 58 | 113 | 308 | 294 | 602 | 880 |
| Grand Total | 417 | 409 | 826 | 675 | 668 | 1343 | 730 | 717 | 1447 | 2324 | 2314 | 4638 | 8254 |

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 | |
| BeitBridge | 354 | 371 | 725 | 516 | 568 | 1084 | 844 | 807 | 1651 | 1393 | 1333 | 2726 | 6186 |
| Bulilima | 392 | 445 | 837 | 547 | 598 | 1145 | 824 | 906 | 1730 | 1214 | 1221 | 2435 | 6147 |
| Gwanda | 490 | 484 | 974 | 752 | 728 | 1480 | 943 | 897 | 1840 | 1651 | 1508 | 3159 | 7453 |
| Insiza | 430 | 390 | 820 | 682 | 623 | 1305 | 795 | 889 | 1684 | 1430 | 1360 | 2790 | 6599 |
| Mangwe | 225 | 202 | 427 | 333 | 337 | 670 | 569 | 614 | 1183 | 3914 | 1256 | 5170 | 7450 |
| Matobo | 359 | 348 | 707 | 602 | 543 | 1145 | 871 | 813 | 1684 | 1371 | 1250 | 2621 | 6157 |
| Umzingwane | 206 | 187 | 393 | 298 | 317 | 615 | 495 | 536 | 1031 | 1443 | 1353 | 2796 | 4835 |
| Grand Total | 2456 | 2427 | 4883 | 3730 | 3714 | 7444 | 5341 | 5462 | 10803 | 12416 | 9281 | 21697 | 44827 |

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 | |
| BeitBridge | 202 | 260 | 462 | 250 | 365 | 615 | 333 | 454 | 787 | 267 | 363 | 630 | 2494 |
| Bulilima | 173 | 217 | 390 | 208 | 310 | 518 | 278 | 393 | 671 | 235 | 299 | 534 | 2113 |
| Gwanda | 326 | 375 | 701 | 452 | 594 | 1046 | 462 | 579 | 1041 | 285 | 305 | 590 | 3378 |
| Insiza | 186 | 239 | 425 | 207 | 292 | 499 | 401 | 558 | 959 | 234 | 271 | 505 | 2388 |
| Mangwe | 114 | 160 | 274 | 277 | 221 | 498 | 269 | 310 | 579 | 234 | 264 | 498 | 1849 |
| Matobo | 224 | 280 | 504 | 299 | 371 | 670 | 460 | 628 | 1088 | 417 | 495 | 912 | 3174 |
| Umzingwane | 236 | 306 | 542 | 253 | 302 | 555 | 283 | 370 | 653 | 359 | 391 | 750 | 2500 |
| Grand Total | 1461 | 1837 | 3298 | 1946 | 2455 | 4401 | 2486 | 3292 | 5778 | 2031 | 2388 | 4419 | 17896 |

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 | 197 | 133 | 330 | 122 | 170 | 292 | 1244 |
| | Blind | 11 | 11 | 22 | 8 | 6 | 14 | 72 |
| Physical Impairment | Gross motor | 109 | 60 | 169 | 7 | 5 | 12 | 362 |
| | Fine motor | 133 | 101 | 234 | 16 | 15 | 31 | 530 |
| Hearing impairment | Mild to moderate | 245 | 185 | 430 | 43 | 40 | 83 | 1026 |
| | Severe to profound | 72 | 56 | 128 | 14 | 14 | 28 | 312 |
| Intellectual challenges | Mild to moderate | 496 | 336 | 832 | 310 | 226 | 536 | 2736 |
| | Severe to profound | 217 | 148 | 365 | 17 | 14 | 31 | 792 |
| Communication and speech | Mild to moderate | 88 | 56 | 144 | 7 | 2 | 9 | 306 |
| | Severe to profound | 38 | 21 | 59 | 1 | 1 | 2 | 122 |
| Learning Disability | Dyslexia | 408 | 310 | 718 | 58 | 36 | 94 | 1624 |
| Multiple Disabilities | | 117 | 77 | 194 | 9 | 2 | 11 | 410 |
| Grand Total | | 2131 | 1494 | 3625 | 612 | 531 | 1143 | 9536 |

