

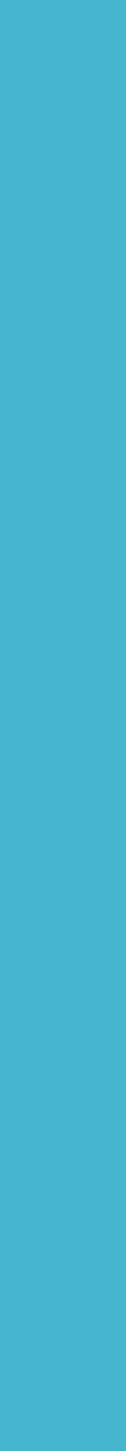


**MINISTRY OF PRIMARY AND
SECONDARY EDUCATION**



ANNUAL STATISTICAL REPORT 2016

ZIMBABWE





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SECONDARY EDUCATION**

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ABBREVIATIONS AND ACRONYMS

Acronym Definition

AIR	Apparent Intake Rate	LCR	Learner to Classroom Ratio
ASER	Age Specific Enrolment Rate	LSeR	Learner to Seating Ratio
BEAM	Basic Education Assistance Module	LQTR	Learner to Qualified Teacher Ratio
ECD	Early Childhood Development	LTeR	Learner to Textbooks Ratio
EFA	Education for All	LTR	Learner to Teacher Ratio
EMIS	Educational Management Information System	LToR	Learner to Toilet Ratio
GER	Gross Enrolment Rate	LWR	Learner to Writing Ratio
GoZ	Government of Zimbabwe	SDC	School Development Committee
GPI	Gender Parity Index	TCR	Teacher to Classroom Ratio
ICT	Information and Communication Technology	TCR	Teacher to Class Ratio
MoPSE	Ministry of Primary and Secondary Education	TTR	Teacher to Toilet Ratio
NER	Net Enrolment Rate	ZimStat	Zimbabwe National Statistics Agency
NIR	Net Intake Rate	ZIMSEC	Zimbabwe School Examinations Council
OVC	Orphans and Vulnerable Children		

FOREWORD

The 2016 education statistics report adds to a series of previously published reports for the purpose of reviewing, informing and understanding all aspects of the education sector hence leading to planning, improving, projecting and enhancing equity, efficiency, access and quality of the Zimbabwean education system.

The context of an education system is measured by both qualitative and quantitative data as well as evidence that is made readily available. Quantitative data are essential in the appreciation of an education system and how it functions. Data in the form of analytical statistics provides for a clearer vision of the current situation as well as assisting in predicting future trends, thereby leading to informed decision making processes and adequate measurement of set targets, goals and objectives. In addition to the production of raw statistical data, the use of indicators and sets of indicators for monitoring and evaluating the education system has attracted increased interest from players in the sector. Indicators can help in providing a clear vision of the situation of the system and of changes overtime. Appropriate selection of indicators, and their presentation and analysis can contribute to better decision making, planning and administration for the organization of the education system.

The education management information system has enabled the compilation of relevant information and data from school level to national level hence leading to the production of this publication of the year 2016.

Prof. P. V. Mavima

Minister of Primary and Secondary Education

PREFACE

This report is a true reflection of the efforts the Ministry is undertaking in improving access, equity, efficiency and quality of the primary and secondary education. There is notable increase in number of learners including learners with special needs and infrastructural resources.

The statistics in this publication play a pivotal role to inform policy within the Ministry and its relevant sector departments. The Ministry's thrust is to provide accurate and timely education statistics which are essential for effective educational planning, monitoring, evaluating and budgeting and for other activities that are critical in the operation and progress of the education system.

Information on education indicators in this publication is also used to measure progress on goal attainment such as Sustainable Development Goals (SDGs).

However, the collection of data from the schools was a massive and complex exercise that the Ministry accomplished with limited resources. This publication on educational statistics for 2016 is a Ministry tool for use among its stakeholders for effective and efficient decision making.

Dr. S. J. Utete-Masango

Secretary for Primary and Secondary Education

EXECUTIVE SUMMARY

This publication presents statistical information on primary and secondary education in Zimbabwe. The information presented is compiled from Education Management Information System (EMIS) database. The 2016 Annual Education Census conducted on the 30th of June 2016 covered 8820 schools where 6045 were primary schools and 2775 were secondary schools. In addition, of all the schools that reported to offer primary education there were only 64 primary schools that were not offering ECD.

The School Age Population is considered to be those learners aged 3-18 years. Currently, it is being projected at 5,542,699 and of this population 2,767,337 were males and 2,775,362 were females. The actual count was done in 2012 and it is being anticipated to have an average annual inter-censal population growth rate of 1.1%. Considering the estimated school age population, the total number of schools that reported to offer ECD, primary and secondary education enrolled 4,307,179 learners. Of the total number of learners enrolled 2,174,899 were males and 2,132,280 were females. Primary schools including ECD centres accounted for the largest number of learners (3,242,375) compared to secondary schools (1,064,804).

There are certain indicators reported in this publication that gives a clear picture of the education system for the purpose of monitoring. The indicator on access showed that there was a relatively small percentage (21.86%) of learners entering form 1 for the first time whereas primary level reported to have 42.37%. The official entry age into grade 1 is 6 years and form 1 is 13 years. Hence, it can be noted that there was a significant number of learners who were overage or underage entering grade 1 and form 1 for the first time.

Participation of learners who were of the correct age in a level was very high in primary level (90.01%) and very low in upper secondary (9.20%). The participation of learners at upper secondary level may be due to the low degree of retention at the level. If we further analysis by grade, participation of learners who were of the correct age to the grade were 24% and 45% between grade 1-7 and 6.08% and

5.73% between form 1 - 6. It can be clearly shown that the efficiency of the system of enrolling learners of the correct age corresponding to their grade is still very low.

The number of trained teachers improved dramatically since 1999. There was an increase of 16,167 and 6,556 primary and secondary trained teachers respectively. In ECD level there is equal distribution of trained teachers by provinces as shown by the number of learners per teacher. Urban province had low learner to teacher ratio of 30 and below compared to other provinces like Matabeleland North and Matabeleland South provinces which reported 185 and 259 learners to a trained teacher, respectively.

On WASH facilities, Bulawayo is the only province with all schools that have access to water. More than 90% of schools in this province access water from ZINWA. Water for more than 90% of schools is safe to drink, sufficient, consistently available and treated. Very few schools (less than 20%) have sources of water that are also used by the community. On school feeding, urban provinces reported to have less than 23% of primary schools with supplementary feeding compared to the other eight provinces which have more than 80%.

The Ministry expects 100% completion of schooling meaning that learners who start schooling at ECD are expected to finish upper secondary. Completion rates at lower levels, ECD (90%) and Primary (79.56%) are very high and as we move up the hierarchy completion rate drops lower secondary (65.67%) and upper secondary (12.82%). However due to number of factors such as dropping out of school, some learners will not make up to higher grades. In addition learners sit for Ordinary Level exams that prohibit them from proceeding to upper secondary if they do not pass. Hence, only 24.33% survive to upper six.

To achieve quality in the education system all learners are expected to pass exams. There were more females registering and passing grade 7 examination than boys since 2011, gender parity index was above 1.



THE RIGHT TO
ACCESS AND QUALITY
EDUCATION FOR
ZIMBABWEAN
CHILDREN

FK

1

PREAMBLE

1.1 Introduction to Zimbabwe Education System

The Ministry of Primary and Secondary Education provide and promote quality, inclusive, holistic and relevant Infant (ECD A and B, Grade 1 and 2) Junior (Grade 3 -7) and Secondary education (lower and upper secondary). At the end of lower secondary, form 4, there is an examination which determines completion of lower secondary. Thereafter, there will be multiple pathways to higher education. Learners who pass this examination might go to upper secondary, some in tertiary institutions and technical/vocational colleges which is now under the jurisdiction of Ministry of Higher and Tertiary Education, Science and Technology Development .

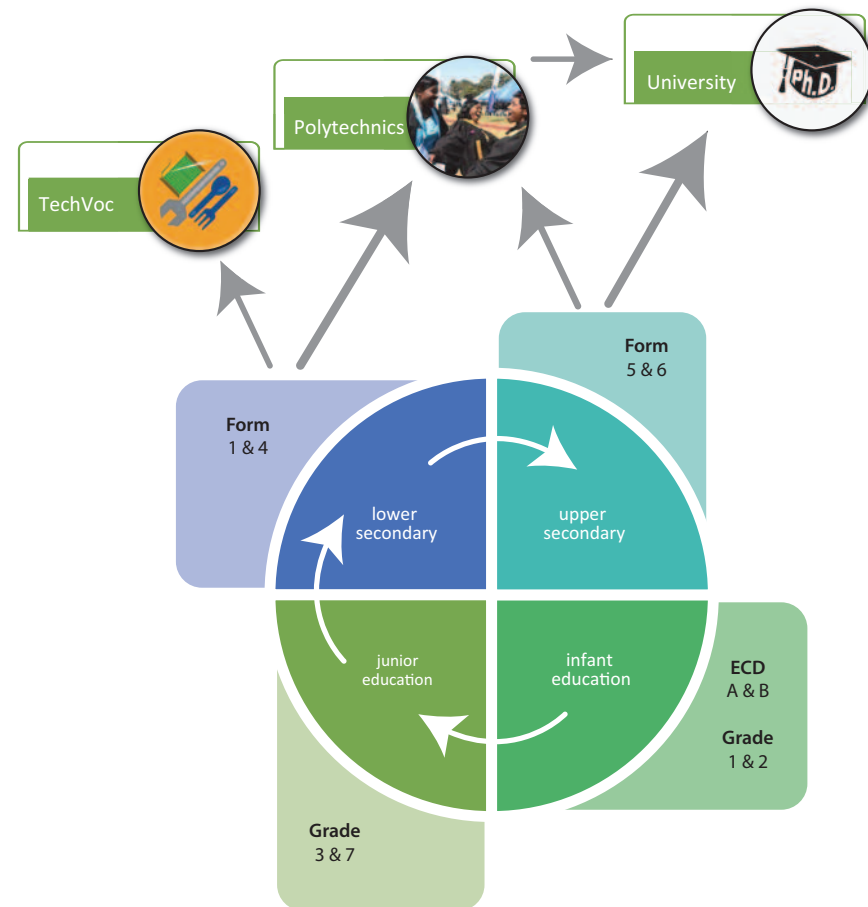
1.2 Primary Level

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.

Figure 1: Structure of the Education System



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

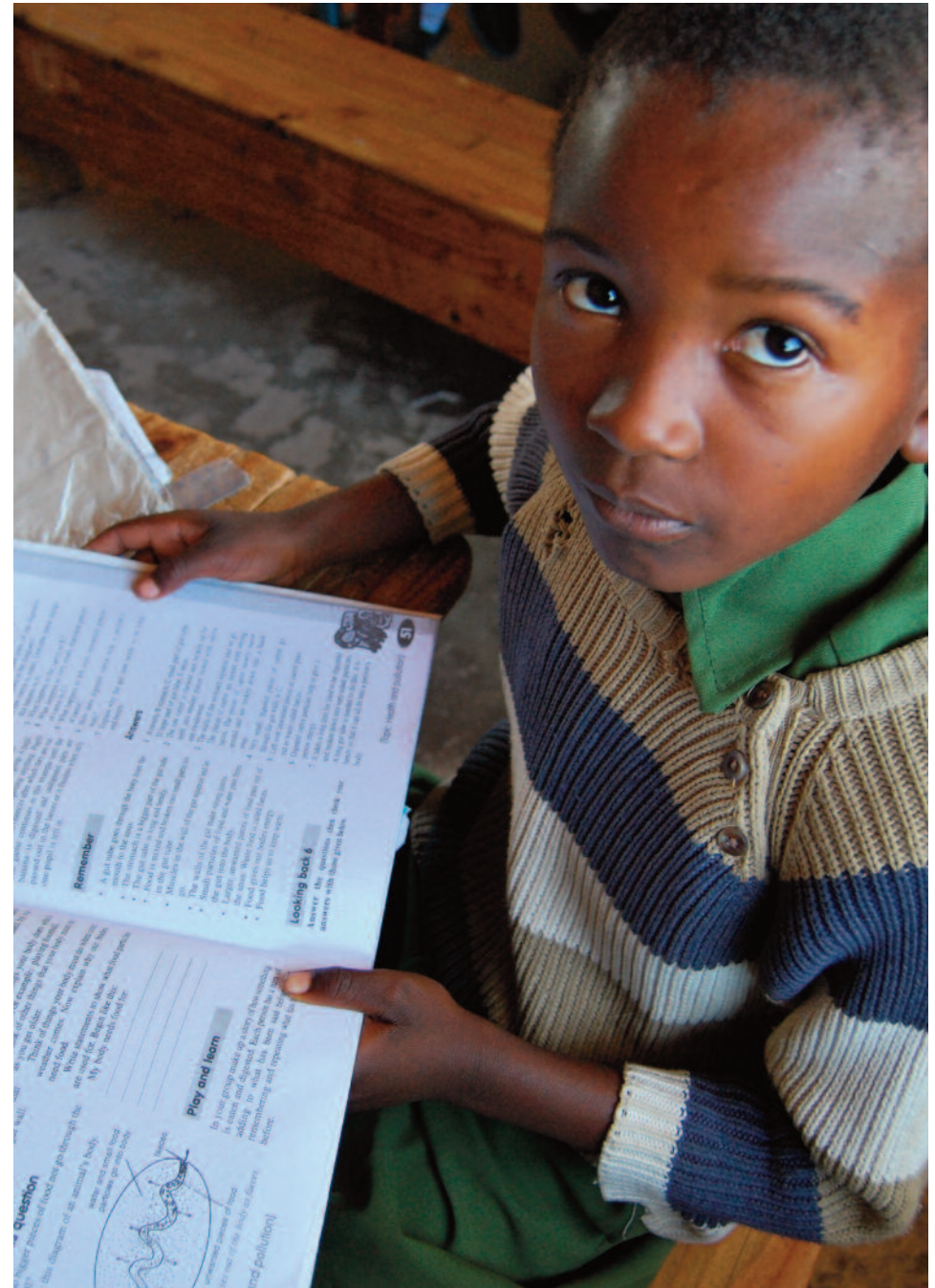
The secondary school system encompasses six years of schooling which consists of the lower secondary education and upper secondary education.

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).



2

DEMAND FOR EDUCATION

2.1 Population Data

According to the population projections, Zimbabwe school age population was estimated at 5,542,699. Of this population 2,767,337 were males and 2,775,362 were females as shown in the table below. The Average Annual Inter-Census Population growth rate was 1.1%.

As can be observed in the table overleaf the school age population is fairly distributed across the ages (3-18 years) except for the 12 year age group where the population is greatest.

Age	M	F	Grand Total
3	181860	184592	366451
4	192487	191765	384252
5	183450	182465	365914
6	171959	175358	347317
7	180624	180391	361015
8	174058	177401	351459
9	176270	179175	355446
10	173509	174320	347830
11	172540	172267	344807
12	214239	210988	425227
13	166240	167106	333346
14	164459	162847	327305
15	154830	151298	306128
16	155091	153974	309066
17	155843	155644	311487
18	149877	155772	305649
Grand Total	2767337	2775362	5542699

Source: Zimstat

Figure 2: Distribution of School-Age Population by Sex and Age

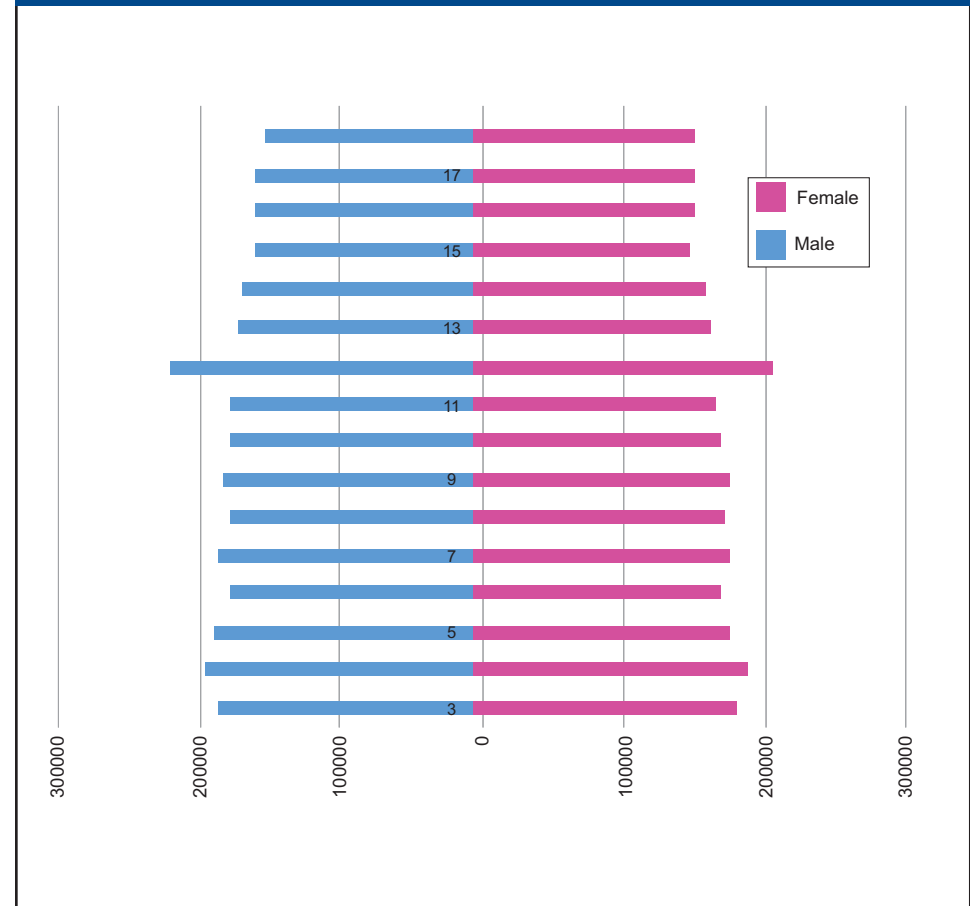


Table 2: School Age Population by Level and Province

Province	Infant			Junior			Lower Secondary			Upper Secondary			Grand Total
	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	
Bulawayo	36684	37905	74589	34967	37396	72364	26867	32512	59379	14941	19824	34765	241097
Harare	120750	123780	244531	108456	116121	224577	77794	93066	170860	40802	56473	97275	737243
Manicaland	131894	132638	264533	131900	131839	263739	92998	88602	181600	42362	39485	81847	791718
Mashonaland Central	83692	83540	167232	83845	83322	167167	58015	53484	111499	27588	24754	52343	498241
Mashonaland East	94710	93466	188176	96448	95338	191786	69375	63957	133332	32487	29190	61677	574971
Mashonaland West	102590	102928	205518	104814	103297	208111	72992	70826	143818	35371	33943	69314	626760
Masvingo	115753	116554	232307	117582	116745	234326	79605	77486	157091	34777	34806	69583	693308
Matabeleland North	57089	56105	113194	59609	58584	118193	40946	38479	79425	19067	17292	36359	347171
Matabeleland South	51702	51301	103003	53487	52535	106022	38581	35997	74578	18663	16629	35291	318895
Midlands	115514	116352	231867	119509	118974	238484	83447	80814	164262	39662	39021	78683	713295
Grand Total	910379	914570	1824949	910617	914151	1824768	640620	635225	1275845	305721	311416	617137	5542699

Table 3: Percentage of School-Age Population Distribution by Level and Gender

Province	Infant			Junior			Lower Secondary			Upper Secondary			Grand Total
	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	
Bulawayo	4.03%	4.14%	4.09%	3.84%	4.09%	3.97%	4.19%	5.12%	4.65%	4.89%	6.37%	5.63%	4.35%
Harare	13.26%	13.53%	13.40%	11.91%	12.70%	12.31%	12.14%	14.65%	13.39%	13.35%	18.13%	15.76%	13.30%
Manicaland	14.49%	14.50%	14.50%	14.48%	14.42%	14.45%	14.52%	13.95%	14.23%	13.86%	12.68%	13.26%	14.28%
Mashonaland Central	9.19%	9.13%	9.16%	9.21%	9.11%	9.16%	9.06%	8.42%	8.74%	9.02%	7.95%	8.48%	8.99%
Mashonaland East	10.40%	10.22%	10.31%	10.59%	10.43%	10.51%	10.83%	10.07%	10.45%	10.63%	9.37%	9.99%	10.37%
Mashonaland West	11.27%	11.25%	11.26%	11.51%	11.30%	11.40%	11.39%	11.15%	11.27%	11.57%	10.90%	11.23%	11.31%
Masvingo	12.71%	12.74%	12.73%	12.91%	12.77%	12.84%	12.43%	12.20%	12.31%	11.38%	11.18%	11.28%	12.51%
Matabeleland North	6.27%	6.13%	6.20%	6.55%	6.41%	6.48%	6.39%	6.06%	6.23%	6.24%	5.55%	5.89%	6.26%
Matabeleland South	5.68%	5.61%	5.64%	5.87%	5.75%	5.81%	6.02%	5.67%	5.85%	6.10%	5.34%	5.72%	5.75%
Midlands	12.69%	12.72%	12.71%	13.12%	13.01%	13.07%	13.03%	12.72%	12.87%	12.97%	12.53%	12.75%	12.87%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Figure 3: School Age Population by Province

