

ANNUAL EDUCATION STATISTICS PROFILE HARARE PROVINCE 2017

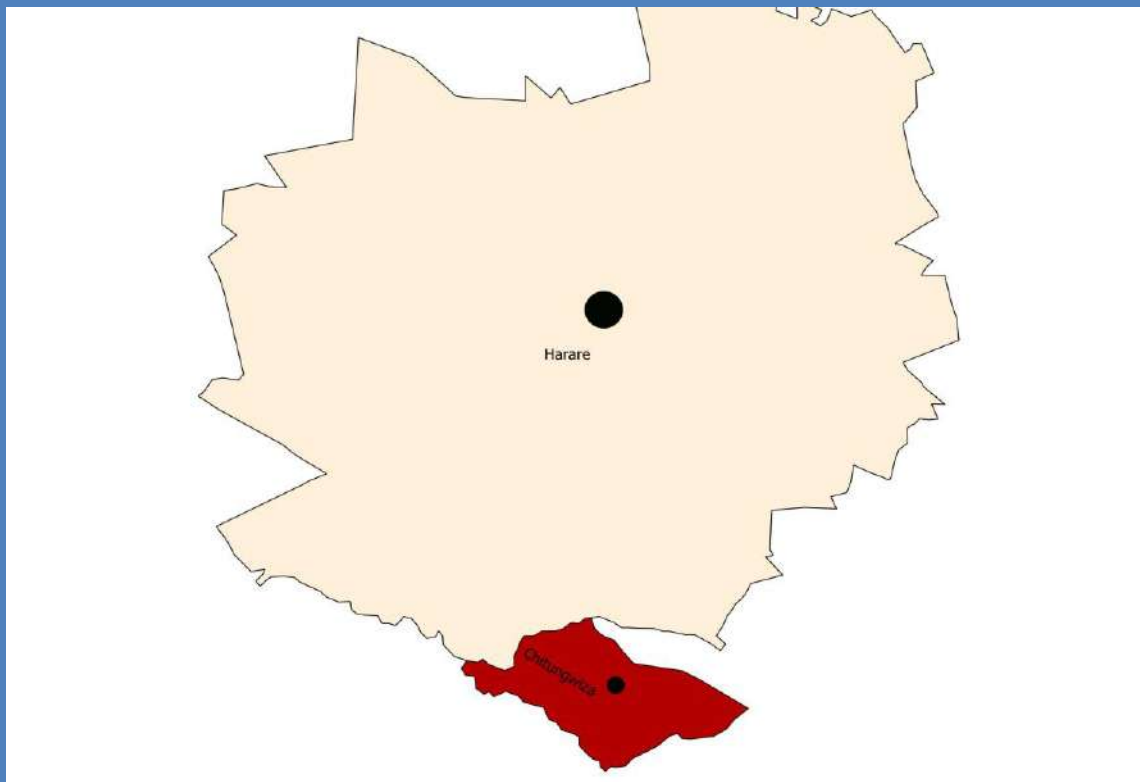


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Chapter 1: Preamble

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	26048	26499	52547
4	25799	26320	52120
5	23598	24070	47669
6	22700	23498	46198
7	22605	23363	45968
8	21009	22419	43428
9	21767	23112	44879
10	20601	21964	42565
11	20791	22235	43026
12	24324	26435	50759
13	19782	21826	41608
14	19328	22336	41664
15	18905	23389	42294
16	19816	25553	45369
17	20452	27572	48024
18	20362	28932	49294
Grand Total	347886	389525	737412

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	
Harare	120751	123751	244502	108492	116165	224657	77830	93105	170935	40814	56504	97318	737412

