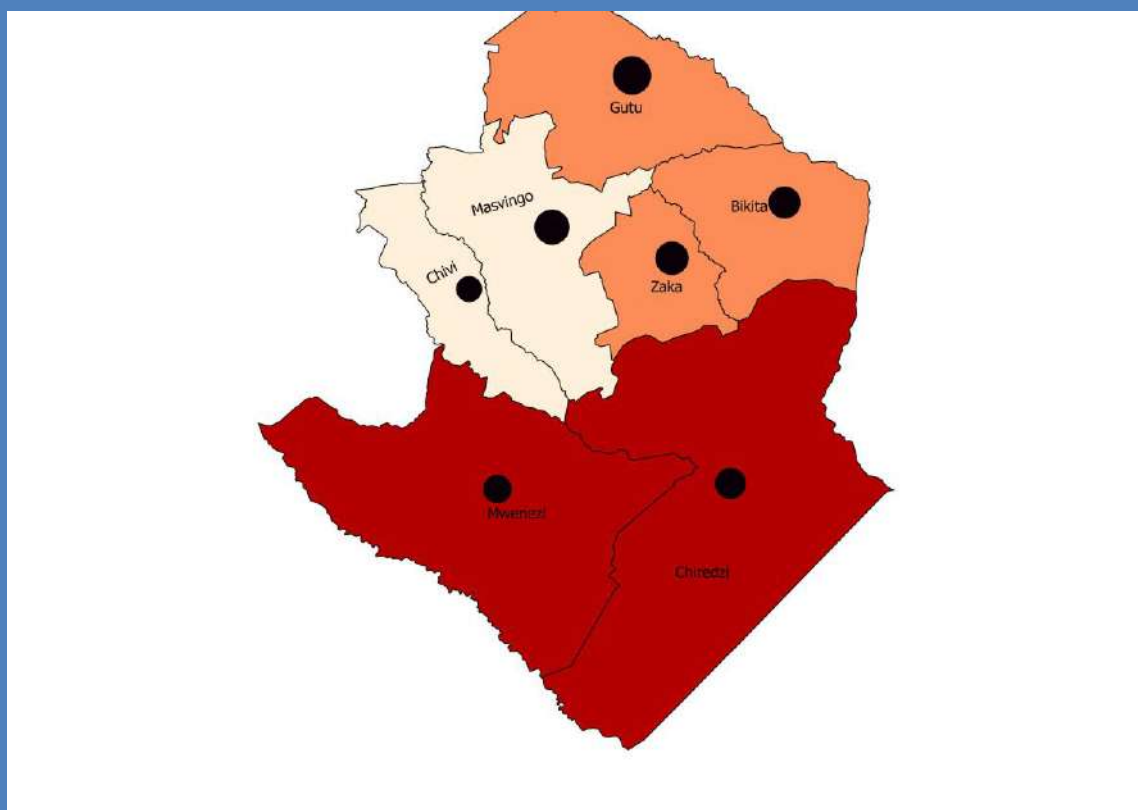


# ANNUAL EDUCATION STATISTICS PROFILE MASVINGO PROVINCE 2017



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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	22232	22371	44603
4	24646	24684	49330
5	23672	23592	47264
6	21731	22319	44050
7	23512	23647	47159
8	23174	23427	46601
9	22754	22993	45747
10	22211	22091	44302
11	22319	21975	44294
12	27236	26348	53584
13	20953	20605	41558
14	20774	20319	41093
15	19112	18304	37416
16	18846	18354	37199
17	18155	17869	36024
18	16668	16956	33624
Grand Total	347995	345854	693848

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	
Bikita	12592	12683	25275	13253	13250	26503	9457	8818	18275	4261	3777	8038	78091
Chiredzi	24484	24782	49266	23420	23394	46814	14912	15208	30120	6102	7088	13190	139390
Chivi	13023	12985	26008	13723	13591	27314	9518	9073	18591	4136	3915	8051	79964
Gutu	14926	14922	29849	16526	15969	32495	11445	10725	22170	5360	4286	9646	94160
Masvingo	21246	21461	42707	20756	21208	41965	14605	14842	29447	6943	7575	14518	128636
Mwenezi	14843	15190	30034	14478	14338	28816	9277	9009	18287	3399	3838	7237	84373
Zaka	14677	14590	29267	15538	15083	30621	10470	9907	20377	4622	4346	8968	89234
Grand Total	115793	116613	232406	117694	116833	234528	79684	77582	157267	34823	34825	69648	693848

