

ANNUAL EDUCATION STATISTICS PROFILE MASHONALAND CENTRAL PROVINCE 2017

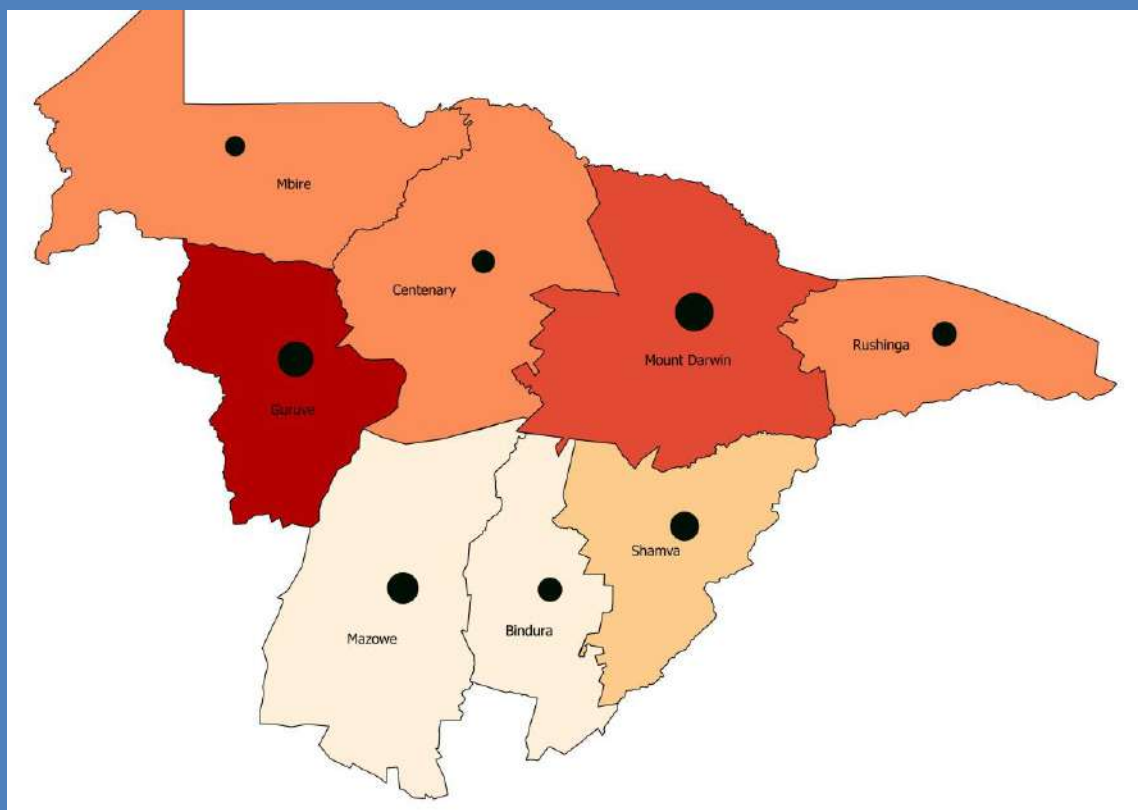


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Chapter 1: Preamble

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	16257	16574	32831
4	17305	17414	34719
5	17288	16809	34097
6	16082	16141	32223
7	16750	16594	33344
8	16058	16070	32128
9	16158	16312	32470
10	16007	15931	31938
11	15273	15204	30477
12	20345	19812	40157
13	15351	14919	30270
14	14912	13724	28636
15	14093	12481	26574
16	13655	12365	26020
17	13963	12147	26109
18	13621	12615	26236
Grand Total	253118	245112	498230

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	
Bindura	11678	11651	23329	11379	11472	22851	8332	7780	16112	4023	3771	7794	70087
Guruve	9136	8731	17867	9154	8909	18064	6550	5987	12536	3063	2603	5666	54133
Mazowe	16688	16502	33190	16521	16545	33066	11504	10852	22356	5524	5310	10834	99446
Mbire	6465	6390	12855	6322	6196	12518	4263	4058	8321	1952	1709	3661	37354
Mount Darwin	15835	15749	31584	16109	16190	32299	10997	10006	21002	5175	4672	9847	94732
Muzarabani	9507	9680	19187	9501	9264	18765	6328	5612	11941	2904	2526	5430	55322
Rushinga	5483	5618	11101	6030	6021	12051	3968	3614	7582	1826	1575	3401	34135
Shamva	8889	9212	18102	8826	8732	17558	6069	5581	11649	3117	2596	5713	53022
Grand Total	83681	83533	167215	83842	83328	167171	58010	53489	111500	27584	24762	52346	498230