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	208		222		89	
2013	208	0.00%	223	0.45%	94	5.62%
2014	213	2.40%	225	0.90%	94	0.00%
2015	217	1.88%	230	2.22%	211	124.47%
2016	237	9.22%	245	6.52%	214	1.42%
2017	244	2.95%	253	3.27%	232	8.41%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Chitungwiza	34	39	73	13.44%	16.81%	15.05%
Glenview Mufakose	34	28	62	13.44%	12.07%	12.78%
High Glen	35	29	64	13.83%	12.50%	13.20%
Mabvuku Tafara	35	25	60	13.83%	10.78%	12.37%
Mbare Hatfield	35	52	87	13.83%	22.41%	17.94%
Northern Central	35	24	59	13.83%	10.34%	12.16%
Warren Park Mabelreign	45	35	80	17.79%	15.09%	16.49%
Grand Total	253	232	485	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
Chitungwiza	33	1	34	39	0	39
Glenview Mufakose	34	0	34	28	0	28
High Glen	34	1	35	26	3	29
Mabvuku Tafara	35	0	35	25	0	25
Mbare Hatfield	34	1	35	52	0	52
Northern Central	35	0	35	23	1	24
Warren Park Mabelreign	44	1	45	34	1	35
Grand Total	249	4	253	227	5	232

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
Chitungwiza		34	34		39	39
Glenview Mufakose		34	34		28	28
High Glen	1	34	35		29	29
Mabvuku Tafara	2	33	35		25	25
Mbare Hatfield	1	34	35	1	51	52
Northern Central		35	35		24	24
Warren Park Mabelreign	1	44	45	1	34	35
Grand Total	5	248	253	2	230	232

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Resp_Authority	Primary	Secondary	Grand Total
Church/Mission	24	17	41
City Council	28		28
District Council	4		4
Farm	6		6
Government	118	62	180
Mine	1		1
Other	13	59	72
Other Government Line Ministries	12	6	18
Private Company	23	65	88
Town Board	4	4	8
Trust	20	19	39
Grand Total	253	232	485

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	421	311	732	1.68%
6 years	8843	9422	18265	41.81%
7 years	10890	10355	21245	48.63%
8 years	1580	1422	3002	6.87%
9 years	140	122	262	0.60%
10 years	35	44	79	0.18%
11 years	21	9	30	0.07%
12 years	5	6	11	0.03%
Above 12	35	22	57	0.13%
Grand Total	21970	21713	43683	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	422	591	1013	4.06%
13 years	4316	5245	9561	38.29%
14 years	5098	5128	10226	40.95%
15 years	1825	1408	3233	12.95%
16 years	433	308	741	2.97%
17 years	73	90	163	0.65%
18 years	12	15	27	0.11%
above 18	2	3	5	0.02%
Grand Total	12181	12788	24969	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	8093	7825	15918	124920	128005	252925	268843
2013	8245	8218	16463	126481	128154	254635	271098
2014	9964	9724	19688	127435	128708	256143	275831
2015	12843	12532	25375	129840	131143	260983	286358
2016	14917	14442	29359	131016	132907	263923	293282
2017	16795	15962	32757	133494	134693	268187	300944

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
Chitungwiza	1632	4050	7931	7552	7035	7033	6826	6849	6720	308	55936
Glenview Mufakose	1635	4594	7418	6449	6085	5760	5644	5615	5353	143	48696
High Glen	1227	2865	5534	5420	4968	4786	4675	4802	4623	235	39135
Mabvuku Tafara	1136	2298	5420	5019	4813	4820	4856	4778	4850	115	38105
Mbare Hatfield	1124	3076	5214	4908	4710	4613	4445	4347	4220	128	36785
Northern Central	1238	2302	3662	3405	3317	3191	3113	3076	3043	186	26533
Warren Park Mabelreign	1444	4136	8453	7942	7210	6602	6417	6868	6422	260	55754
Grand Total	9436	23321	43632	40695	38138	36805	35976	36335	35231	1375	300944

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	61	44	105	139	123	262	367
Urban	4791	4540	9331	11804	11255	23059	32390
Grand Total	4852	4584	9436	11943	11378	23321	32757

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	40	20	60	0	0	0	60
3 years	254	210	464	52	22	74	538
4 years	2127	2098	4225	289	426	715	4940
5 years	2143	2047	4190	5906	5557	11463	15653
6 years	275	203	478	5459	5157	10616	11094
7 years	6	2	8	208	192	400	408
8 years	2	1	3	10	14	24	27
9 years	1	0	1	11	8	19	20
10 years	0	1	1	3	1	4	5
11 years	1	0	1	2	1	3	4
12 years	1	2	3	3	0	3	6
Above 12	2	0	2	0	0	0	2
Grand Total	4852	4584	9436	11943	11378	23321	32757

