

ANNUAL EDUCATION STATISTICS PROFILE MATABELELAND NORTH PROVINCE 2017

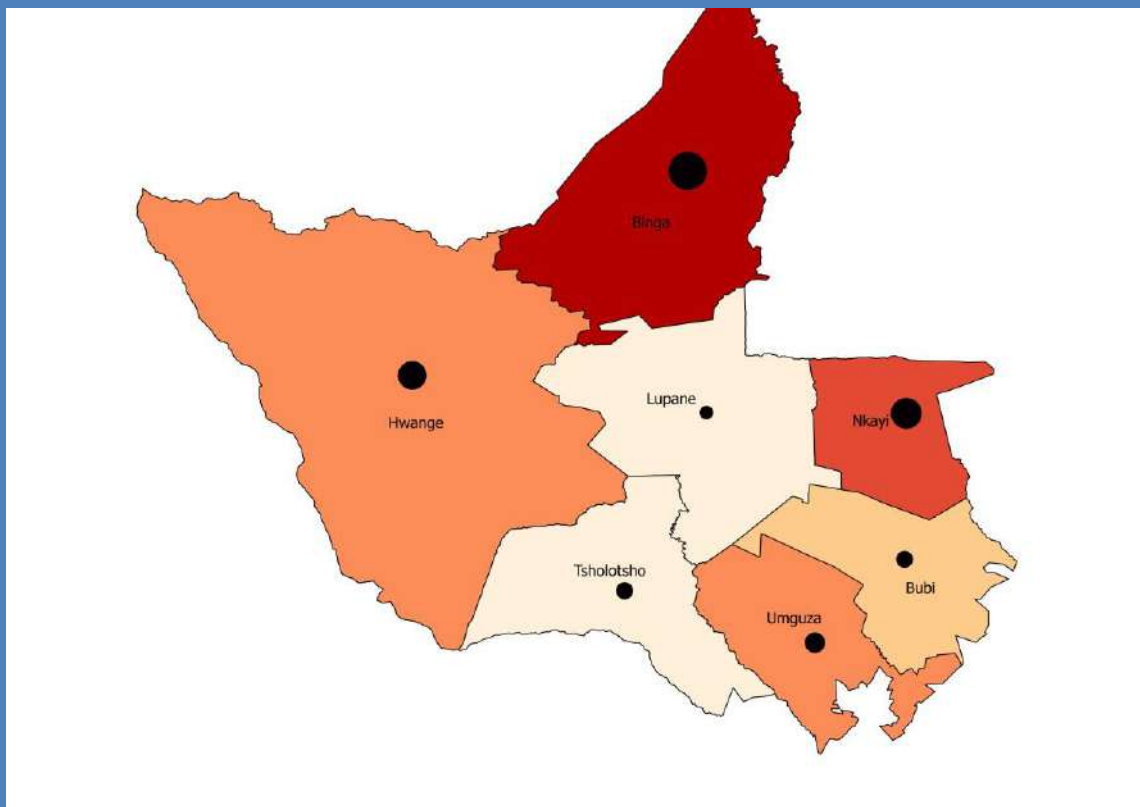


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Chapter 1: Preamble

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	10938	10964	21902
4	12193	11670	23863
5	11440	11264	22704
6	10873	10929	21802
7	11715	11351	23065
8	11697	11377	23074
9	11229	11174	22403
10	11143	11058	22200
11	11684	11686	23370
12	13943	13378	27321
13	10746	10587	21332
14	11001	10564	21565
15	9866	8859	18725
16	9393	8518	17911
17	9732	8696	18428
18	9363	8617	17981
Grand Total	176954	170693	347648

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	
Binga	11126	11050	22176	11270	11215	22485	7400	7274	14674	3285	3484	6770	66105
Bubi	4652	4606	9257	4987	4848	9835	3380	2804	6184	1637	1282	2920	28196
Hwange	8145	8084	16230	8125	8256	16381	5679	6002	11681	3009	3155	6164	50456
Lupane	8542	8359	16900	9176	9003	18179	6182	5481	11663	2552	2152	4704	51447
Nkayi	9217	9100	18317	10179	9681	19860	6849	6223	13072	2754	2340	5093	56343
Tsholotsho	9592	9219	18811	10120	9820	19940	7177	6644	13822	3435	2878	6312	58885
Umguza	5885	5761	11645	5837	5851	11688	4338	4099	8436	2424	2022	4446	36216
Grand Total	57158	56179	113337	59695	58674	118369	41005	38528	79533	19096	17313	36409	347648