## 2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	821		852		330	
2013	823	0.24%	855	0.35%	334	1.21%
2014	861	4.62%	866	1.29%	338	1.20%
2015	861	0.00%	866	0.00%	348	2.96%
2016	867	0.70%	869	0.35%	352	1.15%
2017	863	-0.46%	870	0.12%	354	0.57%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bikita	89	40	129	10.23%	11.30%	10.54%
Chiredzi	148	41	189	17.01%	11.58%	15.44%
Chivi	93	41	134	10.69%	11.58%	10.95%
Gutu	168	75	243	19.31%	21.19%	19.85%
Masvingo	151	69	220	17.36%	19.49%	17.97%
Mwenezi	127	45	172	14.60%	12.71%	14.05%
Zaka	94	43	137	10.80%	12.15%	11.19%
Grand Total	870	354	1224	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
Bikita	88	1	89	31	9	40
Chiredzi	94	54	148	21	20	41
Chivi	90	3	93	34	7	41
Gutu	152	16	168	58	17	75
Masvingo	135	16	151	54	15	69
Mwenezi	46	81	127	23	22	45
Zaka	92	2	94	39	4	43
Grand Total	697	173	870	260	94	354

### 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
Bikita	88	1	89	40		40
Chiredzi	144	4	148	39	2	41
Chivi	92	1	93	41		41
Gutu	166	2	168	74	1	75
Masvingo	129	22	151	54	15	69
Mwenezi	127		127	44	1	45
Zaka	94		94	42	1	43
Grand Total	840	30	870	334	20	354

### 2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Resp_Authority	Primary	Secondary	Grand Total
Church/Mission	60	51	111
City Council	4		4
District Council	741	263	1004
Farm	9	1	10
Government	22	18	40
Mine	4		4
Other	1	5	6
Other Government Line Ministries	4		4
Private Company	23	12	35
Trust	2	4	6
Grand Total	870	354	1224

## 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	489	620	1109	1.80%
6 years	8543	9591	18134	29.40%
7 years	14878	14408	29286	47.47%
8 years	5229	4405	9634	15.62%
9 years	1565	1064	2629	4.26%
10 years	426	262	688	1.12%
11 years	102	48	150	0.24%
12 years	29	13	42	0.07%
Above 12	7	9	16	0.03%
Grand Total	31268	30420	61688	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	536	797	1333	3.85%
13 years	3668	5132	8800	25.43%
14 years	5916	6538	12454	35.98%
15 years	4171	3734	7905	22.84%
16 years	1864	1223	3087	8.92%
17 years	593	252	845	2.44%
18 years	97	41	138	0.40%
above 18	38	9	47	0.14%
Grand Total	16883	17726	34609	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	26016	26796	52812	178064	176426	354490	407302
2013	29375	29849	59224	175921	173845	349766	408990
2014	34941	34569	69510	176633	173791	350424	419934
2015	40211	40086	80297	178699	175370	354069	434366
2016	44183	44399	88582	179074	175645	354719	443301
2017	47473	46444	93917	180082	177713	357795	451712

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
Bikita	5054	5747	6664	6359	6180	5898	5641	5755	5419	25	52742
Chiredzi	8545	9877	12680	11412	10832	9773	9038	8369	7480	108	88114
Chivi	5167	5682	7115	6130	5653	5566	5390	5595	5140	49	51487
Gutu	6337	7471	7966	6957	6865	6868	6844	6746	6351	67	62472
Masvingo	5631	9207	10955	9320	8573	8408	7842	8096	7479	217	75728
Mwenezi	6276	6465	8386	7384	7239	6624	6111	5764	5085	42	59376
Zaka	5656	6802	8140	7387	7302	6864	6574	6669	6345	54	61793
Grand Total	42666	51251	61906	54949	52644	50001	47440	46994	43299	562	451712

### 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	20562	20136	40698	24355	23702	48057	88755
Urban	968	1000	1968	1588	1606	3194	5162
Grand Total	21530	21136	42666	25943	25308	51251	93917

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	95	100	195	0	0	0	195
3 years	1819	1925	3744	45	33	78	3822
4 years	7742	7871	15613	811	801	1612	17225
5 years	8491	8285	16776	9053	9299	18352	35128
6 years	2773	2505	5278	12093	11801	23894	29172
7 years	521	379	900	3263	2925	6188	7088
8 years	66	59	125	560	347	907	1032
9 years	18	7	25	89	84	173	198
10 years	5	5	10	19	11	30	40
11 years	0	0	0	8	4	12	12
12 years	0	0	0	0	1	1	1
Above 12	0	0	0	2	2	4	4
Grand Total	21530	21136	42666	25943	25308	51251	93917

### 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	29383	28399	57782	2025	2099	4124	61906
Grade 2	26175	25068	51243	1853	1853	3706	54949
Grade 3	25071	24355	49426	1653	1565	3218	52644
Grade 4	23486	23331	46817	1604	1580	3184	50001
Grade 5	22347	22069	44416	1477	1547	3024	47440
Grade 6	21861	22053	43914	1552	1528	3080	46994
Grade 7	19917	20524	40441	1369	1489	2858	43299
Skills Orientation	261	210	471	48	43	91	562
Grand Total	168501	166009	334510	11581	11704	23285	357795