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	233	241	474	21701	21457	43158	43632
Grade 2	216	244	460	20195	20040	40235	40695
Grade 3	221	196	417	18798	18923	37721	38138
Grade 4	227	222	449	18157	18199	36356	36805
Grade 5	205	247	452	17729	17795	35524	35976
Grade 6	258	213	471	17567	18297	35864	36335
Grade 7	186	223	409	16951	17871	34822	35231
Skills Orientation				850	525	1375	1375
Grand Total	1546	1586	3132	131948	133107	265055	268187

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	1030	0	0	0	0	0	0	12	1042
6 years	19334	1240	0	0	0	0	0	19	20593
7 years	20733	19229	1135	0	0	0	0	36	41133
8 years	2218	17581	16313	1718	0	0	0	84	37914
9 years	225	2289	16740	15808	1723	0	0	140	36925
10 years	67	298	3256	15234	15220	1611	0	175	35861
11 years	17	41	600	3332	14198	16052	1795	185	36220
12 years	5	9	79	559	3873	14431	15143	308	34407
Above 12	3	8	15	154	962	4241	18293	416	24092
Grand Total	43632	40695	38138	36805	35976	36335	35231	1375	268187

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	40120	41229	81349	50.68%		4656	4206	8862	47.46%		44776	45435	90211	50.37%	
2013	42072	43768	85840	50.99%	5.52%	5121	4562	9683	47.11%	9.3%	47193	48330	95523	50.60%	5.89%
2014	42143	43806	85949	50.97%	0.13%	5189	4611	9800	47.05%	1.2%	47332	48417	95749	50.57%	0.24%
2015	49989	52092	102081	51.03%	18.77%	8437	7286	15723	46.34%	60.4%	58426	59378	117804	50.40%	23.03%
2016	49831	52330	102161	51.22%	0.08%	9119	8091	17210	47.01%	9.46%	58950	60421	119371	50.62%	1.33%
2017	50457	52828	103285	51.15%	1.10%	9526	8822	18348	48.08%	6.61%	59983	61650	121633	50.69%	1.89%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Chitungwiza	5312	5315	5776	5318	1726	1306	82	24835
Glenview Mufakose	4254	4229	4608	4358	1457	1288	53	20247
High Glen	3549	3386	3524	3223	768	710	19	15179
Mabvuku Tafara	3516	3349	3630	3039	736	696	0	14966
Mbare Hatfield	2971	3134	3414	3515	2083	1819	36	16972
Northern Central	2139	2303	2131	2237	1296	1242	56	11404
Warren Park Mabelreign	3643	3568	3769	3768	1603	1618	61	18030
Grand Total	25384	25284	26852	25458	9669	8679	307	121633

Table 18: Secondary School Enrolments by Location and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	25	20	45	12353	12986	25339	25384
Form 2	16	14	30	12294	12960	25254	25284
Form 3	26	21	47	13059	13746	26805	26852
Form 4	20	14	34	12470	12954	25424	25458
Lower 6	5	5	10	4963	4696	9659	9669
Upper 6	10	5	15	4548	4116	8664	8679
Skills Orientation				194	113	307	307
Grand Total	102	79	181	59881	61571	121452	121633

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	874	0	0	0	0	0	0	874
13 years	9753	997	0	0	0	0	10	10760
14 years	10505	10327	959	0	0	0	40	21831
15 years	3304	10083	10715	767	0	0	79	24948
16 years	755	3039	10058	10193	560	0	50	24655
17 years	165	727	3678	9348	4829	1200	64	20011
18 years	25	78	1109	3662	3024	4458	42	12398
above 18	3	33	333	1488	1256	3021	22	6156
Grand Total	25384	25284	26852	25458	9669	8679	307	121633

Table 20: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Chitungwiza	10759	10406	21165	17190	17581	34771	12219	12616	24835	80771
Glenview Mufakose	10276	9820	20096	14389	14211	28600	10145	10102	20247	68943
High Glen	7603	7443	15046	11936	12153	24089	7432	7747	15179	54314
Mabvuku Tafara	6977	6896	13873	11867	12365	24232	7159	7807	14966	53071
Mbare Hatfield	6981	7341	14322	10871	11592	22463	8527	8445	16972	53757
Northern Central	5515	5092	10607	8238	7688	15926	6039	5365	11404	37937
Warren Park Mabelreign	11029	10946	21975	16658	17121	33779	8462	9568	18030	73784
Grand Total	59140	57944	117084	91149	92711	183860	59983	61650	121633	422577