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	552		556		152	
2013	565	2.36%	573	3.06%	163	7.24%
2014	579	2.48%	580	1.22%	174	6.75%
2015	603	4.15%	604	4.14%	184	5.75%
2016	610	1.16%	614	1.66%	191	3.80%
2017	613	0.49%	616	0.33%	198	3.66%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Binga	125	45	170	20.29%	22.73%	20.88%
Bubi	53	17	70	8.60%	8.59%	8.60%
Hwange	108	36	144	17.53%	18.18%	17.69%
Lupane	109	28	137	17.69%	14.14%	16.83%
Nkayi	86	32	118	13.96%	16.16%	14.50%
Tsholotsho	85	27	112	13.80%	13.64%	13.76%
Umguza	50	13	63	8.12%	6.57%	7.74%
Grand Total	616	198	814	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
Binga	58	67	125	12	33	45
Bubi	31	22	53	8	9	17
Hwange	91	17	108	25	11	36
Lupane	101	8	109	20	8	28
Nkayi	86	0	86	22	10	32
Tsholotsho	80	5	85	23	4	27
Umguza	37	13	50	11	2	13
Grand Total	484	132	616	121	77	198

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
Binga	125		125	45		45
Bubi	51	2	53	17		17
Hwange	64	44	108	23	13	36
Lupane	106	3	109	28		28
Nkayi	86		86	32		32
Tsholotsho	85		85	26	1	27
Umguzu	50		50	13		13
Grand Total	567	49	616	184	14	198

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Resp_Authority	Primary	Secondary	Grand Total
Church/Mission	49	25	74
City Council	4		4
District Council	506	148	654
Farm	2	1	3
Government	20	16	36
Mine	7		7
Other	6	4	10
Other Government Line Ministries	4	1	5
Private Company	10	1	11
Town Board	2	1	3
Trust	6	1	7
Grand Total	616	198	814

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	374	425	799	2.94%
6 years	5352	5497	10849	39.87%
7 years	5915	5625	11540	42.41%
8 years	1733	1454	3187	11.71%
9 years	373	296	669	2.46%
10 years	74	52	126	0.46%
11 years	14	7	21	0.08%
12 years	8	6	14	0.05%
Above 12	3	0	3	0.01%
Grand Total	13846	13362	27208	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	307	482	789	5.02%
13 years	2065	2897	4962	31.55%
14 years	2540	3041	5581	35.49%
15 years	1466	1354	2820	17.93%
16 years	587	502	1089	6.92%
17 years	216	121	337	2.14%
18 years	63	65	128	0.81%
above 18	17	4	21	0.13%
Grand Total	7261	8466	15727	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	14764	14888	29652	89757	87770	177527	207179
2013	15611	15476	31087	89852	88190	178042	209129
2014	16882	16997	33879	90890	88008	178898	212777
2015	20785	20593	41378	89355	86990	176345	217723
2016	21484	21567	43051	88900	86497	175397	218448
2017	21298	21498	42796	86802	85191	171993	214789

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
Binga	4143	4575	6060	5584	5581	5744	5479	5653	4812	100	47731
Bubi	1316	1946	2403	2176	1916	1801	1908	1878	1726	24	17094
Hwange	3451	3694	4217	3734	3485	3519	3442	3553	3312	32	32439
Lupane	3342	3443	3967	3941	3681	3730	3456	3655	3689	170	33074
Nkayi	3071	3683	4504	4578	4012	3874	3962	4115	3787	157	35743
Tsholotsho	3636	3777	4493	4252	3974	3859	3669	3842	3419	477	35398
Umguza	1279	1440	1791	1633	1471	1442	1492	1414	1344	4	13310
Grand Total	20238	22558	27435	25898	24120	23969	23408	24110	22089	964	214789

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	8983	9147	18130	10163	10158	20321	38451
Urban	1014	1094	2108	1138	1099	2237	4345
Grand Total	9997	10241	20238	11301	11257	22558	42796

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	70	79	149	1	0	1	150
3 years	1146	1258	2404	44	59	103	2507
4 years	4313	4619	8932	575	600	1175	10107
5 years	3324	3289	6613	5187	5407	10594	17207
6 years	999	851	1850	4301	4154	8455	10305
7 years	119	126	245	1011	896	1907	2152
8 years	22	15	37	141	111	252	289
9 years	2	3	5	24	19	43	48
10 years	0	0	0	13	11	24	24
11 years	0	1	1	2	0	2	3
12 years	0	0	0	2	0	2	2
Above 12	2	0	2	0	0	0	2
Grand Total	9997	10241	20238	11301	11257	22558	42796

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	12777	12237	25014	1200	1221	2421	27435
Grade 2	12007	11822	23829	1042	1027	2069	25898
Grade 3	11380	10905	22285	902	933	1835	24120
Grade 4	11345	10780	22125	883	961	1844	23969
Grade 5	10850	10715	21565	939	904	1843	23408
Grade 6	11131	11066	22197	941	972	1913	24110
Grade 7	9974	10450	20424	848	817	1665	22089
Skills Orientation	556	350	906	27	31	58	964
Grand Total	80020	78325	158345	6782	6866	13648	171993