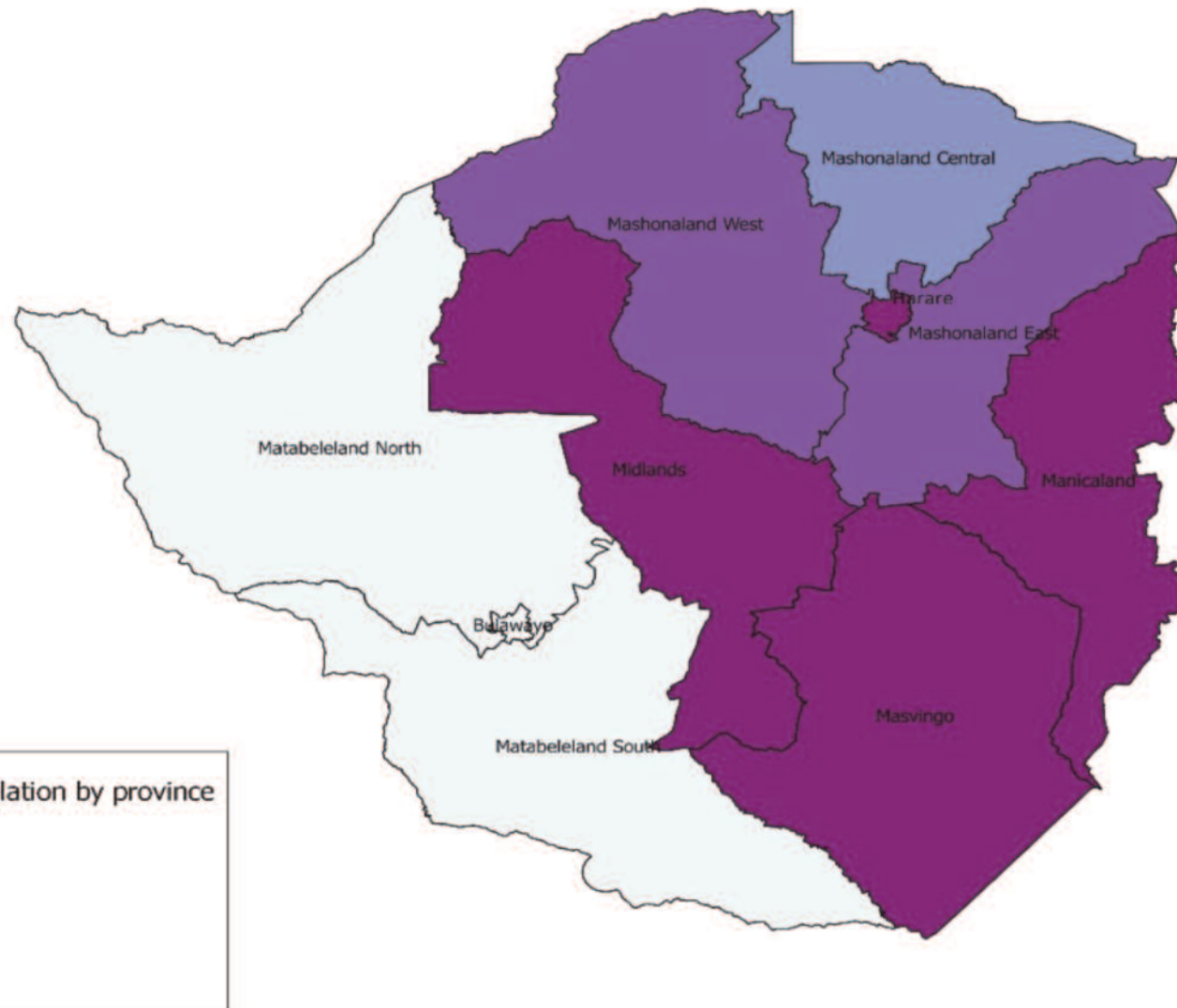
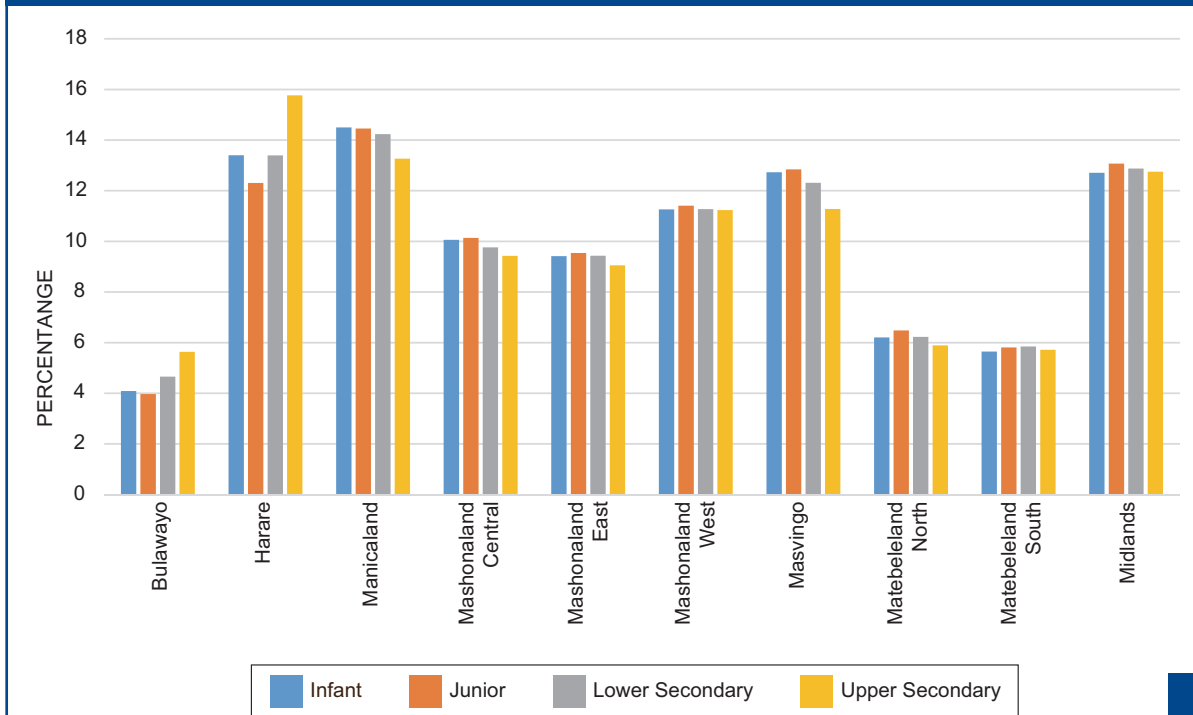


Figure 4: Percentage Distribution of School-Age Population by Province and Level



The figure on the left shows percentage distribution of school-age population by province and level. Mashonaland Central, Bulawayo and Matabeleland provinces have the lowest percentage of school age population (below 10%) while Harare, Manicaland, Masvingo and Midlands have the greatest numbers of the school age population.

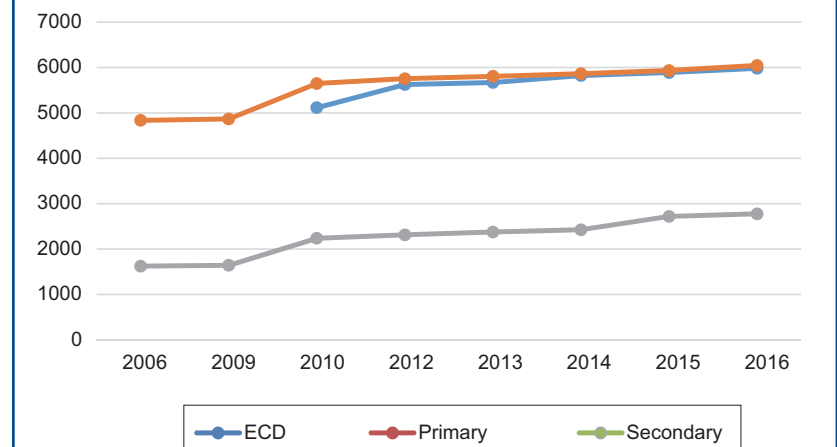
2.2 Schools

The table below shows the trend of number of schools by level and year, 2006-2016. It can be noted that in 2016 there were 5,981 schools offering ECD, 6,045 school offering primary education and 2,775 schools offering secondary education. The data still indicated that we still had 64 primary schools which were not offering ECD.

The figure below shows the trend of number of schools by level and year from 2006 to 2016. Generally, number of schools offering ECD, primary and secondary education is showing a gradual increase from 2006 to 2016.

Year	ECD		Primary		Secondary	
	No of Schools	% increase	No of Schools	% increase	No of Schools	% increase
2006	...		4834		1621	
2009	4865	0.64%	1641	1.23%
2010	5114	...	5646	16.05%	2237	36.32%
2012	5625	9.99%	5753	1.90%	2312	3.35%
2013	5669	0.78%	5805	0.90%	2374	2.68%
2014	5822	2.70%	5863	1.00%	2424	2.11%
2015	5889	1.15%	5933	1.19%	2718	12.13%
2016	5981	1.56%	6045	1.89%	2775	2.10%

Figure 5: Number of Schools by Level and Year, 2006-2016



Province	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bulawayo	133	80	213	2.20%	2.88%	2.41%
Harare	245	215	460	4.05%	7.75%	5.22%
Manicaland	873	428	1301	14.44%	15.42%	14.75%
Mashonaland Central	502	241	743	8.30%	8.68%	8.42%
Mashonaland East	730	366	1096	12.08%	13.19%	12.43%
Mashonaland West	737	377	1114	12.19%	13.59%	12.63%
Masvingo	869	352	1221	14.38%	12.68%	13.84%
Matabeleland North	614	191	805	10.16%	6.88%	9.13%
Matabeleland South	512	161	673	8.47%	5.80%	7.63%
Midlands	830	364	1194	13.73%	13.12%	13.54%
Grand Total	6045	2775	8820	100.00%	100.00%	100.00%

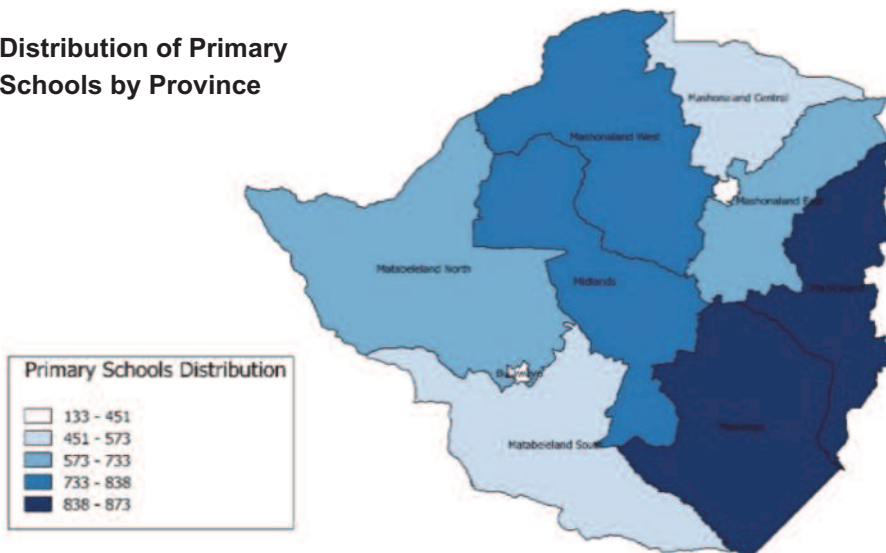
The table above shows distribution of schools by province and level. Bulawayo province had the least percentage of primary (2.20%) and secondary (2.88%) schools compared to the other eight provinces. This mainly because Bulawayo has the least number of the school age population which stands at 4.35%.

Province	Primary				Secondary			Grand Total
	ECD and Primary	ECD only	Primary	Total	"A" Level	"O" Level	Total	
Bulawayo	129		4	133	17	63	80	213
Harare	226	11	8	245	62	153	215	460
Manicaland	865		8	873	268	160	428	1301
Mashonaland Central	496	1	5	502	188	53	241	743
Mashonaland East	699	28	3	730	286	80	366	1096
Mashonaland West	722		15	737	280	97	377	1114
Masvingo	867		2	869	198	154	352	1221
Matabeleland North	594	16	4	614	148	43	191	805
Matabeleland South	509		3	512	94	67	161	673
Midlands	791	27	12	830	259	105	364	1194
Grand Total	5898	83	64	6045	1800	975	2775	8820

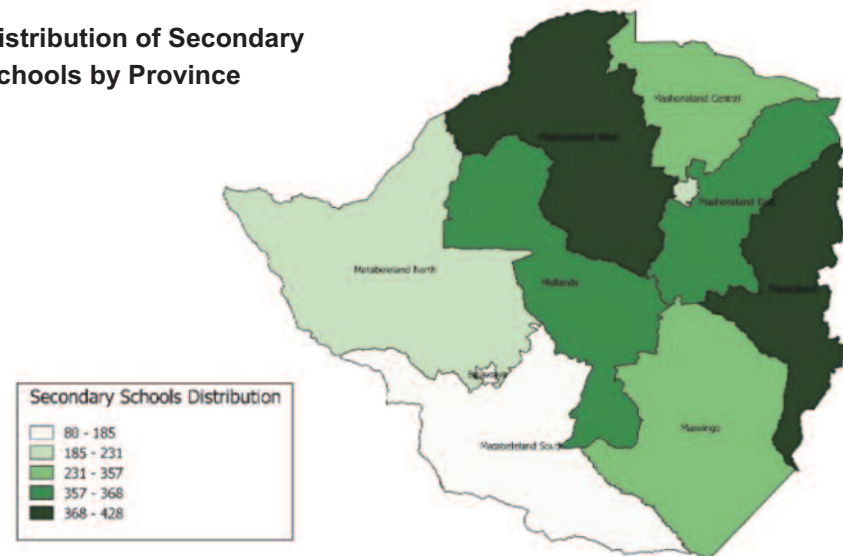
The table above shows the distribution of schools by level and province. There were 83 primary schools that were offering ECD education only, 1,800 secondary schools offering lower secondary education only and 975 secondary schools offering lower and upper secondary education.

Figure 6: Distribution of Primary and Secondary Schools by Province

Distribution of Primary Schools by Province



Distribution of Secondary Schools by Province



2.3 Classification of Schools

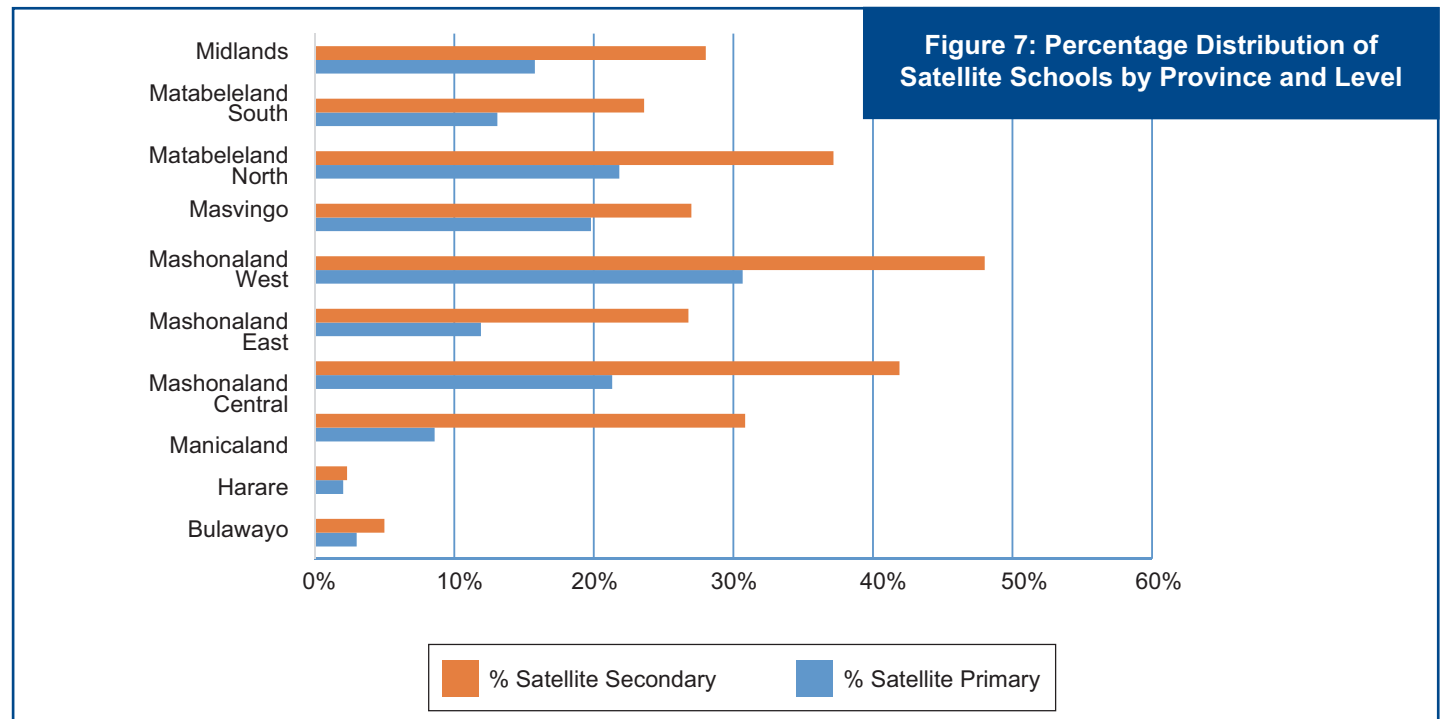
Schools are classified according to registration status, location, capitation grants, Government or non- government and responsible authority.

2.3.1 Registration Status

The table to the right shows number of schools by level, registration status and province. Mashonaland West province recorded the highest percentage of satellite schools in primary (30.66%) and secondary (48.01%) schools followed by Mashonaland Central province with 21.31% and 41.91% primary and secondary satellite schools respectively. Satellite schools are schools in the making which have been authorized to enroll learners yet the infrastructure will not be adequate to allow for registration. These are mostly found in the least developed areas and former commercial white owned farms where new people have been resettled. However, it can be noted that the urban provinces have the least percentage of satellite schools (5% and below).

Table 7: Number of Schools by Level, Registration Status and Province

Province	Primary				Secondary				Grand Total
	Registered	Satellite	Total	% Satellite	Registered	Satellite	Total	% Satellite	
Bulawayo	129	4	133	3.01%	76	4	80	5.00%	213
Harare	240	5	245	2.04%	210	5	215	2.33%	460
Manicaland	798	75	873	8.59%	296	132	428	30.84%	1301
Mashonaland Central	395	107	502	21.31%	140	101	241	41.91%	743
Mashonaland East	643	87	730	11.92%	268	98	366	26.78%	1096
Mashonaland West	511	226	737	30.66%	196	181	377	48.01%	1114
Masvingo	697	172	869	19.79%	257	95	352	26.99%	1221
Matabeleland North	480	134	614	21.82%	120	71	191	37.17%	805
Matabeleland South	445	67	512	13.09%	123	38	161	23.60%	673
Midlands	699	131	830	15.78%	262	102	364	28.02%	1194
Grand Total	5037	1008	6045	16.67%	1948	827	2775	29.80%	8820



2.3.2 Distribution of Schools by Location

The table below shows distribution of schools by level, location and province. Harare province had the least percentage of primary (2.24%) and secondary (0.93%) schools in rural areas followed by Bulawayo province which recorded 14.29% and 10.00% of primary and secondary schools respectively. Harare and Bulawayo are predominantly urban provinces. Other eight provinces reported to have more than 80% of primary and secondary schools in rural areas.

2.3.3 Classification of Schools by 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. The table below shows distribution of schools by grant classification and level. Most of the primary and secondary schools were classified as P3 (5,318) and S3 (2,202) schools respectively and these are generally in located in rural areas where average incomes are generally low.

Province	Primary				Secondary				Grand Total
	Rural	Urban	Total	% Rural	Rural	Urban	Total	% Rural	
Bulawayo	19	114	133	14.29%	8	72	80	10.00%	213
Harare	6	239	245	2.45%	2	213	215	0.93%	460
Manicaland	828	45	873	94.85%	386	42	428	90.19%	1301
Mashonaland Central	471	31	502	93.82%	225	16	241	93.36%	743
Mashonaland East	684	46	730	93.70%	344	22	366	93.99%	1096
Mashonaland West	642	95	737	87.11%	316	61	377	83.82%	1114
Masvingo	841	28	869	96.78%	335	17	352	95.17%	1221
Matabeleland North	565	49	614	92.02%	177	14	191	92.67%	805
Matabeleland South	489	23	512	95.51%	151	10	161	93.79%	673
Midlands	729	101	830	87.83%	303	61	364	83.24%	1194
Grand Total	5274	771	6045	87.25%	2247	528	2775	80.97%	8820

2.3.4 Government or Non-Government

Government schools are run by the central government, other government line ministries, town board, city council and district council. Non-government schools are run by the church/mission, mines, private companies, farms, trust and others. The table below shows the distribution of primary schools by province and responsible authority. Most schools in Zimbabwe are run by the government (5,220) with the district council owning the highest number (4,723).

Table 9: Distribution of Schools by Grant Classification and Level

Province	Primary				Secondary				Grand Total
	P1	P2	P3	Total	S1	S2	S3	Total	
Bulawayo	43	70	20	133	37	35	8	80	213
Harare	83	155	7	245	82	129	4	215	460
Manicaland	16	26	831	873	17	30	381	428	1301
Mashonaland Central	5	15	482	502	7	13	221	241	743
Mashonaland East	14	35	681	730	18	21	327	366	1096
Mashonaland West	27	56	654	737	14	45	318	377	1114
Masvingo	9	18	842	869	5	15	332	352	1221
Matabeleland North	13	29	572	614	2	11	178	191	805
Matabeleland South	8	9	495	512	8	12	141	161	673
Midlands	30	66	734	830	30	42	292	364	1194
Grand Total	248	479	5318	6045	220	353	2202	2775	8820

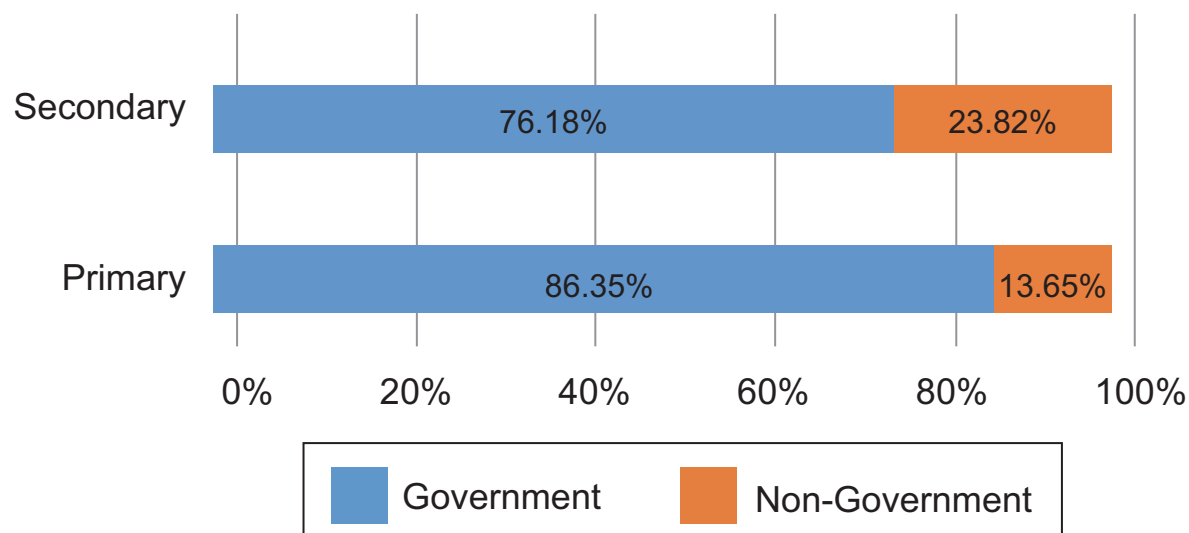
Table 10: Distribution of Primary Schools by Province and Responsible Authority

Province	Government						Non- Government						Grand Total
	Central Government	Other Government Line Ministries	City Council	District Council	Town Board	Total	Church/Mission	Mine	Private Company	Farm	Other	Total	
Bulawayo	62	8	29	8		107	10		7	1	1	7	26
Harare	114	3	39		5	161	18	1	21	6	16	22	84
Manicaland	22	3	7	673	5	710	107		24	21	4	7	163
Mashonaland Central	9		4	439	1	453	20	6	4	16	2	1	49
Mashonaland East	10	3	5	613	3	634	27		40	13	8	8	96
Mashonaland West	29	11	18	603	2	663	33	6	14	8	11	2	74
Masvingo	10	2	7	755		774	57	5	20	7	4	2	95
Matabeleland North	11	3	2	518	3	537	44	7	13	3	8	2	77
Matabeleland South	14	1	3	445	1	464	33	2	10	3			48
Midlands	29	3	14	669	2	717	53	13	16	6	21	4	113
Grand Total	310	37	128	4723	22	5220	402	40	169	84	75	55	825

Table 11: Distribution of Secondary Schools by Province and Responsible Authority

Province	Government					Non- Government							Grand Total
	Central Government	City Council	District Council	Town Board	Total	Church/ Mission	Mine	Private Company	Farm	Other	Trust	Total	
Bulawayo	36	1	2	0	39	12	0	22	0	5	2	41	80
Harare	65	0	1	4	70	21	0	51	0	55	17	144	214
Manicaland	20	4	280	1	305	82	0	19	1	19	2	123	428
Mashonaland Central	9	2	194	0	205	21	1	4	4	6	0	36	241
Mashonaland East	14	2	286	2	304	33	1	16	2	7	3	62	366
Mashonaland West	22	5	290	2	319	27	2	9	1	18	3	60	379
Masvingo	16	1	264	0	281	51	0	11	1	5	3	71	352
Matabeleland North	11	1	140	2	154	23	1	4	1	4	3	36	190
Matabeleland South	12	2	122	1	137	21	1	1	0	1	0	24	161
Midlands	32	5	262	1	300	36	1	14	0	11	2	64	364
Grand Total	237	23	1841	13	2114	327	7	151	10	131	35	661	2775

Figure 8: Percentage Distribution of Schools by Responsible Authority and Level



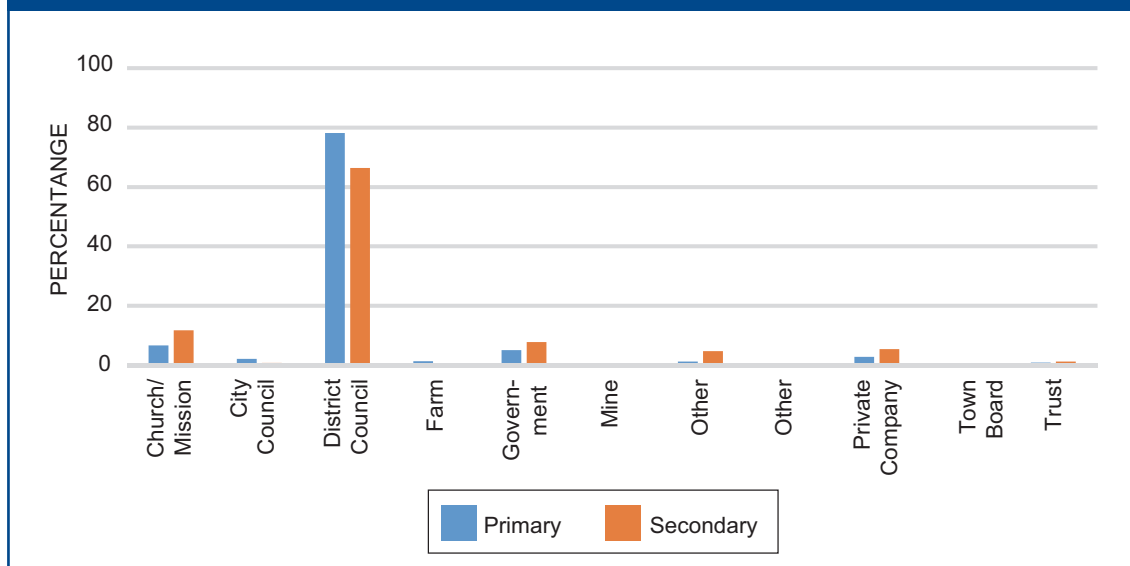
The figure to the left shows percentage distribution of schools by responsible authority and level. The Government owns 86.35% and 76.18% primary and secondary schools respectively.