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
Harare	21970	21713	43683	8951	9545	18496	22700	23498	46198

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	
Harare	39.43%	40.62%	40.04%	1.03	96.79%	92.40%	94.56%	0.95

4.2 Secondary School Apparent and Net Intake Rates

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

District	New Entrants into Form 1			New Entrants Aged 13			Population Aged 13		
	M	F	Total	M	F	Total	M	F	Total
Harare	12181	12788	24969	4316	5245	9561	19782	21826	41608

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	
Harare	21.82%	24.03%	22.98%	1.10	61.58%	58.59%	60.01%	0.95

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	
Harare	22.26%	20.76%	21.50%	0.93	14.28%	13.47%	13.87%	0.94

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	
Harare	111.04%	109.67%	110.35%	0.99	78.17%	75.33%	76.71%	0.96

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	
Harare	64.83%	56.74%	60.42%	0.88	50.04%	45.84%	47.75%	0.92

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	
Harare	23.34%	15.61%	18.85%	0.67	16.49%	11.93%	13.85%	0.72

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

District	ECD			Primary Grade 1-7			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Chitungwiza	256	260	516	5296	3084	8380	2485	2622	5107
Glenview Mufakose	181	195	376	2262	2281	4543	2137	2186	4323
High Glen	106	108	214	1793	1777	3570	1517	1697	3214
Mabvuku Tafara	131	152	283	1973	2174	4147	1558	1863	3421
Mbare Hatfield	112	87	199	1345	1325	2670	1224	1528	2752
Northern Central	55	55	110	646	660	1306	927	547	1474
Warren Park Mabelreign	161	132	293	2748	2695	5443	1863	2214	4077
Grand Total	1002	989	1991	16063	13996	30059	11711	12657	24368

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	
Chitungwiza	38	34	72	53	65	118	56	55	111	109	106	215	516
Glenview Mufakose	31	43	74	27	40	67	47	46	93	76	66	142	376
High Glen	8	10	18	29	41	70	21	25	46	48	32	80	214
Mabvuku Tafara	21	24	45	26	28	54	31	35	66	53	65	118	283
Mbare Hatfield	12	23	35	27	35	62	39	13	52	34	16	50	199
Northern Central	6	4	10	11	8	19	5	6	11	33	37	70	110
Warren Park Mabelreign	9	10	19	28	20	48	40	21	61	84	81	165	293
Grand Total	125	148	273	201	237	438	239	201	440	437	403	840	1991

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	
Chitungwiza	2688	500	3188	730	711	1441	970	985	1955	908	888	1796	8380
Glenview Mufakose	336	354	690	591	626	1217	782	805	1587	553	496	1049	4543
High Glen	209	186	395	458	477	935	619	644	1263	507	470	977	3570
Mabvuku Tafara	231	279	510	438	463	901	593	708	1301	711	724	1435	4147
Mbare Hatfield	196	178	374	357	359	716	457	457	914	335	331	666	2670
Northern Central	52	63	115	147	155	302	159	200	359	288	242	530	1306
Warren Park Mabelreign	253	267	520	684	670	1354	931	935	1866	880	823	1703	5443
Grand Total	3965	1827	5792	3405	3461	6866	4511	4734	9245	4182	3974	8156	30059

Table 32: Number of Secondary OVC by Type, Sex and Province

Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total	
District	M	F	T	M	F	T	M	F	T	M	F	T	
Chitungwiza	442	456	898	604	603	1207	681	744	1425	758	819	1577	5107
Glenview Mufakose	546	537	1083	567	610	1177	565	591	1156	459	448	907	4323
High Glen	260	314	574	428	467	895	524	578	1102	305	338	643	3214
Mabvuku Tafara	305	283	588	457	473	930	540	604	1144	256	503	759	3421
Mbare Hatfield	209	242	451	347	426	773	381	538	919	287	322	609	2752
Northern Central	181	101	282	317	168	485	300	238	538	129	40	169	1474
Warren Park Mabelreign	298	339	637	462	483	945	669	737	1406	434	655	1089	4077
Grand Total	2241	2272	4513	3182	3230	6412	3660	4030	7690	2628	3125	5753	24368