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	895	0	0	0	0	0	0	4	899
6 years	11476	831	0	0	0	0	0	22	12329
7 years	11528	10430	826	0	0	0	0	35	22819
8 years	2869	10398	8690	1017	0	0	0	73	23047
9 years	558	3363	9798	8070	1140	0	0	108	23037
10 years	84	676	3641	9706	7710	1113	0	168	23098
11 years	16	138	928	3877	9274	7738	996	196	23163
12 years	5	45	192	1002	3875	9674	7389	189	22371
Above 12	4	17	45	297	1409	5585	13704	169	21230
Grand Total	27435	25898	24120	23969	23408	24110	22089	964	171993

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	20747	25105	45852	54.75%		1077	952	2029	46.92%		21824	26057	47881	54.42%	
2013	22087	26611	48698	54.64%	6.21%	1120	1083	2203	49.16%	8.6%	23207	27694	50901	54.41%	6.31%
2014	23446	27940	51386	54.37%	5.52%	1185	1154	2339	49.34%	6.2%	24631	29094	53725	54.15%	5.55%
2015	24244	28935	53179	54.41%	3.49%	1170	1142	2312	49.39%	-1.2%	25414	30077	55491	54.20%	3.29%
2016	25329	29977	55306	54.20%	4.00%	1286	1347	2633	51.16%	13.88%	26615	31324	57939	54.06%	4.41%
2017	25581	30173	55754	54.12%	0.81%	1439	1524	2963	51.43%	12.53%	27020	31697	58717	53.98%	1.34%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Binga	3436	3131	2878	2102	226	183		11956
Bubi	1164	1027	985	715	131	140		4162
Hwange	2680	2573	2729	2374	329	339	0	11024
Lupane	2581	1971	1751	1540	220	177		8240
Nkayi	2543	2535	2085	1869	201	206	0	9439
Tsholotsho	2391	2234	1874	1699	224	211	108	8741
Umguzu	1223	1281	1213	1062	225	151		5155
Grand Total	16018	14752	13515	11361	1556	1407	108	58717

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	6797	7977	14774	601	643	1244	16018
Form 2	6168	7327	13495	622	635	1257	14752
Form 3	5647	6494	12141	667	707	1374	13515
Form 4	4370	5599	9969	643	749	1392	11361
Lower 6	587	586	1173	186	197	383	1556
Upper 6	499	556	1055	167	185	352	1407
Skills Orientation	66	42	108	0	0	0	108
Grand Total	24134	28581	52715	2886	3116	6002	58717

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	670	0	0	0	0	0	1	671
13 years	5045	661	0	0	0	0	27	5733
14 years	5700	4461	392	0	0	0	24	10577
15 years	2910	5274	3800	361	0	0	24	12369
16 years	1147	2886	4641	3201	64	0	24	11963
17 years	363	1092	2885	3775	545	103	7	8770
18 years	146	307	1246	2456	507	497	1	5160
above 18	37	71	551	1568	440	807	0	3474
Grand Total	16018	14752	13515	11361	1556	1407	108	58717

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Binga	10107	10255	20362	13676	13693	27369	5826	6130	11956	59687
Bubi	4036	3805	7841	4668	4585	9253	1939	2223	4162	21256
Hwange	7511	7585	15096	8780	8563	17343	5443	5581	11024	43463
Lupane	7363	7330	14693	9237	9144	18381	3652	4588	8240	41314
Nkayi	7990	7846	15836	9979	9928	19907	4065	5374	9439	45182
Tsholotsho	8127	8031	16158	9761	9479	19240	3854	4887	8741	44139
Umguza	3190	2953	6143	3675	3492	7167	2241	2914	5155	18465
Grand Total	48324	47805	96129	59776	58884	118660	27020	31697	58717	273506

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
Binga	3087	2974	6061	1269	1247	2516	2103	2156	4259
Bubi	1259	1141	2400	458	455	913	921	901	1821
Hwange	2167	2127	4294	926	914	1840	1544	1565	3109
Lupane	1982	1938	3920	639	710	1349	1644	1583	3227
Nkayi	2273	2167	4440	985	975	1960	1732	1768	3500
Tsholotsho	2209	2189	4398	786	905	1691	1852	1805	3656
Umguza	869	826	1695	289	291	580	1077	1153	2230
Grand Total	13846	13362	27208	5352	5497	10849	10873	10929	21802

