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## Chapter 1: 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 learners to pursue subjects they are good at for the last two years. 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

The school-age population in Manicaland Province was projected 792 308 in 2017. Of this population 399 466 were males and 392 842 were females. The official entry age into primary level starting with ECDB is 3 years. ECD is divided into two groups ECD A and ECD B. Official entry age into the first grade is 6 years.

Table below shows the distribution of projected school age population by age and sex. The actual count of the population was carried out in 2012. The 12 year age group projection had a higher population than the rest of the age groups.

*Table 1: Distribution of Projected School Age Population by Sex*

age	M	F	Grand Total
3	26783	27326	54109
4	27934	27842	55776
5	26306	25940	52246
6	24769	25292	50061
7	26186	26305	52491
8	24984	25450	50434
9	25742	25929	51672
10	25378	25398	50775
11	24420	24428	48848
12	31501	30745	62246
13	24192	23859	48051
14	23949	23123	47073
15	22573	20806	43378
16	22348	20886	43233
17	21896	20096	41992
18	20506	19417	39924
Grand Total	399466	392842	792308

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Source: Zimstat

**Table 2: School Age Population by Level and District**

	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)			
	M	F	T	M	F	T	M	F	T	M	F	T	
Buhera	20031	20097	40129	21282	21177	42459	14461	13439	27900	6280	5167	11447	121934
Chimanimani	10102	10327	20430	9961	9823	19784	7305	6765	14070	3170	2996	6166	60450
Chipinge	27150	27061	54211	25975	25995	51969	17607	17288	34895	7340	7530	14871	155946
Makoni	21718	21671	43389	22903	22195	45098	16726	14837	31563	8088	6455	14543	134592
Mutare	31892	32305	64197	30186	30921	61107	21207	21505	42712	10146	10832	20978	188994
Mutasa	11792	12008	23800	12381	12395	24775	9162	8538	17700	4268	3838	8106	74382
Nyanga	9292	9235	18527	9337	9445	18783	6595	6301	12896	3110	2695	5805	56010
<b>Grand Total</b>	<b>131977</b>	<b>132705</b>	<b>264682</b>	<b>132025</b>	<b>131950</b>	<b>263975</b>	<b>93062</b>	<b>88674</b>	<b>181735</b>	<b>42402</b>	<b>39514</b>	<b>81916</b>	<b>792308</b>

## 2.2 Schools

The establishment of schools is dependent on a number of factors of which the most significant one is school age population density. The table below shows number of schools by level and year. The number of primary and secondary schools in Manicaland Province increased annually since 2012 except for primary schools with ECD classes that decreased by one school in 2016.

Table 3: Number of Schools by Level and Year 2010 - 2016

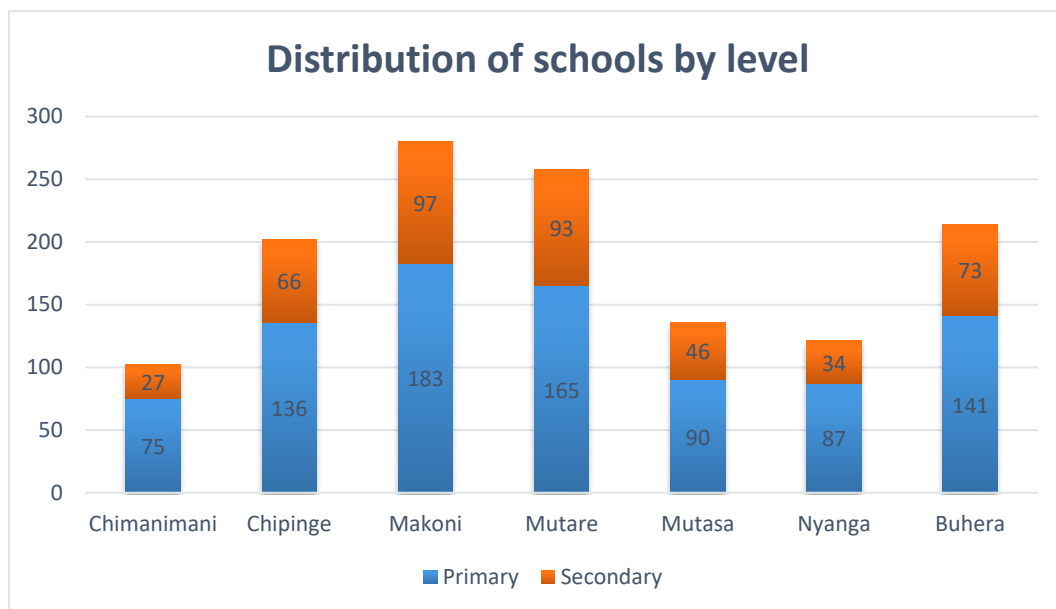
Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	846		857		380	
2013	848	0.24%	859	0.23%	386	1.58%
2014	860	1.42%	865	0.70%	391	1.30%
2015	866	0.70%	871	0.69%	426	8.95%
2016	865	-0.12%	873	0.23%	428	0.47%
2017	871	0.69%	877	0.46%	436	1.87%

The table below shows the distribution of primary and secondary schools by level and district. Makoni District had the highest number of primary and secondary schools( 20.87% and 21.33%).

**Table 4: Distribution of Schools by District and Level**

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Chimanimani	75	27	102	8.55%	6.19%	7.77%
Chipinge	136	66	202	15.51%	15.14%	15.38%
Makoni	183	97	280	20.87%	22.25%	21.33%
Mutare	165	93	258	18.81%	21.33%	19.65%
Mutasa	90	46	136	10.26%	10.55%	10.36%
Nyanga	87	34	121	9.92%	7.80%	9.22%
Buhera	141	73	214	16.08%	16.74%	16.30%
Grand Total	877	436	1313	100.00%	100.00%	100.00%

**Figure 3: Distribution of Schools by District and Level**



## 2.3 Classification of Schools

Schools are classified according to registration status, location, capitation grants, Government or non-government and responsible authority.

### 2.3.1 Registration Status

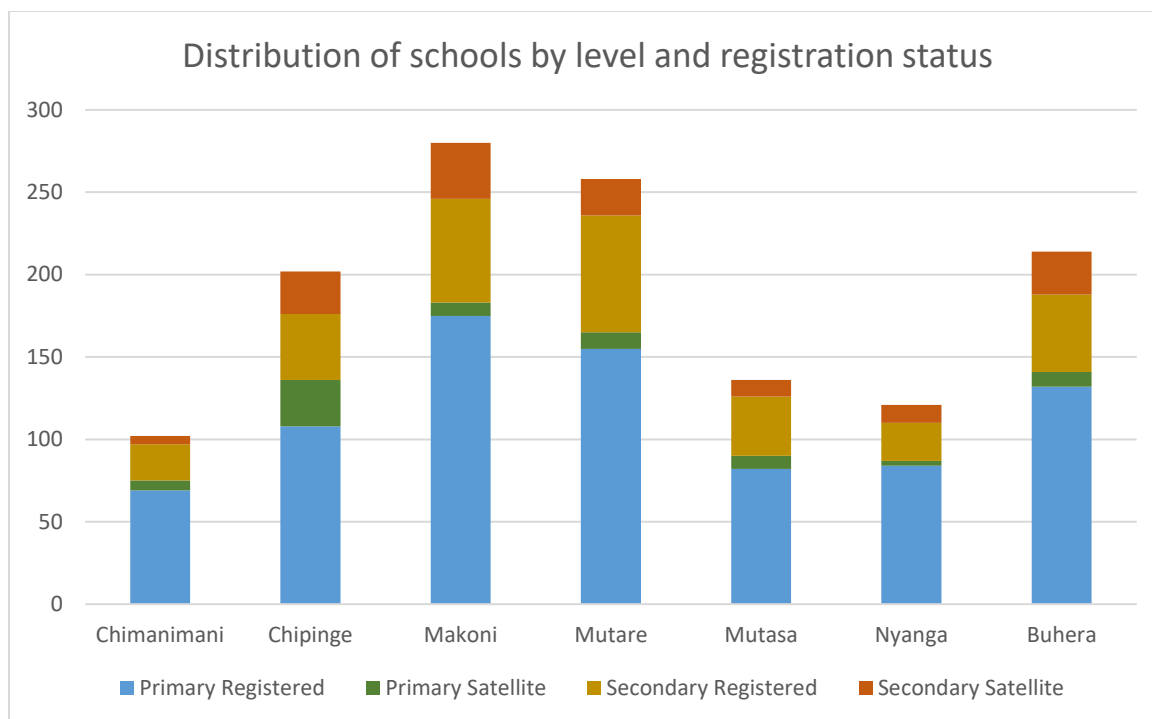
Schools are categorized as either registered or satellite. Satellite schools are schools which operate under temporal conditions and are managed from a mother school which is registered. They are considered an extension of that mother school but operating on a different independent site. These schools will ultimately be registered when basic infrastructure has been put in place and become independent from their mother school. They are usually established to improve access by reducing walking distance to school and to decongest mega schools.