2.3.5 Responsible Authority

Responsible Authority	Number of Schools			Percentage of Total		
	Primary	Secondary	Total	Primary	Secondary	Grand Total
Church/Mission	402	327	729	6.65%	11.78%	8.27%
City Council	128	23	151	2.12%	0.83%	1.71%
District Council	4723	1841	6564	78.13%	66.34%	74.42%
Farm	84	10	94	1.39%	0.36%	1.07%
Government	310	217	527	5.13%	7.82%	5.98%
Mine	40	7	47	0.66%	0.25%	0.53%
Other	75	131	206	1.24%	4.72%	2.34%
Other Government Line Ministries	37	20	57	0.61%	0.72%	0.65%
Private Company	169	151	320	2.80%	5.44%	3.63%
Town Board	22	13	35	0.36%	0.47%	0.40%
Trust	55	35	90	0.91%	1.26%	1.02%
Grand Total	6045	2775	8820	100.00%	100.00%	100.00%

The figure to the right depicts the percentage distribution of primary and secondary education. Mines, other Government line ministries and town board own the least number of primary and secondary schools in Zimbabwe (below 1%). The district council own the biggest chunk.

Figure 9: Percentage Distribution of Primary and Secondary Schools by Responsible Authority



3.1 New Entrants into Grade 1

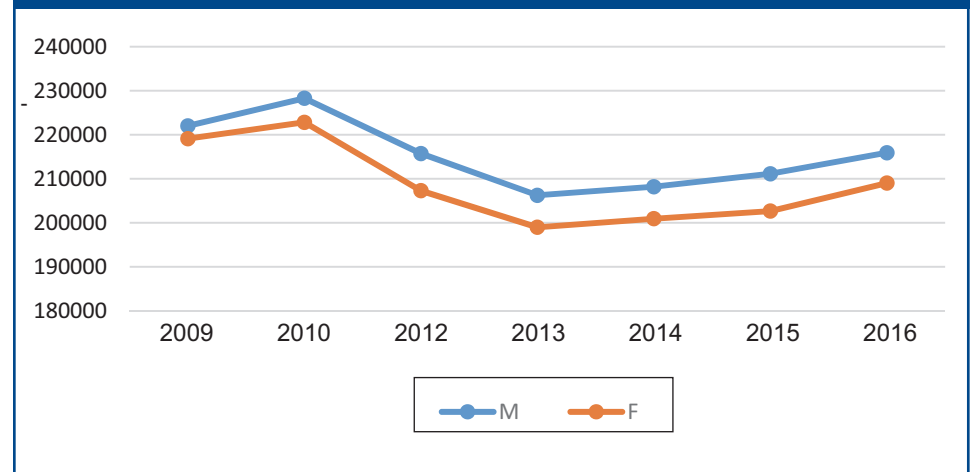
According to the policy, learners in Zimbabwe are expected to start grade 1 at the age of 6. These learners should have started ECD A at the age of 4 and have gone through ECD B at the age of 5. In this section we are going to deal with new entrants into grade 1. Generally, new entrants into grade 1 are those learners that have entered this grade for the first time, hence, repeaters are excluded. This indicator leads to the Net Intake Rate and the Gross Intake Rate.

The table and figure below shows the distribution of new entrants into grade 1, 2009-2016. The trend shows that from 2009 to 2010, there was an increase of 2.27% new entrants into grade 1 from 441,094 new entrants, followed by a significant drop of 6.22% in 2012, which could be accumulative from the missing data of 2011, and a steady increase in 2013 up to 2016.

Age	M	F	Total	% M	% F	% T
5 years	7266	7833	15099	3.37%	3.75%	3.55%
6 years	71591	75551	147142	33.16%	36.15%	34.63%
7 years	97133	92614	189747	44.99%	44.31%	44.66%
8 years	30113	25594	55707	13.95%	12.25%	13.11%
9 years	7183	5610	12793	3.33%	2.68%	3.01%
10 years	1811	1314	3125	0.84%	0.63%	0.74%
11 years	515	344	859	0.24%	0.16%	0.20%
12 years	231	112	343	0.11%	0.05%	0.08%
Above 12	66	33	99	0.03%	0.02%	0.02%
Total	215909	209005	424914	100.00%	100.00%	100.00%

Year	M	F	Total	% Change
2009	221999	219095	441094	-
2010	228277	222809	451086	2.27%
2012	215718	207289	423007	-6.22%
2013	206235	198970	405205	0.96%
2014	208184	200924	409108	0.96%
2015	211132	202656	413788	1.14%
2016	215909	209005	424914	2.69%

Figure 10: Distribution of New Entrants into Grade 1, 2009-2016



The figure to the right shows percentage distribution of new entrants into grade 1 by sex. The majority of learners who entered grade 1 for the first time were aged 7 years followed by learners who were aged 6 years. It can be observed that the highest percentage (44.66%) of learners entering grade 1 for the first time were not of the correct age.

The table below shows new entrants into grade 1 by age, location and sex. It can be observed that of the total learners enrolled in grade 1 for the first time in rural areas, the highest percentage lies in the 7 year old (44.66%). The 6 year old constituted 31.63% whereas in urban areas they were 44.62%. The majority of the age appropriate learners were found in urban areas. However, enrolment of learners with the expected entry age (6 years) into grade 1 is still below 50%.

Figure 11: Percentage Distribution of New Entrants into Grade 1 by Sex

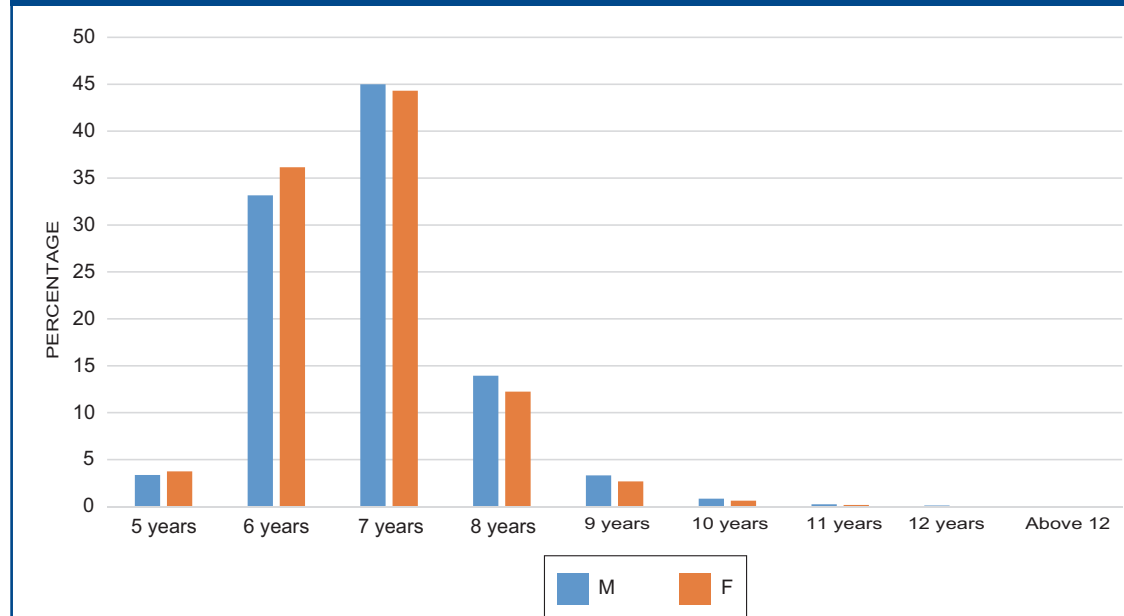
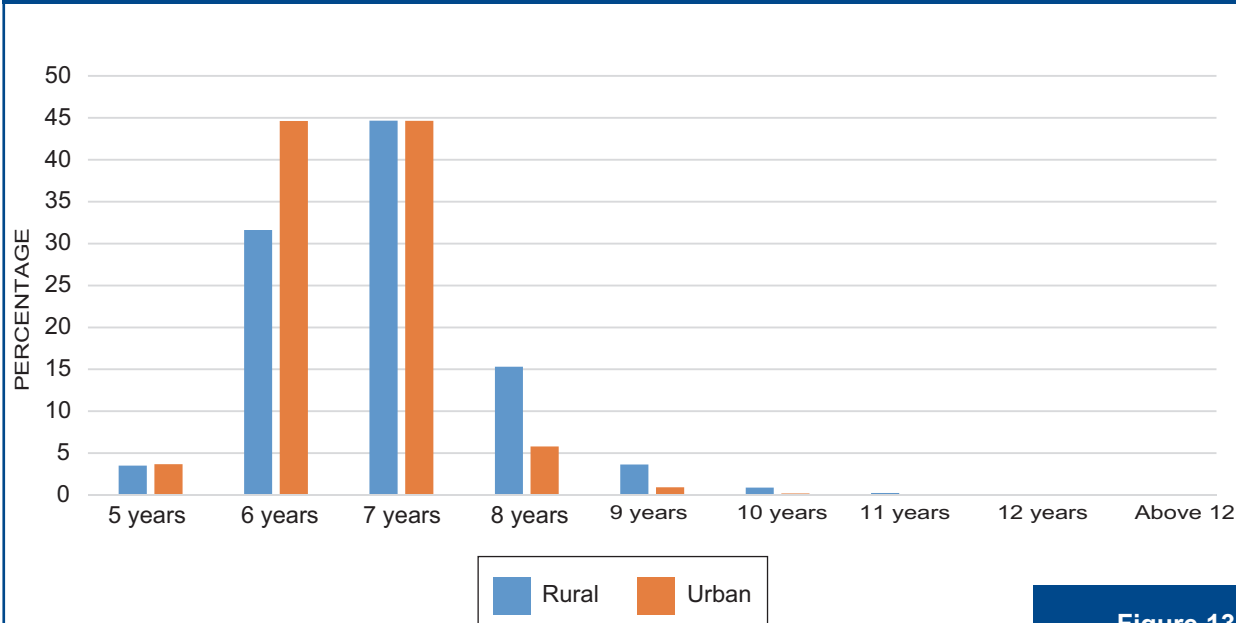


Table 15: New Entrants into Grade 1 by Age, Location and Sex

Age	Rural				Urban				Grand Total
	M	F	T	% T	M	F	T	% T	
5 years	5562	5914	11476	3.51%	1704	1919	3623	3.69%	15099
6 years	50352	52990	103342	31.63%	21239	22561	43800	44.62%	147142
7 years	74697	71221	145918	44.66%	22436	21393	43829	44.65%	189747
8 years	27160	22858	50018	15.31%	2953	2736	5689	5.80%	55707
9 years	6682	5208	11890	3.64%	501	402	903	0.92%	12793
10 years	1702	1233	2935	0.90%	109	81	190	0.19%	3125
11 years	480	319	799	0.24%	35	25	60	0.06%	859
12 years	214	97	311	0.10%	17	15	32	0.03%	343
Above 12	41	20	61	0.02%	25	13	38	0.04%	99
Total	166890	159860	326750	100.00%	49019	49145	98164	100.00%	424914

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



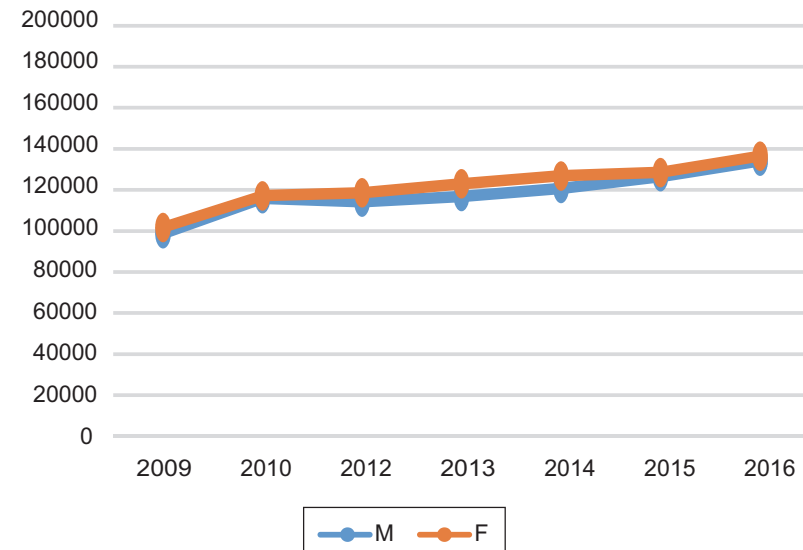
3.2 New Entrants into Form 1

According to the policy, learners in Zimbabwe are expected to start form 1 at the age of 13. In this section we are going to deal with new entrants into form 1 regardless of age. These are learners enrolled into form 1 for the first time.

The figure and table below shows the distribution of new entrants into form 1 from 2009 to 2016. The trend shows that from 2009 to 2010 the number of new entrants increased by 16.28% from 200,287 new entrants that were reported in 2009, followed by a minor drop of 0.10 % in 2012. Thereafter, there was a steady increase of almost 3% every year to 2015 and a sharp increase of 6.15% in 2016.

Year	M	F	Grand Total	% Change
2009	98602	101685	200287	-
2010	115732	117152	232884	16.28%
2012	114079	118573	232652	-0.10%
2013	116750	122959	239709	3.03%
2014	120692	126806	247498	3.25%
2015	126418	128435	254853	2.97%
2016	134048	136485	270533	6.15%

Figure 13: Distribution of New Entrants into Form 1, 2012-2016



Age	M	F	Grand Total	% M	% F	% T
Below 13	3726	5403	9129	2.78%	3.96%	3.37%
13 years	31729	41137	72866	23.67%	30.14%	26.93%
14 years	50522	54160	104682	37.69%	39.68%	38.69%
15 years	30406	25952	56358	22.68%	19.01%	20.83%
16 years	12797	7923	20720	9.55%	5.81%	7.66%
17 years	3748	1595	5343	2.80%	1.17%	1.97%
18 years	884	242	1126	0.66%	0.18%	0.42%
above 18	236	73	309	0.18%	0.05%	0.11%
Grand Total	134048	136485	270533	100.00%	100.00%	100.00%

The official entry age into form 1 is 13 years. The figure below shows percentage distribution of new entrants into form 1 by age and sex. The figure depicts that the majority of new entrants into form 1 (38.69%) were aged 14 years. In addition, there was also a significant number of learners aged 15 years (20.83%) enrolled in form 1 for the first time. This illustrates that most learners enrolled in form 1 for the first time were not of the correct age. There were only 26.93% of learners entering form 1 for the first time at the correct age.

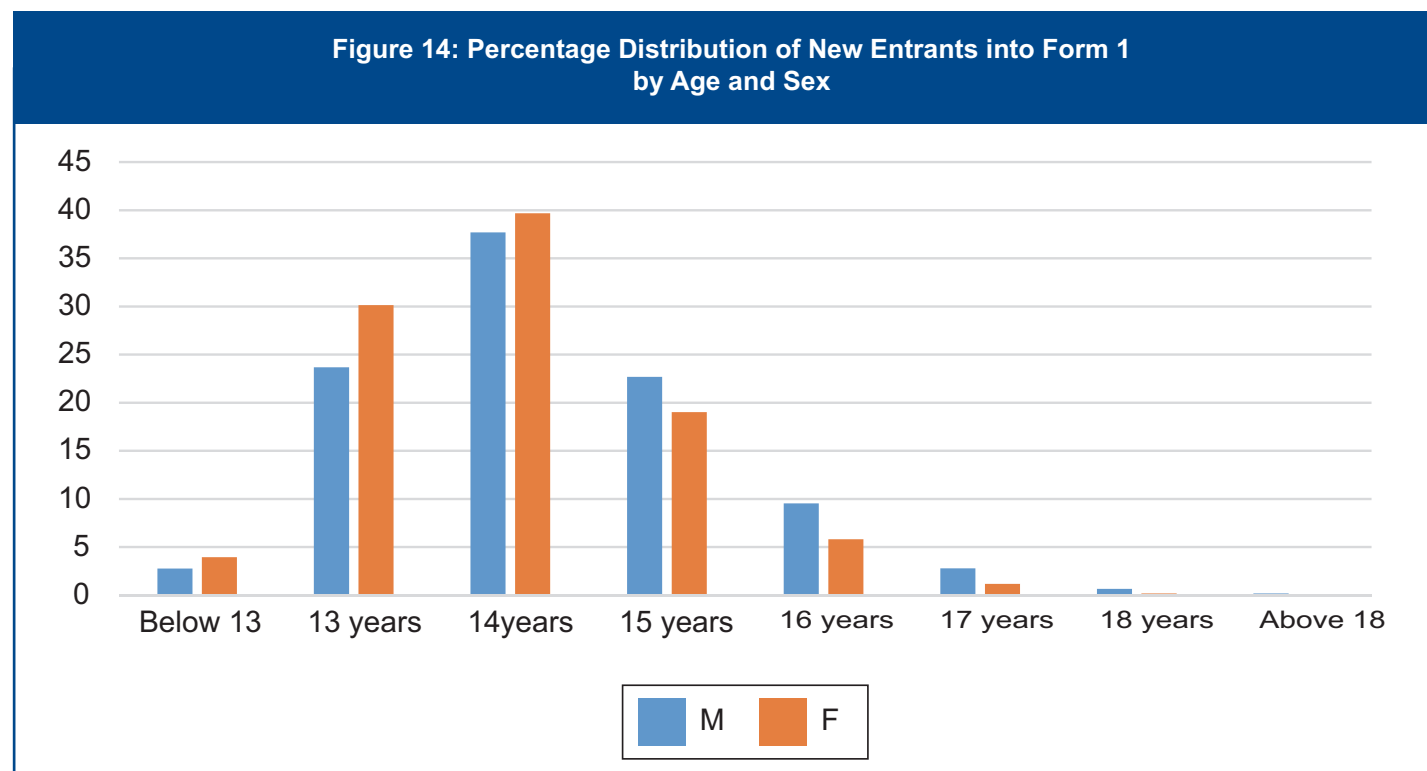


Table 18: New Entrants into Form 1 by Age, Location and Sex

Age	Rural				Urban				Grand Total
	M	F	T	% T	M	F	T	% T	
Below 13	2727	3960	6687	3.26%	999	1443	2442	3.73%	9129
13 years	21309	27547	48856	23.82%	10420	13590	24010	36.71%	72866
14 years	37213	40629	77842	37.95%	13309	13531	26840	41.04%	104682
15 years	25291	21847	47138	22.98%	5115	4105	9220	14.10%	56358
16 years	11399	6979	18378	8.96%	1398	944	2342	3.58%	20720
17 years	3464	1454	4918	2.40%	284	141	425	0.65%	5343
18 years	822	212	1034	0.50%	62	30	92	0.14%	1126
above 18	218	65	283	0.14%	18	8	26	0.04%	309
Grand Total	102443	102693	205136	100.00%	31605	33792	65397	100.00%	270533

The figure below depicts new entrants into form 1 by age, location and sex. In rural and urban areas the highest percentage of learners enrolled for the first time lies in the 14 year old. The data implies that most learners enrolled into form 1 for the first time were not of the correct age. In addition, there was a significant number of learners aged 15 years who were enrolled for the first time into form 1 in both areas.

Figure 15: Percentage Distribution of New Entrants into Form 1 by Age, Location and Sex



3.3 ECD Enrolment

ECD level comprises of ECD A and ECD B. The table and figure below show ECD enrolment trend by sex from 2010 to 2016. The figure to the left depicts a sharp increase in ECD learners who were enrolled from 2010 to 2016. There were almost equal number of boys and girls enrolled in ECD level. From 2014 to 2016 fewer females were enrolled for ECD compared to their male counterparts.

Table 19: ECD Enrolment Trend by Sex, 2010-2016

Year	Male	Female	Total	% Female	% Change
2010	149464	153501	302965	50.67%	-
2012	175443	177503	352946	50.29%	16.50%
2013	185557	188568	374125	50.40%	6.00%
2014	214300	213526	427826	49.91%	14.35%
2015	259310	258640	517950	49.94%	21.07%
2016	290595	289770	580365	49.93%	12.05%

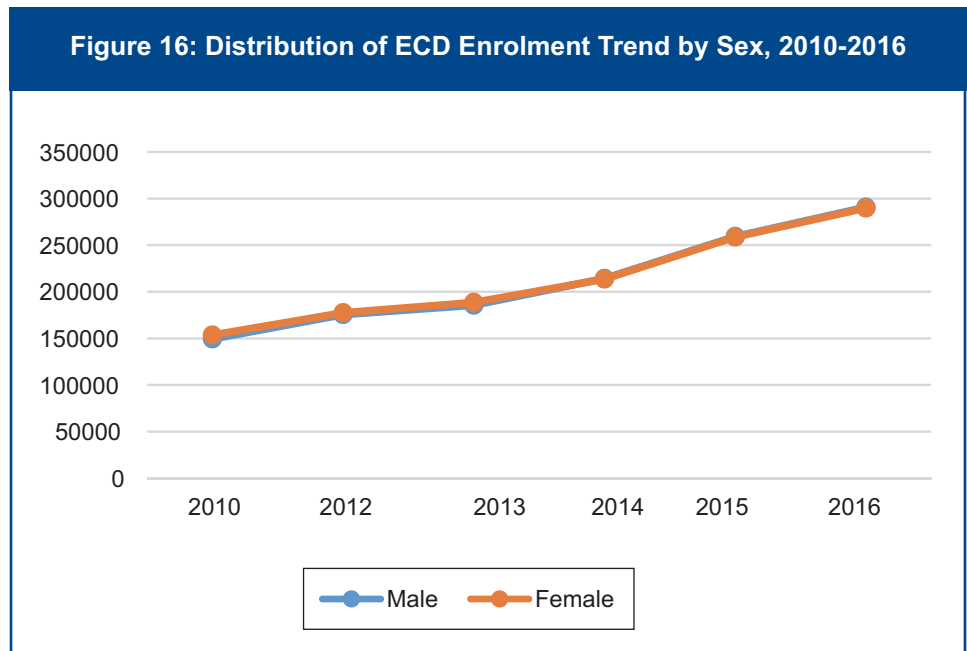
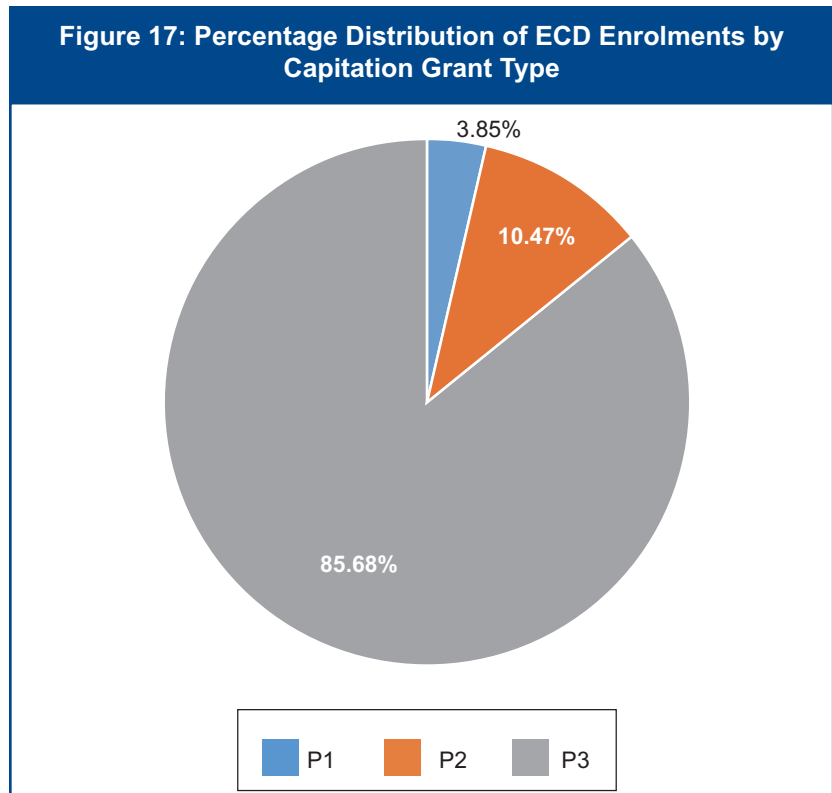


Table 20: ECD Enrolments by Capitation Grant Type

Grant Class	M	F	Grand Total	% F	% T
P1	11060	11302	22362	50.54%	3.85%
P2	30817	29928	60745	49.27%	10.47%
P3	248718	248540	497258	49.98%	85.68%
Grand Total	290595	289770	580365	49.93%	100.00%

The figure below shows percentage distribution of ECD enrolments by capitation grant type. There is a significant number (85.68%) of ECD learners enrolled in P3 schools meaning that most of our ECD learners are from communities with low income. P1 schools enrolled the least number 3.85% ECD learners as most of the children are absorbed into private unregistered ECD Centres whose data was not available.