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	481		483		202	
2013	484	0.62%	486	0.62%	208	2.97%
2014	488	0.83%	488	0.41%	209	0.48%
2015	495	1.43%	495	1.43%	228	9.09%
2016	497	0.40%	502	1.41%	241	5.70%
2017	503	1.21%	508	1.20%	245	1.66%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bindura	60	27	87	11.81%	11.02%	11.55%
Guruve	59	30	89	11.61%	12.24%	11.82%
Mazowe	103	46	149	20.28%	18.78%	19.79%
Mbire	35	20	55	6.89%	8.16%	7.30%
Mt. Darwin	91	46	137	17.91%	18.78%	18.19%
Muzarabani	63	24	87	12.40%	9.80%	11.55%
Rushinga	48	23	71	9.45%	9.39%	9.43%
Shamva	49	29	78	9.65%	11.84%	10.36%
Grand Total	508	245	753	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
Bindura	48	12	60	14	13	27
Guruve	47	12	59	18	12	30
Mazowe	73	30	103	31	15	46
Mbire	28	7	35	8	12	20
Mt. Darwin	82	9	91	29	17	46
Muzarabani	40	23	63	11	13	24
Rushinga	43	5	48	14	9	23
Shamva	39	10	49	22	7	29
Grand Total	400	108	508	147	98	245

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
Bindura	47	13	60	21	6	27
Guruve	59		59	30		30
Mazowe	85	18	103	35	11	46
Mbire	35		35	20		20
Mt. Darwin	89	2	91	45	1	46
Muzarabani	62	1	63	24		24
Rushinga	48		48	23		23
Shamva	45	4	49	28	1	29
Grand Total	470	38	508	226	19	245

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Responsible Authority	Primary	Secondary	Grand Total
Church/Mission	17	21	38
City Council	5	2	7
District Council	427	194	621
Farm	11	1	12
Government	27	15	42
Mine	6		6
Other	5	3	8
Other Government Line Ministries	1	1	2
Private Company	7	8	15
Trust	2		2
Grand Total	508	245	753

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	330	357	687	1.67%
6 years	4990	5552	10542	25.69%
7 years	9810	9706	19516	47.57%
8 years	3801	3328	7129	17.38%
9 years	1167	996	2163	5.27%
10 years	394	339	733	1.79%
11 years	102	71	173	0.42%
12 years	52	21	73	0.18%
Above 12	9	3	12	0.03%
Grand Total	20655	20373	41028	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	315	402	717	3.28%
13 years	2087	2765	4852	22.16%
14 years	3954	4238	8192	37.42%
15 years	2845	2380	5225	23.87%
16 years	1288	759	2047	9.35%
17 years	519	185	704	3.22%
18 years	110	23	133	0.61%
above 18	21	2	23	0.11%
Grand Total	11139	10754	21893	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	16964	17158	34122	125716	122241	247957	282079
2013	18446	18741	37187	126214	122814	249028	286215
2014	20718	20482	41200	125483	122389	247872	289072
2015	25438	25482	50920	124477	120769	245246	296166
2016	29393	29076	58469	124644	120942	245586	304055
2017	30931	31014	61945	124578	122561	247139	309084

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
Bindura	3472	5342	6160	5499	5172	5103	4823	4592	4323	44	44530
Guruve	4093	4628	4880	4126	4006	3960	3896	3808	3403	100	36900
Mazowe	4674	6607	8114	7116	7045	7125	6616	6576	6209	191	60273
Mbire	2099	2339	2722	2683	2644	2720	2342	2311	1985	101	21946
Mt. Darwin	4857	5898	7719	7176	6644	6391	5802	6124	5320	144	56075
Muzarabani	3118	3283	4447	3856	3447	3504	3547	3180	3015	133	31530
Rushinga	1911	2319	3016	2758	2584	2572	2452	2373	2538	44	22567
Shamva	3286	4019	4449	4275	3890	4018	3723	3840	3474	289	35263
Grand Total	27510	34435	41507	37489	35432	35393	33201	32804	30267	1046	309084

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	12300	12558	24858	15348	15253	30601	55459
Urban	1354	1298	2652	1929	1905	3834	6486
Grand Total	13654	13856	27510	17277	17158	34435	61945

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	32	38	70	2	2	4	74
3 years	833	993	1826	15	18	33	1859
4 years	4429	4626	9055	533	515	1048	10103
5 years	5680	5583	11263	5140	5388	10528	21791
6 years	2129	2089	4218	8031	7938	15969	20187
7 years	467	450	917	2826	2570	5396	6313
8 years	68	60	128	557	533	1090	1218
9 years	14	15	29	132	160	292	321
10 years	1	2	3	33	24	57	60
11 years	0	0	0	5	3	8	8
12 years	1	0	1	2	3	5	6
Above 12	0	0	0	1	4	5	5
Grand Total	13654	13856	27510	17277	17158	34435	61945

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	18545	18300	36845	2328	2334	4662	41507
Grade 2	16874	16412	33286	2094	2109	4203	37489
Grade 3	15909	15516	31425	1987	2020	4007	35432
Grade 4	16040	15423	31463	1998	1932	3930	35393
Grade 5	14815	14591	29406	1896	1899	3795	33201
Grade 6	14578	14569	29147	1865	1792	3657	32804
Grade 7	13242	13482	26724	1797	1746	3543	30267
Skills Orientation	475	356	831	135	80	215	1046
Grand Total	110478	108649	219127	14100	13912	28012	247139