The table below shows number of schools by level, registration status and district. It is also noted that there are 10 registered independent colleges in the province.

Table 5: Number of Schools by Level, Registration Status and District

District	Primary			Secondary		
	Registered	Satellite	Total	Registered	Satellite	Total
Chimanimani	69	6	75	22	5	27
Chipinge	108	28	136	40	26	66
Makoni	175	8	183	63	34	97
Mutare	155	10	165	71	22	93
Mutasa	82	8	90	36	10	46
Nyanga	84	3	87	23	11	34
Buhera	132	9	141	47	26	73
Grand Total	805	72	877	302	134	436

Figure 4: Number of Registered Schools by District and Level



### 2.3.2 Location

Schools are categorized as rural or urban. Schools in urban areas are located in the CBD (Central Business District), high density, medium density and low density suburbs. Rural schools on the other hand are located in communal lands, resettlements, commercial farms, mining settlements and growth points. The table below shows distribution of schools by level, location and district.

Table 6: Distribution of Schools by Level, Location and District

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Chimanimani	74	1	75	27	0	27
Chipinge	128	8	136	63	3	66
Makoni	174	9	183	86	11	97
Mutare	129	36	165	63	30	93
Mutasa	89	1	90	46	0	46
Nyanga	85	2	87	34	0	34
Buhera	136	5	141	73	0	73
<b>Grand Total</b>	<b>815</b>	<b>62</b>	<b>877</b>	<b>392</b>	<b>44</b>	<b>436</b>

### 2.3.3 Responsible Authorities

Schools are owned by a number of responsible authorities namely the Central Government, churches, city councils, district councils, farm owners, mines, private companies, town boards and others. Table and figure below shows the distribution of primary and secondary schools by responsible authority.

Table 7: Number of schools by responsible authorities by level

Responsible Authority	Primary	Secondary	Grand Total
Church/Mission	97	85	182
City Council	12	2	14
District Council	653	284	937
Farm	18	3	21
Government	49	22	71
Other	5	26	31
Other Government Line Ministries	5	1	6
Private Company	30	12	42
Town Board	2		2
Trust	6	1	7
<b>Grand Total</b>	<b>877</b>	<b>436</b>	<b>1313</b>

### 2.3.4 Capitation Grant Type

Schools are categorized by capitation grants, the economic status of communities they serve. P1 and S1 schools generally serve high income communities, P2 and S2 schools serve the middle income and P3 and S3 schools serve the low-income bracket.

Table 8: Number of Schools by School Level, Capitation Grant and District

District	Primary				Secondary			Grand Total	
	P1	P2	P3		S1	S2	S3		
Buhera	0	0	141	141	1	0	72	73	214
Chimanimani	1	0	74	75	1	0	26	27	102
Chipinge	1	5	130	136	0	1	65	66	202
Makoni	4	2	177	183	5	8	84	97	280
Mutare	4	20	141	165	5	13	75	93	258
Mutasa	2	0	88	90	3	1	42	46	136
Nyanga	1	1	85	87	4	0	30	34	121
<b>Total</b>	<b>13</b>	<b>28</b>	<b>836</b>	<b>877</b>	<b>19</b>	<b>23</b>	<b>394</b>	<b>436</b>	<b>1313</b>

### 2.3.5 Government or Non-Government

Government schools comprises of schools run by the central government, city council, district council and town board. Non-Government schools on the other hand are run by churches, mines, private companies, farms and others.

Table below shows the distribution of government and non-government schools by level and district.

Table 9: Number of Government and Non-Government Schools by Level and District

District	Primary			Secondary			Grand Total
	Government	Non-Government		Government	Non-Government		
Buhera	122	19	141	64	9	73	214
Chimanimani	56	19	75	19	8	27	102
Chipinge	97	39	136	47	19	66	202
Makoni	142	41	183	66	31	97	280
Mutare	126	39	165	46	47	93	258
Mutasa	57	33	90	26	20	46	136
Nyanga	67	20	87	29	5	34	121
<b>Grand Total</b>	<b>667</b>	<b>210</b>	<b>877</b>	<b>297</b>	<b>139</b>	<b>436</b>	<b>1313</b>

### Chapter 3: Access to Education

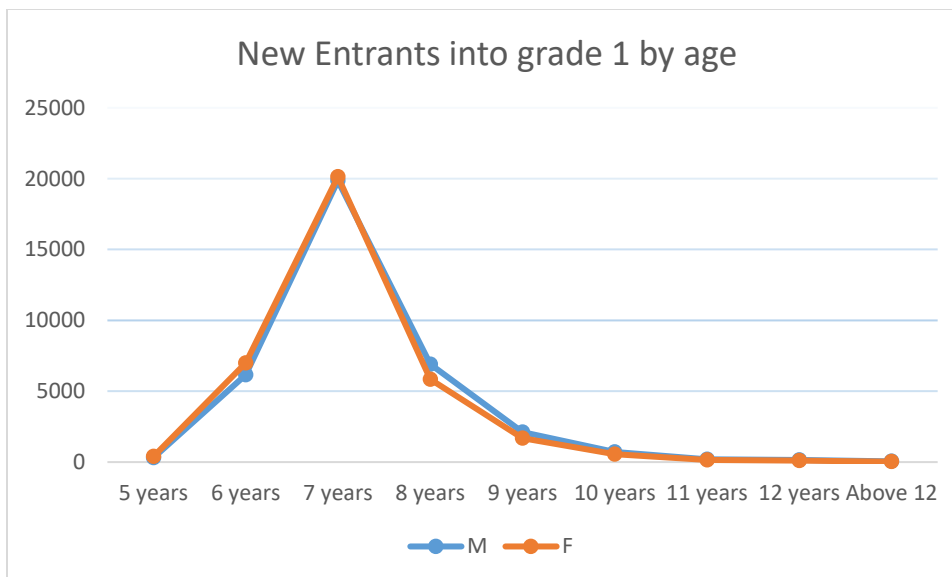
The Ministry’s main goal is to have all children, including learners with disabilities in Zimbabwe to access a high-quality education. Children in Zimbabwe are permitted to start their first level of education in primary school at the age of 4 years and complete upper secondary at the age of 18 years. However, there are learners who start schooling earlier or later, hence when the learners flow through the system to the last grade it depends on what age they enter the school system. This section will focus on learners who were enrolled in grade 1 and form 1 for the first time.