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 | |
| BeitBridge | 322 | 332 | 654 | 1193 | 1246 | 2439 | 92 | 117 | 209 | 3302 |
| Bulilima | 6 | 5 | 11 | 928 | 1022 | 1950 | 56 | 42 | 98 | 2059 |
| Gwanda | 425 | 413 | 838 | 1614 | 1698 | 3312 | 96 | 101 | 197 | 4347 |
| Insiza | 0 | 0 | 0 | 1884 | 1765 | 3649 | 160 | 206 | 366 | 4015 |
| Mangwe | 91 | 114 | 205 | 670 | 780 | 1450 | 46 | 53 | 99 | 1754 |
| Matobo | 92 | 83 | 175 | 1122 | 1136 | 2258 | 314 | 369 | 683 | 3116 |
| Umzingwane | 69 | 82 | 151 | 567 | 571 | 1138 | 128 | 207 | 335 | 1624 |
| Grand Total | 1005 | 1029 | 2034 | 7978 | 8218 | 16196 | 892 | 1095 | 1987 | 20217 |

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 | |
| BeitBridge | 30 | 35 | 65 | 336 | 357 | 693 | 119 | 326 | 445 | 1203 |
| Bulilima | 1 | 0 | 1 | 313 | 368 | 681 | 70 | 125 | 195 | 877 |
| Gwanda | 161 | 170 | 331 | 537 | 634 | 1171 | 231 | 246 | 477 | 1979 |
| Insiza | 0 | 0 | 0 | 446 | 509 | 955 | 131 | 153 | 284 | 1239 |
| Mangwe | 1 | 3 | 4 | 150 | 227 | 377 | 59 | 50 | 109 | 490 |
| Matobo | 21 | 22 | 43 | 445 | 430 | 875 | 446 | 1022 | 1468 | 2386 |
| Umzingwane | 18 | 20 | 38 | 196 | 178 | 374 | 233 | 525 | 758 | 1170 |
| Grand Total | 232 | 250 | 482 | 2423 | 2703 | 5126 | 1289 | 2447 | 3736 | 9344 |

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 | |
| BeitBridge | 3 | 36 | 39 | 1 | 83 | 84 | 123 |
| Bulilima | | 8 | 8 | | 16 | 16 | 24 |
| Gwanda | 12 | 59 | 71 | 3 | 45 | 48 | 119 |
| Insiza | 12 | 17 | 29 | 6 | 62 | 68 | 97 |
| Mangwe | 4 | 17 | 21 | 3 | 38 | 41 | 62 |
| Matobo | 7 | 45 | 52 | 1 | 7 | 8 | 60 |
| Umzingwane | 1 | 13 | 14 | 1 | 33 | 34 | 48 |
| Grand Total | 39 | 195 | 234 | 15 | 284 | 299 | 533 |

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

| Highest qualification | M | F | Grand Total |
|---|----|-----|-------------|
| Graduate with teaching qualification | 12 | 23 | 35 |
| ECD Para Professional | 5 | 214 | 219 |
| Graduate without teaching qualification | | 1 | 1 |
| Non-Teaching Degree | 10 | 69 | 79 |
| Diploma or Certificate in Education | 27 | 172 | 199 |
| Grand Total | 54 | 479 | 533 |

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 | |
| BeitBridge | 242 | 367 | 609 | 10 | 6 | 16 | 625 |
| Bulilima | 191 | 303 | 494 | 5 | 8 | 13 | 507 |
| Gwanda | 292 | 482 | 774 | 8 | 14 | 22 | 796 |
| Insiza | 253 | 328 | 581 | 4 | 4 | 8 | 589 |
| Mangwe | 166 | 251 | 417 | 4 | 6 | 10 | 427 |
| Matobo | 220 | 309 | 529 | | 1 | 1 | 530 |
| Umzingwane | 121 | 206 | 327 | | | | 327 |
| Grand Total | 1485 | 2246 | 3731 | 31 | 39 | 70 | 3801 |

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

| Highest qualification | M | F | Grand Total |
|---|------|------|-------------|
| Graduate with teaching qualification | 309 | 355 | 664 |
| ECD Para Professional | 11 | 19 | 30 |
| Graduate without teaching qualification | 14 | 9 | 23 |
| Non-Teaching Degree | 6 | 11 | 17 |
| Diploma or Certificate in Education | 1176 | 1891 | 3067 |
| Grand Total | 1516 | 2285 | 3801 |