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	
Binga	60.34%	57.85%	59.08%	0.96	146.79%	137.96%	142.32%	0.94
Bubi	49.75%	50.52%	50.13%	1.02	136.75%	126.68%	131.77%	0.93
Hwange	59.98%	58.40%	59.19%	0.97	140.36%	135.91%	138.12%	0.97
Lupane	38.87%	44.86%	41.81%	1.15	120.58%	122.44%	121.49%	1.02
Nkayi	56.87%	55.15%	56.00%	0.97	131.23%	122.58%	126.86%	0.93
Tsholotsho	42.44%	50.15%	46.25%	1.18	119.28%	121.30%	120.28%	1.02
Umguza	26.83%	25.24%	26.01%	0.94	80.67%	71.64%	76.00%	0.89
Grand Total	49.22%	50.30%	49.76%	1.02	127.35%	122.26%	124.80%	0.96

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
Binga	1602	1716	3318	274	398	672	1950	2038	3988
Bubi	538	616	1154	171	224	395	911	791	1703
Hwange	1307	1376	2683	434	545	979	1429	1504	2933
Lupane	1178	1395	2573	230	377	607	1646	1586	3232
Nkayi	1079	1447	2526	415	573	988	1796	1771	3567
Tsholotsho	1022	1231	2253	335	474	809	1898	1878	3776
Umguza	535	685	1220	206	306	512	1115	1018	2134
Grand Total	7261	8466	15727	2065	2897	4962	10746	10587	21332

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	
Binga	14.05%	19.53%	16.85%	1.39	82.17%	84.20%	83.21%	1.02
Bubi	18.77%	28.30%	23.20%	1.51	59.04%	77.84%	67.78%	1.32
Hwange	30.36%	36.24%	33.37%	1.19	91.44%	91.49%	91.46%	1.00
Lupane	13.97%	23.77%	18.78%	1.70	71.57%	87.96%	79.61%	1.23
Nkayi	23.10%	32.36%	27.70%	1.40	60.07%	81.71%	70.81%	1.36
Tsholotsho	17.65%	25.24%	21.42%	1.43	53.84%	65.54%	59.66%	1.22
Umguza	18.47%	30.05%	24.00%	1.63	47.98%	67.26%	57.18%	1.40
Grand Total	19.22%	27.36%	23.26%	1.42	67.57%	79.97%	73.72%	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	
Binga	63.02%	66.54%	64.77%	1.06	46.64%	51.12%	48.87%	1.10
Bubi	59.77%	57.04%	58.42%	0.95	36.98%	37.31%	37.14%	1.01
Hwange	70.19%	73.67%	71.92%	1.05	51.48%	55.59%	53.52%	1.08
Lupane	66.02%	67.96%	66.98%	1.03	40.55%	42.77%	41.65%	1.05
Nkayi	61.24%	62.26%	61.74%	1.02	42.44%	44.02%	43.22%	1.04
Tsholotsho	64.13%	67.58%	65.83%	1.05	45.46%	49.31%	47.35%	1.08
Umguza	38.92%	36.99%	37.97%	0.95	22.01%	21.92%	21.97%	1.00
Grand Total	61.61%	63.42%	62.50%	1.03	42.20%	44.93%	43.55%	1.06

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	
Binga	124.81%	125.25%	125.03%	1.00	106.83%	108.72%	107.77%	1.02
Bubi	102.88%	101.90%	102.39%	0.99	87.68%	88.64%	88.15%	1.01
Hwange	113.44%	109.68%	111.55%	0.97	100.28%	99.28%	99.78%	0.99
Lupane	104.91%	105.83%	105.37%	1.01	87.27%	90.86%	89.05%	1.04
Nkayi	105.14%	107.77%	106.43%	1.03	93.11%	97.04%	95.04%	1.04
Tsholotsho	101.68%	101.93%	101.80%	1.00	89.13%	90.35%	89.73%	1.01
Umguza	67.38%	63.59%	65.49%	0.94	55.79%	54.60%	55.19%	0.98
Grand Total	105.49%	105.23%	105.36%	1.00	91.01%	92.61%	91.80%	1.02

5.3 Lower Secondary Participation Rates

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

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Binga	75.39%	82.05%	78.69%	1.09	44.36%	55.11%	49.69%	1.24
Bubi	53.02%	74.85%	62.92%	1.41	38.64%	60.13%	48.38%	1.56
Hwange	90.07%	87.32%	88.66%	0.97	62.22%	65.51%	63.91%	1.05
Lupane	55.71%	80.26%	67.25%	1.44	39.29%	59.93%	48.99%	1.53
Nkayi	56.52%	82.93%	69.09%	1.47	41.77%	62.75%	51.76%	1.50
Tsholotsho	51.06%	69.85%	60.09%	1.37	39.50%	55.05%	46.98%	1.39
Umguza	48.76%	64.99%	56.65%	1.33	37.53%	53.72%	45.40%	1.43
Grand Total	62.38%	78.31%	70.10%	1.26	43.59%	58.86%	50.99%	1.35