#### 3.1 New Entrants into Grade 1

Table 104 New Entrants into Grade 1 by Age and Sex

Age	M	F	Grand Total	% of Total
5 years	317	410	727	1.00%
6 years	6160	7001	13161	18.18%
7 years	19856	20143	39999	55.24%
8 years	6909	5848	12757	17.62%
9 years	2116	1676	3792	5.24%
10 years	723	566	1289	1.78%
11 years	202	156	358	0.49%
12 years	148	102	250	0.35%
Above 12	50	28	78	0.11%
Grand Total	36481	35930	72411	100.00%

Figure 7: New Entrance into Grade 1 by Age and Sex



The table and figure below show new entrants into grade 1 by age, location and sex. The figure depicts that most learners entering grade 1 for the first time were enrolled in rural areas.

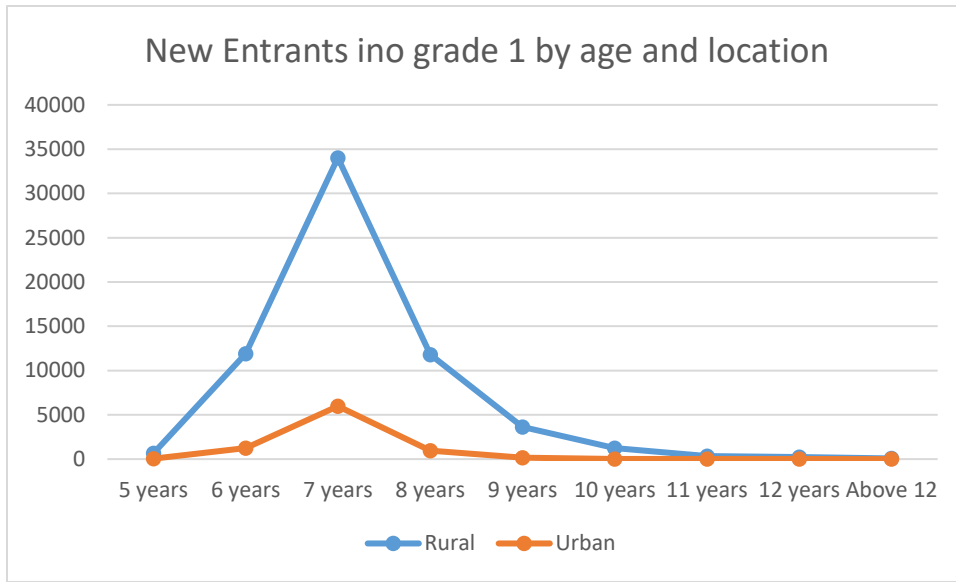
Table 11: New entrants into grade 1 by age and district

	Buhera	Chimanimani	Chipinge	Makoni	Mutare	Mutasa	Nyanga	Grand Total
5 years	220	55	206	105	54	40	47	727
6 years	2970	1388	2963	1651	2286	1146	757	13161
7 years	6211	2713	7929	6445	10025	3849	2827	39999
8 years	1557	1030	3439	2148	2369	1358	856	12757
9 years	308	344	1451	520	586	362	221	3792
10 years	36	110	697	127	117	131	71	1289
11 years	5	30	227	32	18	17	29	358
12 years	2	22	162	18	6	7	33	250
Above 12		0	66	6	2	2	2	78
<b>Grand Total</b>	<b>11309</b>	<b>5692</b>	<b>17140</b>	<b>11052</b>	<b>15463</b>	<b>6912</b>	<b>4843</b>	<b>72411</b>

Table 12: New Entrants into Grade 1 by Age, Location and Sex

	Rural			Urban			Grand Total
	M	F	T	M	F	T	
5 years	293	380	673	24	30	54	727
6 years	5640	6261	11901	520	740	1260	13161
7 years	16771	17252	34023	3085	2891	5976	39999
8 years	6354	5458	11812	555	390	945	12757
9 years	2037	1605	3642	79	71	150	3792
10 years	701	553	1254	22	13	35	1289
11 years	200	153	353	2	3	5	358
12 years	147	101	248	1	1	2	250
Above 12	50	28	78	0	0	0	78
<b>Total</b>	<b>32193</b>	<b>31791</b>	<b>63984</b>	<b>4288</b>	<b>4139</b>	<b>8427</b>	<b>72411</b>

**Figure 8: New Entrance into Grade 1 by Age, Location and Sex**



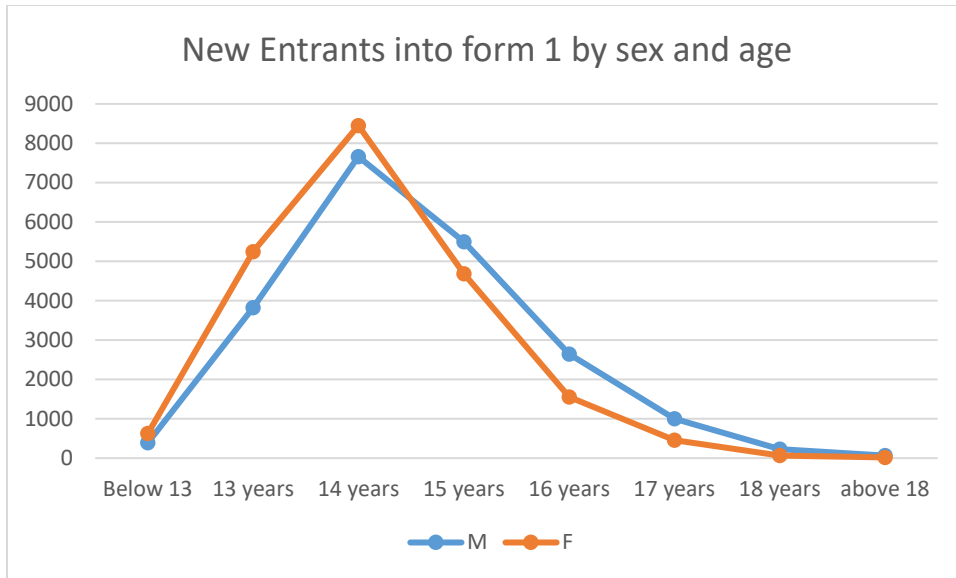
### 3.2 New Entrants into Form 1

The table and figure below shows new entrants into form 1 by age and sex. Higher proportions of girls were entering the system at the correct age than boys.

Table 13: New Entrants into Form 1 by Age and Sex

Age	M	F	Grand Total	% Total
Below 13	392	623	1015	2.39%
13 years	3821	5242	9063	21.38%
14 years	7660	8450	16110	38.00%
15 years	5497	4680	10177	24.01%
16 years	2644	1555	4199	9.90%
17 years	999	457	1456	3.43%
18 years	228	64	292	0.69%
above 18	64	18	82	0.19%
Grand Total	21305	21089	42394	100.00%

**Figure 9: New Entrance into Form 1 by Age and Sex**



The table below depicts new entrants into form 1 by age and location. The majority of new entrants into Form 1 in rural areas were aged 13 years. In urban areas the majority were also below aged 13 years. However, there were learners enrolling form 1 for the first time from 15 to above 18 years where rural areas is on the lead.