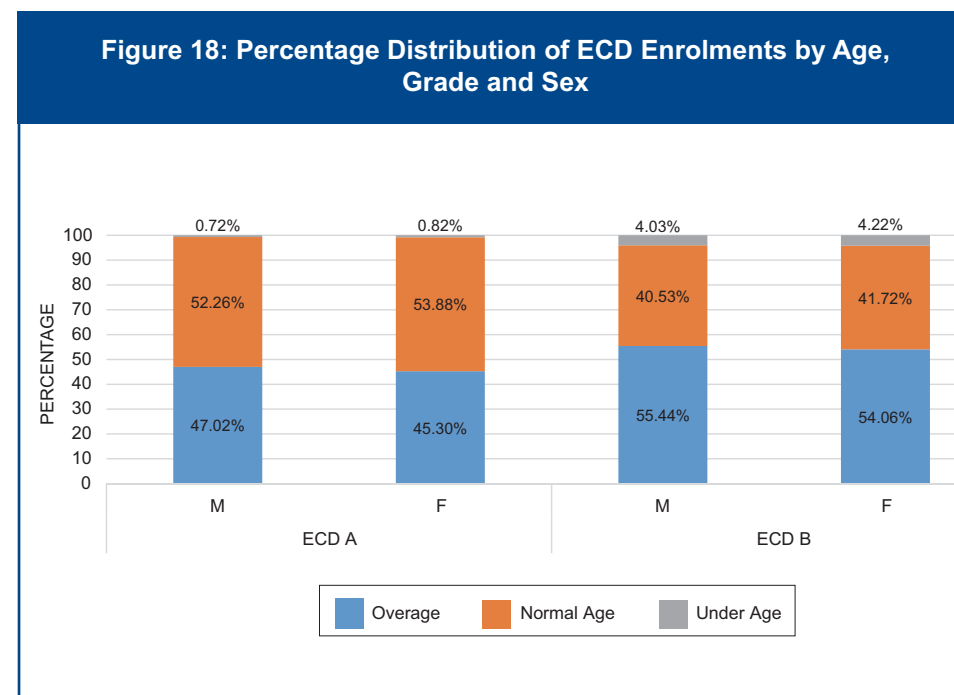


Registration	ECD A					ECD B				
	M	F	T	% F	% T	M	F	T	% F	% T
Registered	109030	109385	218415	50.08%	87.76%	147761	146159	293920	49.73%	88.67%
Satellite	15008	15464	30472	50.75%	12.24%	18796	18762	37558	49.95%	11.33%
Grand Total	124038	124849	248887	50.16%	100.00%	166557	164921	331478	49.75%	100.00%

The table to the left show ECD enrolment by registration status and sex. Satellite schools enrolled very few learners in ECD A (12.24%) and ECD B (11.33%). A significant number of ECD learners were enrolled in registered schools.

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	897	1027	1924	12	8	20	1944
3 years	13349	14248	27597	344	363	707	28304
4 years	51468	53023	104491	6354	6586	12940	117431
5 years	44034	43155	87189	67509	68807	136316	223505
6 years	12421	11763	24184	75162	73340	148502	172686
7 years	1538	1332	2870	14137	13049	27186	30056
8 years	257	228	485	2394	2211	4605	5090
9 years	50	55	105	466	393	859	964
10 years	17	8	25	123	114	237	262
11 years	5	8	13	35	33	68	81
12 years	1	2	3	11	12	23	26
Above 12	1	0	1	10	5	15	16
Grand Total	124038	124849	248887	166557	164921	331478	580365

The figure below illustrates the percentage distribution of ECD enrolment by age, grade and sex. ECD A had enrolled more than 50% learners who were of the correct age. There was an insignificant number of under aged learners (below 1%). ECD B enrolled less than 42% learners who were of the correct age. Most of the learners enrolled in ECD B were more than 5 years old.



Province	ECD A			ECD B			Grand Total	% Total
	M	F	T	M	F	T		
Bulawayo	2542	2727	5269	5678	5639	11317	16586	2.86%
Harare	3972	3867	7839	10945	10575	21520	29359	5.06%
Manicaland	22266	22307	44573	27136	27125	54261	98834	17.03%
Mashonaland Central	13116	13032	26148	16277	16044	32321	58469	10.07%
Mashonaland East	14013	14215	28228	19719	19395	39114	67342	11.60%
Mashonaland West	12900	12875	25775	19079	18630	37709	63484	10.94%
Masvingo	19127	19341	38468	25056	25058	50114	88582	15.26%
Matabeleland North	10291	10490	20781	11193	11077	22270	43051	7.42%
Matabeleland South	10208	10191	20399	10461	10322	20783	41182	7.10%
Midlands	15603	15804	31407	21013	21056	42069	73476	12.66%
Grand Total	124038	124849	248887	166557	164921	331478	580365	100.00%

The table below show ECD enrolment by province and sex. Of the total enrolment in ECD Manicaland province recorded the highest percentage (17.03%) of ECD Learners followed by Masvingo province with 15.26%. Bulawayo province had enrolled very few learners (2.86%). This is proportionate population sizes in the various provinces.

Location	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Rural	109544	110090	219634	135907	134970	270877	490511
Urban	14494	14759	29253	30650	29951	60601	89854
Grand Total	124038	124849	248887	166557	164921	331478	580365

3.4 Primary School Enrolment

Learners are expected to enroll in primary level, grade 1, at the age of 6 years and finish grade 7 at the age of 12 years. However, though there is an entry age into primary level, learners who come early/late to school are also accepted.

The table and figure below show primary school enrolment trend, 2000 to 2016. Primary enrolment was constant between 2000 and 2006 at approximately 2,450,000 learners. However, between 2009 and 2013 primary enrolment has grown almost 8% to 2,663,187 learners. Thereafter, there was a gradual decline in enrolment to 2,658,415 learners in 2015 and a minor increase of 0.14% in 2016. Some of the changes could be attributed to efficiency in data collection which has seen an improvement over recent years as more accurate data is collected and captured.

Gender parity has remained constant, near parity, having almost equal numbers of boys and girls enrolled in the primary level.

Year	M	F	Total, No.	% F	% Change
2000	1240786	1198345	2439131	49.13	0.58
2001	1252012	1209671	2461683	49.14	0.92
2002	1260632	1219462	2480094	49.17	0.75
2003	1248408	1214421	2462829	49.31	-0.7
2004	1245157	1219525	2464682	49.48	0.08
2005	1244999	1216933	2461932	49.43	-0.11
2006	1238656	1206864	2445520	49.35	-0.67
2009	1242470	1236520	2478990	49.88	1.37
2010	1327098	1308647	2635745	49.65	6.32
2012	1344958	1321493	2666451	49.56	1.16
2013	1344909	1318278	2663187	49.5	-0.12
2014	1344234	1314456	2658690	49.44	-0.17
2015	1344626	1313789	2658415	49.42	-0.01
2016	1344538	1317472	2662010	49.49	0.14

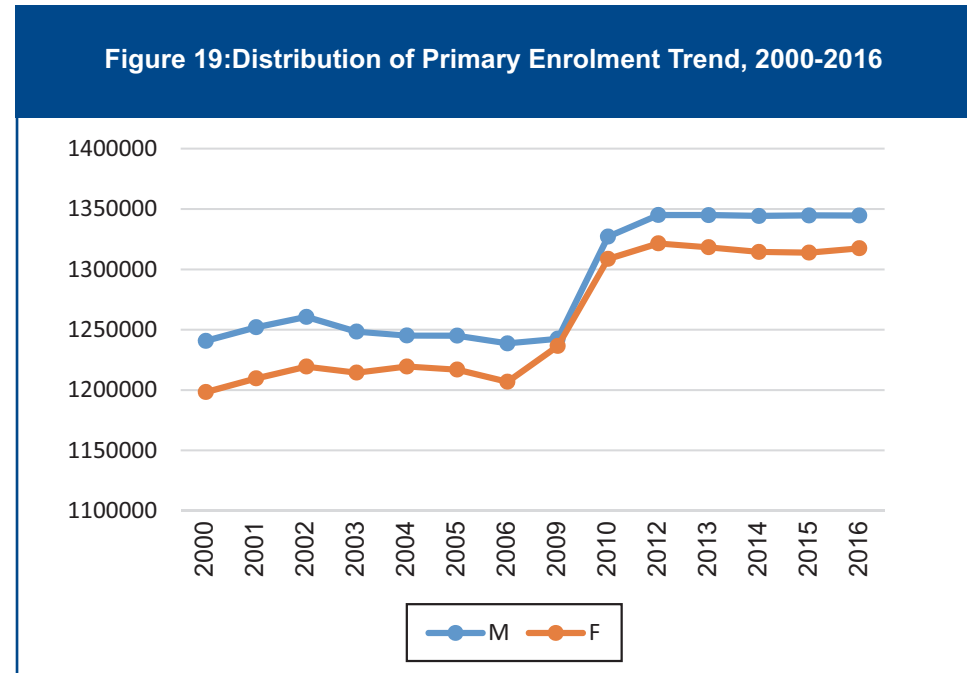
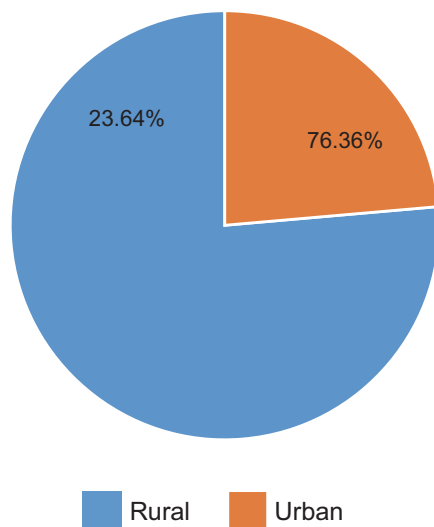


Table 26 below show primary school enrolment by sex and grade. It can be observed that as we move to higher grades there is a decline in percentage of learners enrolled, an indication that there are dropouts in the system. A cohort analysis can be more useful in identifying the efficiency of the system.

Grade	M	F	Grand Total	% F	%T
Grade 1	220339	212580	432919	49.10%	16.26%
Grade 2	201479	195217	396696	49.21%	14.90%
Grade 3	192675	188215	380890	49.41%	14.31%
Grade 4	183917	179659	363576	49.41%	13.66%
Grade 5	183600	182991	366591	49.92%	13.77%
Grade 6	183561	182255	365816	49.82%	13.74%
Grade 7	169768	169862	339630	50.01%	12.76%
Skills Orientation	9199	6693	15892	42.12%	0.60%
Grand Total	1344538	1317472	2662010	49.49%	100.00%

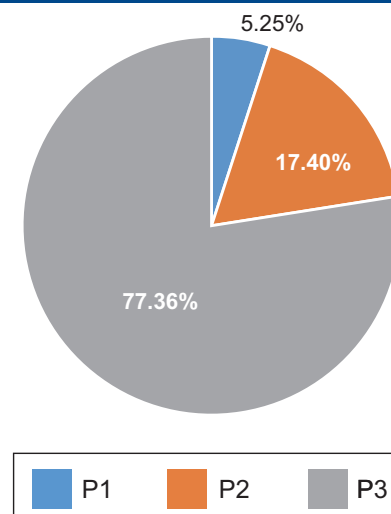
Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Grade 1	171013	163056	334069	49326	49524	98850	432919
Grade 2	154975	149062	304037	46504	46155	92659	396696
Grade 3	148391	143091	291482	44284	45124	89408	380890
Grade 4	140545	136125	276670	43372	43534	86906	363576
Grade 5	140738	138306	279044	42862	44685	87547	366591
Grade 6	141298	138154	279452	42263	44101	86364	365816
Grade 7	129439	127724	257163	40329	42138	82467	339630
Skills Orientation	6237	4637	10874	2962	2056	5018	15892
Grand Total	1032636	1000155	2032791	311902	317317	629219	2662010

Figure 20: Percentage Distribution of Primary School Enrolment by Location



The figure to the left depicts percentage distribution of primary school enrolment by Location. There were 76.36% learners in primary level enrolled in rural schools. The fact alluded to in the ECD level still remains that most of the Zimbabwean population is in rural areas.

Figure 21: Percentage Distribution of Primary Enrolment by Capitation Grant Type



The figure to the left depicts that 77.36%, 17.40% 5.25% learners were enrolled in P3, P2 and P1 schools respectively. Generally, it can be noted that most of the learners in primary level come from communities in low income bracket.

Table 28: Primary School Enrolment by Type, Sex and Grade

Grade	P1			P2			P3			Grand Total
	M	F	T	M	F	T	M	F	T	
Grade 1	10657	11046	21703	36297	35964	72261	173385	165570	338955	432919
Grade 2	10153	10385	20538	34005	33440	67445	157321	151392	308713	396696
Grade 3	9875	10156	20031	32424	32827	65251	150376	145232	295608	380890
Grade 4	9552	10079	19631	31878	31783	63661	142487	137797	280284	363576
Grade 5	9394	10149	19543	31724	32944	64668	142482	139898	282380	366591
Grade 6	9146	9725	18871	31517	32832	64349	142898	139698	282596	365816
Grade 7	8741	9595	18336	30293	31210	61503	130734	129057	259791	339630
Skills Orientation	611	363	974	2268	1665	3933	6320	4665	10985	15892
Grand Total	68129	71498	139627	230406	232665	463071	1046003	1013309	2059312	2662010

Table 29: Primary School Enrolment by School Registration Status, Sex and Grade

Grade	Registered			Satellite			Grand Total
	M	F	T	M	F	T	
Grade 1	195213	188686	383899	25126	23894	49020	432919
Grade 2	179327	173484	352811	22152	21733	43885	396696
Grade 3	172016	168249	340265	20659	19966	40625	380890
Grade 4	164893	161200	326093	19024	18459	37483	363576
Grade 5	164920	164981	329901	18680	18010	36690	366591
Grade 6	165721	164829	330550	17840	17426	35266	365816
Grade 7	154625	155128	309753	15143	14734	29877	339630
Skills Orientation	9108	6621	15729	91	72	163	15892
Grand Total	1205823	1183178	2389001	138715	134294	273009	2662010

Table 30: 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	9576	0	0	0	0	0	0	117	9693
6 years	147745	8981	0	0	0	0	0	117	156843
7 years	196353	118020	8556	0	0	0	0	250	323179
8 years	59981	182393	111082	9449	0	0	0	530	363435
9 years	14262	62800	163472	101363	11081	0	0	1871	354849
10 years	3494	17848	67679	150528	103328	12599	0	3527	359003
11 years	997	4616	21469	68548	148717	104329	13869	3703	366248
12 years	327	1430	6367	24514	70967	147425	102768	2762	356560
Above 12	184	608	2265	9174	32498	101463	222993	3015	372200
Grand Total	432919	396696	380890	363576	366591	365816	339630	15892	2662010

The figure below shows percentage distribution of primary enrolment by grade. There is an insignificant number of under aged learners in all the grades (less than 5%). However, it can be noted that most learners enrolled in each grade were over aged (more than 63%). There were less than 5% learners enrolled in each grade who were of the correct age conforming to the grade.

The table below shows primary school enrolment by province and grade. Manicaland Province recorded the highest percentage (15.75%) of learners enrolled in primary level compared to the other nine provinces.

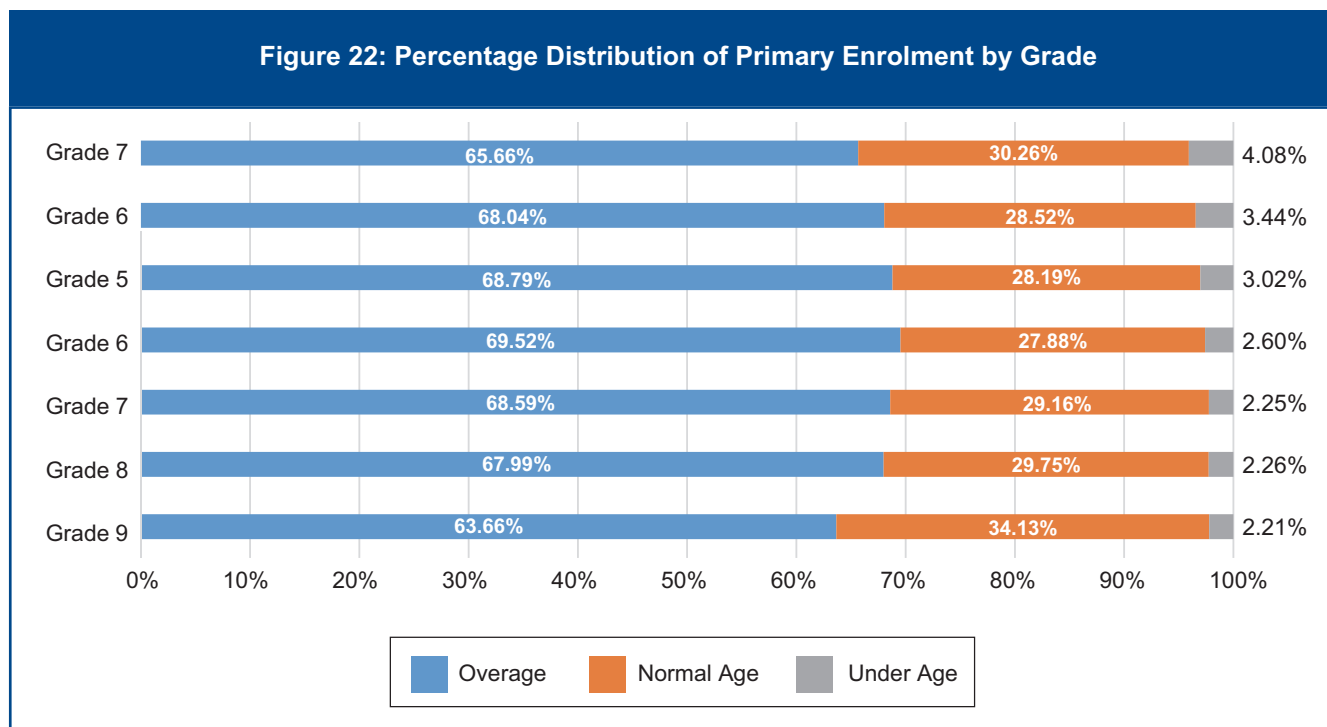


Table 31: Primary School Enrolments by Province and Grade

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total	% Total
Bulawayo	16979	15829	15049	14832	14710	14589	14021	806	106815	4.01%
Harare	40566	38724	37387	36981	37112	36726	35079	1348	263923	9.91%
Manicaland	70836	64376	60416	55703	56932	55635	51893	3456	419247	15.75%
Mashonaland Central	39736	36589	35298	34351	33614	33481	30797	1720	245586	9.23%
Mashonaland East	46034	41940	40456	39118	39801	40165	38183	755	286452	10.76%
Mashonaland West	51308	45895	44191	42441	43315	44570	41192	1762	314674	11.82%
Masvingo	59879	54638	51805	48493	48492	48049	42653	710	354719	13.33%
Matabeleland North	27492	25112	24722	23404	24459	24207	23079	2922	175397	6.59%
Matabeleland South	22769	21728	21372	20456	19965	20117	18814	674	145895	5.48%
Midlands	57320	51865	50194	47797	48191	48277	43919	1739	349302	13.12%
Grand Total	432919	396696	380890	363576	366591	365816	339630	15892	2662010	100.00%

3.5 Secondary School Enrolment

The table below shows the trend of secondary enrolment, 2000-2006. Lower secondary enrolment underwent a gradual decline from 828,002 learners in 2001 to only 730,776 learners in 2009. However, since 2009 lower secondary enrolments have grown over 25% to 977,703 learners in 2016.

Upper Secondary enrolment showed an upward trend from 27,398 to 56,566 learners between 2000 and 2006 followed by a drop of 16.8% in 2009, which could be cumulative from missing data of 2007 and 2008 and another drop of 2.97% in 2010. However, in 2012 there was a sharp increase of 41.51% which could be accumulating from missing 2011 data. Thereafter upper secondary enrolment have grown over 19% to 87, 101 learners in 2016.

A closer look at the data indicates a positive trend for form 1 to form 6 with a 6.4% decline in 2009 but over a 28% recovery to 2016. Another positive trend has been the growth in female student participation in secondary education. Enrolment Gender Parity has grown to almost 50% representation throughout secondary education indicating a greater participation rate for female learners except for lower and upper six which was less than 45%.