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	
Binga	7.52%	4.65%	6.04%	0.62	3.44%	2.55%	2.98%	0.74
Bubi	8.98%	9.67%	9.28%	1.08	5.07%	5.77%	5.38%	1.14
Hwange	10.90%	10.78%	10.84%	0.99	5.72%	6.15%	5.94%	1.08
Lupane	8.15%	8.78%	8.44%	1.08	4.08%	4.32%	4.19%	1.06
Nkayi	7.05%	9.10%	7.99%	1.29	2.98%	4.70%	3.77%	1.58
Tsholotsho	5.50%	8.55%	6.89%	1.55	2.80%	5.18%	3.88%	1.85
Umguza	5.20%	12.36%	8.46%	2.38	4.25%	9.20%	6.50%	2.16
Grand Total	7.54%	8.80%	8.14%	1.17	3.94%	5.17%	4.53%	1.31

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
Binga	1164	1149	2313	5647	5846	11493	2071	2294	4365
Bubi	354	298	652	1749	1748	3497	633	651	1284
Hwange	587	559	1146	3413	3268	6681	1849	1951	3800
Lupane	921	875	1796	4463	4466	8929	1448	1749	3197
Nkayi	836	864	1700	4342	4327	8669	1873	2322	4195
Tsholotsho	770	731	1501	4051	3869	7920	1399	2007	3406
Umguza	314	301	615	1916	1916	3832	640	823	1463
Grand Total	4946	4777	9723	25581	25440	51021	9913	11797	21710

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	
Binga	125	106	231	157	157	314	154	161	315	728	725	1453	2313
Bubi	25	20	45	59	59	118	66	50	116	204	169	373	652
Hwange	22	35	57	64	62	126	80	75	155	421	387	808	1146
Lupane	97	86	183	155	137	292	139	128	267	530	524	1054	1796
Nkayi	92	104	196	163	152	315	150	153	303	431	455	886	1700
Tsholotsho	107	90	197	129	131	260	136	148	284	398	362	760	1501
Umguza	16	18	34	48	50	98	42	39	81	208	194	402	615
Grand Total	484	459	943	775	748	1523	767	754	1521	2920	2816	5736	9723

Table 31: Number of Primary OVC by Type, Sex and Province

	Double Orphans			Single Orphans (maternal)			Single Orphans (partenal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Binga	537	573	1110	825	808	1633	1084	1154	2238	3201	3311	6512	11493
Bubi	174	187	361	303	282	585	421	473	894	851	806	1657	3497
Hwange	257	277	534	520	480	1000	831	796	1627	1805	1715	3520	6681
Lupane	564	544	1108	726	779	1505	991	1029	2020	2182	2114	4296	8929
Nkayi	624	529	1153	764	866	1630	939	953	1892	2015	1979	3994	8669
Tsholotsho	534	455	989	716	724	1440	1054	1042	2096	1747	1648	3395	7920
Umguza	192	175	367	304	318	622	434	462	896	986	961	1947	3832
Grand Total	2882	2740	5622	4158	4257	8415	5754	5909	11663	12787	12534	25321	51021

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	
Binga	278	305	583	377	398	775	495	536	1031	921	1055	1976	4365
Bubi	100	119	219	198	182	380	174	199	373	161	151	312	1284
Hwange	302	302	604	402	456	858	600	616	1216	545	577	1122	3800
Lupane	293	339	632	328	438	766	430	472	902	397	500	897	3197
Nkayi	349	433	782	453	526	979	540	666	1206	531	697	1228	4195
Tsholotsho	191	278	469	299	443	742	454	635	1089	455	651	1106	3406
Umguza	131	157	288	166	205	371	168	263	431	175	198	373	1463
Grand Total	1644	1933	3577	2223	2648	4871	2861	3387	6248	3185	3829	7014	21710

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	215	173	388	91	128	219	1214
	Blind	8	6	14	4	1	5	38
Physical Impairment	Gross motor	111	109	220	18	17	35	510
	Fine motor	146	113	259	19	18	37	592
Hearing impairment	Mild to moderate	277	230	507	79	63	142	1298
	Severe to profound	100	58	158	17	12	29	374
Intellectual challenges	Mild to moderate	1034	792	1826	241	219	460	4572
	Severe to profound	392	233	625	112	76	188	1626
Communication and speech	Mild to moderate	202	106	308	59	38	97	810
	Severe to profound	97	63	160	7	9	16	352
Learning Disability	Dyslexia	1252	928	2180	96	62	158	4676
Multiple Disabilities		203	145	348	10	6	16	728
Grand Total		4037	2956	6993	753	649	1402	16790