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	211	188	399	87	118	205	1208
	Blind	1797	1259	3056	731	504	1235	8582
Physical Impairment	Gross motor	45	30	75	16	10	26	202
	Fine motor	213	150	363	47	53	100	926
Hearing impairment	Mild to moderate	10	11	21	1	4	5	52
	Severe to profound	155	93	248	48	30	78	652
Intellectual challenges	Mild to moderate	102	102	204	14	23	37	482
	Severe to profound	138	96	234	71	58	129	726
Communication and speech	Mild to moderate	350	218	568	131	115	246	1628
	Severe to profound	179	106	285	38	23	61	692
Learning Disability	Dyslexia	222	160	382	215	23	238	1240
Multiple Disabilities		63	44	107	32	16	48	310
Grand Total		3485	2457	5942	1431	977	2408	16700

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	
Chitungwiza	650	674	1324	1215	1347	2562	409	423	832	4718
Glenview Mufakose	217	188	405	703	676	1379	69	55	124	1908
High Glen	141	139	280	768	707	1475	76	67	143	1898
Mabvuku Tafara	221	267	488	624	654	1278	296	313	609	2375
Mbare Hatfield	47	65	112	329	325	654	65	91	156	922
Northern Central	34	48	82	146	172	318	11	17	28	428
Warren Park Mabelreign	262	195	457	752	688	1440	144	183	327	2224
Grand Total	1572	1576	3148	4537	4569	9106	1070	1149	2219	14473

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	
Chitungwiza	360	318	678	246	263	509	451	497	948	2135
Glenview Mufakose	112	99	211	301	321	622	238	299	537	1370
High Glen	75	90	165	317	326	643	115	128	243	1051
Mabvuku Tafara	56	84	140	234	273	507	126	247	373	1020
Mbare Hatfield	55	89	144	125	123	248	92	177	269	661
Northern Central	0	0	0	53	47	100	222	138	360	460
Warren Park Mabelreign	0	0	0	280	342	622	217	243	460	1082
Grand Total	658	680	1338	1556	1695	3251	1461	1729	3190	7779

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	
Chitungwiza	15	146	161		10	10	171
Glenview Mufakose	16	138	154	3	22	25	179
High Glen	8	126	134	3	16	19	153
Mabvuku Tafara	23	102	125	2	15	17	142
Mbare Hatfield	5	96	101	5	31	36	137
Northern Central	8	108	116		39	39	155
Warren Park Mabelreign	10	137	147	1	16	17	164
Grand Total	85	853	938	14	149	163	1101

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	27	136	163
ECD Para Professional	10	129	139
Graduate without teaching qualification	4	9	13
Non-Teaching Degree		11	11
Diploma or Certificate in Education	58	717	775
Grand Total	99	1002	1101

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	
Chitungwiza	179	902	1081	4	11	15	1096
Glenview Mufakose	155	800	955	22	37	59	1014
High Glen	147	684	831	5	11	16	847
Mabvuku Tafara	186	616	802	2	19	21	823
Mbare Hatfield	138	665	803	7	11	18	821
Northern Central	156	587	743	13	29	42	785
Warren Park Mabelreign	233	1048	1281	17	28	45	1326
Grand Total	1194	5302	6496	70	146	216	6712

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

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	315	1272	1587
ECD Para Professional	23	66	89
Graduate without teaching qualification	26	55	81
Non-Teaching Degree	20	25	45
Other Unqualified	1		1
Diploma or Certificate in Education	879	4030	4909
Grand Total	1264	5448	6712

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	
Chitungwiza	332	435	767	109	65	174	941
Glenview Mufakose	273	464	737	61	53	114	851
High Glen	196	307	503	75	46	121	624
Mabvuku Tafara	151	351	502	53	47	100	602
Mbare Hatfield	277	426	703	164	83	247	950
Northern Central	231	355	586	58	41	99	685
Warren Park Mabelreign	262	435	697	121	62	183	880
Grand Total	1722	2773	4495	641	397	1038	5533