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	1215	0	0	0	0	0	0	8	1223
6 years	18376	1278	0	0	0	0	0	6	19660
7 years	29312	15649	1022	0	0	0	0	18	46001
8 years	9380	22524	12896	1316	0	0	0	18	46134
9 years	2714	10686	22516	12304	1154	0	0	50	49424
10 years	698	3615	10975	20046	11034	1240	0	66	47674
11 years	152	890	3632	10588	17968	10566	1166	73	45035
12 years	43	228	1155	4069	11388	18722	11238	56	46899
Above 12	16	79	448	1678	5896	16466	30895	267	55745
Grand Total	61906	54949	52644	50001	47440	46994	43299	562	357795

### 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	58088	58278	116366	50.08%		6037	4340	10377	41.82%		64125	62618	126743	49.41%	
2013	58691	59175	117866	50.21%	1.29%	6009	4235	10244	41.34%	-1.3%	64700	63410	128110	49.50%	1.08%
2014	59841	60278	120119	50.18%	1.91%	6209	4110	10319	39.83%	0.7%	66050	64388	130438	49.36%	1.82%
2015	61650	60538	122188	49.54%	1.72%	6454	4280	10734	39.87%	4.0%	68104	64818	132922	48.76%	1.90%
2016	62553	61701	124254	49.66%	1.69%	7001	4801	11802	40.68%	9.95%	69554	66502	136056	48.88%	2.36%
2017	63635	62804	126439	49.67%	1.76%	7276	5448	12724	42.82%	7.81%	70911	68252	139163	49.04%	2.28%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Bikita	4811	4628	4151	3944	1011	987	0	19532
Chiredzi	4285	3629	3297	2698	698	635		15242
Chivi	4275	4056	3937	3406	732	614		17020
Gutu	6138	6077	5768	5108	1299	1128	488	26006
Masvingo	6820	6414	6319	5985	1591	1584	7	28720
Mwenezi	3677	3021	2748	2235	452	417	0	12550
Zaka	5014	4738	4683	4082	826	750		20093
Grand Total	35020	32563	30903	27458	6609	6115	495	139163

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	15951	16767	32718	1153	1149	2302	35020
Form 2	15096	15278	30374	990	1199	2189	32563
Form 3	14812	13902	28714	1087	1102	2189	30903
Form 4	13157	12016	25173	1110	1175	2285	27458
Lower 6	3140	2403	5543	566	500	1066	6609
Upper 6	3073	2038	5111	497	507	1004	6115
Skills Orientation	279	216	495	0	0	0	495
Grand Total	65508	62620	128128	5403	5632	11035	139163

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	1215	0	0	0	0	0	0	1215
13 years	8725	1270	0	0	0	0	16	10011
14 years	12694	7959	965	0	0	0	71	21689
15 years	8156	12035	6841	876	0	0	113	28021
16 years	3155	7568	10827	6537	350	0	104	28541
17 years	872	2819	7804	9762	2062	637	77	24033
18 years	145	728	3097	6077	2335	2307	64	14753
above 18	58	184	1369	4206	1862	3171	50	10900
Grand Total	35020	32563	30903	27458	6609	6115	495	139163

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Bikita	12096	11728	23824	14695	14223	28918	10167	9365	19532	72274
Chiredzi	21455	21059	42514	22372	23228	45600	7203	8039	15242	103356
Chivi	12334	11760	24094	13824	13569	27393	8827	8193	17020	68507
Gutu	14552	14179	28731	17071	16670	33741	13460	12546	26006	88478
Masvingo	17786	17327	35113	20349	20266	40615	14691	14029	28720	104448
Mwenezi	14347	14164	28511	15163	15702	30865	5866	6684	12550	71926
Zaka	14339	13646	27985	17172	16636	33808	10697	9396	20093	81886
Grand Total	106909	103863	210772	120646	120294	240940	70911	68252	139163	590875

## 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
Bikita	3414	3287	6701	847	961	1808	2434	2377	4812
Chiredzi	6410	6344	12754	1604	1848	3452	4495	4773	9268
Chivi	3675	3414	7089	979	1075	2054	2434	2487	4921
Gutu	3966	4004	7970	1157	1314	2471	2878	2862	5740
Masvingo	5428	5325	10753	1879	2022	3901	4020	4180	8200
Mwenezi	4201	4129	8330	1034	1117	2151	2737	2857	5593
Zaka	4174	3917	8091	1070	1277	2347	2733	2784	5517
Grand Total	31268	30420	61688	8570	9614	18184	21731	22319	44050