Table 14: New Entrants into form 1 by age and District

	Buhera	Chimanimani	Chipinge	Makoni	Mutare	Mutasa	Nyanga	Grand Total
Below 13	271	71	181	162	195	91	44	1015
13 years	1729	621	1181	1586	2343	925	678	9063
14 years	2961	1364	2443	2909	3507	1758	1168	16110
15 years	1799	758	1960	1786	2037	983	854	10177
16 years	568	384	1096	651	806	385	309	4199
17 years	130	135	576	129	271	133	82	1456
18 years	19	35	135	23	36	27	17	292
above 18	7	3	50	8	3	4	7	82
<b>Grand Total</b>	<b>7484</b>	<b>3371</b>	<b>7622</b>	<b>7254</b>	<b>9198</b>	<b>4306</b>	<b>3159</b>	<b>42394</b>

Table 15: New Entrants into form 1 by location

	Rural			Urban			Grand Total
	M	F		M	F		
Below 13	345	527	872	47	96	143	1015
13 years	3205	4573	7778	616	669	1285	9063
14 years	6755	7477	14232	905	973	1878	16110
15 years	5104	4300	9404	393	380	773	10177
16 years	2517	1454	3971	127	101	228	4199
17 years	966	440	1406	33	17	50	1456
18 years	214	59	273	14	5	19	292
above 18	60	18	78	4		4	82
	<b>19166</b>	<b>18848</b>	<b>38014</b>	<b>2139</b>	<b>2241</b>	<b>4380</b>	<b>42394</b>

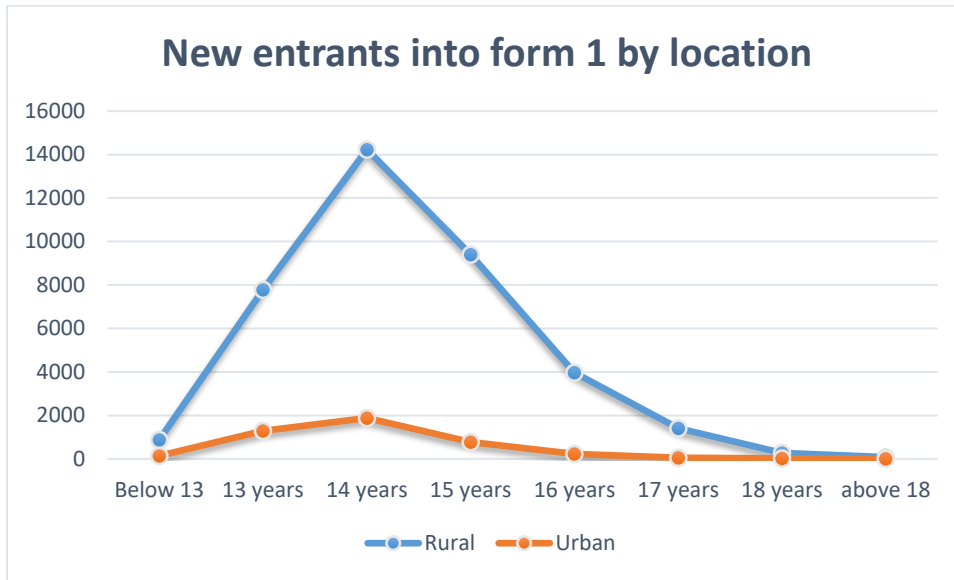


Figure 1: New entrants into form 1 by location

### 3.3 Primary Enrolment

Table 168: ECD Enrolments by Capitation Grant Type and Sex

Year	ECD			Primary		
	M	F	T	M	F	T
2012	33211	33914	67125	211653	206646	418299
2013	33556	34454	68010	210748	204794	415542
2014	39802	40201	80003	211619	204652	416271
2015	45173	45598	90771	213155	206031	419186
2016	49402	49432	98834	212477	206770	419247
2017	54885	54384	109269	211727	207578	419305