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

Highest qualification	M	F	Grand Total
Diploma or Certificate	808	1348	2156
Graduate with Teaching Qualification	914	1425	2339
Graduate without Teaching Qualification	511	336	847
Other (unqualified)	109	51	160
Not Reported	21	10	31
Grand Total	2363	3170	5533

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	19	15	34	4852	4584	9436	0.39%	0.33%	0.36%	0.84
ECD B	49	26	75	11943	11378	23321	0.41%	0.23%	0.32%	0.56
Grade 1	103	69	172	21934	21698	43632	0.47%	0.32%	0.39%	0.68
Grade 2	75	57	132	20411	20284	40695	0.37%	0.28%	0.32%	0.76
Grade 3	60	42	102	19019	19119	38138	0.32%	0.22%	0.27%	0.70
Grade 4	47	33	80	18384	18421	36805	0.26%	0.18%	0.22%	0.70
Grade 5	43	26	69	17934	18042	35976	0.24%	0.14%	0.19%	0.60
Grade 6	77	38	115	17825	18510	36335	0.43%	0.21%	0.32%	0.48
Grade 7	27	13	40	17137	18094	35231	0.16%	0.07%	0.11%	0.46
Grand Total	500	319	819	149439	150130	299569	0.33%	0.21%	0.27%	0.64

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	22	36	58	12378	13006	25384	0.18%	0.28%	0.23%	1.56
Form 2	49	34	83	12310	12974	25284	0.40%	0.26%	0.33%	0.66
Form 3	328	344	672	13085	13767	26852	2.51%	2.50%	2.50%	1.00
Form 4	616	590	1206	12490	12968	25458	4.93%	4.55%	4.74%	0.92
Lower 6	23	20	43	4968	4701	9669	0.46%	0.43%	0.44%	0.92
Upper 6	35	36	71	4558	4121	8679	0.77%	0.87%	0.82%	1.14
Grand Total	1073	1060	2133	59789	61537	121326	1.79%	1.72%	1.76%	0.96

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	67	64	131	369	293	662	793
Death	44	57	101	36	29	65	166
Expulsion	3	1	4	17	4	21	25
Illness	36	20	56	14	24	38	94
Marriage	1	1	2	9	60	69	71
Other	85	73	158	102	113	215	373
Pregnancy	1		1	12	175	187	188
Financial	132	132	264	962	945	1907	2171
Grand Total	369	348	717	1521	1643	3164	3881

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	100.00%	99.99%	99.99%	0.34%	0.51%	0.21%	-0.34%	-0.50%	-0.20%
To Grade 3	98.95%	97.51%	98.22%	0.30%	0.39%	0.76%	0.76%	2.11%	1.02%
To Grade 4	97.38%	99.09%	98.23%	0.22%	0.32%	0.55%	2.39%	0.58%	1.22%
To Grade 5	97.20%	96.99%	97.10%	0.18%	0.25%	0.21%	2.62%	2.75%	2.70%
To Grade 6	97.85%	97.33%	97.60%	0.14%	0.24%	0.51%	2.01%	2.43%	1.89%
To Grade 7	96.60%	95.01%	95.82%	0.20%	0.43%	0.35%	3.19%	4.56%	3.83%
To Form 1	72.51%	71.87%	72.20%	0.07%	0.16%	0.48%	27.41%	27.98%	27.32%
To Form 2	100.05%	100.50%	100.27%	0.28%	0.18%	0.08%	-0.33%	-0.68%	-0.35%
To Form 3	104.05%	106.16%	105.07%	0.26%	0.41%	0.24%	-4.32%	-6.57%	-5.31%
To Form 4	91.65%	92.15%	91.89%	2.55%	2.55%	1.07%	5.80%	5.30%	7.03%
To Lower 6	36.60%	39.75%	38.15%	4.61%	4.95%	1.78%	58.79%	55.30%	60.07%
To Upper 6	96.16%	94.41%	83.86%	0.47%	0.48%	0.80%	3.37%	5.11%	15.35%