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	
Bikita	34.80%	40.42%	37.58%	1.16	140.25%	138.26%	139.27%	0.99
Chiredzi	35.68%	38.72%	37.25%	1.09	142.60%	132.92%	137.62%	0.93
Chivi	40.22%	43.23%	41.74%	1.07	150.98%	137.29%	144.06%	0.91
Gutu	40.21%	45.91%	43.05%	1.14	137.82%	139.91%	138.86%	1.02
Masvingo	46.74%	48.37%	47.57%	1.03	135.02%	127.40%	131.13%	0.94
Mwenezi	37.78%	39.10%	38.46%	1.03	153.50%	144.54%	148.92%	0.94
Zaka	39.16%	45.87%	42.54%	1.17	152.75%	140.69%	146.66%	0.92
Grand Total	39.44%	43.07%	41.28%	1.09	143.89%	136.29%	140.04%	0.95

### 4.2 Secondary School Apparent and Net Intake Rates

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

District	New Entrants into Form 1			New Entrants Aged 13			Population Aged 13		
	M	F	Total	M	F	Total	M	F	Total
Bikita	2269	2383	4652	419	672	1091	2417	2420	4838
Chiredzi	1950	2319	4269	434	669	1103	3840	3974	7814
Chivi	2133	2128	4261	479	631	1110	2537	2427	4964
Gutu	2990	3143	6133	790	1011	1801	2988	2922	5910
Masvingo	3459	3347	6806	830	1126	1956	3852	3721	7573
Mwenezi	1599	1881	3480	263	372	635	2529	2410	4939
Zaka	2483	2525	5008	453	651	1104	2789	2732	5521
Grand Total	16883	17726	34609	3668	5132	8800	20953	20605	41558

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	
Bikita	17.33%	27.76%	22.55%	1.60	93.86%	98.45%	96.16%	1.05
Chiredzi	11.30%	16.83%	14.12%	1.49	50.78%	58.36%	54.63%	1.15
Chivi	18.88%	26.00%	22.36%	1.38	84.07%	87.69%	85.84%	1.04
Gutu	26.44%	34.60%	30.47%	1.31	100.07%	107.57%	103.78%	1.07
Masvingo	21.55%	30.26%	25.83%	1.40	89.80%	89.96%	89.88%	1.00
Mwenezi	10.40%	15.44%	12.86%	1.48	63.23%	78.05%	70.46%	1.23
Zaka	16.24%	23.83%	20.00%	1.47	89.02%	92.44%	90.71%	1.04
Grand Total	17.51%	24.91%	21.18%	1.42	80.58%	86.03%	83.28%	1.07

## 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	
Bikita	72.28%	69.63%	70.95%	0.96	41.03%	40.75%	40.89%	0.99
Chiredzi	61.32%	61.11%	61.22%	1.00	37.52%	38.32%	37.92%	1.02
Chivi	69.83%	67.93%	68.88%	0.97	41.05%	40.63%	40.84%	0.99
Gutu	78.45%	76.61%	77.53%	0.98	45.26%	45.80%	45.53%	1.01
Masvingo	57.43%	56.49%	56.97%	0.98	34.28%	34.98%	34.63%	1.02
Mwenezi	69.82%	67.79%	68.78%	0.97	43.31%	43.03%	43.17%	0.99
Zaka	71.59%	68.77%	70.19%	0.96	39.24%	39.44%	39.34%	1.01
Grand Total	67.29%	65.74%	66.51%	0.98	39.63%	39.94%	39.78%	1.01

### 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	
Bikita	116.66%	112.82%	114.74%	0.97	96.15%	96.29%	96.22%	1.00
Chiredzi	105.33%	105.90%	105.62%	1.01	87.39%	90.48%	88.94%	1.04
Chivi	109.46%	106.86%	108.16%	0.98	89.46%	91.08%	90.27%	1.02
Gutu	109.32%	109.23%	109.27%	1.00	89.41%	92.81%	91.09%	1.04
Masvingo	105.89%	101.89%	103.86%	0.96	89.51%	88.68%	89.09%	0.99
Mwenezi	114.48%	116.82%	115.64%	1.02	94.81%	99.48%	97.14%	1.05
Zaka	118.03%	116.10%	117.07%	0.98	96.01%	98.97%	97.47%	1.03
Grand Total	110.52%	109.16%	109.84%	0.99	91.31%	93.38%	92.35%	1.02

### 5.3 Lower 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	
Bikita	95.29%	96.64%	95.95%	1.01	63.91%	74.11%	68.83%	1.16
Chiredzi	43.64%	48.66%	46.18%	1.12	27.79%	35.08%	31.47%	1.26
Chivi	84.04%	84.59%	84.31%	1.01	53.85%	61.09%	57.38%	1.13
Gutu	105.55%	107.21%	106.36%	1.02	71.50%	82.46%	76.80%	1.15
Masvingo	88.55%	84.97%	86.75%	0.96	58.35%	62.85%	60.62%	1.08
Mwenezi	58.25%	69.67%	63.88%	1.20	35.30%	49.12%	42.11%	1.39
Zaka	92.63%	89.02%	90.87%	0.96	58.41%	65.28%	61.75%	1.12
Grand Total	79.86%	80.95%	80.40%	1.01	51.97%	59.91%	55.88%	1.15