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	780	0	0	0	0	0	0	5	785
6 years	11129	731	0	0	0	0	0	2	11862
7 years	19626	9361	618	0	0	0	0	8	29613
8 years	6965	15885	8008	667	0	0	0	51	31576
9 years	2071	7732	14531	8029	764	0	0	188	33315
10 years	682	2741	7955	13533	7108	719	0	344	33082
11 years	159	696	2849	7999	12894	7264	744	217	32822
12 years	76	270	1036	3451	8030	13148	7396	111	33518
Above 12	19	73	435	1714	4405	11673	22127	120	40566
Grand Total	41507	37489	35432	35393	33201	32804	30267	1046	247139

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	35966	32341	68307	47.35%		2220	1434	3654	39.24%		38186	33775	71961	46.94%	
2013	36985	33889	70874	47.82%	3.76%	2216	1534	3750	40.91%	2.6%	39201	35423	74624	47.47%	3.70%
2014	37756	35058	72814	48.15%	2.74%	2315	1549	3864	40.09%	3.0%	40071	36607	76678	47.74%	2.75%
2015	38976	35735	74711	47.83%	2.61%	2443	1671	4114	40.62%	6.5%	41419	37406	78825	47.45%	2.80%
2016	41330	38068	79398	47.95%	6.27%	2782	1939	4721	41.07%	14.75%	44112	40007	84119	47.56%	6.72%
2017	41274	38189	79463	48.06%	0.08%	2938	2233	5171	43.18%	9.53%	44212	40422	84634	47.76%	0.61%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Bindura	2732	2719	2570	2311	369	463		11164
Guruve	2777	2534	2252	1959	297	310	1	10130
Mazowe	4470	4628	4268	3686	667	590		18309
Mbire	1387	1426	1246	917	95	63		5134
Mt. Darwin	3957	3751	3180	2824	403	384		14499
Muzarabani	2007	1913	1512	1208	219	229		7088
Rushinga	1838	1920	1504	1491	161	167		7081
Shamva	2959	2899	2550	2067	387	367	0	11229
Grand Total	22127	21790	19082	16463	2598	2573	1	84634

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	10054	9746	19800	1202	1125	2327	22127
Form 2	9753	9702	19455	1202	1133	2335	21790
Form 3	8935	7846	16781	1194	1107	2301	19082
Form 4	7752	6523	14275	1181	1007	2188	16463
Lower 6	1106	854	1960	337	301	638	2598
Upper 6	1132	737	1869	363	341	704	2573
Skills Orientation	1	0	1				1
Grand Total	38733	35408	74141	5479	5014	10493	84634

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	634	0	0	0	0	0	0	634
13 years	4831	657	0	0	0	0	0	5488
14 years	8319	5042	613	0	0	0	0	13974
15 years	5343	7974	4288	611	0	0	0	18216
16 years	2101	5136	6745	3903	93	0	0	17978
17 years	725	2209	4642	5926	1029	253	0	14784
18 years	141	594	2035	3761	905	1174	0	8610
above 18	33	178	759	2262	571	1146	1	4950
Grand Total	22127	21790	19082	16463	2598	2573	1	84634

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Bindura	10279	10194	20473	12307	11750	24057	5831	5333	11164	55694
Guruve	8946	8781	17727	9776	9397	19173	5258	4872	10130	47030
Mazowe	13438	13073	26511	17137	16625	33762	10022	8287	18309	78582
Mbire	4984	4859	9843	6162	5941	12103	2735	2399	5134	27080
Mt. Darwin	12672	12978	25650	15074	15351	30425	7319	7180	14499	70574
Muzarabani	7399	7305	14704	8433	8393	16826	3652	3436	7088	38618
Rushinga	5002	5002	10004	6250	6313	12563	3539	3542	7081	29648
Shamva	8052	7977	16029	9598	9636	19234	5856	5373	11229	46492
Grand Total	70772	70169	140941	84737	83406	168143	44212	40422	84634	393718

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
Bindura	3014	3124	6138	902	980	1882	2259	2252	4511
Guruve	2423	2262	4685	425	492	917	1767	1703	3469
Mazowe	4110	4070	8180	923	1087	2010	3147	3194	6341
Mbire	1360	1306	2666	357	393	750	1237	1305	2542
Mount Darwin	3793	3724	7517	964	1033	1997	2981	2978	5958
Muzarabani	2239	2187	4426	506	532	1038	1943	1905	3849
Rushinga	1571	1521	3092	505	514	1019	1004	1074	2078
Shamva	2145	2179	4324	408	521	929	1745	1730	3475
Grand Total	20655	20373	41028	4990	5552	10542	16082	16141	32223

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	
Bindura	39.94%	43.51%	41.72%	1.09	133.44%	138.70%	136.07%	1.04
Guruve	24.06%	28.90%	26.43%	1.20	137.14%	132.85%	135.04%	0.97
Mazowe	29.33%	34.03%	31.70%	1.16	130.61%	127.43%	129.01%	0.98
Mbire	28.86%	30.11%	29.50%	1.04	109.94%	100.05%	104.86%	0.91
Mount Darwin	32.34%	34.69%	33.52%	1.07	127.25%	125.07%	126.16%	0.98
Muzarabani	26.04%	27.92%	26.97%	1.07	115.22%	114.77%	115.00%	1.00
Rushinga	50.31%	47.85%	49.04%	0.95	156.52%	141.60%	148.81%	0.90
Shamva	23.39%	30.12%	26.74%	1.29	122.95%	125.96%	124.44%	1.02
Grand Total	31.03%	34.40%	32.72%	1.11	128.44%	126.22%	127.33%	0.98