8.4 Survival Rates

Table 46: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	100.50%	100.34%	99.8%
To Grade 3	98.38%	99.58%	98.5%
To Grade 4	97.80%	97.19%	97.3%
To Grade 5	95.10%	94.63%	94.4%
To Grade 6	92.78%	92.73%	92.5%
To Grade 7	88.53%	89.76%	88.7%

Table 47: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	100.68%	100.33%	100.45%
To Form 3	107.32%	104.68%	107.36%
To Form 4	101.49%	98.45%	102.85%
To Form 5	42.72%	38.03%	39.99%
To Form 6	40.55%	36.76%	38.27%

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
Chitungwiza	5682	50254	24835	121	600	452	47	84	55
Glenview Mufakose	6229	42467	20247	100	696	347	62	61	58
High Glen	4092	35043	15179	96	565	350	43	62	43
Mabvuku Tafara	3434	34671	14966	102	579	342	34	60	44
Mbare Hatfield	4200	32585	16972	109	626	736	39	52	23
Northern Central	3540	22993	11404	126	587	415	28	39	27
Warren Park Mabelreign	5580	50174	18030	118	963	464	47	52	39
Grand Total	32757	268187	121633	772	4616	3106	42	58	39

9.2 Access to Electricity

Table 49: Primary and Secondary Schools Main Source of Electricity

Main_electricity_source	Primary	Secondary	Grand Total
Generator	3	7	10
Grid	243	217	460
None	6	7	13
Other	1		1
Solar		1	1
Grand Total	253	232	485

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
Chitungwiza	218	220	553	572	332	403	13	13	45	44	37	31
Glenview Mufakose	142	142	342	430	220	313	23	21	63	49	46	32
High Glen	151	149	371	406	272	281	14	13	47	43	27	28
Mabvuku Tafara	137	151	313	363	192	308	13	11	55	48	37	25
Mbare Hatfield	151	138	462	461	420	322	14	15	34	36	20	26
Northern Central	224	162	488	385	422	325	8	11	24	29	14	17
Warren Park Mabelreign	185	182	609	580	288	306	16	15	41	44	29	31
Grand Total	1208	1144	3138	3197	2146	2258	14	14	43	42	28	27

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
Chitungwiza	27	3	22	15
Glenview Mufakose	28	1	13	7
High Glen	25		21	11
Mabvuku Tafara	29	3	21	12
Mbare Hatfield	23	3	18	15
Northern Central	19	6	12	12
Warren Park Mabelreign	33	4	28	15
Grand Total	184	20	135	87

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
Chitungwiza	65916	57997	123913	24835
Glenview Mufakose	60171	53847	114018	20247
High Glen	43900	38566	82466	15179
Mabvuku Tafara	41035	40869	81904	14966
Mbare Hatfield	55197	48643	103840	16972
Northern Central	37446	31003	68449	11404
Warren Park Mabelreign	72436	63016	135452	18030
Grand Total	376101	333941	710042	121633

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
Chitungwiza	391	0	181	570	135	140	1417
Glenview Mufakose	12	95	565	4	0	31	707
High Glen	184	6	4	46	0	0	240
Mabvuku Tafara	1148	34	273	101	119	99	1774
Mbare Hatfield	7	10	12	0	0	6	35
Northern Central	0	0	0	0	0	0	0
Warren Park Mabelreign	76	61	16	19	0	0	172
Grand Total	1818	206	1051	740	254	276	4345

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

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Chitungwiza	217	0	662	879
Glenview Mufakose	30	79	295	404
High Glen	0	11	74	85
Mabvuku Tafara	39	0	1006	1045
Mbare Hatfield	0	278	185	463
Northern Central		0	92	92
Warren Park Mabelreign	133	14	334	481
Grand Total	419	382	2648	3449

Chapter 11: Learning Outcomes

Table 55: Grade 7 examination pass rates for 2014-2017

Year	Candidates			Passed			Pass rates			GPI
	M	F	T	M	F	T	M	F	T	
2014	16628	17407	34035	10968	12536	23504	65.96%	72.02%	69.06%	1.09
2015	16828	17694	34522	11894	13545	25439	70.68%	76.55%	73.69%	1.08
2016	17181	18166	35347	11956	13955	25911	69.59%	76.82%	73.30%	1.10
2017	17321	18380	35702	12199	13831	26031	70.43%	75.25%	72.91%	1.07