## 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	
Bikita	27.11%	22.32%	24.86%	0.82	12.96%	14.16%	13.52%	1.09
Chiredzi	11.39%	9.00%	10.11%	0.79	5.70%	5.29%	5.48%	0.93
Chivi	20.02%	13.23%	16.72%	0.66	8.46%	8.02%	8.25%	0.95
Gutu	25.73%	24.45%	25.16%	0.95	16.66%	18.22%	17.35%	1.09
Masvingo	25.32%	18.71%	21.87%	0.74	14.11%	11.99%	13.00%	0.85
Mwenezi	13.59%	10.60%	12.01%	0.78	6.68%	6.72%	6.70%	1.01
Zaka	21.61%	13.28%	17.57%	0.61	10.28%	7.64%	9.00%	0.74
Grand Total	20.89%	15.64%	18.27%	0.75	10.98%	10.06%	10.52%	0.92

## 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
Bikita	827	818	1645	5186	5056	10242	3174	3381	6555
Chiredzi	1569	1454	3023	6752	6820	13572	2330	2729	5059
Chivi	1256	1137	2393	6146	5768	11914	3328	3222	6550
Gutu	1193	1077	2270	6514	6119	12633	3801	3437	7238
Masvingo	1175	1081	2256	6739	6519	13258	3911	3912	7823
Mwenezi	1518	1465	2983	6572	6674	13246	2034	2536	4570
Zaka	1125	1041	2166	6010	5846	11856	3184	3092	6276
Grand Total	8663	8073	16736	43919	42802	86721	21762	22309	44071

### 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	
Bikita	74	80	154	140	150	290	185	183	368	428	405	833	1645
Chiredzi	196	215	411	325	287	612	343	305	648	705	647	1352	3023
Chivi	175	160	335	215	219	434	226	208	434	640	550	1190	2393
Gutu	106	100	206	198	184	382	241	199	440	648	594	1242	2270
Masvingo	180	181	361	236	224	460	284	225	509	475	451	926	2256
Mwenezi	148	171	319	309	307	616	305	259	564	756	728	1484	2983
Zaka	159	116	275	159	166	325	210	202	412	597	557	1154	2166
Grand Total	1038	1023	2061	1582	1537	3119	1794	1581	3375	4249	3932	8181	16736

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	
Bikita	667	610	1277	882	883	1765	1685	1596	3281	1952	1967	3919	10242
Chiredzi	902	952	1854	1474	1513	2987	2166	2132	4298	2210	2223	4433	13572
Chivi	950	888	1838	1258	1145	2403	1601	1493	3094	2337	2242	4579	11914
Gutu	846	729	1575	1134	1200	2334	1990	1753	3743	2544	2437	4981	12633
Masvingo	1056	1071	2127	1281	1253	2534	1885	1814	3699	2517	2381	4898	13258
Mwenezi	928	889	1817	1532	1531	3063	1543	1653	3196	2569	2601	5170	13246
Zaka	928	847	1775	1050	978	2028	1876	1865	3741	2156	2156	4312	11856
Grand Total	6277	5986	12263	8611	8503	17114	12746	12306	25052	16285	16007	32292	86721

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	
Bikita	631	627	1258	686	685	1371	1127	1285	2412	730	784	1514	6555
Chiredzi	453	435	888	499	638	1137	757	931	1688	621	725	1346	5059
Chivi	679	634	1313	845	860	1705	1056	961	2017	748	767	1515	6550
Gutu	805	790	1595	844	723	1567	1391	1224	2615	761	700	1461	7238
Masvingo	836	823	1659	1025	1060	2085	1252	1227	2479	798	802	1600	7823
Mwenezi	392	476	868	470	569	1039	524	682	1206	648	809	1457	4570
Zaka	661	648	1309	729	728	1457	1132	989	2121	662	727	1389	6276
Grand Total	4457	4433	8890	5098	5263	10361	7239	7299	14538	4968	5314	10282	44071

### 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	440	385	825	139	129	268	2186
	Blind	38	39	77	32	23	55	264
Physical Impairment	Gross motor	193	160	353	23	22	45	796
	Fine motor	190	164	354	20	17	37	782
Hearing impairment	Mild to moderate	446	347	793	31	19	50	1686
	Severe to profound	183	132	315	14	8	22	674
Intellectual challenges	Mild to moderate	842	684	1526	191	189	380	3812
	Severe to profound	416	306	722	78	63	141	1726
Communication and speech	Mild to moderate	418	251	669	28	23	51	1440
	Severe to profound	118	69	187	3	4	7	388
Learning Disability	Dyslexia	706	529	1235	17	5	22	2514
Multiple Disabilities		457	373	830	5	10	15	1690
Grand Total		4447	3439	7886	581	512	1093	17958