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 | |
| BeitBridge | 97 | 123 | 220 | 15 | 21 | 36 | 256 |
| Bulilima | 146 | 137 | 283 | 20 | 9 | 29 | 312 |
| Gwanda | 219 | 226 | 445 | 24 | 16 | 40 | 485 |
| Insiza | 175 | 138 | 313 | 15 | 10 | 25 | 338 |
| Mangwe | 147 | 127 | 274 | 11 | 7 | 18 | 292 |
| Matobo | 156 | 162 | 318 | 21 | 17 | 38 | 356 |
| Umzingwane | 112 | 114 | 226 | 14 | 10 | 24 | 250 |
| Grand Total | 1052 | 1027 | 2079 | 120 | 90 | 210 | 2289 |

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

| Highest qualification | M | F | Grand Total |
|---|------|------|-------------|
| Diploma or Certificate | 640 | 710 | 1350 |
| Graduate with Teaching Qualification | 412 | 317 | 729 |
| Graduate without Teaching Qualification | 92 | 54 | 146 |
| Other (unqualified) | 28 | 33 | 61 |
| Not Reported | | 3 | 3 |
| Grand Total | 1172 | 1117 | 2289 |

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 | 11 | 18 | 29 | 9705 | 9713 | 19418 | 0.11% | 0.19% | 0.15% | 1.64 |
| ECD B | 42 | 24 | 66 | 10726 | 10642 | 21368 | 0.39% | 0.23% | 0.31% | 0.58 |
| Grade 1 | 96 | 65 | 161 | 11784 | 11613 | 23397 | 0.81% | 0.56% | 0.69% | 0.69 |
| Grade 2 | 123 | 88 | 211 | 11163 | 10900 | 22063 | 1.10% | 0.81% | 0.96% | 0.73 |
| Grade 3 | 91 | 45 | 136 | 10877 | 10458 | 21335 | 0.84% | 0.43% | 0.64% | 0.51 |
| Grade 4 | 74 | 53 | 127 | 10493 | 10334 | 20827 | 0.71% | 0.51% | 0.61% | 0.73 |
| Grade 5 | 82 | 54 | 136 | 10188 | 10057 | 20245 | 0.80% | 0.54% | 0.67% | 0.67 |
| Grade 6 | 88 | 61 | 149 | 9860 | 9740 | 19600 | 0.89% | 0.63% | 0.76% | 0.70 |
| Grade 7 | 40 | 36 | 76 | 9436 | 9398 | 18834 | 0.42% | 0.38% | 0.40% | 0.90 |
| Grand Total | 647 | 444 | 1091 | 94232 | 92855 | 187087 | 0.69% | 0.48% | 0.58% | 0.70 |

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 | 157 | 190 | 347 | 6352 | 7361 | 13713 | 2.47% | 2.58% | 2.53% | 1.04 |
| Form 2 | 205 | 238 | 443 | 6310 | 7241 | 13551 | 3.25% | 3.29% | 3.27% | 1.01 |
| Form 3 | 420 | 464 | 884 | 5980 | 6956 | 12936 | 7.02% | 6.67% | 6.83% | 0.95 |
| Form 4 | 285 | 364 | 649 | 4873 | 6038 | 10911 | 5.85% | 6.03% | 5.95% | 1.03 |
| Lower 6 | 5 | 1 | 6 | 1036 | 1162 | 2198 | 0.48% | 0.09% | 0.27% | 0.18 |
| Upper 6 | 0 | 1 | 1 | 1003 | 988 | 1991 | 0.00% | 0.10% | 0.05% | #DIV/0! |
| Grand Total | 1072 | 1258 | 2330 | 25554 | 29746 | 55300 | 4.20% | 4.23% | 4.21% | 1.01 |

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 | 603 | 359 | 962 | 666 | 463 | 1129 | 2091 |
| Death | 32 | 26 | 58 | 15 | 8 | 23 | 81 |
| Expulsion | 3 | | 3 | 13 | 7 | 20 | 23 |
| Illness | 19 | 15 | 34 | 13 | 18 | 31 | 65 |
| Marriage | | 1 | 1 | 4 | 58 | 62 | 63 |
| Other | 57 | 66 | 123 | 89 | 105 | 194 | 317 |
| Pregnancy | | 5 | 5 | 10 | 292 | 302 | 307 |
| Financial | 92 | 83 | 175 | 527 | 535 | 1062 | 1237 |
| Grand Total | 806 | 555 | 1361 | 1337 | 1486 | 2823 | 4184 |