Table 56: Grade 7 Examination Pass Rates for 2017 by District and Sex

District	Candidates			Passed			Pass rates			GPI
	M	F	T	M	F	T	M	F	T	
Chitungwiza	3238	3371	6609	2261	2491	4752	69.83%	73.89%	71.90%	1.06
Glenview Mufakose	2671	2681	5353	1974	2110	4085	73.90%	78.70%	76.31%	1.06
High Glen	2421	2541	4962	1633	1838	3471	67.45%	72.33%	69.95%	1.07
Mabvuku Tafara	2395	2600	4995	1396	1587	2983	58.29%	61.04%	59.72%	1.05
Mbare Hatfield	1861	2229	4090	1485	1867	3352	79.80%	83.76%	81.96%	1.05
Northern Central	1611	1581	3192	1157	1277	2434	71.82%	80.77%	76.25%	1.12
Warren Park Mabelreign	3124	3377	6501	2293	2661	4954	73.40%	78.80%	76.20%	1.07
Harare	17321	18380	35702	12199	13831	26031	70.43%	75.25%	72.91%	1.07

Table 57: O' Level Examination Pass Rate trend from 2014 -2017

Year	Candidates			Passed			Pass rates			GPI
	M	F	T	M	F	T	M	F	T	
2014	8131	8484	16615	2038	1974	4012	25.06%	23.27%	24.15%	0.93
2015	8176	8515	16691	2377	2398	4775	29.07%	28.16%	28.61%	0.97
2016	7952	8687	16639	2488	2802	5290	31.29%	32.26%	31.79%	1.03
2017	8108	8733	16842	2455	2742	5197	30.28%	31.40%	30.86%	1.04

Table 58: O' Level Examinations 2017 Pass Rates by District and Sex

District	Candidates			Passed			Pass rates			GPI
	M	F	T	M	F	T	M	F	T	
Chitungwiza	1590	1723	3314	466	457	923	29.31%	26.52%	27.85%	0.90
Glenview Mufakose	1536	1607	3143	465	419	884	30.27%	26.07%	28.13%	0.86
High Glen	1168	1229	2397	354	309	663	30.31%	25.14%	27.66%	0.83
Mabvuku Tafara	913	976	1889	230	266	496	25.19%	27.25%	26.26%	1.08
Mbare Hatfield	902	941	1843	326	473	799	36.14%	50.27%	43.35%	1.39
Northern Central	691	761	1452	276	372	648	39.94%	48.88%	44.63%	1.22
Warren Park Mabelreign	1308	1496	2804	338	446	784	25.84%	29.81%	27.96%	1.15
Harare	8108	8733	16842	2455	2742	5197	30.28%	31.40%	30.86%	1.04

Table 59: A' level Examination Pass Rate trend from 2014 -2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2014	1898	1566	3464	1457	1350	2807	76.77%	86.21%	81.03%	1.12
2015	2170	1841	4011	1730	1690	3420	79.72%	91.80%	85.27%	1.15
2016	2451	2075	4526	1942	1864	3806	79.23%	89.83%	84.09%	1.13
2017	2850	2533	5383	2219	2223	4442	77.86%	87.76%	82.52%	1.13

Table 60: A' Level Examinations 2017 Pass Rates by District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Chitungwiza	351	274	625	283	240	523	80.63%	87.59%	83.68%	1.09
Glenview Mufakose	563	504	1067	458	419	877	81.35%	83.13%	82.19%	1.02
High Glen	218	229	447	176	202	378	80.73%	88.21%	84.56%	1.09
Mabvuku Tafara	255	234	489	196	202	398	76.86%	86.32%	81.39%	1.12
Mbare Hatfield	512	379	891	389	346	735	75.98%	91.29%	82.49%	1.20
Northern Central	329	311	640	234	299	533	71.12%	96.14%	83.28%	1.35
Warren Park Mabelreign	622	602	1224	483	515	998	77.65%	85.55%	81.54%	1.10
Harare	2850	2533	5383	2219	2223	4442	77.86%	87.76%	82.52%	1.13

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.