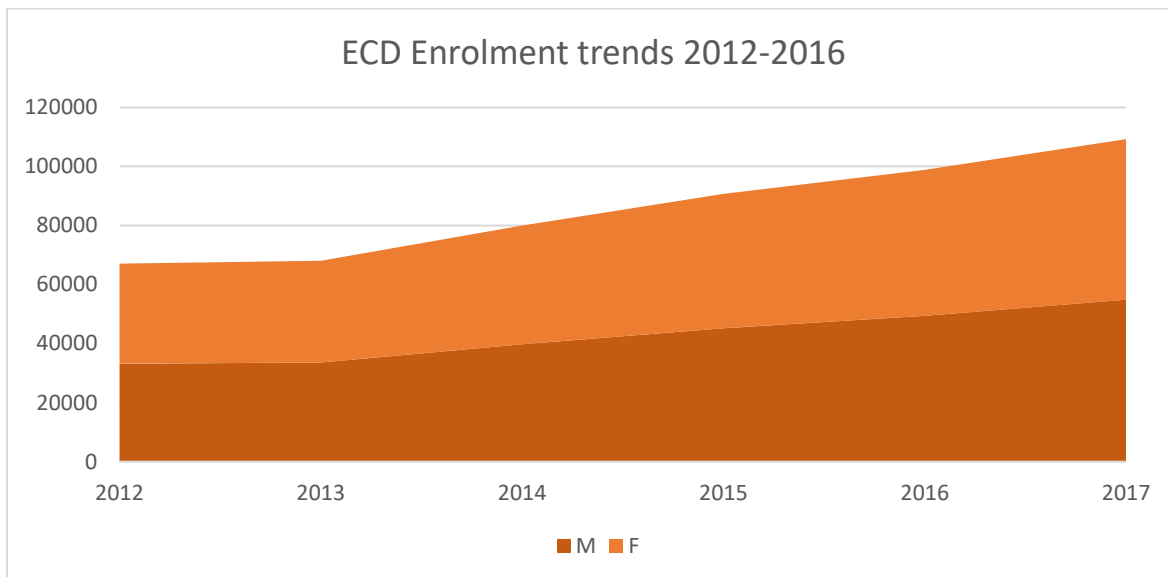


Figure 2: ECD enrolment trend by year and sex

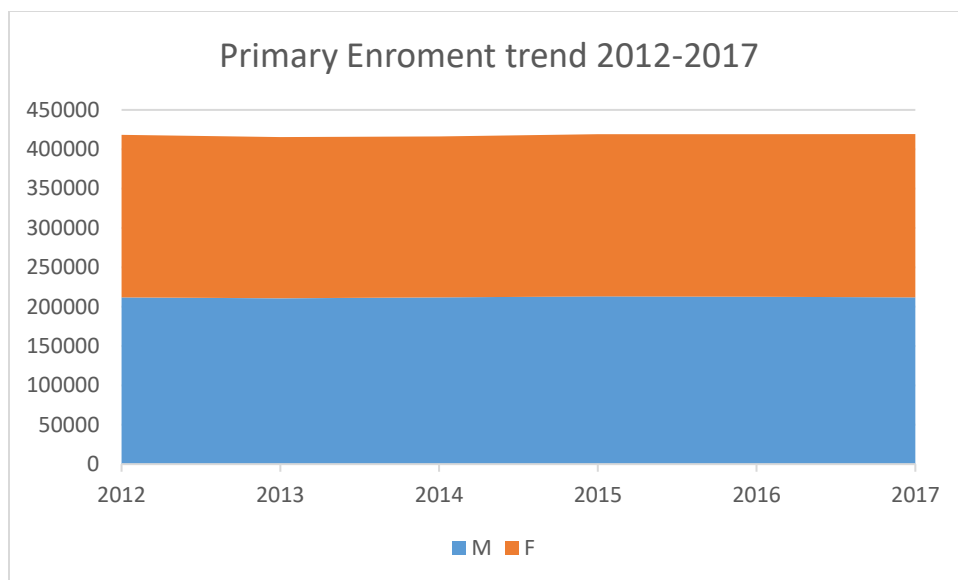


Figure 3: Primary Enrolment trend by year and sex

Table 17: Primary enrolment by location and sex

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
ECD A	23007	22991	45998	2423	2457	4880	50878
ECD B	26160	25650	51810	3295	3286	6581	58391
Grade 1	32582	32029	64611	4314	4172	8486	73097
Grade 2	28475	27592	56067	3997	4057	8054	64121
Grade 3	28186	27181	55367	3942	3788	7730	63097
Grade 4	25319	24995	50314	3551	3612	7163	57477
Grade 5	24663	23964	48627	3307	3337	6644	55271
Grade 6	24052	23942	47994	3390	3519	6909	54903
Grade 7	22406	21907	44313	3230	3245	6475	50788
Skills Orientation	202	165	367	111	73	184	551
<b>Grand Total</b>	<b>235052</b>	<b>230416</b>	<b>465468</b>	<b>31560</b>	<b>31546</b>	<b>63106</b>	<b>528574</b>

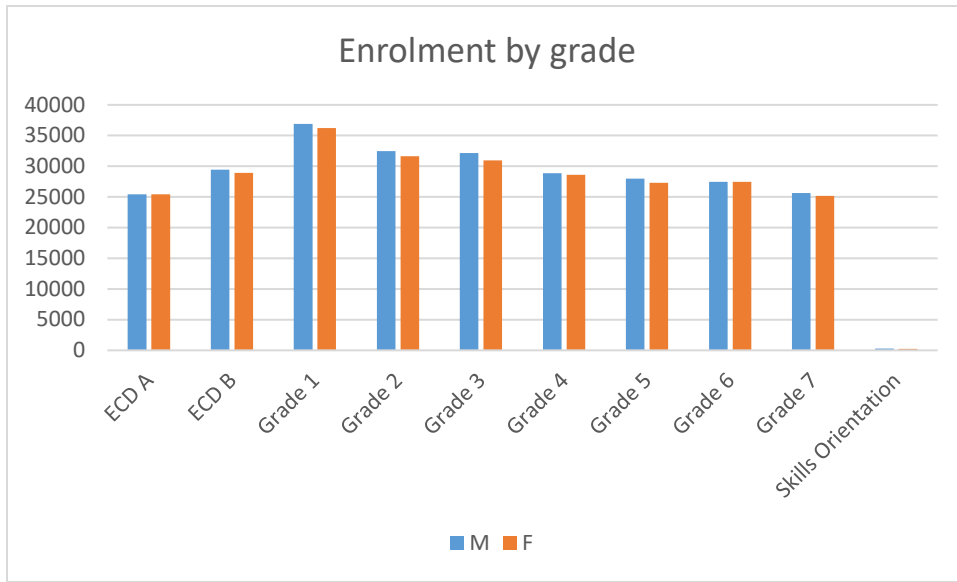


Figure 4: Primary enrolment by grade and sex

Table 18: Primary enrolment by district, level and sex

District	ECD			Primary			Grand Total
	M	F		M	F		
Buhera	8524	8519	17043	33859	33422	67281	84324
Chimanimani	4656	4652	9308	16617	16128	32745	42053
Chipinge	11748	11706	23454	47030	46088	93118	116572
Makoni	9161	8853	18014	33451	32110	65561	83575
Mutare	11537	11504	23041	45676	45463	91139	114180
Mutasa	5127	5033	10160	19505	19216	38721	48881
Nyanga	4132	4117	8249	15589	15151	30740	38989
<b>Grand Total</b>	<b>54885</b>	<b>54384</b>	<b>109269</b>	<b>211727</b>	<b>207578</b>	<b>419305</b>	<b>528574</b>

### 3.4 Secondary School Enrolment

Table 19: Secondary Enrolment by year level and sex

Year	Form 1-Form 4			Form 1- Form 6		
	M	F	T	M	F	T
2012	71791	65938	137729	77862	70268	148130
2013	71861	66646	138507	78028	70990	149018
2014	72951	68510	141461	79342	73037	152379
2015	75280	69626	144906	82321	75058	157379
2016	79331	72173	151504	87114	78269	165383
2017	78938	74035	152973	87117	80683	167800

Table 20: Secondary Enrolment by district level and sex

District	Forms 1-4			A level			Grand Total
	M	F	T	M	F	T	
Buhera	13768	13225	26993	1190	833	2023	29016
Chimanimani	6116	5610	11726	642	572	1214	12940
Chipinge	12753	12086	24839	1107	845	1952	26791
Makoni	14233	12769	27002	1327	1000	2327	29329
Mutare	17557	16730	34287	2274	1893	4167	38449
Mutasa	8080	8188	16268	915	1048	1963	18231
Nyanga	6431	5427	11858	724	457	1181	13039
<b>Grand Total</b>	<b>78938</b>	<b>74035</b>	<b>152973</b>	<b>8179</b>	<b>6648</b>	<b>14827</b>	<b>167795</b>

## Chapter 4: Access Rates

Access Rates are measured using Apparent Intake Rate (AIR) and Net Intake Rate (NIR). AIR indicates the general level of access to primary (grade 1) and secondary (form 1) education regardless of age. NIR precisely measures access to primary and secondary education by the eligible population of primary and secondary school-entrance age.

### 4.1 Primary School Apparent and Net Intake Rates

Table 21: Primary net and apparent intake rates

District	Net Intake Rate				Apparent Intake			
	M	F	Total	GPI	M	F	Total	GPI
Buhera	37.34%	41.02%	39.19%	1.10	151.41%	147.04%	149.22%	0.97
Chimanimani	32.68%	37.60%	35.15%	1.15	147.80%	140.52%	144.15%	0.95
Chipinge	28.26%	29.35%	28.80%	1.04	168.59%	164.63%	166.61%	0.98
Makoni	19.61%	20.32%	19.97%	1.04	137.98%	129.61%	133.70%	0.94
Mutare	16.67%	21.74%	19.26%	1.30	132.74%	127.95%	130.29%	0.96
Mutasa	22.97%	27.05%	25.01%	1.18	150.91%	150.77%	150.84%	1.00
Nyanga	21.01%	21.88%	21.45%	1.04	139.91%	134.59%	137.22%	0.96
Grand Total	24.87%	27.68%	26.29%	1.11	147.28%	142.06%	144.65%	0.96

### 4.2 Secondary School Apparent and Net Intake Rates

District	Net Intake Rate				Apparent Intake			
	M	F	Total	GPI	M	F	Total	GPI
Buhera	18.82%	26.68%	22.63%	1.42	96.14%	99.87%	97.95%	1.04
Chimanimani	14.23%	20.25%	17.22%	1.42	93.60%	93.36%	93.48%	1.00
Chipinge	10.70%	15.16%	12.94%	1.42	82.71%	84.33%	83.52%	1.02
Makoni	15.20%	23.40%	19.21%	1.54	89.01%	86.68%	87.87%	0.97
Mutare	18.99%	23.31%	21.17%	1.23	83.69%	82.58%	83.13%	0.99
Mutasa	14.06%	24.42%	19.18%	1.74	85.55%	93.09%	89.28%	1.09
Nyanga	17.68%	20.71%	19.18%	1.17	92.90%	85.79%	89.37%	0.92
Grand Total	15.79%	21.97%	18.86%	1.39	88.07%	88.39%	88.23%	1.00

## Chapter 5: Chapter 5: Participation Rates

There are two indicators, Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER), used to measure participation rate. Gross Enrolment Ratio shows the general level of participation of learners, regardless of age, in a given level of education.