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 | 97.04% | 94.95% | 95.97% | 0.58% | 0.83% | 0.71% | 2.38% | 4.22% | 3.32% |
| To Grade 3 | 98.25% | 96.92% | 97.57% | 0.83% | 1.11% | 0.97% | 0.92% | 1.98% | 1.46% |
| To Grade 4 | 97.16% | 96.55% | 96.86% | 0.43% | 0.84% | 0.64% | 2.41% | 2.60% | 2.51% |
| To Grade 5 | 99.06% | 97.57% | 98.30% | 0.52% | 0.71% | 0.62% | 0.42% | 1.72% | 1.08% |
| To Grade 6 | 98.03% | 96.84% | 97.43% | 0.55% | 0.81% | 0.68% | 1.43% | 2.35% | 1.89% |
| To Grade 7 | 94.82% | 91.72% | 93.24% | 0.62% | 0.86% | 0.74% | 4.56% | 7.42% | 6.01% |
| To Form 1 | 75.12% | 66.84% | 71.04% | 0.38% | 0.43% | 0.40% | 24.50% | 32.73% | 28.55% |
| To Form 2 | 91.63% | 88.58% | 90.18% | 2.49% | 2.28% | 2.39% | 5.89% | 9.14% | 7.43% |
| To Form 3 | 91.71% | 87.28% | 89.61% | 3.36% | 3.22% | 3.29% | 4.93% | 9.50% | 7.09% |
| To Form 4 | 76.40% | 74.67% | 75.62% | 6.25% | 6.84% | 6.51% | 17.36% | 18.49% | 17.87% |
| To Lower 6 | 19.97% | 22.01% | 20.88% | 6.26% | 6.08% | 6.18% | 73.77% | 71.91% | 72.94% |
| To Upper 6 | 92.85% | 87.67% | 72.26% | 0.09% | 0.44% | 4.46% | 7.06% | 11.89% | 23.28% |

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

| | M | F | T |
|------------|--------|--------|--------|
| To Grade 2 | 95.74% | 97.61% | 96.66% |
| To Grade 3 | 93.83% | 96.70% | 95.23% |
| To Grade 4 | 91.37% | 94.36% | 92.83% |
| To Grade 5 | 89.79% | 93.96% | 91.82% |
| To Grade 6 | 87.66% | 92.62% | 90.07% |
| To Grade 7 | 81.11% | 88.37% | 84.62% |

Table 47: Survival Rates for Secondary School by Sex

| | M | F | T |
|-----------|--------|--------|--------|
| To Form 2 | 90.65% | 93.97% | 92.39% |
| To Form 3 | 81.78% | 89.18% | 85.63% |
| To Form 4 | 65.72% | 72.84% | 69.43% |
| To Form 5 | 16.55% | 16.79% | 16.67% |
| To Form 6 | 14.76% | 15.72% | 15.22% |

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 |
|-------------|---------------|-------------------|---------------------|----------------|--------------------|----------------------|---------|-------------|---------------|
| BeitBridge | 7032 | 24280 | 6799 | 78 | 642 | 145 | 90 | 38 | 47 |
| Bulilima | 5501 | 20107 | 6881 | 78 | 534 | 184 | 71 | 38 | 37 |
| Gwanda | 8206 | 29132 | 12483 | 116 | 828 | 326 | 71 | 35 | 38 |
| Insiza | 6752 | 23478 | 8292 | 81 | 649 | 215 | 83 | 36 | 39 |
| Mangwe | 4660 | 16458 | 6258 | 80 | 444 | 175 | 58 | 37 | 36 |
| Matobo | 5203 | 20047 | 8442 | 64 | 619 | 235 | 81 | 32 | 36 |
| Umzingwane | 3432 | 12893 | 6148 | 93 | 392 | 193 | 37 | 33 | 32 |
| Grand Total | 40786 | 146395 | 55303 | 590 | 4108 | 1473 | 69 | 36 | 38 |

9.2 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

| Main electricity source | Primary | Secondary | Grand Total |
|-------------------------|---------|-----------|-------------|
| Generator | 4 | 7 | 11 |
| Grid | 208 | 89 | 297 |
| None | 272 | 51 | 323 |
| Solar | 27 | 15 | 42 |
| Not Reported | 1 | | 1 |
| Grand Total | 512 | 162 | 674 |