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	
Binga	130	121	251	2602	2791	5393	177	192	369	6013
Bubi	142	130	272	816	777	1593	42	30	72	1937
Hwange	368	355	723	1108	1063	2171	433	517	950	3844
Lupane	244	238	482	2298	2459	4757	69	61	130	5369
Nkayi	295	314	609	1641	1644	3285	166	121	287	4181
Tsholotsho	247	251	498	1852	1860	3712	31	44	75	4285
Umguza	178	175	353	601	553	1154	39	50	89	1596
Grand Total	1604	1584	3188	10918	11147	22065	957	1015	1972	27225

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	
Binga	28	35	63	722	745	1467	303	923	1226	2756
Bubi	24	14	38	192	199	391	56	89	145	574
Hwange	194	154	348	399	382	781	261	248	509	1638
Lupane	138	216	354	513	958	1471	325	573	898	2723
Nkayi	109	192	301	528	697	1225	189	817	1006	2532
Tsholotsho	163	235	398	360	523	883	163	570	733	2014
Umguza	75	49	124	199	165	364	217	454	671	1159
	731	895	1626	2913	3669	6582	1514	3674	5188	13396

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	
Binga	30	27	57	41	100	141	198
Bubi	4	20	24	1	57	58	82
Hwange	10	76	86	7	101	108	194
Lupane	9	31	40	5	87	92	132
Nkayi	9	20	29	5	103	108	137
Tsholotsho	8	28	36	7	135	142	178
Umguza	3	24	27		55	55	82
Grand Total	73	226	299	66	638	704	1003

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	25	29	54
ECD Para Professional	51	541	592
Graduate without teaching qualification	2	6	8
Non-Teaching Degree	13	89	102
Other Unqualified		2	2
Diploma or Certificate in Education	48	197	245
Grand Total	139	864	1003

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	
Binga	500	348	848	56	37	93	941
Bubi	134	223	357		3	3	360
Hwange	199	423	622	21	34	55	677
Lupane	242	343	585	6	4	10	595
Nkayi	284	393	677	12	17	29	706
Tsholotsho	228	409	637	25	25	50	687
Umguza	88	193	281	2	2	4	285
Grand Total	1675	2332	4007	122	122	244	4251

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	291	256	547
ECD Para Professional	7	14	21
Graduate without teaching qualification	39	47	86
Non-Teaching Degree	76	59	135
Other Unqualified		2	2
Diploma or Certificate in Education	1384	2076	3460
Grand Total	1797	2454	4251

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	
Binga	247	128	375	73	37	110	485
Bubi	91	80	171	14	14	28	199
Hwange	198	241	439	31	35	66	505
Lupane	175	161	336	4	11	15	351
Nkayi	166	154	320	39	39	78	398
Tsholotsho	157	200	357	29	22	51	408
Umguzu	106	102	208	29	11	40	248
Grand Total	1140	1066	2206	219	169	388	2594

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

Highest qualification	M	F	Grand Total
Diploma or Certificate	785	802	1587
Graduate with Teaching Qualification	355	264	619
Graduate without Teaching Qualification	149	99	248
Other (unqualified)	66	64	130
Not Reported	4	6	10
Grand Total	1359	1235	2594

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	140	117	257	9997	10241	20238	1.40%	1.14%	1.27%	0.82
ECD B	169	152	321	11301	11257	22558	1.50%	1.35%	1.42%	0.90
Grade 1	366	302	668	13977	13458	27435	2.62%	2.24%	2.43%	0.86
Grade 2	337	254	591	13049	12849	25898	2.58%	1.98%	2.28%	0.77
Grade 3	243	171	414	12282	11838	24120	1.98%	1.44%	1.72%	0.73
Grade 4	196	158	354	12228	11741	23969	1.60%	1.35%	1.48%	0.84
Grade 5	295	194	489	11789	11619	23408	2.50%	1.67%	2.09%	0.67
Grade 6	246	192	438	12072	12038	24110	2.04%	1.59%	1.82%	0.78
Grade 7	202	194	396	10822	11267	22089	1.87%	1.72%	1.79%	0.92
Grand Total	2194	1734	3928	107517	106308	213825	2.04%	1.63%	1.84%	0.80

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	31	20	51	7398	8620	16018	0.42%	0.23%	0.32%	0.55
Form 2	34	44	78	6790	7962	14752	0.50%	0.55%	0.53%	1.10
Form 3	341	342	683	6314	7201	13515	5.40%	4.75%	5.05%	0.88
Form 4	355	394	749	5013	6348	11361	7.08%	6.21%	6.59%	0.88
Lower 6	29	34	63	773	783	1556	3.75%	4.34%	4.05%	1.16
Upper 6	1	3	4	666	741	1407	0.15%	0.40%	0.28%	2.70
Grand Total	791	837	1628	26954	31655	58609	2.93%	2.64%	2.78%	0.90