### 5.1 ECD Participation Rates

Table 22: ECD NER by district

District	NER				ECD			
	M	F	T	GPI	M	F	T	GPI
Buhera	41.31%	43.26%	42.28%	1.05	69.71%	70.02%	69.87%	1.00
Chimanimani	42.80%	40.62%	41.68%	0.95	76.29%	72.87%	74.54%	0.96
Chipinge	34.90%	36.39%	35.65%	1.04	70.81%	70.55%	70.68%	1.00
Makoni	34.91%	35.75%	35.32%	1.02	69.42%	68.45%	68.94%	0.99
Mutare	28.40%	29.07%	28.73%	1.02	57.27%	57.09%	57.18%	1.00
Mutasa	36.20%	35.00%	35.59%	0.97	72.25%	69.29%	70.75%	0.96
Nyanga	35.13%	37.51%	36.31%	1.07	72.98%	73.29%	73.13%	1.00
Total	34.98%	35.79%	35.38%	1.02	67.74%	67.05%	67.40%	0.99

### 5.2 Primary School Participation Rates

Table 23: Primary NER and GER by district and sex

District	NER				GER			
	M	F	T	GPI	M	F	T	GPI
Buhera	96.96%	99.21%	98.08%	1.02	116.41%	114.82%	98.08%	0.99
Chimanimani	94.72%	98.79%	96.74%	1.04	119.03%	117.16%	96.74%	0.98
Chipinge	104.03%	105.39%	104.71%	1.01	128.73%	126.40%	104.71%	0.98
Makoni	86.54%	87.23%	86.88%	1.01	106.45%	103.80%	86.88%	0.98
Mutare	89.71%	90.33%	90.03%	1.01	108.93%	105.54%	90.03%	0.97
Mutasa	89.26%	91.92%	90.59%	1.03	114.22%	112.12%	90.59%	0.98
Nyanga	94.99%	95.65%	95.32%	1.01	120.22%	115.98%	95.32%	0.96
Total	93.89%	95.37%	94.63%	1.02	115.71%	113.09%	94.63%	0.98

### 5.3 Secondary School Participation Rates

Table 24: Lower Secondary GER and NER by sex and district

District	Lower Secondary NER				Lower Secondary GER			
	M	F	T	GPI	M	F	T	GPI
Buhera	61.09%	72.51%	66.59%	1.19	95.21%	98.41%	96.75%	1.03
Chimanimani	49.59%	59.48%	54.34%	1.20	83.73%	82.92%	83.34%	0.99
Chipinge	40.94%	47.81%	44.34%	1.17	72.43%	69.91%	71.18%	0.97
Makoni	57.32%	65.88%	61.34%	1.15	85.10%	86.06%	85.55%	1.01
Mutare	57.13%	58.70%	57.92%	1.03	82.79%	77.80%	80.27%	0.94
Mutasa	55.57%	72.20%	63.59%	1.30	88.19%	95.90%	91.91%	1.09
Nyanga	61.33%	60.94%	61.14%	0.99	97.51%	86.13%	91.95%	0.88
Total	54.27%	61.39%	57.74%	1.13	84.82%	83.49%	84.17%	0.98

Table 25: Upper Secondary NER and GER by district and sex

District	Upper Secondary NER				Upper Secondary GER			
	M	F	T	GPI	M	F	T	GPI
Buhera	6.99%	8.69%	7.76%	1.24	18.95%	16.12%	17.67%	0.85
Chimanimani	8.20%	12.31%	10.20%	1.50	20.25%	19.09%	19.69%	0.94
Chipinge	7.15%	6.79%	6.97%	0.95	15.08%	11.22%	13.13%	0.74
Makoni	9.09%	9.98%	9.48%	1.10	16.41%	15.49%	16.00%	0.94
Mutare	13.32%	11.82%	12.55%	0.89	22.41%	17.48%	19.86%	0.78
Mutasa	12.89%	20.69%	16.58%	1.61	21.44%	27.30%	24.22%	1.27
Nyanga	12.06%	9.31%	10.78%	0.77	23.28%	16.96%	20.35%	0.73
Total	9.99%	10.88%	10.42%	1.09	19.29%	16.82%	18.10%	0.87

## Chapter 6: Chapter 6 Equity

There are factors that contribute to inequality in children's schooling such as:

- Loss of a mother, father or both biological parents through death or desertion under the age of 18 (Orphan).
- Severe chronic illness of a parent or caregiver, poverty, hunger, lack of access to services, inadequate clothing or shelter, overcrowding, deficient caretakers and factors specific to the child; including disability, direct experience of physical or sexual violence or severe chronic illness (vulnerable).

The HIV epidemic have left many children orphaned and a large number rendered vulnerable and without resources to continue schooling. Government has therefore put in place programmes that seek to address inequality in schooling for orphans and vulnerable children.

### 6.1 Orphaned and Vulnerable Children (OVC)

Table below shows orphaned and vulnerable children for ECD, primary grade 1 to 7 and secondary by district and sex.

Table 26: Number of ECD OVCs by district and ovc type and sex

	Double Orphans			Single Orphans (maternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	
Chimanimani	95	77	172	134	165	299	435	444	879	1647
Chipinge	301	290	591	521	476	997	1050	1043	2093	4671
Makoni	158	162	320	257	255	512	797	808	1605	3067
Mutare	164	164	328	290	250	540	958	919	1877	3414
Mutasa	89	79	168	149	147	296	439	406	845	1666
Nyanga	50	51	101	74	85	159	398	379	777	1291
Buhera	146	148	294	214	223	437	901	879	1780	3121
Grand Total	1003	971	1974	1639	1601	3240	4978	4878	9856	18877

Table 27: No of Primary OVCs by type sex and district

	Double Orphans			Single Orphans (maternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	
Chimanimani	542	499	1041	797	743	1540	1654	1613	3267	8260
Chipinge	1700	1600	3300	2162	2220	4382	4727	4862	9589	23876
Makoni	1149	1156	2305	1693	1694	3387	3165	2961	6126	17014
Mutare	1197	1192	2389	1747	1743	3490	3711	3533	7244	18820
Mutasa	562	561	1123	869	838	1707	1361	1319	2680	8633
Nyanga	479	441	920	677	738	1415	1516	1515	3031	7682
Buhera	975	994	1969	1437	1448	2885	3496	3305	6801	17085
Grand Total	6604	6443	13047	9382	9424	18806	19630	19108	38738	101370

Table 28: Number of Secondary OVCs by type sex and district

District	Double Orphans			Single Orphans (maternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	
Chimanimani	375	339	714	478	475	953	250	239	489	3542
Chipinge	798	773	1571	1022	997	2019	1285	1476	2761	9264
Makoni	910	847	1757	1004	987	1991	969	1045	2014	8489
Mutare	1015	911	1926	1353	1234	2587	1623	1444	3067	11249
Mutasa	445	389	834	601	591	1192	363	317	680	4339
Nyanga	380	329	709	409	352	761	414	388	802	3520
Buhera	1020	1046	2066	1143	1153	2296	1656	1744	3400	11414
Grand Total	4943	4634	9577	6010	5789	11799	6560	6653	13213	51817