9.3 WASH Facilities

9.3.1 Learner and Teacher to Toilet Ratio

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

| District | Toilets for ECD | | Toilets for Primary | | Toilets for secondary | | ECD Learner to Toilet Ratio | | Primary Learner to Toilet Ratio | | Secondary Learner to Toilet Ratio | |
|-------------|-----------------|-----|---------------------|------|-----------------------|------|-----------------------------|----|---------------------------------|----|-----------------------------------|----|
| | M | F | M | F | M | F | M | F | M | F | M | F |
| BeitBridge | 138 | 150 | 560 | 643 | 202 | 223 | 26 | 23 | 22 | 19 | 15 | 17 |
| Bulilima | 91 | 95 | 517 | 529 | 236 | 312 | 30 | 30 | 19 | 19 | 12 | 13 |
| Gwanda | 188 | 186 | 801 | 857 | 431 | 443 | 22 | 22 | 19 | 17 | 14 | 15 |
| Insiza | 154 | 160 | 635 | 665 | 353 | 363 | 22 | 21 | 19 | 18 | 11 | 12 |
| Mangwe | 122 | 115 | 358 | 353 | 164 | 183 | 19 | 20 | 23 | 23 | 17 | 19 |
| Matobo | 86 | 94 | 598 | 639 | 388 | 363 | 31 | 27 | 17 | 15 | 10 | 13 |
| Umzingwane | 67 | 64 | 366 | 374 | 341 | 195 | 26 | 27 | 18 | 17 | 9 | 15 |
| Grand Total | 846 | 864 | 3835 | 4060 | 2115 | 2082 | 24 | 24 | 19 | 18 | 12 | 14 |

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 |
| BeitBridge | 64 | 2 | 61 | 13 |
| Bulilima | 57 | 1 | 50 | 12 |
| Gwanda | 96 | 3 | 99 | 27 |
| Insiza | 89 | 1 | 79 | 21 |
| Mangwe | 41 | | 43 | 15 |
| Matobo | 79 | 7 | 64 | 19 |
| Umzingwane | 41 | 6 | 43 | 11 |
| Grand Total | 467 | 20 | 439 | 118 |

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 |
| BeitBridge | 29663 | 27396 | 31312 | 6799 |
| Bulilima | 24912 | 21366 | 25608 | 6881 |
| Gwanda | 46003 | 40919 | 37338 | 12483 |
| Insiza | 30388 | 26469 | 30230 | 8292 |
| Mangwe | 22404 | 19440 | 21118 | 6258 |
| Matobo | 31996 | 30224 | 25250 | 8442 |
| Umzingwane | 20323 | 18289 | 16325 | 6148 |
| Grand Total | 205689 | 184103 | 187181 | 55303 |

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 |
|-------------|----------------|--------------|---------------------|---------|---------|---------|-------------|
| BeitBridge | 141 | 89 | 518 | 42 | 1 | 12 | 803 |
| Bulilima | 184 | 86 | 294 | 141 | 78 | 61 | 844 |
| Gwanda | 124 | 98 | 390 | 28 | 17 | 46 | 703 |
| Insiza | 150 | 110 | 284 | 16 | 11 | 32 | 603 |
| Mangwe | 240 | 191 | 56 | 2 | 5 | 21 | 515 |
| Matobo | 43 | 64 | 903 | 99 | 17 | 3 | 1129 |
| Umzingwane | 62 | 50 | 531 | 44 | 0 | 17 | 704 |
| Grand Total | 944 | 688 | 2976 | 372 | 129 | 192 | 5301 |

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

| District | Fit For Life | Functional Literacy | PTCEC | Grand Total |
|-------------|--------------|---------------------|-------|-------------|
| BeitBridge | 13 | 9 | 191 | 213 |
| Bulilima | 0 | 23 | 164 | 187 |
| Gwanda | 0 | 67 | 630 | 697 |
| Insiza | 10 | 50 | 282 | 342 |
| Mangwe | 5 | 56 | 100 | 161 |
| Matobo | 2 | 46 | 116 | 164 |
| Umzingwane | 15 | 42 | 114 | 171 |
| Grand Total | 45 | 293 | 1597 | 1935 |

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 | 9152 | 9303 | 18455 | 1969 | 3043 | 5012 | 21.51% | 32.71% | 27.16% | 1.52 |
| 2015 | 9225 | 9677 | 18902 | 2480 | 3732 | 6212 | 26.88% | 38.57% | 32.86% | 1.43 |
| 2016 | 8578 | 9255 | 17835 | 2453 | 3816 | 6270 | 28.60% | 41.23% | 35.16% | 1.44 |
| 2017 | 8552 | 8977 | 17529 | 2595 | 3675 | 6270 | 30.34% | 40.94% | 35.77% | 1.35 |