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
Bindura	1378	1258	2636	312	338	650	2222	2165	4387
Guruve	1353	1322	2675	212	333	545	1747	1746	3493
Mazowe	2378	2073	4451	472	562	1034	3069	2937	6005
Mbire	708	670	1378	70	118	188	1196	1218	2414
Mount Darwin	1969	1972	3941	368	523	891	2850	2738	5588
Muzarabani	1010	983	1993	173	188	361	1642	1643	3284
Rushinga	892	957	1849	181	275	456	1033	978	2012
Shamva	1451	1519	2970	299	428	727	1592	1495	3087
Grand Total	11139	10754	21893	2087	2765	4852	15351	14919	30270

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	
Bindura	14.04%	15.61%	14.82%	1.11	62.02%	58.10%	60.09%	0.94
Guruve	12.14%	19.08%	15.60%	1.57	77.46%	75.73%	76.59%	0.98
Mazowe	15.38%	19.14%	17.22%	1.24	77.49%	70.59%	74.12%	0.91
Mbire	5.85%	9.69%	7.79%	1.66	59.19%	55.00%	57.08%	0.93
Mount Darwin	12.91%	19.10%	15.94%	1.48	69.08%	72.03%	70.52%	1.04
Muzarabani	10.54%	11.44%	10.99%	1.09	61.52%	59.84%	60.68%	0.97
Rushinga	17.52%	28.10%	22.67%	1.60	86.34%	97.80%	91.92%	1.13
Shamva	18.78%	28.64%	23.55%	1.53	91.13%	101.64%	96.22%	1.12
Grand Total	13.60%	18.53%	16.03%	1.36	72.56%	72.08%	72.33%	0.99

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	
Bindura	63.24%	61.56%	62.40%	0.97	34.07%	32.92%	33.49%	0.97
Guruve	78.45%	82.73%	80.54%	1.05	39.14%	42.24%	40.65%	1.08
Mazowe	56.37%	54.96%	55.67%	0.98	25.36%	25.21%	25.29%	0.99
Mbire	55.57%	59.07%	57.29%	1.06	37.14%	39.77%	38.43%	1.07
Mount Darwin	53.84%	57.28%	55.57%	1.06	29.79%	33.07%	31.43%	1.11
Muzarabani	56.77%	55.06%	55.90%	0.97	31.83%	31.87%	31.85%	1.00
Rushinga	61.90%	62.43%	62.17%	1.01	42.44%	44.57%	43.52%	1.05
Shamva	67.85%	64.17%	65.97%	0.95	34.95%	34.19%	34.56%	0.98
Grand Total	60.83%	61.05%	60.94%	1.00	32.70%	33.71%	33.21%	1.03

5.2 Primary Participation Rates

Table 26: Primary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Bindura	113.34%	109.51%	111.42%	0.97	93.74%	94.15%	93.95%	1.00
Guruve	112.76%	111.73%	112.26%	0.99	87.97%	90.88%	89.41%	1.03
Mazowe	107.85%	105.19%	106.52%	0.98	86.64%	88.69%	87.66%	1.02
Mbire	101.29%	97.37%	99.33%	0.96	82.36%	81.16%	81.76%	0.99
Mount Darwin	101.18%	102.38%	101.78%	1.01	83.12%	86.10%	84.61%	1.04
Muzarabani	94.46%	95.19%	94.82%	1.01	79.36%	81.08%	80.21%	1.02
Rushinga	112.58%	111.77%	112.17%	0.99	98.56%	99.39%	98.98%	1.01
Shamva	113.64%	113.77%	113.71%	1.00	92.81%	97.39%	95.10%	1.05
Grand Total	106.77%	105.60%	106.19%	0.99	87.41%	89.43%	88.42%	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	
Bindura	64.92%	63.28%	64.13%	0.97	45.57%	48.64%	47.05%	1.07
Guruve	75.13%	76.87%	75.96%	1.02	48.32%	56.28%	52.12%	1.16
Mazowe	80.87%	71.41%	76.27%	0.88	52.73%	54.52%	53.60%	1.03
Mbire	62.12%	57.37%	59.80%	0.92	34.77%	37.53%	36.11%	1.08
Mount Darwin	62.34%	68.53%	65.29%	1.10	40.69%	51.21%	45.70%	1.26
Muzarabani	53.55%	57.93%	55.61%	1.08	33.37%	40.21%	36.59%	1.20
Rushinga	84.18%	94.43%	89.07%	1.12	57.77%	72.65%	64.86%	1.26
Shamva	89.13%	90.77%	89.92%	1.02	59.17%	71.24%	64.96%	1.20
Grand Total	71.15%	71.40%	71.27%	1.00	46.51%	53.42%	49.83%	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	
Bindura	10.49%	10.87%	10.67%	1.04	5.54%	7.61%	6.54%	1.37
Guruve	11.00%	10.37%	10.71%	0.94	5.88%	7.41%	6.58%	1.26
Mazowe	13.02%	10.13%	11.60%	0.78	8.56%	7.70%	8.14%	0.90
Mbire	4.46%	4.15%	4.32%	0.93	2.05%	2.46%	2.24%	1.20
Mount Darwin	8.97%	6.91%	7.99%	0.77	5.80%	4.92%	5.38%	0.85
Muzarabani	9.06%	7.33%	8.25%	0.81	6.34%	5.90%	6.13%	0.93
Rushinga	10.90%	8.19%	9.64%	0.75	4.11%	5.33%	4.68%	1.30
Shamva	14.34%	11.83%	13.20%	0.82	8.63%	8.59%	8.61%	1.00
Grand Total	10.65%	9.02%	9.88%	0.85	6.32%	6.53%	6.42%	1.03