Table 32: Secondary Enrolment, 2000-2016

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
2000	433450	384380	817830	47	1.06	16028	11370	27398	41.5	53.3	449661	395567	845228	46.8	2.2
2001	437185	390817	828002	47.2	1.24	18178	13327	31505	42.3	14.99	455539	403968	859507	47	1.69
2002	431682	387448	819130	47.3	-1.07	21952	14819	36771	40.3	16.71	453628	402273	855901	47	-0.42
2003	422019	387999	810018	47.9	-1.11	25141	17616	42757	41.2	16.28	446854	405921	852775	47.6	-0.37
2004	416415	385926	802341	48.1	-0.95	29963	19893	49856	39.9	16.6	446551	405646	852197	47.6	-0.07
2005	411272	390428	801700	48.7	-0.08	32711	21356	54067	39.5	8.45	444143	411624	855767	48.1	0.42
2006	396760	378162	774922	48.8	-3.34	35014	21552	56566	38.1	4.62	431542	399946	831488	48.1	-2.84
2009	366114	364652	730766	49.9	-5.7	27579	19890	47469	41.9	-16.08	393787	384448	778235	49.4	-6.4
2010	411808	400633	812441	49.3	11.18	26315	19743	46058	42.9	-2.97	438123	420376	858499	49	10.31
2012	438393	433164	871557	49.7	7.28	36434	28743	65177	44.1	41.51	474924	461810	936734	49.3	9.11
2013	445192	445192	890383	50	2.16	37295	29783	67078	44.4	2.92	482560	474901	957461	49.6	2.21
2014	455657	455657	911314	50	2.35	38880	29450	68330	43.1	1.87	493741	485903	979644	49.6	2.32
2015	475902	472646	948548	50	4.09	43546	34890	78436	44.5	14.79	519448	507536	1026984	49.4	4.83
2016	491843	485860	977703	49.69%	3.07%	47923	39178	87101	44.98%	11.05%	539766	525038	1064804	49.31%	3.68%

Figure 23: Secondary School Enrolment, Form 1-4 Enrolment Trend by Sex

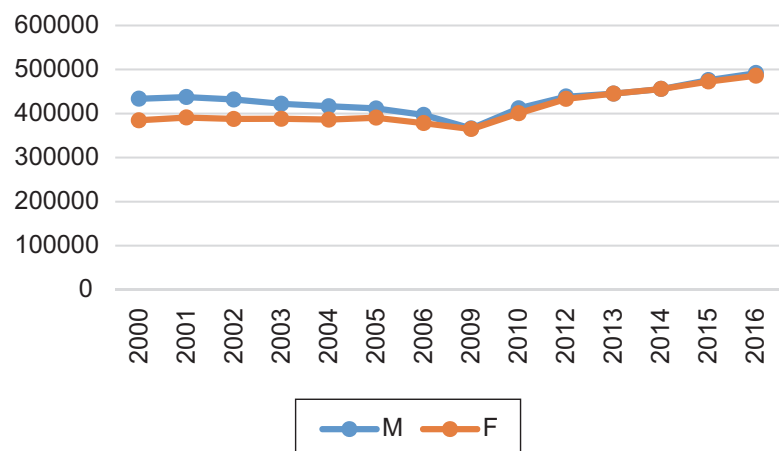


Figure 24: Secondary School Enrolment, Form 5-6 Enrolment Trend by Sex

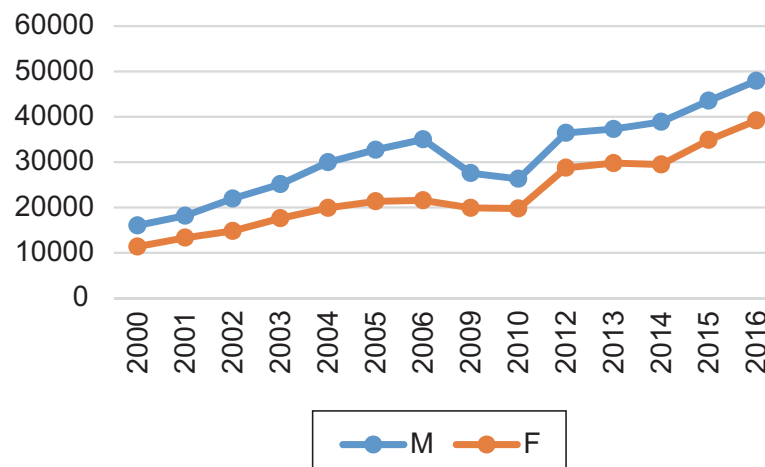
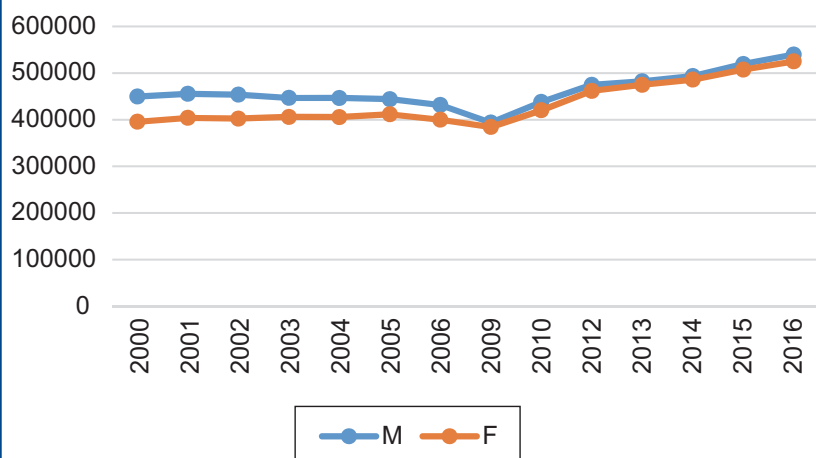


Figure 25: Secondary School Enrolment, Form 1-5 Enrolment Trend by Sex



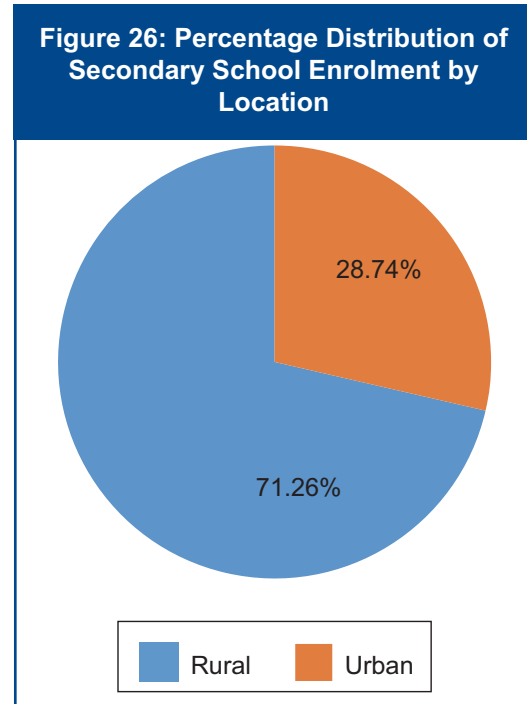
The table below shows secondary school enrolments by sex and form. It can be noted that, of the total enrolment in secondary level, lower and upper six had the lowest percentage of learners enrolled (less than 5%). This is due to that fact that there are public examinations at Form 4 where learners mark completion of General Certificate of Education Ordinary Level. Thereafter depending on achievement, learners may choose different pathways, either to go to upper secondary, tertiary/higher education, repeat form 4 or join the world of work.

Table 33: Secondary School Enrolments by Sex and Form

Grade	M	F	Grand Total	% F	%T
Form 1	134895	137504	272399	50.48%	25.58%
Form 2	122169	122563	244732	50.08%	22.98%
Form 3	125077	121852	246929	49.35%	23.19%
Form 4	107413	102825	210238	48.91%	19.74%
Lower 6	26090	21728	47818	45.44%	4.49%
Upper 6	21833	17450	39283	44.42%	3.69%
Skills Orientation	2289	1116	3405	32.78%	0.32%
Grand Total	539766	525038	1064804	49.31%	100.00%

Table 34: Secondary School Enrolment by School Location, Sex and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	103197	103614	206811	31698	33890	65588	272399
Form 2	91585	89564	181149	30584	32999	63583	244732
Form 3	92284	87244	179528	32793	34608	67401	246929
Form 4	75982	69675	145657	31431	33150	64581	210238
Lower 6	14296	10799	25095	11794	10929	22723	47818
Upper 6	11540	8198	19738	10293	9252	19545	39283
Skills Orientation	409	390	799	1880	726	2606	3405
Grand Total	389293	369484	758777	150473	155554	306027	1064804

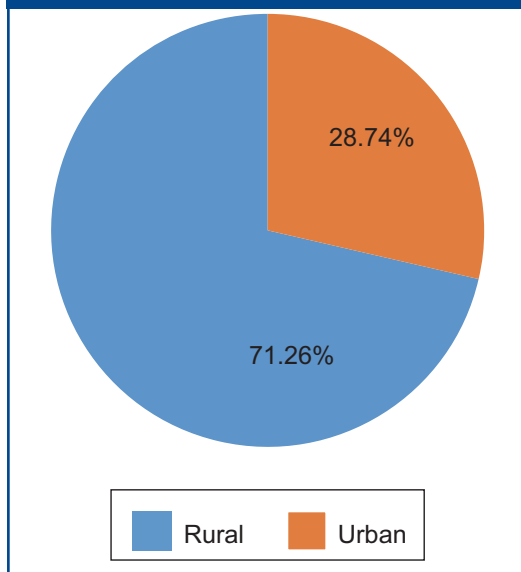


The figure to the left shows percentage distribution of secondary school enrolment by location. The highest percentage of learners in secondary level were enrolled in rural areas. There were only 28.74% secondary level learners in urban areas.

Table 35: Secondary School Enrolments by Grant Classification, Sex and Form

Grade	S1			S2			S3			Grand Total
	M	F	T	M	F	T	M	F	T	
Form 1	10184	10264	20448	25395	27375	52770	99316	99865	199181	272399
Form 2	9840	9962	19802	24220	26539	50759	88109	86062	174171	244732
Form 3	10362	10565	20927	26085	27664	53749	88630	83623	172253	246929
Form 4	10220	10387	20607	24602	26154	50756	72591	66284	138875	210238
Lower 6	6057	5634	11691	8002	7316	15318	12031	8778	20809	47818
Upper 6	5332	5003	10335	6952	6032	12984	9549	6415	15964	39283
Skills Orientation	1182	144	1326	704	585	1289	403	387	790	3405
Grand Total	53177	51959	105136	115960	121665	237625	370629	351414	722043	1064804

Figure 26: Percentage Distribution of Secondary School Enrolment by Location



The figure to the left shows percentage distribution of secondary school enrolment by location. The highest percentage of learners in secondary level were enrolled in rural areas. There were only 28.74% secondary level learners in urban areas.

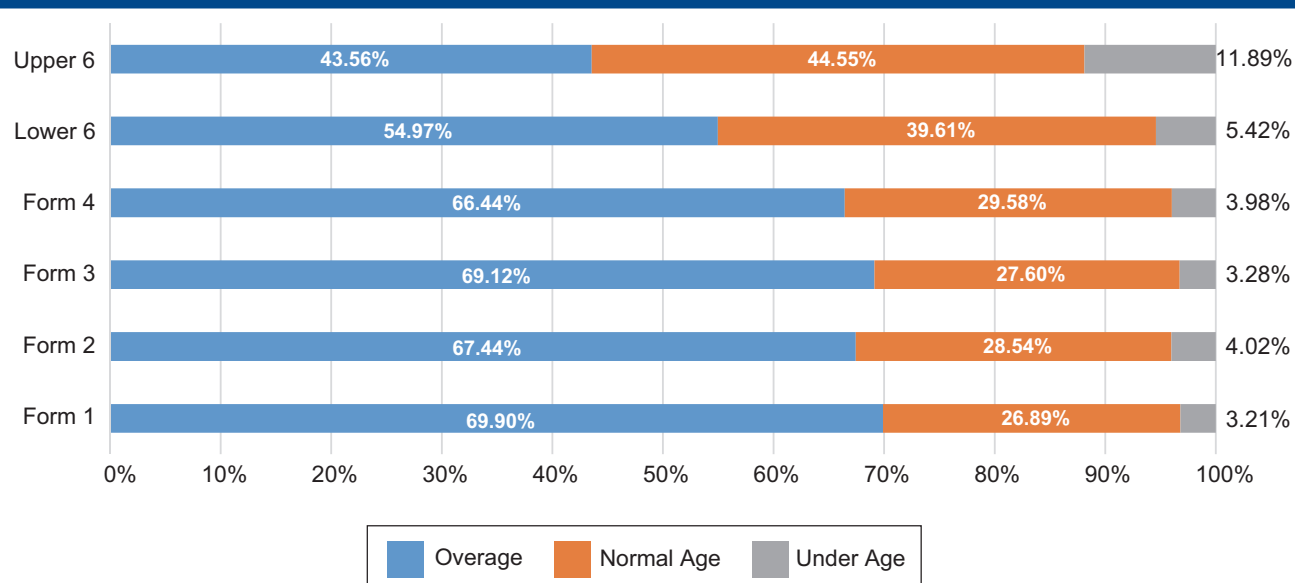
Table 37: Secondary School Enrolments by Age and Form

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Below 13	8738	0	0	0	0	0	6	8744
13 years	73241	9846	0	0	0	0	117	83204
14 years	105596	69835	8093	0	0	0	353	183877
15 years	56797	91493	68159	8358	0	0	1518	226325
16 years	21061	52130	90393	62198	2592	0	553	228927
17 years	5457	16374	50874	73656	18940	4670	426	170397
18 years	1174	3981	20308	41631	15672	17501	288	100555
above 18	335	1073	9102	24395	10614	17112	144	62775
Grand Total	272399	244732	246929	210238	47818	39283	3405	1064804

Table 36: Secondary School Enrolments by School Registration Status, Sex and Form

Grade	Registered			Satellite			Grand Total		
	M	F	T	M	F	T	M	F	T
Form 1	109990	112493	222483	24905	25011	49916	134895	137504	272399
Form 2	101502	102863	204365	20667	19700	40367	122169	122563	244732
Form 3	106160	104726	210886	18917	17126	36043	125077	121852	246929
Form 4	94345	91388	185733	13068	11437	24505	107413	102825	210238
Lower 6	25990	21592	47582	100	136	236	26090	21728	47818
Upper 6	21716	17373	39089	117	77	194	21833	17450	39283
Skills Orientation	2285	1110	3395	4	6	10	2289	1116	3405
Grand Total	461988	451545	913533	77778	73493	151271	539766	525038	1064804

Figure 28: Percentage Distribution of Enrolments by Form



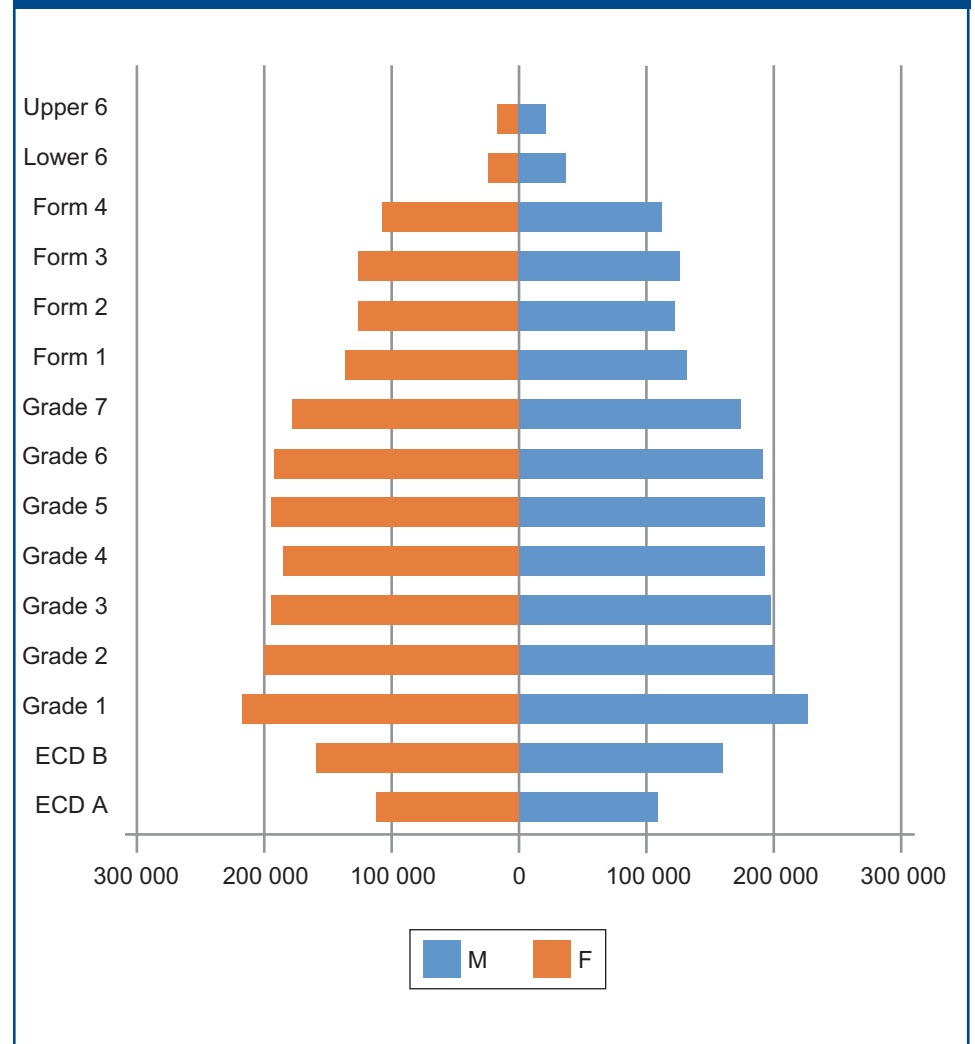
The figure to the left shows percentage distribution of enrolments by form. Most of the learners in lower secondary were over-aged. Upper six recorded 11.89% learners enrolled who were below the expected entry age (below 18 years).

The table below shows secondary school enrolment by province and form. Of the total enrolment in secondary level, Bulawayo, Mashonaland Central and Matabeleland provinces had enrolled less than 10% learners from form 1 to form 6 including skills orientation learners.

Province	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total	% T
Bulawayo	12230	12090	12840	11895	3763	3286	22	56126	5.27%
Harare	25192	24964	26456	25274	9039	8171	524	119620	11.23%
Manicaland	43388	36625	37273	32148	7701	6178	2070	165383	15.53%
Mashonaland Central	23413	20423	19626	15936	2708	2013	0	84119	7.90%
Mashonaland East	33132	30794	30393	25910	4727	3870	5	128831	12.10%
Mashonaland West	33359	29145	28693	23382	3921	3168		121668	11.43%
Masvingo	34891	30624	31925	26802	6552	5250	12	136056	12.78%
Matabeleland North	16461	13981	13670	10892	1530	1103	302	57939	5.44%
Matabeleland South	14535	13449	13571	10499	2207	1828	37	56126	5.27%
Midlands	35798	32637	32482	27500	5670	4416	433	138936	13.05%
Grand Total	272399	244732	246929	210238	47818	39283	3405	1064804	100.00%

Grade	M	F	Grand Total
ECD A	124038	124849	248887
ECD B	166557	164921	331478
Grade 1	220339	212580	432919
Grade 2	201479	195217	396696
Grade 3	192675	188215	380890
Grade 4	183917	179659	363576
Grade 5	183600	182991	366591
Grade 6	183561	182255	365816
Grade 7	169768	169862	339630
Form 1	134895	137504	272399
Form 2	122169	122563	244732
Form 3	125077	121852	246929
Form 4	107413	102825	210238
Lower 6	26090	21728	47818
Upper 6	21833	17450	39283
Skills Orientation	11488	7809	19297
Grand Total	2174899	2132280	4307179

Figure 29: Distribution of Enrolments by Form and Se



4

ACCESS RATES

Access rates are measured using two indicators, Apparent Intake Rates (AIR) and Net Intake Rates (NIR). AIR is the percentage of learners who are enrolled in grade 1/form 1 for the first time regardless of age. NIR on the other hand is the percentage of learners enrolled in grade 1 and form 1 aged 6 and 13 years respectively.

4.1 Primary School Apparent and Net Intake Rates

The table below shows Primary Apparent and Net Intake Rate (NIR) trend from 2000 to 2016. From 2000 to 2012 the AIR has consistently been high (over 133%) followed by a drop to below 125% in 2013 to 2016.

In 2000 to 2009 NIR was above 50% followed by a drop to below 50% in 2013 to 2016. The low Net Intake Rate of below 50% indicates that less than half of the children aged 6 years old throughout Zimbabwe were being taught in grade 1 for the first time. This could be a result of more learners entering the system who were not of the correct age for primary Grade 1. Both AIR and NIR had dropped in 2009 to 2016 by approximately the same amount. This suggests that fewer children were enrolled in Grade 1. However, as long as AIR is above 100% it means that access is not an issue. What deserves attention is the NIR, children have to access education at the correct age.

As shown in Table 40, parity is not an issue when it comes to AIR and NIR, what may be important is to keep watch that the gains that have been achieved are maintained.

Table 40: Apparent and Net Intake Rates Trends for Primary School, 2000-2016

Year	Apparent Intake Rate (AIR)				Net Intake Rate (NIR)			
	Male	Female	Total	GPI AIR	Male	Female	Total	GPI NIR
2000	136.50%	132.70%	134.60%	0.97	49.90%	51.80%	50.90%	1.04
2001	146.00%	140.80%	143.40%	0.96	54.50%	55.20%	54.80%	1.01
2002	144.90%	140.10%	142.50%	0.97	53.70%	54.80%	54.30%	1.02
2003	142.30%	137.80%	140.10%	0.97	53.50%	54.70%	54.10%	1.02
2004	144.80%	139.80%	142.30%	0.96	54.40%	55.90%	55.20%	1.03
2005	143.00%	136.60%	139.80%	0.96	54.10%	54.60%	54.40%	1.01
2006	139.70%	137.70%	138.70%	0.99	56.20%	58.40%	57.30%	1.04
2009	149.20%	145.40%	147.30%	0.97	55.90%	53.20%	54.60%	0.95
2012	137.50%	129.20%	133.30%	0.94	48.60%	49.90%	49.30%	1.03
2013	128.30%	120.70%	124.50%	0.94	44.90%	46.10%	45.50%	1.03
2014	124.48%	117.81%	121.11%	0.95	41.21%	42.80%	42.02%	1.04
2015	124.25%	116.95%	120.57%	0.94	35.20%	37.25%	36.23%	1.06
2016	125.56%	119.19%	122.34%	0.95	41.63%	43.08%	42.37%	1.03

Figure 30: Primary School Apparent Intake Rate by Sex

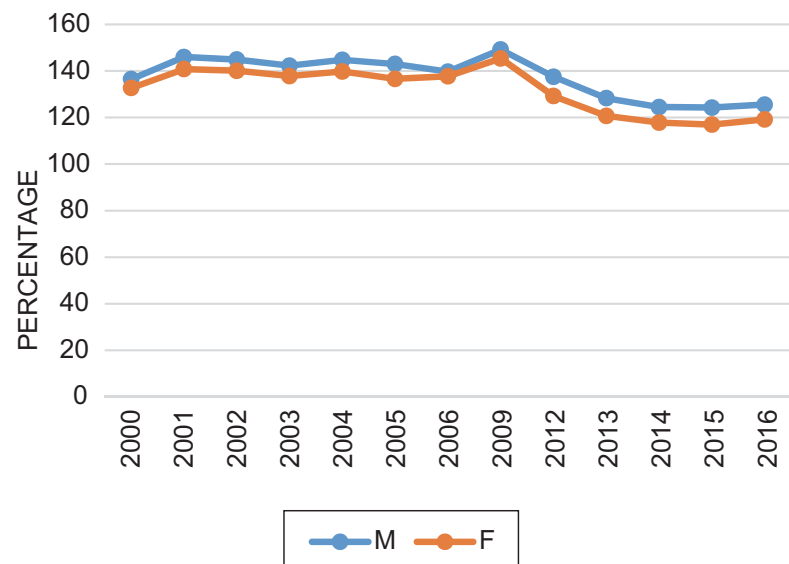


Figure 31: Primary School Net Intake Rate by Sex

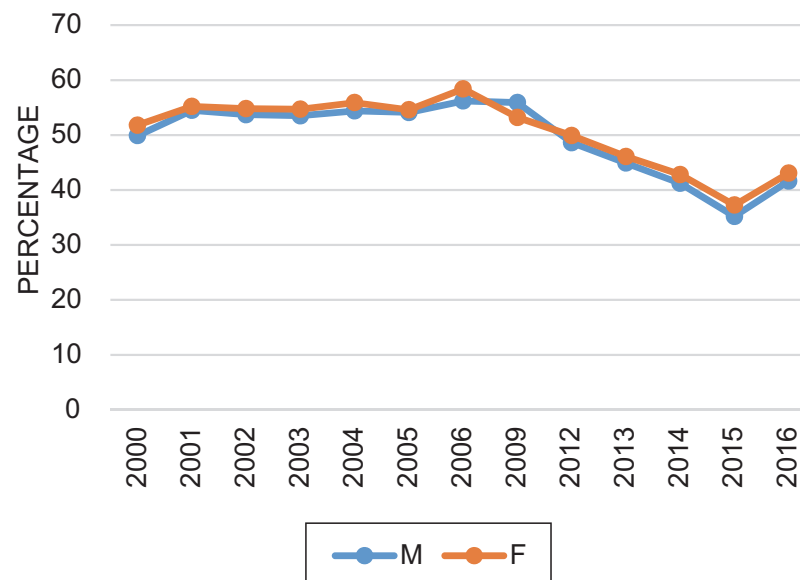


Table 41: Primary School Apparent Intake Rates by Province and Sex

Province	New Entrants into Grade 1			Population Aged 6			Apparent Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	8388	8472	16860	6783	7281	14064	123.66%	116.35%	119.88%	0.94
Harare	20257	20165	40422	22693	23497	46190	89.26%	85.82%	87.51%	0.96
Manicaland	35493	34182	69675	24749	25273	50022	143.41%	135.25%	139.29%	0.94
Mashonaland Central	19981	19271	39252	16075	16140	32215	124.30%	119.40%	121.84%	0.96
Mashonaland East	22724	21934	44658	18048	18201	36249	125.91%	120.51%	123.20%	0.96
Mashonaland West	25385	24744	50129	19297	19687	38984	131.55%	125.69%	128.59%	0.96
Masvingo	30154	28627	58781	21720	22314	44034	138.83%	128.29%	133.49%	0.92
Matabeleland North	13611	13247	26858	10861	10916	21777	125.32%	121.36%	123.33%	0.97
Matabeleland South	11396	10988	22384	9763	9643	19406	116.73%	113.94%	115.34%	0.98
Midlands	28520	27375	55895	21970	22406	44376	129.82%	122.18%	125.96%	0.94
Grand Total	215909	209005	424914	171959	175358	347317	125.56%	119.19%	122.34%	0.95

The figures below depict primary school Apparent and Net Intake Rates by province and sex. Harare province recorded Apparent Intake Rate of 87.51% which is below 100% compared to other nine provinces with AIR above 100%. However, AIR above 100% indicates that the education system is enrolling learners for the first time in grade 1 who are under age or over age. Bulawayo Province has a fairly good NIR of 70.96% which compares favourably while the rest of the provinces have an NIR below 50%.