## 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	
Bikita	222	224	446	1605	1571	3176	76	107	183	3805
Chiredzi	450	470	920	2540	2578	5118	69	83	152	6190
Chivi	302	296	598	2062	2013	4075	238	260	498	5171
Gutu	333	329	662	1940	1869	3809	443	272	715	5186
Masvingo	581	499	1080	1939	1931	3870	112	102	214	5164
Mwenezi	548	577	1125	1906	2031	3937	149	152	301	5363
Zaka	0	0	0	2207	2167	4374	37	64	101	4475
Grand Total	2436	2395	4831	14199	14160	28359	1124	1040	2164	35354

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	
Bikita	247	212	459	810	658	1468	191	789	980	2907
Chiredzi	43	46	89	751	768	1519	165	771	936	2544
Chivi	214	205	419	791	618	1409	227	235	462	2290
Gutu	172	164	336	908	735	1643	118	146	264	2243
Masvingo	279	250	529	964	875	1839	273	314	587	2955
Mwenezi	118	123	241	520	504	1024	56	994	1050	2315
Zaka	33	27	60	827	804	1631	227	215	442	2133
Grand Total	1106	1027	2133	5571	4962	10533	1257	3464	4721	17387

## 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	
Bikita	18	104	122	4	93	97	219
Chiredzi	37	149	186	16	191	207	393
Chivi	23	122	145	4	111	115	260
Gutu	57	215	272	3	91	94	366
Masvingo	49	246	295	2	60	62	357
Mwenezi	14	84	98	6	134	140	238
Zaka	24	166	190	1	72	73	263
Grand Total	222	1086	1308	36	752	788	2096

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	63	194	257
ECD Para Professional	29	641	670
Graduate without teaching qualification	1	1	2
Non-Teaching Degree	4	107	111
Other Unqualified	2	3	5
Diploma or Certificate in Education	159	892	1051
Grand Total	258	1838	2096

### 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	
Bikita	566	523	1089	3	1	4	1093
Chiredzi	889	922	1811	8	14	22	1833
Chivi	547	588	1135	7	16	23	1158
Gutu	818	817	1635	9	16	25	1660
Masvingo	674	1161	1835	4	7	11	1846
Mwenezi	618	557	1175	1		1	1176
Zaka	763	751	1514	2	4	6	1520
Grand Total	4875	5319	10194	34	58	92	10286

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	1249	1179	2428
ECD Para Professional	8	15	23
Graduate without teaching qualification	15	22	37
Non-Teaching Degree	11	21	32
Diploma or Certificate in Education	3626	4140	7766
Grand Total	4909	5377	10286

### 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	
Bikita	416	221	637	80	51	131	768
Chiredzi	261	227	488	72	54	126	614
Chivi	403	239	642	58	35	93	735
Gutu	562	373	935	118	77	195	1130
Masvingo	600	524	1124	102	57	159	1283
Mwenezi	252	147	399	66	41	107	506
Zaka	467	244	711	91	56	147	858
Grand Total	2961	1975	4936	587	371	958	5894

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

Highest qualification	M	F	Grand Total
Diploma or Certificate	1223	898	2121
Graduate with Teaching Qualification	1738	1077	2815
Graduate without Teaching Qualification	512	283	795
Other (unqualified)	68	82	150
Not Reported	7	6	13
Grand Total	3548	2346	5894

## 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	60	56	116	21530	21136	42666	0.28%	0.26%	0.27%	0.95
ECD B	146	123	269	25943	25308	51251	0.56%	0.49%	0.52%	0.86
Grade 1	512	438	950	31408	30498	61906	1.63%	1.44%	1.53%	0.88
Grade 2	379	334	713	28028	26921	54949	1.35%	1.24%	1.30%	0.92
Grade 3	279	226	505	26724	25920	52644	1.04%	0.87%	0.96%	0.84
Grade 4	263	213	476	25090	24911	50001	1.05%	0.86%	0.95%	0.82
Grade 5	243	199	442	23824	23616	47440	1.02%	0.84%	0.93%	0.83
Grade 6	214	194	408	23413	23581	46994	0.91%	0.82%	0.87%	0.90
Grade 7	84	89	173	21286	22013	43299	0.39%	0.40%	0.40%	1.02
Grand Total	2180	1872	4052	227246	223904	451150	0.96%	0.84%	0.90%	0.87

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	46	49	95	17104	17916	35020	0.27%	0.27%	0.27%	1.02
Form 2	48	71	119	16086	16477	32563	0.30%	0.43%	0.37%	1.44
Form 3	335	325	660	15899	15004	30903	2.11%	2.17%	2.14%	1.03
Form 4	308	401	709	14267	13191	27458	2.16%	3.04%	2.58%	1.41
Lower 6	5	4	9	3706	2903	6609	0.13%	0.14%	0.14%	1.02
Upper 6	10	7	17	3570	2545	6115	0.28%	0.28%	0.28%	0.98
Grand Total	752	857	1609	70632	68036	138668	1.06%	1.26%	1.16%	1.18