Chapter 6 Equity

6.1 Orphaned and Vulnerable Children (OVC)

Table 29: ECD, Primary Grade 1-7 and Secondary Orphaned and Vulnerable Children (OVC) by District

	ECD			Primary Grade 1-7			Secondary		
	M	F	T	M	F	T	M	F	T
Bindura	602	564	1166	3496	3402	6898	1593	1555	3148
Guruve	718	751	1469	3405	3269	6674	1875	1913	3788
Mazowe	792	779	1571	5520	5412	10932	2764	2714	5478
Mbire	354	376	730	1957	2089	4046	1158	1196	2354
Mt. Darwin	1038	1023	2061	5141	5136	10277	2740	3011	5751
Muzarabani	942	901	1843	3906	3845	7751	1334	1390	2724
Rushinga	490	493	983	2125	2141	4266	1373	1440	2813
Shamva	592	526	1118	2943	2980	5923	1485	1416	2901
Grand Total	5528	5413	10941	28493	28274	56767	14322	14635	28957

6.2 Number of OVC by Type

Table 30: Number of ECD OVC by Type, Sex and Province

	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bindura	80	68	148	133	119	252	127	125	252	262	252	514	1166
Guruve	92	91	183	128	144	272	154	152	306	344	364	708	1469
Mazowe	95	83	178	147	152	299	146	168	314	404	376	780	1571
Mbire	35	34	69	37	54	91	76	59	135	206	229	435	730
Mt. Darwin	113	123	236	193	195	388	232	212	444	500	493	993	2061
Muzarabani	138	112	250	192	183	375	197	185	382	415	421	836	1843
Rushinga	68	62	130	90	77	167	81	102	183	251	252	503	983
Shamva	76	71	147	117	93	210	127	107	234	272	255	527	1118
Grand Total	697	644	1341	1037	1017	2054	1140	1110	2250	2654	2642	5296	10941

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	
Bindura	537	517	1054	747	728	1475	1123	1079	2202	1089	1078	2167	6898
Guruve	554	495	1049	653	646	1299	955	922	1877	1243	1206	2449	6674
Mazowe	693	763	1456	1146	1132	2278	1710	1605	3315	1971	1912	3883	10932
Mbire	266	271	537	312	367	679	473	520	993	906	931	1837	4046
Mt. Darwin	633	622	1255	1069	1022	2091	1370	1463	2833	2069	2029	4098	10277
Muzarabani	586	540	1126	654	633	1287	852	826	1678	1814	1846	3660	7751
Rushinga	372	345	717	501	501	1002	580	579	1159	672	716	1388	4266
Shamva	449	495	944	627	671	1298	956	884	1840	911	930	1841	5923
Grand Total	4090	4048	8138	5709	5700	11409	8019	7878	15897	10675	10648	21323	56767

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	
Bindura	304	293	597	369	348	717	529	531	1060	391	383	774	3148
Guruve	413	426	839	394	387	781	615	610	1225	453	490	943	3788
Mazowe	546	477	1023	633	644	1277	892	924	1816	693	669	1362	5478
Mbire	219	213	432	242	220	462	253	288	541	444	475	919	2354
Mt. Darwin	487	461	948	585	626	1211	719	810	1529	949	1114	2063	5751
Muzarabani	214	245	459	307	295	602	303	335	638	510	515	1025	2724
Rushinga	235	245	480	346	407	753	299	315	614	493	473	966	2813
Shamva	340	306	646	357	384	741	594	550	1144	194	176	370	2901
Grand Total	2758	2666	5424	3233	3311	6544	4204	4363	8567	4127	4295	8422	28957

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	294	271	565	71	81	152	1434
	Blind	8	4	12	2	0	2	28
Physical Impairment	Gross motor	167	89	256	18	11	29	570
	Fine motor	136	99	235	21	27	48	566
Hearing impairment	Mild to moderate	281	242	523	45	42	87	1220
	Severe to profound	103	64	167	8	3	11	356
Intellectual challenges	Mild to moderate	730	675	1405	86	65	151	3112
	Severe to profound	263	173	436	23	11	34	940
Communication and speech	Mild to moderate	427	291	718	57	33	90	1616
	Severe to profound	46	27	73	9	5	14	174
Learning Disability	Dyslexia	533	442	975	79	75	154	2258
Multiple Disabilities		161	99	260	13	14	27	574
Grand Total		3149	2476	5625	432	367	799	12848