Province	New Entrants into Grade 1 aged 6			Population Aged 6			Net Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	4911	5069	9980	6783	7281	14064	72.40%	69.62%	70.96%	0.96
Harare	9162	9644	18806	22693	23497	46190	40.37%	41.04%	40.71%	1.02
Manicaland	7408	8058	15466	24749	25273	50022	29.93%	31.88%	30.92%	1.07
Mashonaland Central	6043	6326	12369	16075	16140	32215	37.59%	39.19%	38.40%	1.04
Mashonaland East	6468	6886	13354	18048	18201	36249	35.84%	37.83%	36.84%	1.06
Mashonaland West	7870	8247	16117	19297	19687	38984	40.78%	41.89%	41.34%	1.03
Masvingo	9703	10469	20172	21720	22314	44034	44.67%	46.92%	45.81%	1.05
Matabeleland North	5888	6108	11996	10861	10916	21777	54.21%	55.96%	55.09%	1.03
Matabeleland South	3915	4171	8086	9763	9643	19406	40.10%	43.25%	41.67%	1.08
Midlands	10223	10573	20796	21970	22406	44376	46.53%	47.19%	46.86%	1.01
Grand Total	71591	75551	147142	171959	175358	347317	41.63%	43.08%	42.37%	1.03

Figure 32: Primary School AIR by Sex and Province

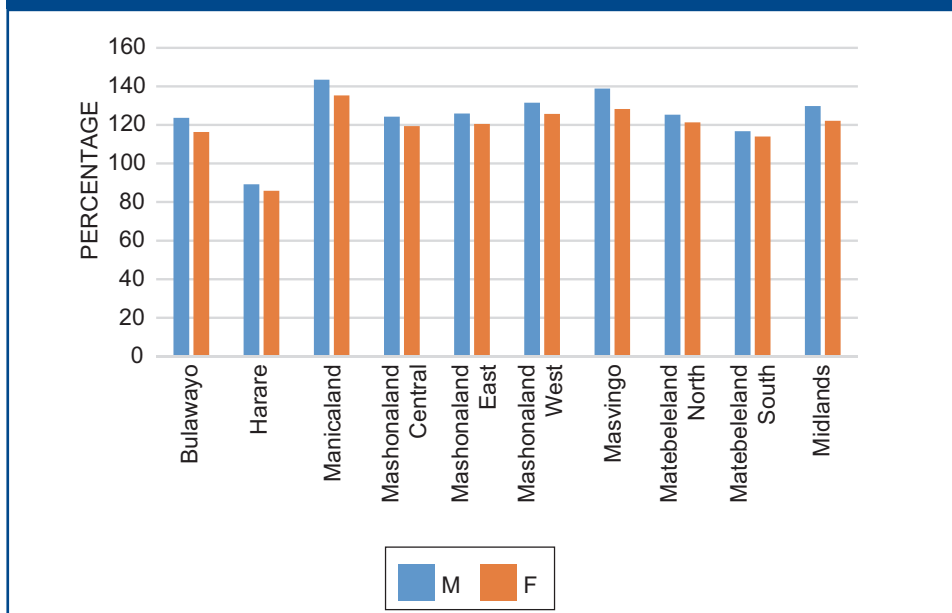
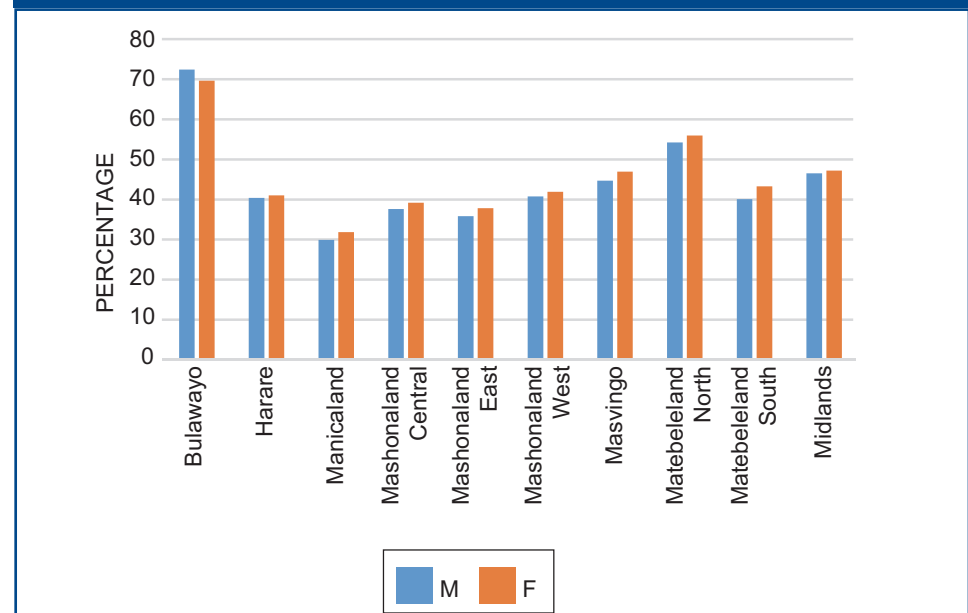


Figure 33: Primary School NIR by Sex and Province



4.2 Secondary School Apparent and Net Intake Rates

The table above shows that AIR for secondary fluctuated between 65.9% and 81.16% in 2016. However, the NIR has remained very low at the highest record was in 2013 with 24.8%. The NIR for males has remained consistently low compared to that of females as indicated in the figures below.

Year	AIR				NIR			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	81.10%	74.00%	77.50%	0.91	18.90%	21.80%	20.30%	1.15
2001	83.70%	76.30%	80.00%	0.91	20.10%	24.00%	22.10%	1.19
2002	81.50%	75.30%	78.40%	0.92	19.60%	23.90%	21.80%	1.22
2003	77.20%	73.60%	75.40%	0.95	20.90%	25.40%	23.20%	1.21
2004	76.80%	73.60%	75.20%	0.96	21.00%	25.90%	23.50%	1.23
2005	74.70%	73.20%	73.90%	0.98	19.80%	25.00%	22.40%	1.27
2006	67.70%	66.80%	67.30%	0.99	18.90%	23.20%	21.00%	1.23
2009	65.10%	66.70%	65.90%	1.02	18.90%	23.40%	21.10%	1.24
2012	73.40%	75.80%	74.60%	1.03	20.10%	26.60%	23.40%	1.32
2013	73.10%	76.60%	74.90%	1.05	21.20%	28.30%	24.80%	1.33
2014	74.65%	78.03%	76.34%	1.05	19.15%	25.87%	22.52%	1.35
2015	76.96%	77.78%	77.37%	1.01	16.55%	22.60%	19.58%	1.37
2016	80.64%	81.68%	81.16%	1.01	19.09%	24.62%	21.86%	1.29

Figure 34: Secondary School Apparent Intake Rate by Province

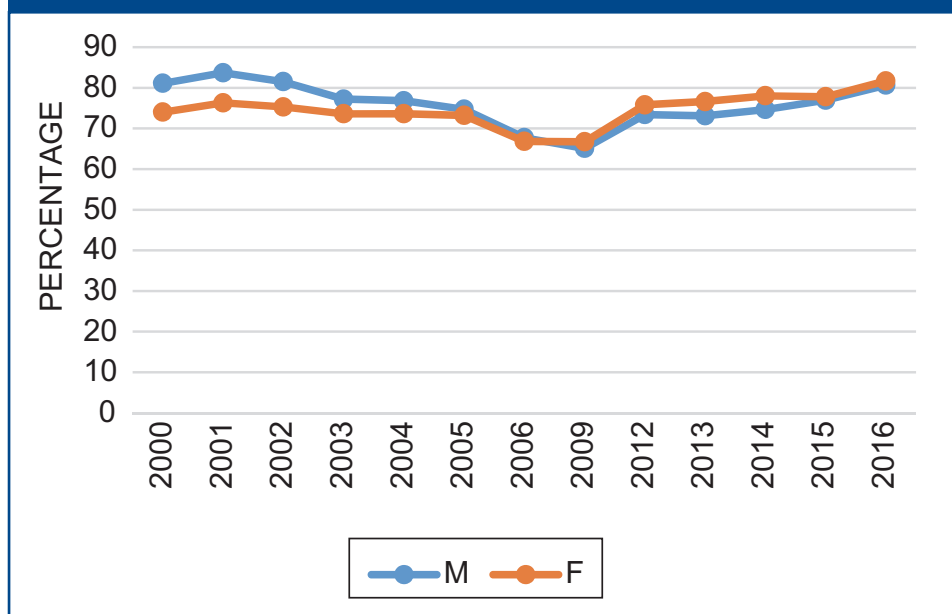
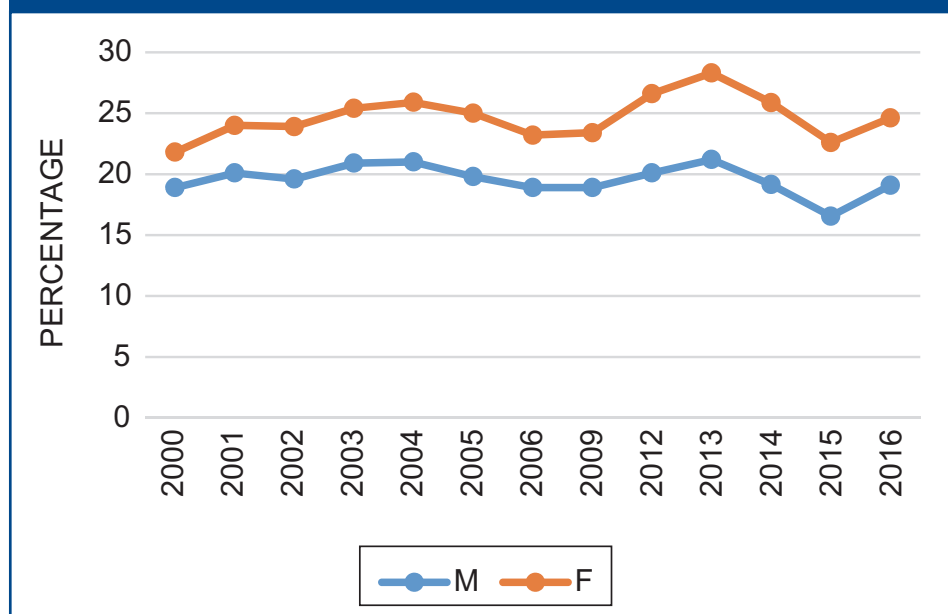


Figure 35: Secondary School Net Intake Rate by Province



The table below shows that Harare, one of the urban provinces recorded the least AIR of 60.38% this mainly because children in Harare are enrolled in other provinces where they are boarding schools.

Province	Population Aged 13			New Entrants			AIR			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	6574	7389	13964	5900	6277	12177	89.74%	84.95%	87.21%	0.95
Harare	19770	21815	41586	12177	12931	25108	61.59%	59.27%	60.38%	0.96
Manicaland	24165	23846	48011	21833	21177	43010	90.35%	88.81%	89.58%	0.98
Mashonaland Central	15351	14920	30271	11806	11585	23391	76.91%	77.65%	77.27%	1.01
Mashonaland East	18262	17530	35792	16581	16134	32715	90.80%	92.04%	91.40%	1.01
Mashonaland West	19095	19031	38125	16911	16358	33269	88.56%	85.96%	87.26%	0.97
Masvingo	20927	20582	41509	17091	17598	34689	81.67%	85.50%	83.57%	1.05
Matabeleland North	10730	10567	21297	7488	8628	16116	69.79%	81.65%	75.67%	1.17
Matabeleland South	9981	9638	19619	6867	7547	14414	68.80%	78.30%	73.47%	1.14
Midlands	21384	21787	43172	17394	18250	35644	81.34%	83.76%	82.56%	1.03
Grand Total	166240	167106	333346	134048	136485	270533	80.64%	81.68%	81.16%	1.01

Province	Population Aged 13			New Entrants into Form 1 Aged 13			NIR			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	6574	7389	13964	2126	2793	4919	32.34%	37.80%	35.23%	1.17
Harare	19770	21815	41586	4465	5827	10292	22.58%	26.71%	24.75%	1.18
Manicaland	24165	23846	48011	3996	5128	9124	16.54%	21.50%	19.00%	1.30
Mashonaland Central	15351	14920	30271	2288	2980	5268	14.90%	19.97%	17.40%	1.34
Mashonaland East	18262	17530	35792	4100	5105	9205	22.45%	29.12%	25.72%	1.30
Mashonaland West	19095	19031	38125	3403	4110	7513	17.82%	21.60%	19.71%	1.21
Masvingo	20927	20582	41509	3542	4930	8472	16.93%	23.95%	20.41%	1.42
Matabeleland North	10730	10567	21297	1850	2605	4455	17.24%	24.65%	20.92%	1.43
Matabeleland South	9981	9638	19619	1946	2485	4431	19.50%	25.78%	22.59%	1.32
Midlands	21384	21787	43172	4013	5174	9187	18.77%	23.75%	21.28%	1.27
Grand Total	166240	167106	333346	31729	41137	72866	19.09%	24.62%	21.86%	1.29

The figures below depict secondary level Apparent and Net Intake Rates by province and sex. At national level, the education system managed to enroll 81.16% of learners into form 1 regardless of age. Gender Parity Index was below par in four provinces: Bulawayo, Harare, Manicaland and Mashonaland West provinces indicating that there was a higher proportion of boys participating than girls.

On the other hand, there were 21.86% learners entering form 1 for the first time at the correct age indicating a very low degree of access by the eligible population of secondary school-entrance age.

Figure 36: Secondary Apparent Intake Rate by Province

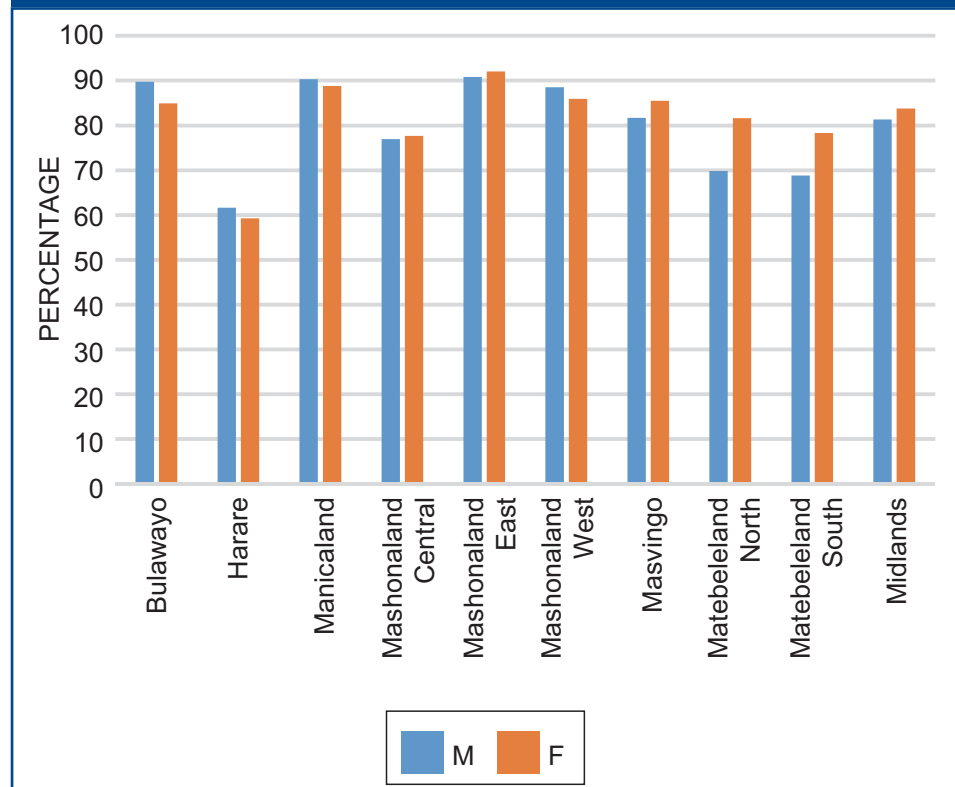
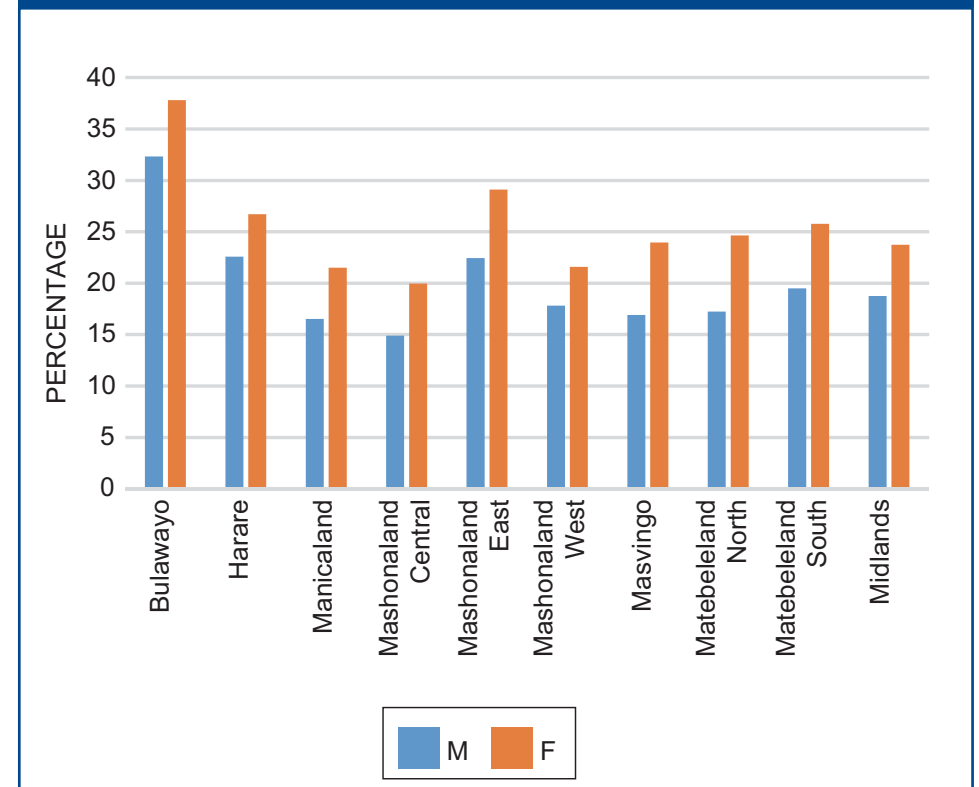


Figure 37: Secondary Net Intake Rate by Province



5

PARTICIPATION
RATES

5.1 ECD Participation Rates

The table above shows that there has been a steady increase in GER at ECD level from 32.87% in 2012 to 51.98% in 2016 and increase of 19.01% over a period of 5 years.

Table 46: Gross Enrolment Ratio and Net Enrolment Ratio Trend, 2012 to 2016

Year	Gross Enrolment Ratio				Net Enrolment Ratio			
	M	F	T	GPI	M	F	T	GPI
2012	32.93%	33.38%	32.87%	1.01	29.54%	30.12%	29.83%	1.02
2013	34.51%	35.01%	34.76%	1.01	22.97%	23.83%	23.40%	1.04
2014	39.50%	39.29%	39.40%	0.99	24.74%	25.21%	24.98%	1.02
2015	47.05%	46.84%	46.94%	1.00	28.54%	29.36%	28.95%	1.03
2016	52.10%	51.85%	51.98%	1.00	32.82%	33.32%	33.07%	1.02

Table 47: ECD School Age Population and Enrolment

Provinces	Population 3-5 years			Total Enrolment			Enrolment 3-5 years		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Bulawayo	22963	23318	46281	8220	8366	16586	6808	6971	13779
Harare	75456	76919	152375	14917	14442	29359	9534	9532	19066
Manicaland	80982	81077	162059	49402	49432	98834	28203	28597	56800
Mashonaland Central	50870	50812	101682	29393	29076	58469	18146	18288	36434
Mashonaland East	57711	56719	114430	33732	33610	67342	19180	19396	38576
Mashonaland West	62930	63118	126048	31979	31505	63484	19560	19666	39226
Masvingo	70536	70616	141152	44183	44399	88582	28046	29034	57080
Matabeleland North	34525	33853	68378	21484	21567	43051	16043	16182	32225
Matabeleland South	31703	31608	63311	20669	20513	41182	12809	13311	26120
Midlands	70120	70782	140902	36616	36860	73476	24729	25205	49934
Total	557796	558822	1116618	290595	289770	580365	183058	186182	369240

The table below shows ECD GER, NER and GPI by sex and province. Harare province recorded the least number of learners regardless of age (51.98%) and learners aged 3 to 5 years (33.07%) participating in ECD compared to the other nine provinces. This could be attributed to private unregistered ECD Centres whose data was not captured.

Gender Parity Index for learners participating in ECD regardless of age was at par in six provinces meaning that there were equal number of boys and girls participating.

5.2 Primary School Participation Rates

The trend for Gross Enrolment Rate (GER) in primary education is shown in the table below. Data is not yet available for the years 2007, 2008, 2010, 2011. The data indicated a consistently high GER over the trend period of more than 105%. This suggests that there was a significant number of learners enrolled in primary education who were above or below the target age group of 6-12 years.

The trend for primary Net Enrolment Rate (NER) is also shown in the table below. When compared with the primary GER the data gives some indication of the normalisation of the education system. The data indicate that almost all learners aged between 6 and 12 years of age inclusively were enrolled in the education system.