## 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	869	693	1562	517	464	981	2543
Death	112	70	182	34	23	57	239
Expulsion	3	4	7	16	3	19	26
Illness	91	69	160	26	52	78	238
Marriage	7	50	57	49	627	676	733
Other	200	196	396	113	111	224	620
Pregnancy	1	15	16	18	368	386	402
Financial	740	634	1374	1321	1235	2556	3930
Grand Total	2023	1731	3754	2094	2883	4977	8731

## 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	91.12%	90.06%	90.58%	1.50%	1.67%	1.59%	7.38%	8.27%	7.84%
To Grade 3	95.60%	95.26%	95.43%	1.24%	1.37%	1.30%	3.16%	3.38%	3.27%
To Grade 4	97.12%	94.13%	95.60%	0.89%	1.06%	0.97%	1.99%	4.81%	3.43%
To Grade 5	98.21%	95.66%	96.92%	0.89%	1.07%	0.98%	0.89%	3.27%	2.10%
To Grade 6	97.90%	94.29%	96.07%	0.83%	0.99%	0.91%	1.26%	4.72%	3.02%
To Grade 7	90.41%	89.09%	89.75%	0.80%	0.90%	0.85%	8.79%	10.01%	9.40%
To Form 1	81.74%	82.03%	81.88%	0.41%	0.40%	0.41%	17.86%	17.56%	17.71%
To Form 2	92.50%	93.49%	92.99%	0.28%	0.27%	0.27%	7.22%	6.24%	6.74%
To Form 3	96.03%	101.40%	98.72%	0.46%	0.31%	0.39%	3.51%	-1.71%	0.89%
To Form 4	81.78%	85.68%	83.77%	2.11%	2.09%	2.10%	16.10%	12.23%	14.13%
To Lower 6	22.22%	26.90%	24.63%	3.10%	2.25%	2.66%	74.68%	70.85%	72.71%
To Upper 6	93.27%	92.93%	77.28%	0.15%	0.13%	1.29%	6.58%	6.94%	21.43%

## 8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	91.59%	92.51%	92.04%
To Grade 3	88.45%	89.56%	88.99%
To Grade 4	84.16%	87.76%	85.92%
To Grade 5	81.38%	86.97%	84.10%
To Grade 6	77.51%	85.86%	81.54%
To Grade 7	69.70%	78.27%	73.83%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	93.74%	92.76%	93.24%
To Form 3	95.35%	89.49%	92.41%
To Form 4	83.45%	74.78%	79.08%
To Form 5	23.07%	17.30%	20.13%
To Form 6	21.48%	16.17%	18.77%

## 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
Bikita	10801	41941	19532	144	1030	469	75	41	42
Chiredzi	18422	69692	15242	173	1244	345	106	56	44
Chivi	10849	40638	17020	202	1055	434	54	39	39
Gutu	13808	48664	26006	257	1494	710	54	33	37
Masvingo	14838	60890	28720	256	1538	790	58	40	36
Mwenezi	12741	46635	12550	146	917	302	87	51	42
Zaka	12458	49335	20093	118	1128	473	106	44	42
Grand Total	93917	357795	139163	1296	8406	3523	72	43	40

### 9.2 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

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

## 9.3 WASH Facilities

### 9.3.1 Learner and Teacher to Toilet Ratio

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

District	Toilets for ECD		Toilets for Primary		Toilets for secondary		ECD Learner to Toilet Ratio		Primary Learner to Toilet Ratio		Secondary Learner to Toilet Ratio	
	M	F	M	F	M	F	M	F	M	F	M	F
Bikita	172	187	994	1017	624	540	32	29	21	20	16	17
Chiredzi	390	376	1208	1235	350	395	24	24	29	28	21	20
Chivi	221	638	983	1044	543	524	25	8	21	19	16	16
Gutu	291	290	1341	1429	1022	966	24	23	18	17	13	13
Masvingo	329	317	1359	1390	1105	982	23	23	23	22	13	14
Mwenezi	201	202	941	994	456	434	32	32	25	24	13	15
Zaka	198	205	1025	1071	522	514	32	30	24	23	20	18
Grand Total	1802	2215	7851	8180	4622	4355	26	21	23	22	15	16

## 9.4 Health and Feeding

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

District	Supplementary Feeding Programme		Health Clubs	
	Primary	Secondary	Primary	Secondary
Bikita	88	1	73	31
Chiredzi	131	12	100	32
Chivi	91	5	84	35
Gutu	106	4	85	36
Masvingo	131	6	111	42
Mwenezi	107	21	108	37
Zaka	93	2	93	26
Grand Total	747	51	654	239