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	
Bindura	259	248	507	1360	1264	2624	144	118	262	3393
Guruve	177	151	328	1741	1641	3382	53	45	98	3808
Mazowe	321	277	598	2178	2124	4302	252	311	563	5463
Mbire	90	62	152	1549	1480	3029	42	58	100	3281
Mt. Darwin	206	211	417	3129	3308	6437	340	365	705	7559
Muzarabani	136	139	275	1426	1532	2958	285	309	594	3827
Rushinga	293	299	592	1431	1485	2916	25	31	56	3564
Shamva	256	234	490	1394	1443	2837	590	493	1083	4410
Grand Total	1738	1621	3359	14208	14277	28485	1731	1730	3461	35305

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	
Bindura	61	83	144	407	352	759	76	64	140	1043
Guruve	235	166	401	675	433	1108	75	844	919	2428
Mazowe	150	133	283	781	689	1470	252	291	543	2296
Mbire	0	0	0	566	442	1008	0	367	367	1375
Mt. Darwin	36	11	47	987	879	1866	318	1257	1575	3488
Muzarabani	90	47	137	408	322	730	149	618	767	1634
Rushinga	131	183	314	331	317	648	68	309	377	1339
Shamva	183	144	327	641	550	1191	258	260	518	2036
Grand Total	886	767	1653	4796	3984	8780	1196	4010	5206	15639

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	
Bindura	8	129	137	5	43	48	185
Guruve	11	27	38	3	138	141	179
Mazowe	54	158	212	13	172	185	397
Mbire	6	20	26	13	72	85	111
Mt. Darwin	8	36	44	1	138	139	183
Muzarabani	1	9	10	11	106	117	127
Rushinga	5	10	15	2	85	87	102
Shamva	11	76	87	2	91	93	180
Grand Total	104	465	569	50	845	895	1464

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	19	35	54
ECD Para Professional	42	772	814
Non-Teaching Degree	6	73	79
Other Unqualified	2		2
Diploma or Certificate in Education	85	430	515
Grand Total	154	1310	1464

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	
Bindura	335	531	866	10	7	17	883
Guruve	394	322	716	2	1	3	719
Mazowe	505	579	1084	12	11	23	1107
Mbire	204	224	428	2	1	3	431
Mt. Darwin	539	560	1099	2	4	6	1105
Muzarabani	308	316	624	4	3	7	631
Rushinga	232	227	459	1		1	460
Shamva	289	381	670		2	2	672
Grand Total	2806	3140	5946	33	29	62	6008

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	476	265	741
ECD Para Professional	17	10	27
Graduate without teaching qualification	9	14	23
Non-Teaching Degree	6	5	11
Other Unqualified	1		1
Diploma or Certificate in Education	2330	2875	5205
Grand Total	2839	3169	6008

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	
Bindura	167	220	387	33	28	61	448
Guruve	175	106	281	72	60	132	413
Mazowe	304	281	585	69	40	109	694
Mbire	88	49	137	33	10	43	180
Mt. Darwin	237	165	402	80	75	155	557
Muzarabani	112	66	178	39	16	55	233
Rushinga	130	88	218	43	20	63	281
Shamva	204	141	345	54	35	89	434
Grand Total	1417	1116	2533	423	284	707	3240

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

Highest qualification	M	F	Grand Total
Diploma or Certificate	781	679	1460
Graduate with Teaching Qualification	636	437	1073
Graduate without Teaching Qualification	375	234	609
Other (unqualified)	45	46	91
Not Reported	3	4	7
Grand Total	1840	1400	3240

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	37	28	65	13654	13856	27510	0.27%	0.20%	0.24%	0.75
ECD B	114	112	226	17277	17158	34435	0.66%	0.65%	0.66%	0.99
Grade 1	386	313	699	20873	20634	41507	1.85%	1.52%	1.68%	0.82
Grade 2	191	188	379	18968	18521	37489	1.01%	1.02%	1.01%	1.01
Grade 3	137	106	243	17896	17536	35432	0.77%	0.60%	0.69%	0.79
Grade 4	150	116	266	18038	17355	35393	0.83%	0.67%	0.75%	0.80
Grade 5	134	126	260	16711	16490	33201	0.80%	0.76%	0.78%	0.95
Grade 6	158	136	294	16443	16361	32804	0.96%	0.83%	0.90%	0.87
Grade 7	33	35	68	15039	15228	30267	0.22%	0.23%	0.22%	1.05
Grand Total	1340	1160	2500	154899	153139	308038	0.87%	0.76%	0.81%	0.88