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	35.80%	35.88%	35.84%	1.00	29.65%	29.89%	29.77%	1.01
Harare	19.77%	18.78%	19.27%	0.95	12.64%	12.39%	12.51%	0.98
Manicaland	61.00%	60.97%	60.99%	1.00	34.83%	35.27%	35.05%	1.01
Mashonaland Central	57.78%	57.22%	57.50%	0.99	35.67%	35.99%	35.83%	1.01
Mashonaland East	58.45%	59.26%	58.85%	1.01	33.23%	34.20%	33.71%	1.03
Mashonaland West	50.82%	49.91%	50.36%	0.98	31.08%	31.16%	31.12%	1.00
Masvingo	62.64%	62.87%	62.76%	1.00	39.76%	41.12%	40.44%	1.03
Matabeleland North	62.23%	63.71%	62.96%	1.02	46.47%	47.80%	47.13%	1.03
Matabeleland South	65.20%	64.90%	65.05%	1.00	40.40%	42.11%	41.26%	1.04
Midlands	52.22%	52.08%	52.15%	1.00	35.27%	35.61%	35.44%	1.01
Grand Total	52.10%	51.85%	51.98%	1.00	32.82%	33.32%	33.07%	1.02

Year	Gross Enrolment Ratio				Net Enrolment Ratio			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	117.2%	112.3%	114.7%	0.96	96.7%	95.7%	96.2%	0.99
2001	117.9%	113.1%	115.5%	0.96	96.8%	96.2%	96.5%	0.99
2002	117.9%	113.8%	115.9%	0.96	98.7%	98.2%	98.5%	0.99
2003	116.7%	113.3%	115.0%	0.97	97.8%	98.1%	97.9%	1.00
2004	116.0%	112.4%	114.2%	0.97	97.8%	97.7%	97.7%	1.00
2005	115.0%	111.1%	113.1%	0.97	97.1%	96.8%	96.9%	1.00
2006	112.7%	110.1%	111.4%	0.98	96.7%	96.7%	96.7%	1.00
2009	111.7%	110.0%	110.9%	0.98	97.5%	97.9%	97.7%	1.00
2012	111.7%	109.1%	110.4%	0.98	95.2%	96.0%	95.6%	1.01
2013	110.5%	107.7%	109.1%	0.98	93.4%	94.0%	93.7%	1.01
2014	109.41%	106.44%	107.92%	0.97	91.89%	92.51%	92.20%	1.01
2015	107.73%	104.69%	106.21%	0.97	88.04%	88.89%	88.46%	1.01
2016	106.44%	103.75%	105.09%	0.97	89.97%	90.06%	90.01%	1.00

The Primary School GER has been on the decline from 115.9% in 2002 to 105.1% in 2016 as indicated in the table above. A similar trend can be observed in NER which was on the decline from 97.9% in 2004 to 88.46% in 2015 but has shown an increase of 1.55% to 90.01% in 2016%. The GER for females has been higher than that of males as shown in the figure below. However, a slight difference in NER is observed in favour of females.



Figure 38: Primary School Gross Enrolment Ratio Trend, 2000 -2016

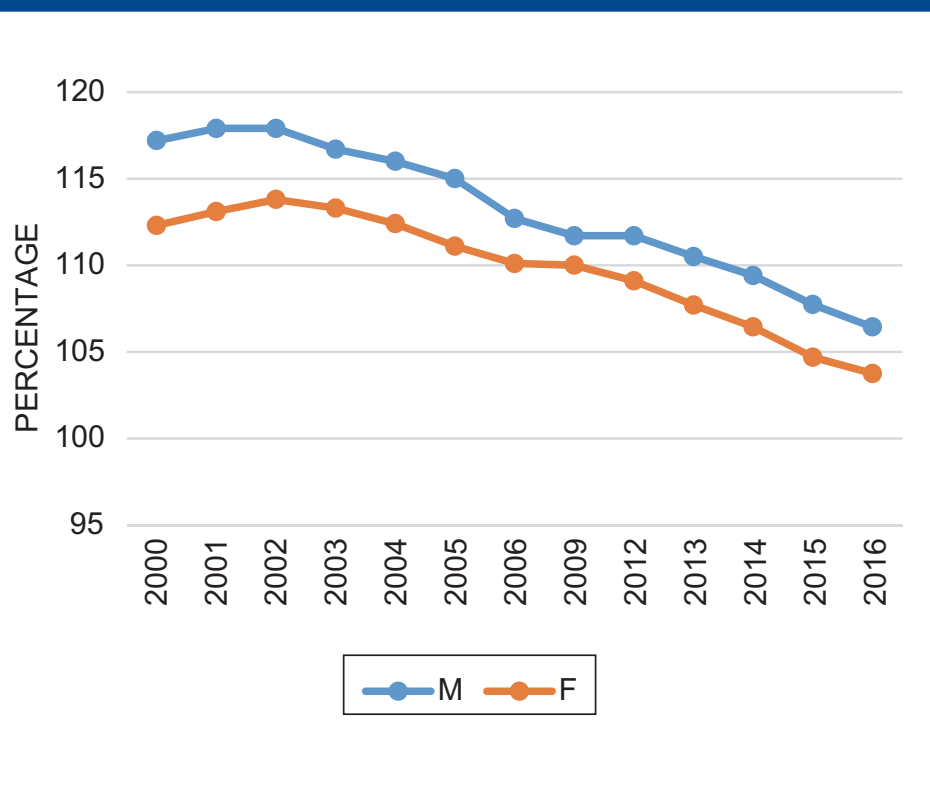


Figure 39: Primary School Net Enrolment Ratio Trend by Sex, 2000-2016

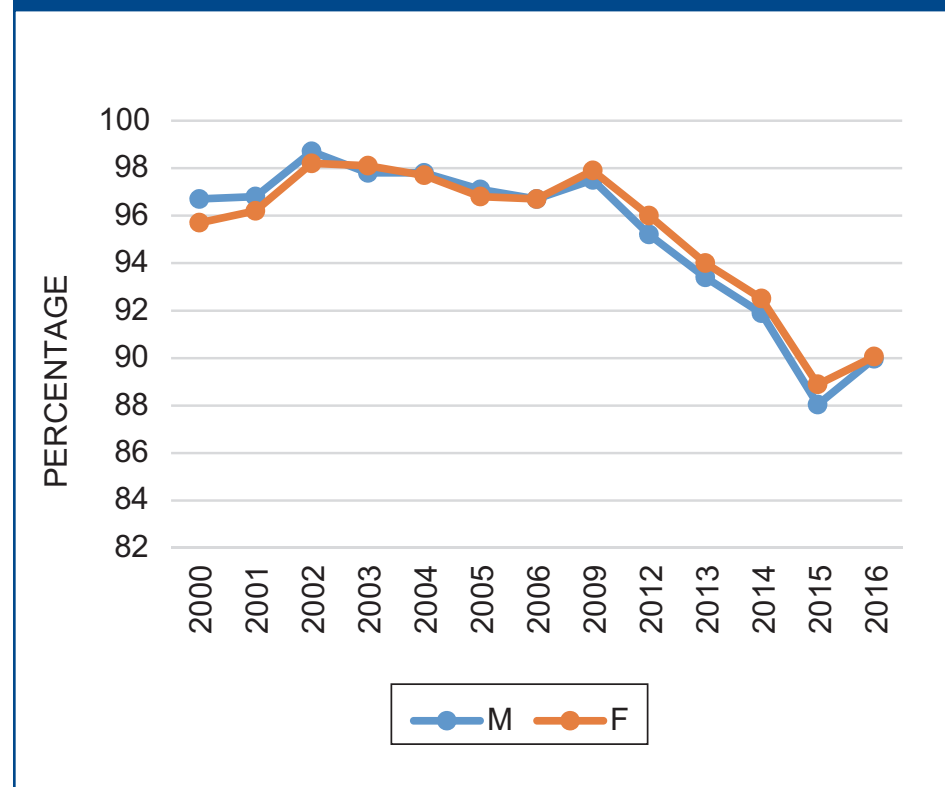


Table 51 below shows primary GER, NER and GPI by sex and province. Primary level NER and GER were more consistent and indicated that in most provinces almost all children who should be in primary school (aged 6 to 12) were presently enrolled in primary school. Harare, with a primary NER of 75.63% and GER of just 83.33% is an exception, perhaps because some of the children are enrolled in some private unregistered schools whose data was not made available in the 2016 Census. Primary participation is also relatively low in Matabeleland South (NER 86.14%) and Mashonaland Central (NER 88.79%).

Table 50: Primary School Age Population and Enrolments

Province	Population 6-12 years			Total Enrolment			Enrolment 6-12 years		
	M	F	T	M	F	T	M	F	T
Bulawayo	48689	51983	100672	52842	53973	106815	47489	49273	96762
Harare	153751	162982	316733	131016	132907	263923	118153	121382	239535
Manicaland	182812	183400	366212	212477	206770	419247	174243	175610	349853
Mashonaland Central	116666	116051	232717	124644	120942	245586	103286	103338	206624
Mashonaland East	133447	132085	265532	145646	140806	286452	122011	121460	243471
Mashonaland West	144474	143107	287580	159818	154856	314674	131227	131234	262461
Masvingo	162799	162682	325481	179074	175645	354719	149339	150760	300099
Matabeleland North	82174	80835	163009	88900	86497	175397	75866	75246	151112
Matabeleland South	73486	72228	145714	73936	71959	145895	62708	62806	125514
Midlands	164903	164545	329448	176185	173117	349302	152124	152562	304686
Total	1263200	1269900	2533100	1344538	1317472	2662010	1136446	1143671	2280117

Table 51: Primary GER, NER and GPI by Sex and Province

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	108.53%	103.83%	106.10%	0.96	97.54%	94.79%	96.12%	0.97
Harare	85.21%	81.55%	83.33%	0.96	76.85%	74.48%	75.63%	0.97
Manicaland	116.23%	112.74%	114.48%	0.97	95.31%	95.75%	95.53%	1.00
Mashonaland Central	106.84%	104.21%	105.53%	0.98	88.53%	89.05%	88.79%	1.01
Mashonaland East	109.14%	106.60%	107.88%	0.98	91.43%	91.96%	91.69%	1.01
Mashonaland West	110.62%	108.21%	109.42%	0.98	90.83%	91.70%	91.27%	1.01
Masvingo	110.00%	107.97%	108.98%	0.98	91.73%	92.67%	92.20%	1.01
Matabeleland North	108.19%	107.00%	107.60%	0.99	92.32%	93.09%	92.70%	1.01
Matabeleland South	100.61%	99.63%	100.12%	0.99	85.33%	86.95%	86.14%	1.02
Midlands	106.84%	105.21%	106.03%	0.98	92.25%	92.72%	92.48%	1.01
Grand Total	106.44%	103.75%	105.09%	0.97	89.97%	90.06%	90.01%	1.00

Table 52 shows grade specific net enrolment rate by sex and grade. The grade NER was between 24% and 45% meaning that the efficiency of the system of enrolling learners at the correct age corresponding to their grade is still very low.

Table 54 represents primary school ASER by age and sex. There was an over representation of learners aged 8, 10 and 11 years where ASER was above 100%. These figures implies an error with the demographic data used. However, 99.26% learners aged 9 years were enrolled in the primary level and only 45.12% of the 6 year olds were enrolled in the same level.

Grade	Grade-Age Enrolment			Grade-Age Population			Grade NER			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade 1	72031	75714	147745	171959	175358	347317	41.89%	43.18%	42.54%	1.03
Grade 2	56306	61714	118020	180624	180391	361015	31.17%	34.21%	32.69%	1.10
Grade 3	52046	59036	111082	174058	177401	351459	29.90%	33.28%	31.61%	1.11
Grade 4	46789	54574	101363	176270	179175	355446	26.54%	30.46%	28.52%	1.15
Grade 5	47020	56308	103328	173509	174320	347830	27.10%	32.30%	29.71%	1.19
Grade 6	47588	56741	104329	172540	172267	344807	27.58%	32.94%	30.26%	1.19
Grade 7	47287	55481	102768	214239	210988	425227	22.07%	26.30%	24.17%	1.19

Grade	Grade Enrolment			Grade-Age Population			Grade GER			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade 1	220339	212580	432919	171959	175358	347317	128.13%	121.23%	124.65%	0.95
Grade 2	201479	195217	396696	180624	180391	361015	111.55%	108.22%	109.88%	0.97
Grade 3	192675	188215	380890	174058	177401	351459	110.70%	106.10%	108.37%	0.96
Grade 4	183917	179659	363576	176270	179175	355446	104.34%	100.27%	102.29%	0.96
Grade 5	183600	182991	366591	173509	174320	347830	105.82%	104.97%	105.39%	0.99
Grade 6	183561	182255	365816	172540	172267	344807	106.39%	105.80%	106.09%	0.99
Grade 7	169768	169862	339630	214239	210988	425227	79.24%	80.51%	79.87%	1.02

Age	Enrolment			Age Population			ASER			
	M	F	T	M	F	T	M	F	T	GPI
6 years	76288	80438	156726	171959	175358	347317	44.36%	45.87%	45.12%	1.03
7 years	160617	162312	322929	180624	180391	361015	88.92%	89.98%	89.45%	1.01
8 years	181327	181732	363059	174058	177401	351459	104.18%	102.44%	103.30%	0.98
9 years	175758	177066	352824	176270	179175	355446	99.71%	98.82%	99.26%	0.99
10 years	177251	178225	355476	173509	174320	347830	102.16%	102.24%	102.20%	1.00
11 years	180676	181869	362545	172540	172267	344807	104.72%	105.57%	105.14%	1.01
12 years	177171	176627	353798	214239	210988	425227	82.70%	83.71%	83.20%	1.01

5.3 Secondary School Participation Rates

In recent years, NER for Forms 1-4 has dropped from 58.3% in 2009 to 52.8% in 2013, a drop of 6.1%. Thereafter, NER rose to 56.41% in 2016. However, the present trend is encouraging showing slight rises in NER for all levels of secondary. During the period, GER for Forms 1-4 has increased from 57.8% in 2009 to 76.63% in 2016, a rise of 14.0%.

Table 55: Secondary School Gross Enrolment Rate (GER) by Sex, 2000-2016

Year	Form 1 to 4 GER				Form 5 to 6 GER				Form 1 to 6 GER			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	72.9%	64.4%	68.7%	0.88	5.4%	3.7%	4.5%	0.68	50.4%	43.7%	47.0%	0.87
2001	73.3%	65.4%	69.3%	0.89	6.1%	4.3%	5.2%	0.70	50.9%	44.5%	47.7%	0.87
2002	72.1%	64.5%	68.3%	0.89	7.3%	4.7%	6.0%	0.65	50.5%	44.0%	47.2%	0.87
2003	70.4%	64.6%	67.5%	0.92	8.4%	5.6%	7.0%	0.67	49.7%	44.4%	47.0%	0.89
2004	68.9%	63.7%	66.3%	0.92	9.9%	6.3%	8.1%	0.64	49.2%	44.1%	46.6%	0.90
2005	67.5%	63.9%	65.7%	0.95	10.7%	6.7%	8.7%	0.63	48.6%	44.3%	46.4%	0.91
2006	64.6%	61.4%	63.0%	0.95	11.4%	6.7%	9.0%	0.59	46.9%	42.7%	44.8%	0.91
2009	58.1%	57.5%	57.8%	0.99	8.7%	6.0%	7.4%	0.69	41.6%	39.9%	40.8%	0.96
2012	71.5%	71.2%	71.4%	1.00	12.5%	9.7%	11.1%	0.78	52.6%	51.2%	51.9%	0.97
2013	71.5%	72.1%	71.8%	1.01	12.6%	9.8%	11.2%	0.78	52.6%	51.7%	52.1%	0.98
2014	73.15%	73.73%	73.44%	1.01	12.88%	9.91%	11.38%	0.77	53.68%	52.74%	53.21%	0.98
2015	75.06%	75.20%	75.13%	1.00	14.41%	11.34%	12.86%	0.79	55.47%	54.19%	54.83%	0.98
2016	76.78%	76.49%	76.63%	1.00	15.68%	12.58%	14.11%	0.80	57.04%	55.46%	56.25%	0.97

Table 56: Secondary School Net Enrolment Rate, 2000-2016

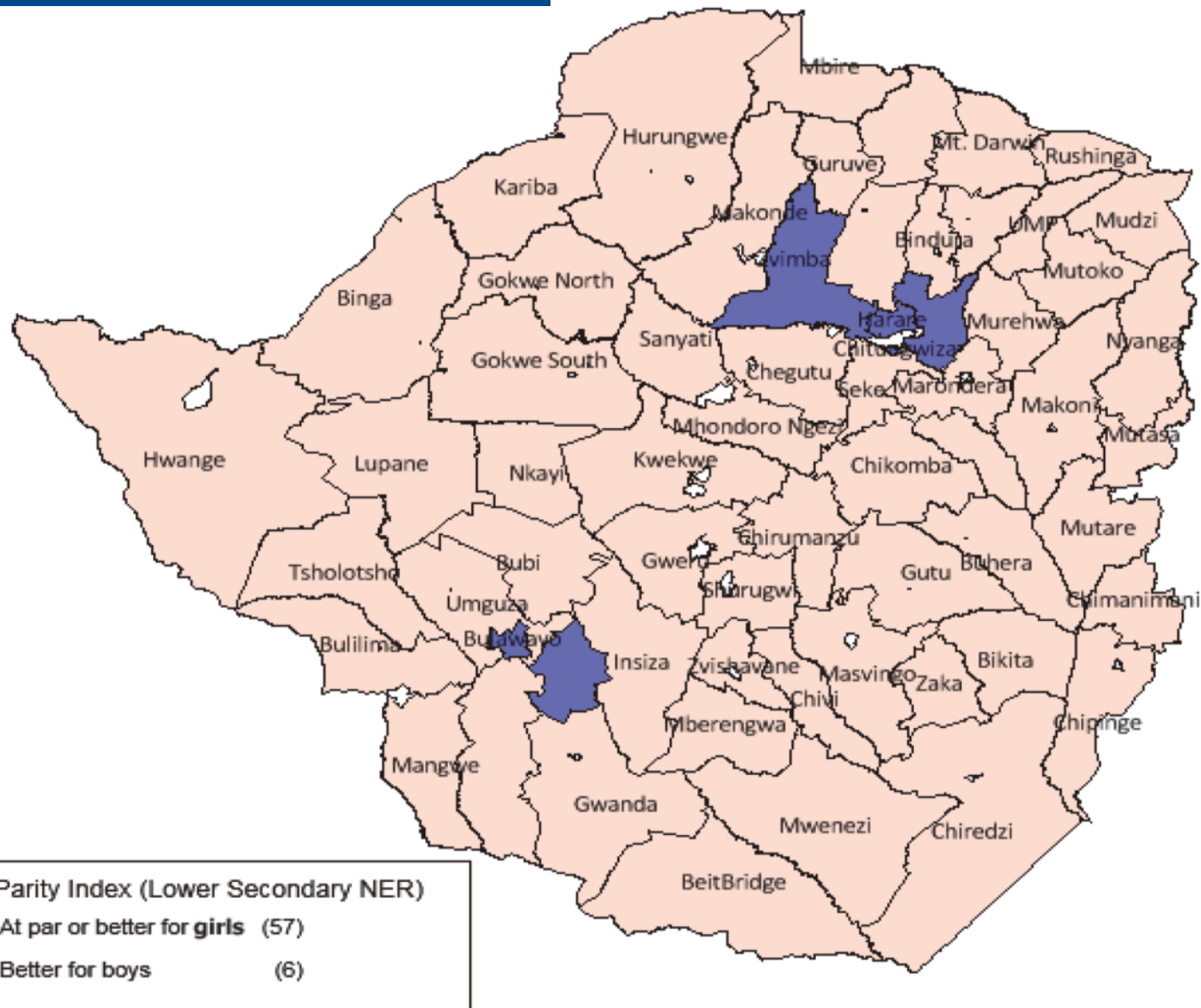
Year	Form 1 to 4 NER				Form 5 to 6				Form 1 to 6			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	49.1%	48.9%	49.0%	1.00	3.6%	2.8%	3.2%	0.77	47.0%	41.8%	44.4%	0.89
2001	50.1%	50.4%	50.2%	1.01	4.2%	3.1%	3.6%	0.72	47.3%	42.3%	44.8%	0.89
2002	49.3%	49.3%	49.3%	1.00	4.7%	3.4%	4.0%	0.71	46.8%	41.8%	44.3%	0.89
2003	48.4%	49.6%	49.0%	1.02	5.2%	4.0%	4.6%	0.77	45.8%	42.0%	43.9%	0.92
2004	47.4%	48.9%	48.2%	1.03	5.8%	4.3%	5.0%	0.74	45.2%	41.6%	43.4%	0.92
2005	46.5%	49.1%	47.8%	1.06	5.8%	4.4%	5.1%	0.75	44.3%	41.7%	43.0%	0.94
2006	45.2%	47.3%	46.3%	1.05	6.3%	4.5%	5.4%	0.71	42.8%	40.3%	41.5%	0.94
2009	58.5%	58.2%	58.3%	0.99	5.4%	4.2%	4.8%	0.79	39.0%	38.3%	38.6%	0.98
2012	49.1%	54.8%	51.9%	1.12	6.9%	6.3%	6.6%	0.92	52.2%	50.5%	51.3%	0.97
2013	49.8%	55.9%	52.8%	1.12	7.3%	6.6%	6.9%	0.91	52.1%	50.9%	51.5%	0.98
2014	50.81%	56.66%	53.73%	1.12	7.62%	6.82%	7.21%	0.90	49.16%	49.98%	49.57%	1.02
2015	51.05%	57.25%	54.13%	1.12	8.27%	7.75%	8.01%	0.94	50.36%	51.13%	50.74%	1.02
2016	53.96%	58.89%	56.41%	1.09	9.56%	8.84%	9.20%	0.92	52.41%	52.53%	52.47%	1.00

Table 58 below shows secondary form 1-4 NER and GER by province and sex. There is a significant difference between provinces. The province that recorded the highest NER was Mashonaland East (68.16 %) while Harare (48.06%) recorded the least.