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 |
| BeitBridge | 1246 | 1376 | 2622 | 431 | 614 | 1045 | 34.59% | 44.62% | 39.86% | 1.29 |
| Bulilima | 1115 | 1186 | 2301 | 259 | 444 | 703 | 23.23% | 37.44% | 30.55% | 1.61 |
| Gwanda | 1769 | 1823 | 3592 | 614 | 859 | 1473 | 34.71% | 47.12% | 41.01% | 1.36 |
| Insiza | 1377 | 1428 | 2805 | 313 | 463 | 776 | 22.73% | 32.42% | 27.66% | 1.43 |
| Mangwe | 934 | 993 | 1927 | 311 | 421 | 732 | 33.30% | 42.40% | 37.99% | 1.27 |
| Matobo | 1264 | 1326 | 2590 | 362 | 495 | 857 | 28.64% | 37.33% | 33.09% | 1.30 |
| Umzingwane | 847 | 845 | 1692 | 305 | 379 | 684 | 36.01% | 44.85% | 40.43% | 1.25 |
| Mat South | 8552 | 8977 | 17529 | 2595 | 3675 | 6270 | 30.34% | 40.94% | 35.77% | 1.35 |

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 | 3374 | 4541 | 7915 | 789 | 824 | 1613 | 23.38% | 18.15% | 20.38% | 0.78 |
| 2015 | 3348 | 4459 | 7807 | 955 | 989 | 1944 | 28.52% | 22.18% | 24.90% | 0.78 |
| 2016 | 3095 | 4577 | 7672 | 948 | 1171 | 2119 | 30.63% | 25.58% | 27.62% | 0.84 |
| 2017 | 3207 | 4661 | 7868 | 913 | 1131 | 2044 | 28.47% | 24.27% | 25.98% | 0.85 |

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 |
| BeitBridge | 362 | 569 | 931 | 92 | 122 | 214 | 25.41% | 21.44% | 22.99% | 0.84 |
| Bulilima | 394 | 609 | 1003 | 118 | 209 | 327 | 29.95% | 34.32% | 32.60% | 1.15 |
| Gwanda | 757 | 1016 | 1773 | 202 | 258 | 460 | 26.68% | 25.39% | 25.94% | 0.95 |
| Insiza | 482 | 626 | 1108 | 131 | 149 | 280 | 27.18% | 23.80% | 25.27% | 0.88 |
| Mangwe | 425 | 619 | 1044 | 109 | 145 | 254 | 25.65% | 23.42% | 24.33% | 0.91 |
| Matobo | 476 | 797 | 1273 | 155 | 188 | 343 | 32.56% | 23.59% | 26.94% | 0.72 |
| Umzingwane | 311 | 425 | 736 | 106 | 60 | 166 | 34.08% | 14.12% | 22.55% | 0.41 |
| Mat South | 3207 | 4661 | 7868 | 913 | 1131 | 2044 | 28.47% | 24.27% | 25.98% | 0.85 |

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 | 766 | 842 | 1608 | 569 | 698 | 1267 | 74.28% | 82.90% | 78.79% | 1.12 |
| 2015 | 733 | 860 | 1593 | 610 | 760 | 1370 | 83.22% | 88.37% | 86.00% | 1.06 |
| 2016 | 816 | 897 | 1713 | 683 | 800 | 1483 | 83.70% | 89.19% | 86.57% | 1.07 |
| 2017 | 907 | 927 | 1834 | 715 | 793 | 1508 | 78.83% | 85.54% | 82.22% | 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 |
| BeitBridge | 65 | 85 | 150 | 62 | 75 | 137 | 95.38% | 88.24% | 91.33% | 0.93 |
| Bulilima | 86 | 148 | 234 | 71 | 128 | 199 | 82.56% | 86.49% | 85.04% | 1.05 |
| Gwanda | 237 | 215 | 452 | 182 | 188 | 370 | 76.79% | 87.44% | 81.86% | 1.14 |
| Insiza | 128 | 123 | 251 | 98 | 99 | 197 | 76.56% | 80.49% | 78.49% | 1.05 |
| Mangwe | 128 | 180 | 308 | 83 | 143 | 226 | 64.84% | 79.44% | 73.38% | 1.23 |
| Matobo | 148 | 122 | 270 | 129 | 108 | 237 | 87.16% | 88.52% | 87.78% | 1.02 |
| Umzingwane | 115 | 54 | 169 | 90 | 52 | 142 | 78.26% | 96.30% | 84.02% | 1.23 |
| Mat South | 907 | 927 | 1834 | 715 | 793 | 1508 | 78.83% | 85.54% | 82.22% | 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.