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	4	0	4	11256	10871	22127	0.04%	0.00%	0.02%	0.00
Form 2	8	5	13	10955	10835	21790	0.07%	0.05%	0.06%	0.63
Form 3	85	34	119	10129	8953	19082	0.84%	0.38%	0.62%	0.45
Form 4	38	30	68	8933	7530	16463	0.43%	0.40%	0.41%	0.94
Lower 6	0	0	0	1443	1155	2598	0.00%	0.00%	0.00%	0.00
Upper 6	1	0	1	1495	1078	2573	0.07%	0.00%	0.04%	0.00
Grand Total	136	69	205	44211	40422	84633	0.31%	0.17%	0.24%	0.55

8.2 Dropouts

Table 44: School Dropouts by Reasons, Level and Sex

Dropout by reasons	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	1161	918	2079	604	433	1037	3116
Death	103	71	174	24	23	47	221
Expulsion	3	2	5	5	8	13	18
Illness	49	37	86	28	26	54	140
Marriage	4	52	56	101	557	658	714
Other	367	352	719	201	193	394	1113
Pregnancy		22	22	1	456	457	479
Financial	586	498	1084	1114	906	2020	3104
Grand Total	2273	1952	4225	2078	2602	4680	8905

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	94.0%	92.8%	93.39%	1.6%	1.9%	1.76%	4.4%	5.3%	4.85%
To Grade 3	96.6%	95.7%	96.17%	1.0%	1.0%	1.04%	2.3%	3.2%	2.79%
To Grade 4	99.5%	99.5%	99.52%	0.6%	0.8%	0.69%	-0.1%	-0.3%	-0.20%
To Grade 5	96.8%	95.0%	95.90%	0.7%	0.9%	0.77%	2.5%	4.1%	3.33%
To Grade 6	97.2%	96.2%	96.72%	0.8%	0.8%	0.77%	2.0%	3.0%	2.51%
To Grade 7	91.9%	88.5%	90.20%	0.8%	0.9%	0.88%	7.3%	10.6%	8.92%
To Form 1	71.2%	72.4%	71.83%	0.2%	0.2%	0.22%	28.6%	27.4%	27.95%
To Form 2	93.3%	92.7%	92.99%	0.0%	0.0%	0.03%	6.7%	7.3%	6.98%
To Form 3	90.0%	95.4%	92.79%	0.1%	0.1%	0.09%	9.9%	4.5%	7.12%
To Form 4	81.6%	85.1%	83.46%	0.4%	0.9%	0.67%	17.9%	14.1%	15.88%
To Lower 6	15.6%	16.9%	16.30%	0.5%	0.5%	0.53%	83.8%	82.6%	83.18%
To Upper 6	95.8%	94.4%	75.19%	0.0%	0.1%	0.30%	4.2%	5.6%	24.51%

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	94.60%	95.55%	95.07%
To Grade 3	91.52%	93.28%	92.39%
To Grade 4	91.79%	93.39%	92.58%
To Grade 5	87.96%	91.05%	89.47%
To Grade 6	85.32%	89.19%	87.21%
To Grade 7	76.25%	82.68%	79.38%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	92.73%	93.30%	93.01%
To Form 3	88.58%	84.03%	86.39%
To Form 4	76.00%	68.90%	72.58%
To Form 5	12.89%	10.84%	11.90%
To Form 6	12.18%	10.39%	11.31%

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
Bindura	8814	35716	11164	100	697	235	88	51	48
Guruve	8721	28179	10130	95	538	232	92	52	44
Mazowe	11281	48992	18309	163	950	359	69	52	51
Mbire	4438	17508	5134	35	295	102	127	59	50
Mt. Darwin	10755	45320	14499	100	958	327	108	47	44
Muzarabani	6401	25129	7088	43	438	125	149	57	57
Rushinga	4230	18337	7081	38	466	175	111	39	40
Shamva	7305	27958	11229	83	554	260	88	50	43
Grand Total	61945	247139	84634	657	4896	1815	94	50	47

9.2 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

Main electricity source	Primary	Secondary	Grand Total
Generator	5	7	12
Grid	283	153	436
None	200	74	274
Other	7	2	9
Solar	11	8	19
Not Reported	2	1	3
Grand Total	508	245	753

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
Bindura	127	128	572	600	221	248	35	34	32	29	26	22
Guruve	116	114	445	449	258	275	38	38	32	31	20	18
Mazowe	184	179	947	881	540	587	31	31	26	27	19	14
Mbire	78	78	375	340	134	131	28	29	24	25	20	18
Mt. Darwin	136	139	884	929	468	446	38	40	26	25	16	16
Muzarabani	124	124	477	491	178	190	26	26	26	25	21	18
Rushinga	60	58	476	484	190	189	35	37	19	19	19	19
Shamva	87	89	469	483	288	303	42	41	30	29	20	18
Grand Total	912	909	4645	4657	2277	2369	34	34	27	26	19	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
Bindura	48		39	11
Guruve	57	20	22	16
Mazowe	101	10	58	29
Mbire	35	16	31	15
Mt. Darwin	84	18	67	16
Muzarabani	60	11	38	15
Rushinga	43	1	29	11
Shamva	47	2	23	18
Grand Total	475	78	307	131