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	729	484	1213	623	416	1039	2252
Death	47	42	89	9	12	21	110
Expulsion	4		4	3	3	6	10
Illness	32	18	50	10	20	30	80
Marriage	1	7	8	6	107	113	121
Other	282	211	493	106	129	235	728
Pregnancy		7	7	4	346	350	357
Financial	464	303	767	879	865	1744	2511
Grand Total	1559	1072	2631	1640	1898	3538	6169

8.3 Promotion, Repetition and Dropout Rates

Table 45: Promotion, Repetition and Dropout Rates by Grade

Grade	Promotion 2016 to 2017			Repetition 2017			Dropout 2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
To Grade 2	93.33%	90.82%	92.05%	2.24%	2.61%	2.43%	4.43%	6.57%	5.52%
To Grade 3	95.51%	93.35%	94.40%	2.08%	2.61%	2.35%	2.41%	4.03%	3.25%
To Grade 4	96.24%	94.84%	95.52%	1.42%	1.92%	1.67%	2.34%	3.24%	2.80%
To Grade 5	98.12%	97.74%	97.93%	1.36%	1.67%	1.51%	0.52%	0.60%	0.56%
To Grade 6	98.49%	95.13%	96.78%	1.61%	2.37%	2.00%	-0.10%	2.49%	1.22%
To Grade 7	91.18%	88.04%	89.61%	1.58%	2.04%	1.81%	7.24%	9.92%	8.58%
To Form 1	73.54%	64.71%	69.18%	1.66%	1.77%	1.72%	24.80%	33.52%	29.10%
To Form 2	89.81%	88.37%	89.14%	0.23%	0.41%	0.31%	9.96%	11.22%	10.55%
To Form 3	90.43%	93.39%	91.78%	0.58%	0.53%	0.56%	8.99%	6.08%	7.66%
To Form 4	79.48%	75.38%	77.63%	4.57%	5.52%	5.00%	15.95%	19.10%	17.37%
To Lower 6	12.59%	15.05%	13.71%	6.62%	7.18%	6.88%	80.79%	77.76%	79.42%
To Upper 6	92.71%	90.60%	72.01%	4.27%	3.95%	2.84%	3.02%	5.45%	25.15%

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	93.26%	95.47%	94.35%
To Grade 3	89.41%	93.12%	91.22%
To Grade 4	86.47%	90.91%	88.62%
To Grade 5	85.95%	90.43%	88.12%
To Grade 6	83.77%	90.52%	87.03%
To Grade 7	75.37%	83.90%	79.49%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	88.73%	90.02%	89.42%
To Form 3	83.31%	81.88%	82.53%
To Form 4	66.53%	68.23%	67.48%
To Form 5	11.55%	9.82%	10.62%
To Form 6	10.95%	9.53%	10.19%

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
Binga	8718	39013	11956	78	736	250	112	53	48
Bubi	3262	13832	4162	13	252	106	251	55	39
Hwange	7145	25294	11024	183	697	255	39	36	43
Lupane	6785	26289	8240	91	666	197	75	39	42
Nkayi	6754	28989	9439	67	608	215	101	48	44
Tsholotsho	7413	27985	8741	51	692	237	145	40	37
Umguza	2719	10591	5155	32	251	140	85	42	37
Grand Total	42796	171993	58717	515	3902	1400	83	44	42

9.2 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

Main electricity source	Primary	Secondary	Grand Total
Generator	3	14	17
Grid	98	76	174
None	505	102	607
Other	1		1
Solar	9	6	15
Grand Total	616	198	814

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
Binga	173	171	837	912	281	312	25	26	23	21	21	20
Bubi	57	58	385	389	152	151	29	27	18	18	13	15
Hwange	190	189	600	626	245	259	19	19	21	20	22	22
Lupane	198	198	810	857	289	263	17	17	16	15	13	17
Nkayi	145	146	677	707	287	301	23	23	22	20	14	18
Tsholotsho	103	101	747	773	257	308	36	37	19	18	15	16
Umguza	76	78	320	313	186	270	19	17	17	16	12	11
Grand Total	942	941	4376	4577	1697	1864	23	23	20	19	16	17

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
Binga	84	3	106	32
Bubi	46		34	8
Hwange	65	3	70	26
Lupane	96	3	93	15
Nkayi	84	2	63	17
Tsholotsho	74	2	62	17
Umguza	49	8	40	12
Grand Total	498	21	468	127