## 6.2 Number of Learners by Impairments

Table 29: Learners with disabilities by disability type and school level

Disability Type		Primary			Secondary		
		M	F	T	M	F	T
Visual impairment	Low vision	434	390	824	164	103	267
	Blind	12	4	16	6	2	8
Physical Impairment	Gross motor	239	188	427	22	27	49
	Fine motor	207	178	385	28	31	59
Hearing impairment	Mild to moderate	386	330	716	58	57	115
	Severe to profound	195	163	358	19	9	28
Intellectual challenges	Mild to moderate	1565	1214	2779	220	174	394
	Severe to profound	509	353	862	68	67	135
Communication and speech	Mild to moderate	591	303	894	40	23	63
	Severe to profound	159	108	267	6	3	9
Learning Disability	Dyslexia	539	430	969	25	26	51
Multiple Disabilities		205	168	373	11	6	17
Grand Total		5041	3829	8870	667	528	1195

## Chapter 7: Teaching Staff

Table 30: ECD teachers by training, sex and district

District	Trained			Untrained		
	M	F	T	M	F	T
Buhera	32	103	135	5	207	212
Chimanimani	17	61	78	6	145	151
Chipinge	40	139	179	8	289	297
Makoni	24	127	151	6	308	314
Mutare	52	224	276	8	274	282
Mutasa	13	118	131	3	171	174
Nyanga	19	44	63	10	142	152
Grand Total	197	816	1013	46	1536	1582

### 7.1 Primary School Teachers

Table 31: Primary School Teachers by training sex and district

District	Trained			Untrained		
	M	F	T	M	F	T
Buhera	985	841	1826	10	8	18
Chimanimani	435	430	865	9	14	23
Chipinge	1250	1111	2361	18	33	51
Makoni	835	951	1786	19	16	35
Mutare	818	1581	2399	13	18	31
Mutasa	554	636	1190	3	10	13
Nyanga	434	379	813	34	32	66
Grand Total	5311	5929	11240	106	131	237

## 7.2 Secondary School Teachers

Table 32: Secondary School teachers by training sex and district

District	Trained			Untrained		
	M	F	T	M	F	T
Chimanimani	293	206	499	54	26	80
Chipinge	587	364	951	126	62	188
Makoni	596	559	1155	119	100	219
Mutare	704	799	1503	124	67	191
Mutasa	433	408	841	62	43	105
Nyanga	268	197	465	80	18	98
Buhera	668	496	1164	47	33	80
Grand Total	3549	3029	6578	612	349	961

## 7.3 Pupil/Teacher ratios

Table 33: Pupil learner ratios

	ECD		Primary		Secondary	
	PTR	PTrainedTR	PTR	PTrainedTR	PTR	PTrainedTR
Buhera	49	126	36	37	23	25
Chimanimani	41	124	37	38	23	26
Chipinge	49	131	39	39	24	28
Makoni	39	119	36	37	24	26
Mutare	41	83	38	38	23	26
Mutasa	33	78	32	33	19	22
Nyanga	39	131	35	38	23	28
Total	42	108	37	37	23	26

## Chapter 8: Learning outcomes

### 8.1 Grade 7 results

Table 34: Grade 7 pass rates

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	22293	21774	44067	7364	7807	15171	33.03%	35.85%	34.43%	1.09
2015	24359	24435	48794	9008	10084	19092	36.98%	41.27%	39.13%	1.12
2016	24582	24565	49160	9567	10249	19825	38.92%	41.72%	40.33%	1.07
2017	23774	23793	47568	9845	10588	20433	41.41%	44.50%	42.96%	1.07

Table 35: Grade 7 results by district, year and sex

District	Year	Candidates			Passed			Pass rates			
		M	F	T	M	F	T	M	F	T	GPI
Bhura	2014	3905	3819	7724	896	1017	1913	22.94%	26.63%	24.77%	1.16
	2015	4069	4331	8400	1108	1517	2625	27.23%	35.03%	31.25%	1.29
	2016	4296	4246	8542	1253	1408	2661	29.17%	33.16%	31.15%	1.14
	2017	3908	4088	7996	1259	1599	2858	32.22%	39.11%	35.74%	1.21
Chimanimani	2014	1671	1590	3261	657	631	1288	39.32%	39.69%	39.50%	1.01
	2015	1968	1932	3900	761	865	1626	38.67%	44.77%	41.69%	1.16
	2016	1979	1966	3945	844	862	1706	42.65%	43.85%	43.24%	1.03
	2017	1918	1742	3660	847	825	1672	44.16%	47.36%	45.68%	1.07
Chipinga	2014	3390	3450	6840	1200	1162	2362	35.40%	33.68%	34.53%	0.95
	2015	3989	4072	8061	1690	1571	3261	42.37%	38.58%	40.45%	0.91
	2016	4175	4319	8494	1749	1662	3411	41.89%	38.48%	40.16%	0.92
	2017	4180	4341	8522	1866	1692	3558	44.64%	38.98%	41.75%	0.87
Makoni	2014	4038	3901	7939	1165	1215	2380	28.85%	31.15%	29.98%	1.08
	2015	4381	4269	8650	1398	1509	2907	31.91%	35.35%	33.61%	1.11
	2016	4327	4113	8449	1434	1530	2972	33.14%	37.20%	35.18%	1.12
	2017	4073	3997	8070	1456	1640	3096	35.75%	41.03%	38.36%	1.15
Mutare	2014	5211	5121	10332	2059	2347	4406	39.51%	45.83%	42.64%	1.16
	2015	5448	5398	10846	2357	2772	5129	43.26%	51.35%	47.29%	1.19
	2016	5463	5687	11154	2543	3049	5593	46.55%	53.61%	50.14%	1.15
	2017	5358	5424	10782	2585	2927	5512	48.25%	53.96%	51.12%	1.12
Mutasa	2014	2265	2176	4441	814	844	1658	35.94%	38.79%	37.33%	1.08
	2015	2444	2424	4868	1044	1073	2117	42.72%	44.27%	43.49%	1.04
	2016	2486	2390	4876	1058	1049	2107	42.56%	43.89%	43.21%	1.03
	2017	2352	2307	4659	1075	1126	2201	45.71%	48.81%	47.24%	1.07
Nyanga	2014	1813	1717	3530	573	591	1164	31.61%	34.42%	32.97%	1.09
	2015	2060	2009	4069	650	777	1427	31.55%	38.68%	35.07%	1.23
	2016	1856	1844	3700	686	689	1375	36.96%	37.36%	37.16%	1.01
	2017	1985	1894	3879	757	779	1536	38.14%	41.13%	39.60%	1.08

Table 36: Grade 7 examination results by district and sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Buhera	3908	4088	7996	1259	1599	2858	32.22%	39.11%	35.74%	1.21
Chimanimani	1918	1742	3660	847	825	1672	44.16%	47.36%	45.68%	1.07
Chipinge	4180	4341	8522	1866	1692	3558	44.64%	38.98%	41.75%	0.87
Makoni	4073	3997	8070	1456	1640	3096	35.75%	41.03%	38.36%	1.15
Mutare	5358	5424	10782	2585	2927	5512	48.25%	53.96%	51.12%	1.12
Mutasa	2352	2307	4659	1075	1126	2201	45.71%	48.81%	47.24%	1.07
Nyanga	1985	1894	3879	757	779	1536	38.14%	41.13%	39.60%	1.08
<b>Total</b>	<b>23774</b>	<b>23793</b>	<b>47568</b>	<b>9845</b>	<b>10588</b>	<b>20433</b>	<b>41.41%</b>	<b>44.50%</b>	<b>42.96%</b>	<b>1.07</b>