## 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
Bikita	58489	52446	52742	19532
Chiredzi	61791	55436	88114	15242
Chivi	54122	49484	51487	17020
Gutu	74671	69493	62472	26006
Masvingo	79620	71470	75728	28720
Mwenezi	37226	32516	59376	12550
Zaka	55642	50978	61793	20093
Grand Total	421561	381823	451712	139163

## 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
Bikita	248	155	778	34	33	26	1274
Chiredzi	343	284	266	898	635	583	3009
Chivi	108	262	757	183	96	106	1512
Gutu	100	155	603	171	76	79	1184
Masvingo	156	581	706	243	323	220	2229
Mwenezi	186	99	655	364	311	297	1912
Zaka	112		1030	89	107	87	1425
Grand Total	1253	1536	4795	1982	1581	1398	12545

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

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Bikita	11	23	765	799
Chiredzi	5	0	493	498
Chivi	5	40	652	697
Gutu	48	55	932	1035
Masvingo	37	107	1247	1391
Mwenezi	15	12	236	263
Zaka	134	0	1101	1235
Grand Total	255	237	5426	5918

## 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	17730	18706	36436	6830	7761	14591	38.52%	41.49%	40.05%	1.08
2015	19248	20457	39705	8327	9701	18028	43.26%	47.42%	45.40%	1.10
2016	19257	20959	40220	8771	10069	18842	45.55%	48.04%	46.85%	1.05
2017	19340	21042	40388	9097	10208	19309	47.04%	48.51%	47.81%	1.03

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
Bikita	2495	2629	5124	1141	1211	2352	45.73%	46.06%	45.90%	1.01
Chiredzi	3206	3701	6907	1579	1784	3363	49.25%	48.20%	48.69%	0.98
Chivi	2366	2470	4836	994	1092	2086	42.01%	44.21%	43.13%	1.05
Gutu	2943	3116	6062	1465	1698	3164	49.78%	54.49%	52.19%	1.09
Masvingo	3322	3631	6956	1955	2239	4197	58.85%	61.66%	60.34%	1.05
Mwenezi	2049	2463	4512	697	816	1513	34.02%	33.13%	33.53%	0.97
Zaka	2959	3032	5991	1266	1368	2634	42.78%	45.12%	43.97%	1.05
Masvingo	19340	21042	40388	9097	10208	19309	47.04%	48.51%	47.81%	1.03

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	10941	10501	21443	2990	2366	5356	27.33%	22.53%	24.98%	0.82
2015	10593	10143	20736	3592	2798	6390	33.91%	27.59%	30.82%	0.81
2016	10247	10088	20335	3700	2954	6654	36.11%	29.28%	32.72%	0.81
2017	10774	10588	21363	3794	3054	6848	35.21%	28.84%	32.06%	0.82

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
Bikita	1592	1603	3195	597	446	1043	37.50%	27.82%	32.64%	0.74
Chiredzi	1021	1140	2161	421	266	687	41.23%	23.33%	31.79%	0.57
Chivi	1394	1314	2709	409	312	721	29.34%	23.74%	26.61%	0.81
Gutu	2009	1810	3819	753	626	1379	37.48%	34.59%	36.11%	0.92
Masvingo	2283	2221	4504	867	815	1682	37.98%	36.70%	37.34%	0.97
Mwenezi	849	1064	1913	242	221	463	28.50%	20.77%	24.20%	0.73
Zaka	1626	1436	3062	505	368	873	31.06%	25.63%	28.51%	0.83
Masvingo	10774	10588	21363	3794	3054	6848	35.21%	28.84%	32.06%	0.82

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	2688	1768	4456	2309	1581	3890	85.90%	89.42%	87.30%	1.04
2015	2983	1848	4831	2699	1724	4423	90.48%	93.29%	91.55%	1.03
2016	2952	1958	4910	2683	1826	4509	90.89%	93.26%	91.83%	1.03
2017	3473	2367	5840	3057	2180	5237	88.02%	92.10%	89.67%	1.05

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
Bikita	591	379	970	546	360	906	92.39%	94.99%	93.40%	1.03
Chiredzi	386	267	653	312	233	545	80.83%	87.27%	83.46%	1.08
Chivi	382	228	610	330	217	547	86.39%	95.18%	89.67%	1.10
Gutu	648	470	1118	594	429	1023	91.67%	91.28%	91.50%	1.00
Masvingo	762	599	1361	635	545	1180	83.33%	90.98%	86.70%	1.09
Mwenezi	228	177	405	202	162	364	88.60%	91.53%	89.88%	1.03
Zaka	476	247	723	438	234	672	92.02%	94.74%	92.95%	1.03
Masvingo	3473	2367	5840	3057	2180	5237	88.02%	92.10%	89.67%	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.