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
Binga	30653	26723	47731	11956
Bubi	14021	12097	17094	4162
Hwange	34781	31390	32439	11024
Lupane	32508	27908	33074	8240
Nkayi	30767	27192	35743	9439
Tsholotsho	30340	26244	35398	8741
Umguza	15680	14233	13310	5155
Grand Total	188750	165787	214789	58717

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
Binga	65	6	49	21	15	27	183
Bubi	28	0	36	33	47	52	196
Hwange	85	46	299	55	30	47	562
Lupane	300	51	409	52	12	18	842
Nkayi	1985	259	2480	1046	54	103	5927
Tsholotsho	40	25	219	31	30	26	371
Umguza	151	44	293	93	110	92	783
Grand Total	2654	431	3785	1331	298	365	8864

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

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Binga	15	23	220	258
Bubi		13	105	118
Hwange	0	137	477	614
Lupane	0	0	220	220
Nkayi	78	509	462	1049
Tsholotsho	378	10	162	550
Umguza	8	2	131	141
Grand Total	479	694	1777	2950

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	9548	10260	19808	1822	2695	4517	19.08%	26.27%	22.80%	1.38
2015	10238	11127	21368	2169	3288	5459	21.19%	29.55%	25.55%	1.39
2016	10054	11154	21210	2066	3157	5224	20.55%	28.30%	24.63%	1.38
2017	9573	10604	20178	2008	3166	5174	20.98%	29.86%	25.64%	1.42

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
Binga	1954	2267	4221	398	533	931	20.37%	23.51%	22.06%	1.15
Bubi	742	801	1543	166	262	428	22.37%	32.71%	27.74%	1.46
Hwange	1522	1596	3118	546	692	1238	35.87%	43.36%	39.70%	1.21
Lupane	1569	1772	3341	225	429	654	14.34%	24.21%	19.57%	1.69
Nkayi	1679	1847	3526	291	483	774	17.33%	26.15%	21.95%	1.51
Tsholotsho	1505	1662	3168	252	524	776	16.74%	31.53%	24.49%	1.88
Umguzha	602	659	1261	130	243	373	21.59%	36.87%	29.58%	1.71
Mat North	9573	10604	20178	2008	3166	5174	20.98%	29.86%	25.64%	1.42

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	3351	4149	7500	731	661	1392	21.81%	15.93%	18.56%	0.73
2015	3398	4514	7912	953	901	1854	28.05%	19.96%	23.43%	0.71
2016	3421	4732	8153	949	967	1916	27.74%	20.44%	23.50%	0.74
2017	3506	5108	8614	951	1035	1986	27.12%	20.26%	23.06%	0.75

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
Binga	828	979	1807	180	78	258	21.74%	7.97%	14.28%	0.37
Bubi	240	285	525	89	85	174	37.08%	29.82%	33.14%	0.80
Hwange	794	884	1678	226	214	440	28.46%	24.21%	26.22%	0.85
Lupane	458	728	1186	111	135	246	24.24%	18.54%	20.74%	0.77
Nkayi	469	862	1331	105	98	203	22.39%	11.37%	15.25%	0.51
Tsholotsho	446	838	1284	108	158	266	24.22%	18.85%	20.72%	0.78
Umguzha	271	532	803	132	267	399	48.71%	50.19%	49.69%	1.03
Mat North	3506	5108	8614	951	1035	1986	27.12%	20.26%	23.06%	0.75

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

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Binga	828	979	1807	180	78	258	21.74%	7.97%	14.28%	0.37
Bubi	240	285	525	89	85	174	37.08%	29.82%	33.14%	0.80
Hwange	794	884	1678	226	214	440	28.46%	24.21%	26.22%	0.85
Lupane	458	728	1186	111	135	246	24.24%	18.54%	20.74%	0.77
Nkayi	469	862	1331	105	98	203	22.39%	11.37%	15.25%	0.51
Tsholotsho	446	838	1284	108	158	266	24.22%	18.85%	20.72%	0.78
Umguzu	271	532	803	132	267	399	48.71%	50.19%	49.69%	1.03
Mat North	3506	5108	8614	951	1035	1986	27.12%	20.26%	23.06%	0.75

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
Binga	114	76	190	82	58	140	71.93%	76.32%	73.68%	1.06
Bubi	69	60	129	55	42	97	79.71%	70.00%	75.19%	0.88
Hwange	162	160	322	134	135	269	82.72%	84.38%	83.54%	1.02
Lupane	88	87	175	75	70	145	85.23%	80.46%	82.86%	0.94
Nkayi	99	105	204	70	83	153	70.71%	79.05%	75.00%	1.12
Tsholotsho	90	113	203	74	103	177	82.22%	91.15%	87.19%	1.11
Umguzu	42	104	146	38	98	136	90.48%	94.23%	93.15%	1.04
Mat North	664	705	1369	528	589	1117	79.52%	83.55%	81.59%	1.05

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.