## 8.2 O Level Results

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	13393	11846	25239	3397	2784	6181	25.36%	23.50%	24.49%	0.93
2015	12865	12119	24984	4068	3493	7561	31.62%	28.82%	30.26%	0.91
2016	12891	12120	25011	4286	3671	7957	33.25%	30.29%	31.81%	0.91
2017	13524	12975	26500	4283	3841	8125	31.67%	29.60%	30.66%	0.93

Table 37: O level examination results by district year and sex

District	Year	Candidates			Passed			Pass rates			
		M	F	T	M	F	T	M	F	T	GPI
Buhera	2014	2447	2240	4687	425	313	738	17.37%	13.97%	15.75%	0.80
	2015	2293	2282	4575	537	395	932	23.42%	17.31%	20.37%	0.74
	2016	2200	2339	4539	618	432	1050	28.09%	18.47%	23.13%	0.66
	2017	2425	2460	4885	506	434	940	20.87%	17.64%	19.24%	0.85
Chimanimani	2014	1032	933	1965	247	205	452	23.93%	21.97%	23.00%	0.92
	2015	1018	967	1985	332	283	615	32.61%	29.27%	30.98%	0.90
	2016	1023	906	1929	323	306	629	31.57%	33.77%	32.61%	1.07
	2017	1064	967	2031	361	306	667	33.93%	31.64%	32.84%	0.93
Chipinge	2014	1930	1746	3676	501	300	801	25.96%	17.18%	21.79%	0.66
	2015	1792	1777	3569	581	420	1001	32.42%	23.64%	28.05%	0.73
	2016	1954	1812	3766	599	455	1054	30.66%	25.11%	27.99%	0.82
	2017	2084	1897	3981	692	486	1178	33.21%	25.62%	29.59%	0.77
Makoni	2014	2542	2061	4603	647	539	1186	25.45%	26.15%	25.77%	1.03
	2015	2494	2009	4503	817	661	1478	32.76%	32.90%	32.82%	1.00
	2016	2583	2043	4626	867	668	1535	33.57%	32.70%	33.18%	0.97
	2017	2453	2209	4662	827	703	1530	33.71%	31.82%	32.82%	0.94
Mutare	2014	2696	2371	5067	769	620	1389	28.52%	26.15%	27.41%	0.92
	2015	2572	2548	5120	870	817	1687	33.83%	32.06%	32.95%	0.95
	2016	2669	2563	5232	986	912	1898	36.94%	35.58%	36.28%	0.96
	2017	2930	2858	5789	962	1019	1982	32.83%	35.65%	34.24%	1.09
Mutasa	2014	1576	1511	3087	442	599	1041	28.05%	39.64%	33.72%	1.41
	2015	1515	1521	3036	498	666	1164	32.87%	43.79%	38.34%	1.33
	2016	1418	1429	2847	499	626	1125	35.19%	43.81%	39.52%	1.24
	2017	1443	1493	2936	496	613	1109	34.37%	41.06%	37.77%	1.19
Nyanga	2014	1170	984	2154	366	208	574	31.28%	21.14%	26.65%	0.68
	2015	1181	1015	2196	433	251	684	36.66%	24.73%	31.15%	0.67
	2016	1044	1028	2072	394	272	666	37.74%	26.46%	32.14%	0.70
	2017	1125	1091	2216	439	280	719	39.02%	25.66%	32.45%	0.66

Table 38: O level results by district and sex

District	Candidates			Passed			Pass rates			GPI
	M	F	T	M	F	T	M	F	T	
Buhera	2425	2460	4885	506	434	940	20.87%	17.64%	19.24%	0.85
Chimanimani	1064	967	2031	361	306	667	33.93%	31.64%	32.84%	0.93
Chipinge	2084	1897	3981	692	486	1178	33.21%	25.62%	29.59%	0.77
Makoni	2453	2209	4662	827	703	1530	33.71%	31.82%	32.82%	0.94
Mutare	2930	2858	5789	962	1019	1982	32.83%	35.65%	34.24%	1.09
Mutasa	1443	1493	2936	496	613	1109	34.37%	41.06%	37.77%	1.19
Nyanga	1125	1091	2216	439	280	719	39.02%	25.66%	32.45%	0.66
Total	13524	12975	26500	4283	3841	8125	31.67%	29.60%	30.66%	0.93

### 8.3 A Level Results

Table 39: A level results by year and sex

Year	Candidates			Passed			Pass rates			GPI
	M	F	T	M	F	T	M	F	T	
2014	3019	1961	4980	2545	1743	4288	84.30%	88.88%	86.10%	1.05
2015	3348	2446	5794	2935	2226	5161	87.66%	91.01%	89.07%	1.04
2016	3429	2480	5909	3000	2304	5304	87.49%	92.90%	89.76%	1.06
2017	3953	3110	7063	3388	2811	6199	85.71%	90.39%	87.77%	1.05

Table 40: A level results by district year and sex

District	Year	Candidates			Passed			Pass rates			GPI
		M	F	T	M	F	T	M	F	T	
Buhera	2014	522	283	805	444	246	690	85.06%	86.93%	85.71%	1.02
	2015	504	313	817	434	279	713	86.11%	89.14%	87.27%	1.04
	2016	519	298	817	451	268	719	86.90%	89.93%	88.00%	1.03
	2017	579	402	981	478	335	813	82.56%	83.33%	82.87%	1.01
Chimanimani	2014	248	191	439	211	161	372	85.08%	84.29%	84.74%	0.99
	2015	210	200	410	175	181	356	83.33%	90.50%	86.83%	1.09
	2016	230	202	432	198	182	380	86.09%	90.10%	87.96%	1.05
	2017	319	268	587	276	245	521	86.52%	91.42%	88.76%	1.06
Chipinge	2014	454	292	746	369	263	632	81.28%	90.07%	84.72%	1.11
	2015	478	311	789	412	281	693	86.19%	90.35%	87.83%	1.05
	2016	511	313	824	442	289	731	86.50%	92.33%	88.71%	1.07
	2017	557	397	954	470	362	832	84.38%	91.18%	87.21%	1.08
Makoni	2014	569	360	929	479	308	787	84.18%	85.56%	84.71%	1.02
	2015	583	424	1007	521	387	908	89.37%	91.27%	90.17%	1.02
	2016	605	385	990	543	362	905	89.75%	94.03%	91.41%	1.05
	2017	624	508	1132	544	462	1006	87.18%	90.94%	88.87%	1.04
Mutare	2014	616	387	1003	507	351	858	82.31%	90.70%	85.54%	1.10
	2015	934	665	1599	791	590	1381	84.69%	88.72%	86.37%	1.05
	2016	911	711	1622	774	650	1424	84.96%	91.42%	87.79%	1.08
	2017	1003	816	1819	833	732	1565	83.05%	89.71%	86.04%	1.08
Mutasa	2014	292	313	605	254	291	545	86.99%	92.97%	90.08%	1.07
	2015	324	392	716	304	379	683	93.83%	96.68%	95.39%	1.03
	2016	328	400	728	304	391	695	92.68%	97.75%	95.47%	1.05
	2017	475	502	977	429	472	901	90.32%	94.02%	92.22%	1.04
Nyanga	2014	318	135	453	281	123	404	88.36%	91.11%	89.18%	1.03
	2015	315	141	456	298	129	427	94.60%	91.49%	93.64%	0.97
	2016	325	171	496	288	162	450	88.62%	94.74%	90.73%	1.07
	2017	396	217	613	358	203	561	90.40%	93.55%	91.52%	1.03

## Description of the Main Indicators Used in this Publication

% Schools with

**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 enroll 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 Provincial 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 Provincial 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.