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
Bindura	43419	39197	44530	11164
Guruve	29540	28524	36900	10130
Mazowe	60104	57613	60273	18309
Mbire	11792	10973	21946	5134
Mt. Darwin	43843	41127	56075	14499
Muzarabani	22760	22512	31530	7088
Rushinga	23802	22766	22567	7081
Shamva	29625	28341	35263	11229
Grand Total	264885	251053	309084	84634

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
Bindura	97	232	84	56	35	17	521
Guruve	154	274	341	34	27	2	832
Mazowe	144	239	350	53	10	36	832
Mbire	49	52	201	60	39	43	444
Mt. Darwin	324	39	291	17	18	112	801
Muzarabani	175	312	384	83	37	19	1010
Rushinga	57	55	920	47	40	15	1134
Shamva	71	123	762	39	9	8	1012
Grand Total	1071	1326	3333	389	215	252	6586

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

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Bindura	0	24	40	64
Guruve	28	58	271	357
Mazowe	48	30	950	1028
Mbire	2	20	96	118
Mt. Darwin	109	0	111	220
Muzarabani		100	221	321
Rushinga	8	78	189	275
Shamva	126	83	202	411
Grand Total	321	393	2080	2794

Chapter 11: Learning Outcomes

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

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	13381	13435	26816	3693	3784	7477	27.60%	28.17%	27.88%	1.02
2015	14081	14298	28380	4112	4408	8521	29.20%	30.83%	30.02%	1.06
2016	14519	14811	29331	4599	4815	9414	31.68%	32.51%	32.10%	1.03
2017	13739	14301	28041	4708	5161	9870	34.27%	36.09%	35.20%	1.05

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
Bindura	2093	2037	4130	906	947	1853	43.29%	46.49%	44.87%	1.07
Gurube	1577	1612	3189	615	647	1262	39.00%	40.14%	39.57%	1.03
Mazowe	2980	3013	5994	1254	1311	2566	42.08%	43.51%	42.81%	1.03
Mbire	869	908	1777	158	159	317	18.18%	17.51%	17.84%	0.96
Mt. Darwin	2210	2534	4744	612	791	1403	27.69%	31.22%	29.57%	1.13
Muzarabani	1324	1358	2682	408	384	792	30.82%	28.28%	29.53%	0.92
Rushinga	1075	1197	2272	259	307	566	24.09%	25.65%	24.91%	1.06
Shamva	1611	1642	3253	496	615	1111	30.79%	37.45%	34.15%	1.22
Mash Central	13739	14301	28041	4708	5161	9870	34.27%	36.09%	35.20%	1.05

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

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	6615	5657	12272	1418	904	2322	21.44%	15.98%	18.92%	0.75
2015	6290	5879	12172	1742	1211	2953	27.69%	20.60%	24.26%	0.74
2016	6080	5753	11833	1847	1298	3145	30.38%	22.56%	26.58%	0.74
2017	6550	5917	12467	1796	1209	3005	27.42%	20.43%	24.10%	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
Bindura	878	700	1578	267	168	435	30.41%	24.00%	27.57%	0.79
Guruve	820	828	1648	203	135	338	24.76%	16.30%	20.51%	0.66
Mazowe	1685	1300	2985	489	343	832	29.02%	26.38%	27.87%	0.91
Mbire	296	302	598	37	20	57	12.50%	6.62%	9.53%	0.53
Mt. Darwin	1035	1051	2086	264	188	452	25.51%	17.89%	21.67%	0.70
Muzarabani	511	502	1013	135	85	220	26.42%	16.93%	21.72%	0.64
Rushinga	470	537	1007	101	53	154	21.49%	9.87%	15.29%	0.46
Shamva	855	697	1552	300	217	517	35.09%	31.13%	33.31%	0.89
Mash Central	6550	5917	12467	1796	1209	3005	27.42%	20.43%	24.10%	0.75

Table 59: A Level Examination Pass Rate from 2015 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	1091	712	1803	925	614	1539	84.78%	86.24%	85.36%	1.02
2015	1180	783	1963	1029	727	1756	87.20%	92.85%	89.45%	1.06
2016	1134	780	1914	1012	733	1745	89.24%	93.97%	91.17%	1.05
2017	1473	1040	2513	1269	949	2218	86.15%	91.25%	88.26%	1.06

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
Bindura	228	236	464	198	217	415	86.84%	91.95%	89.44%	1.06
Guruve	176	122	298	159	112	271	90.34%	91.80%	90.94%	1.02
Mazowe	372	235	607	316	216	532	84.95%	91.91%	87.64%	1.08
Mbire	34	24	58	28	22	50	82.35%	91.67%	86.21%	1.11
Mt. Darwin	238	143	381	199	128	327	83.61%	89.51%	85.83%	1.07
Muzarabani	129	93	222	100	84	184	77.52%	90.32%	82.88%	1.17
Rushinga	76	50	126	64	47	111	84.21%	94.00%	88.10%	1.12
Shamva	220	137	357	205	123	328	93.18%	89.78%	91.88%	0.96
Mash Central	1473	1040	2513	1269	949	2218	86.15%	91.25%	88.26%	1.06

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.