Province	Population 13-16 years			Total Enrolment form 1-4			Enrolment 13-16 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	26867	32512	59379	23315	25762	49077	18040	20949	38989
Harare	77794	93066	170860	49922	52488	102410	39093	43027	82120
Manicaland	92998	88602	181600	79331	72173	151504	52967	53920	106887
Mashonaland Central	58015	53484	111499	41330	38068	79398	27822	28691	56513
Mashonaland East	69375	63957	133332	62301	57933	120234	44663	46212	90875
Mashonaland West	72992	70826	143818	60099	54480	114579	41684	41893	83577
Masvingo	79605	77486	157091	62553	61701	124254	42264	46252	88516
Matabeleland North	40946	38479	79425	25329	29977	55306	17716	22402	40118
Matabeleland South	38581	35997	74578	24112	27979	52091	17959	21620	39579
Midlands	83447	80814	164262	63551	65299	128850	43459	49097	92556
Grand Total	640620	635225	1275845	491843	485860	977703	345667	374063	719730

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	86.78%	79.24%	82.65%	0.91	67.15%	64.43%	65.66%	0.96
Harare	64.17%	56.40%	59.94%	0.88	50.25%	46.23%	48.06%	0.92
Manicaland	85.30%	81.46%	83.43%	0.95	56.95%	60.86%	58.86%	1.07
Mashonaland Central	71.24%	71.18%	71.21%	1.00	47.96%	53.64%	50.68%	1.12
Mashonaland East	89.80%	90.58%	90.18%	1.01	64.38%	72.25%	68.16%	1.12
Mashonaland West	82.34%	76.92%	79.67%	0.93	57.11%	59.15%	58.11%	1.04
Masvingo	78.58%	79.63%	79.10%	1.01	53.09%	59.69%	56.35%	1.12
Matabeleland North	61.86%	77.91%	69.63%	1.26	43.27%	58.22%	50.51%	1.35
Matabeleland South	62.50%	77.73%	69.85%	1.24	46.55%	60.06%	53.07%	1.29
Midlands	76.16%	80.80%	78.44%	1.06	52.08%	60.75%	56.35%	1.17
Grand Total	76.78%	76.49%	76.63%	1.00	53.96%	58.89%	56.41%	1.09

Figure 40: Distribution of Lower Secondary Gender Parity Index (NER) by District



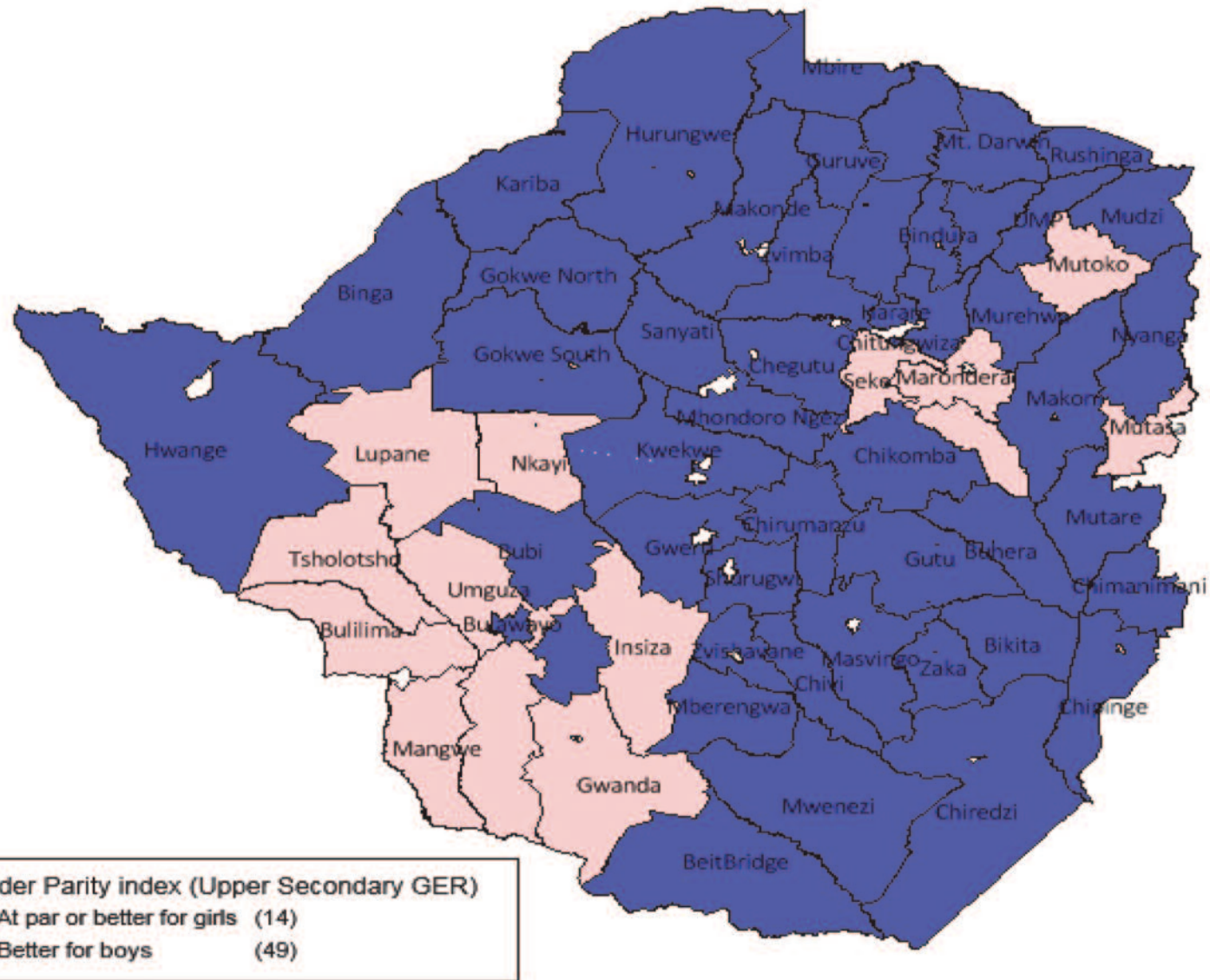
This figure depicts that 57 districts had more girls and equal number of boys and girls who are correctly aged participating in lower secondary. However, only 6 districts had more boys participating than girls.

Province	Population 17-18 years			Total Enrolment form 5-6			Enrolment 17-18 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	14941	19824	34765	3414	3635	7049	2327	2679	5006
Harare	40802	56473	97275	9119	8091	17210	6438	6207	12645
Manicaland	42362	39485	81847	7783	6096	13879	4057	3932	7989
Mashonaland Central	27588	24754	52343	2782	1939	4721	1594	1350	2944
Mashonaland East	32487	29190	61677	4717	3880	8597	3139	2885	6024
Mashonaland West	35371	33943	69314	4172	2917	7089	2500	2070	4570
Masvingo	34777	34806	69583	7001	4801	11802	3998	3269	7267
Matabeleland North	19067	17292	36359	1286	1347	2633	612	859	1471
Matabeleland South	18663	16629	35291	2040	1995	4035	1294	1216	2510
Midlands	39662	39021	78683	5609	4477	10086	3276	3077	6353
Grand Total	305721	311416	617137	47923	39178	87101	29235	27544	56779

The table to the right shows secondary GER and NER, form 5-6 by province and sex. The NER for form 5 to 6 is still very low, below 15 %, indicating that the upper secondary had few learners aged 17 to 18 years participating.

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	22.85%	18.34%	20.28%	0.80	15.57%	13.51%	14.40%	0.87
Harare	22.35%	14.33%	17.69%	0.64	15.78%	10.99%	13.00%	0.70
Manicaland	18.37%	15.44%	16.96%	0.84	9.58%	9.96%	9.76%	1.04
Mashonaland Central	10.08%	7.83%	9.02%	0.78	5.78%	5.45%	5.62%	0.94
Mashonaland East	14.52%	13.29%	13.94%	0.92	9.66%	9.88%	9.77%	1.02
Mashonaland West	11.79%	8.59%	10.23%	0.73	7.07%	6.10%	6.59%	0.86
Masvingo	20.13%	13.79%	16.96%	0.69	11.50%	9.39%	10.44%	0.82
Matabeleland North	6.74%	7.79%	7.24%	1.15	3.21%	4.97%	4.05%	1.55
Matabeleland South	10.93%	12.00%	11.43%	1.10	6.93%	7.31%	7.11%	1.05
Midlands	14.14%	11.47%	12.82%	0.81	8.26%	7.89%	8.07%	0.95
Grand Total	15.68%	12.58%	14.11%	0.80	9.56%	8.84%	9.20%	0.92

Figure 41: Upper Secondary Gender Parity Index (GER) by District



This figure illustrates upper secondary GPI for Gross Enrolment Ratio by district. Most districts had more boys, regardless of age, participating in upper secondary. Only 14 districts were at par or better for girls.

Province	Population 13-18 years			Total Enrolment form 1-6			Enrolment 13-18 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	41808	52336	94144	26729	29397	56126	24926	27743	52669
Harare	118596	149540	268135	59041	60579	119620	55266	57743	113009
Manicaland	135360	128087	263447	87114	78269	165383	78578	73204	151782
Mashonaland Central	85604	78238	163842	44112	40007	84119	40424	38055	78479
Mashonaland East	101862	93147	195009	67018	61813	128831	62609	59487	122096
Mashonaland West	108363	104769	213132	64271	57397	121668	59367	54793	114160
Masvingo	114383	112292	226675	69554	66502	136056	62791	62481	125272
Matabeleland North	60013	55771	115784	26615	31324	57939	24300	29583	53883
Matabeleland South	57243	52626	109869	26152	29974	56126	24455	28191	52646
Midlands	123109	119836	242945	69160	69776	138936	63262	66016	129278
Grand Total	946341	946641	1892981	539766	525038	1064804	495978	497296	993274

The table below shows secondary form 1-6 GER and NER by province and sex. On average, there were 56.25% learners participating in secondary level regardless of age and 52.47% learners who were of the correct age.

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	63.93%	56.17%	59.62%	0.88	59.62%	53.01%	55.95%	0.89
Harare	49.78%	40.51%	44.61%	0.81	46.60%	38.61%	42.15%	0.83
Manicaland	64.36%	61.11%	62.78%	0.95	58.05%	57.15%	57.61%	0.98
Mashonaland Central	51.53%	51.13%	51.34%	0.99	47.22%	48.64%	47.90%	1.03
Mashonaland East	65.79%	66.36%	66.06%	1.01	61.46%	63.86%	62.61%	1.04
Mashonaland West	59.31%	54.78%	57.09%	0.92	54.79%	52.30%	53.56%	0.95
Masvingo	60.81%	59.22%	60.02%	0.97	54.90%	55.64%	55.27%	1.01
Matabeleland North	44.35%	56.17%	50.04%	1.27	40.49%	53.04%	46.54%	1.31
Matabeleland South	45.69%	56.96%	51.08%	1.25	42.72%	53.57%	47.92%	1.25
Midlands	56.18%	58.23%	57.19%	1.04	51.39%	55.09%	53.21%	1.07
Grand Total	57.04%	55.46%	56.25%	0.97	52.41%	52.53%	52.47%	1.00

Form	Grade Age Enrolment			Grade Age Population			Grade NER			
	M	F	T	M	F	T	M	F	T	GPI
Form 1	31864	41377	73241	166240	167106	333346	19.17%	24.76%	21.97%	1.29
Form 2	30453	39382	69835	164459	162847	327305	18.52%	24.18%	21.34%	1.31
Form 3	29813	38346	68159	154830	151298	306128	19.26%	25.34%	22.26%	1.32
Form 4	27689	34509	62198	155091	153974	309066	17.85%	22.41%	20.12%	1.26
Form 5	9222	9718	18940	155843	155644	311487	5.92%	6.24%	6.08%	1.06
Form 6	8930	8571	17501	149877	155772	305649	5.96%	5.50%	5.73%	0.92

Table 65 below shows Grade Specific Net Enrolment Rate. The Grade NER for lower and upper six was 6.08% and 5.73% respectively indicating that the efficiency of the system of enrolling learners of the correct age for the two grades is still very low. This also indicated that there is still a significant number of over aged and under-aged learners enrolled in the lower and upper six.

Form	Grade Enrolment			Grade Age Population			Grade GER			
	M	F	T	M	F	T	M	F	T	GPI
Form 1	134895	137504	272399	166240	167106	333346	81.14%	82.29%	81.72%	1.01
Form 2	122169	122563	244732	164459	162847	327305	74.29%	75.26%	74.77%	1.01
Form 3	125077	121852	246929	154830	151298	306128	80.78%	80.54%	80.66%	1.00
Form 4	107413	102825	210238	155091	153974	309066	69.26%	66.78%	68.02%	0.96
Form 5	26090	21728	47818	155843	155644	311487	16.74%	13.96%	15.35%	0.83
Form 6	21833	17450	39283	149877	155772	305649	14.57%	11.20%	12.85%	0.77

Year	Age Enrolment			Age Population			ASER			
	M	F	T	M	F	T	M	F	T	GPI
13 years	36085	47000	83085	166240	167106	333346	21.71%	28.13%	24.92%	1.30
14 years	84899	98625	183524	164459	162847	327305	51.62%	60.56%	56.07%	1.17
15 years	108585	116213	224798	154830	151298	306128	70.13%	76.81%	73.43%	1.10
16 years	115392	112986	228378	155091	153974	309066	74.40%	73.38%	73.89%	0.99
17 years	91136	78831	169967	155843	155644	311487	58.48%	50.65%	54.57%	0.87
18 years	57686	42581	100267	149877	155772	305649	38.49%	27.34%	32.80%	0.71

6

ORPHANED & VULNERABLE CHILDREN (OVC)

6.1 Orphaned and Vulnerable Children (OVC)

An orphan is defined as a child below the age of 18 years who has lost one (either mother or father) or both parents. Three mutually exclusive categories of orphans are as follows:

- A maternal orphan is a child whose mother has died but whose father is alive;
- A paternal orphan is a child whose father has died but whose mother is alive;
- A double orphan is a child whose mother and father have both died.

A child made vulnerable by HIV is below the age of 18 and:

- Has lost one or both parents; or
- Has a chronically ill parent (regardless of whether the parent lives in the same household as the child); or
- Lives in a household where, in the last 12 months, at least one adult died and was sick for three to four months before he or she died; or
- Lives in a household where at least one adult was seriously ill for at least three of the past 12 months

Table 66: ECD, Primary Grade 1-7 and Secondary Orphaned and Vulnerable Children (OVC) by Province

Province	ECD			Primary Grade 1-7			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	711	686	1397	9292	9457	18749	5928	6872	12800
Harare	1222	1108	2330	16328	15471	31799	11146	12064	23210
Manicaland	10375	10160	20535	56282	53806	110088	26542	25641	52183
Mashonaland Central	5992	5887	11879	31385	30286	61671	14914	15153	30067
Mashonaland East	5708	5703	11411	35529	35119	70648	21934	21573	43507
Mashonaland West	5778	5688	11466	39722	38828	78550	21160	20171	41331
Masvingo	8471	8320	16791	46022	45235	91257	22371	23383	45754
Matabeleland North	5284	5097	10381	27219	26981	54200	10685	12055	22740
Matabeleland South	4547	4372	8919	22556	22103	44659	8528	10432	18960
Midlands	8432	8406	16838	46039	45719	91758	22005	23306	45311
Grand Total	56520	55427	111947	330374	323005	653379	165213	170650	335863

The table below shows ECD, primary grade 1-7 and secondary orphaned and vulnerable children by province. On average, there were 22.92%, 26.27% and 32.61% in ECD, primary grade 1-7 and secondary learners respectively considered as OVC. There is a considerable difference between the urbanized provinces, Harare and Bulawayo, having less than 10% in ECD, 20% in primary level and 23% in secondary level. Other provinces range between 16% - 24% in ECD, 24% - 31% in primary level and 31% -40% in secondary level.

Province	ECD			Primary			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	8.65%	8.20%	8.42%	17.58%	17.52%	17.55%	22.18%	23.38%	22.81%
Harare	8.19%	7.67%	7.94%	12.46%	11.64%	12.05%	18.88%	19.91%	19.40%
Manicaland	21.00%	20.55%	20.78%	26.49%	26.02%	26.26%	30.47%	32.76%	31.55%
Mashonaland Central	20.39%	20.25%	20.32%	25.18%	25.04%	25.11%	33.81%	37.88%	35.74%
Mashonaland East	16.92%	16.97%	16.94%	24.39%	24.94%	24.66%	32.73%	34.90%	33.77%
Mashonaland West	18.07%	18.05%	18.06%	24.85%	25.07%	24.96%	32.92%	35.14%	33.97%
Masvingo	19.17%	18.74%	18.96%	25.70%	25.75%	25.73%	32.16%	35.16%	33.63%
Matabeleland North	24.60%	23.63%	24.11%	30.62%	31.19%	30.90%	40.15%	38.48%	39.25%
Matabeleland South	22.00%	21.31%	21.66%	30.51%	30.72%	30.61%	32.61%	34.80%	33.78%
Midlands	23.03%	22.81%	22.92%	26.13%	26.41%	26.27%	31.82%	33.40%	32.61%
Grand Total	19.45%	19.13%	19.29%	24.57%	24.52%	24.54%	30.61%	32.50%	31.54%

6.2 Number of OVC by Type

Table 68: Number of ECD OVC by Type, Sex and Province

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	
Bulawayo	98	93	191	126	130	256	116	141	257	371	322	693	1397
Harare	137	160	297	248	250	498	210	282	492	621	410	1031	2318
Manicaland	1245	1164	2409	1886	1934	3820	2188	2053	4241	5056	5009	10065	20535
Mashonaland Central	772	820	1592	1285	1152	2437	1236	1230	2466	2679	2663	5342	11837
Mashonaland East	719	688	1407	1144	1193	2337	1233	1176	2409	2612	2646	5258	11411
Mashonaland West	784	798	1582	1097	1064	2161	1116	1072	2188	2774	2741	5515	11446
Masvingo	1079	1070	2149	1612	1672	3284	1808	1699	3507	3972	3879	7851	16791
Matabeleland North	541	515	1056	924	867	1791	872	865	1737	2947	2850	5797	10381
Matabeleland South	411	416	827	748	724	1472	821	774	1595	2567	2458	5025	8919
Midlands	1221	1310	2531	1748	1643	3391	1555	1587	3142	3908	3866	7774	16838
Grand Total	7007	7034	14041	10818	10629	21447	11155	10879	22034	27507	26844	54351	111873

The table below shows the percentage of ECD OVC by type, province and sex. More than 40% of learners were vulnerable but not orphaned in all the 10 provinces. On average there were 12.55% double orphans, 19.17% single orphans whose mothers have died and 19.70% orphans whose fathers have died.

Table 69: Percentage of ECD OVC by type, Province and Sex

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			% of Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	13.78%	13.56%	13.67%	17.72%	18.95%	18.32%	16.32%	20.55%	18.40%	52.18%	46.94%	49.61%	100%
Harare	11.27%	14.52%	12.81%	20.39%	22.69%	21.48%	17.27%	25.59%	21.23%	51.07%	37.21%	44.48%	100%
Manicaland	12.00%	11.46%	11.73%	18.18%	19.04%	18.60%	21.09%	20.21%	20.65%	48.73%	49.30%	49.01%	100%
Mashonaland Central	12.93%	13.98%	13.45%	21.52%	19.64%	20.59%	20.70%	20.97%	20.83%	44.86%	45.40%	45.13%	100%
Mashonaland East	12.60%	12.06%	12.33%	20.04%	20.92%	20.48%	21.60%	20.62%	21.11%	45.76%	46.40%	46.08%	100%
Mashonaland West	13.59%	14.06%	13.82%	19.01%	18.75%	18.88%	19.34%	18.89%	19.12%	48.07%	48.30%	48.18%	100%
Masvingo	12.74%	12.86%	12.80%	19.03%	20.10%	19.56%	21.34%	20.42%	20.89%	46.89%	46.62%	46.76%	100%
Matabeleland North	10.24%	10.10%	10.17%	17.49%	17.01%	17.25%	16.50%	16.97%	16.73%	55.77%	55.92%	55.84%	100%
Matabeleland South	9.04%	9.52%	9.27%	16.45%	16.56%	16.50%	18.06%	17.70%	17.88%	56.45%	56.22%	56.34%	100%
Midlands	14.48%	15.58%	15.03%	20.73%	19.55%	20.14%	18.44%	18.88%	18.66%	46.35%	45.99%	46.17%	100%
Grand Total	12.40%	12.70%	12.55%	19.15%	19.19%	19.17%	19.75%	19.64%	19.70%	48.70%	48.47%	48.58%	100.00%

Table 70: Number of Primary School OVC by Type, Sex and Province

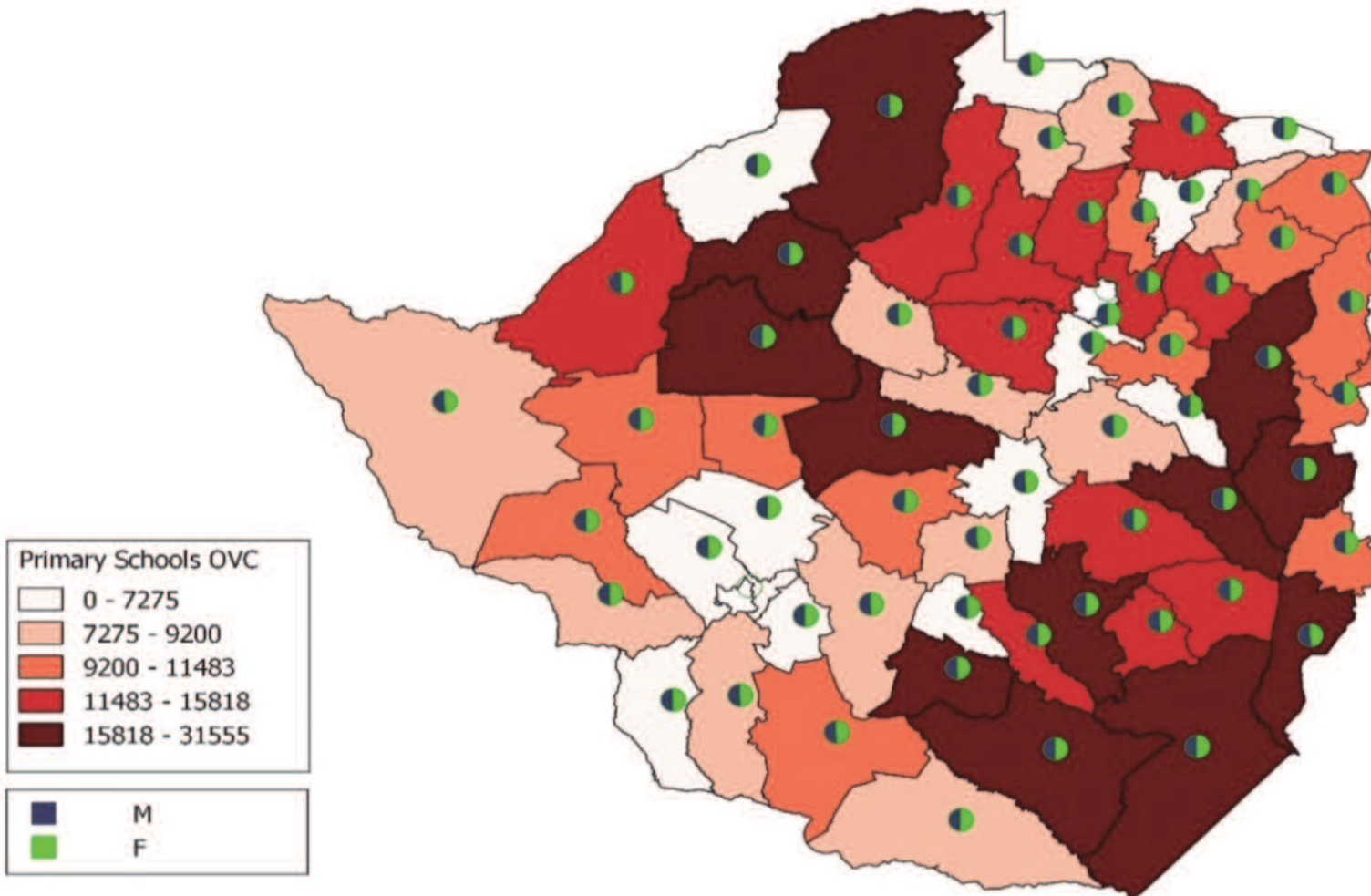
Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	1176	1182	2358	2060	2091	4151	2616	2787	5403	3440	3397	6837	18749
Harare	2237	2215	4452	3711	3932	7643	4760	4841	9601	5620	4483	10103	31799
Manicaland	7745	7727	15472	10994	10749	21743	16433	15873	32306	21110	19457	40567	110088
Mashonaland Central	4912	4777	9689	6335	6066	12401	8518	8246	16764	11620	11197	22817	61671
Mashonaland East	5374	5409	10783	7641	7413	15054	11041	11032	22073	11473	11265	22738	70648
Mashonaland West	6284	6196	12480	8717	8496	17213	10609	10440	21049	14112	13696	27808	78550
Masvingo	7290	6939	14229	9265	9032	18297	13146	13203	26349	16321	16061	32382	91257
Matabeleland North	3424	3318	6742	4765	4920	9685	6293	6203	12496	12737	12540	25277	54200
Matabeleland South	2577	2580	5157	4122	4149	8271	5779	5887	11666	10078	9487	19565	44659
Midlands	7276	7161	14437	9630	9613	19243	11298	11284	22582	17835	17661	35496	91758
Grand Total	48295	47504	95799	67240	66461	133701	90493	89796	180289	124346	119244	243590	653379

The table below shows the percentage of primary school OVC by type, sex and province. Of all the learners considered OVC, the highest percentage of learners were on learners who were vulnerable but not orphaned (37.28%). On average, there were 14.66% learners considered double orphans, 20.46% learners whose mothers have died and 27.59% whose fathers have died.

Table 71: Percentage of Primary School OVC by Type, Sex and Province

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			% of Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	12.66%	12.50%	12.58%	22.17%	22.11%	22.14%	28.15%	29.47%	28.82%	37.02%	35.92%	36.47%	100.00%
Harare	13.70%	14.32%	14.00%	22.73%	25.42%	24.04%	29.15%	31.29%	30.19%	34.42%	28.98%	31.77%	100.00%
Manicaland	13.76%	14.36%	14.05%	19.53%	19.98%	19.75%	29.20%	29.50%	29.35%	37.51%	36.16%	36.85%	100.00%
Mashonaland Central	15.65%	15.77%	15.71%	20.18%	20.03%	20.11%	27.14%	27.23%	27.18%	37.02%	36.97%	37.00%	100.00%
Mashonaland East	15.13%	15.40%	15.26%	21.51%	21.11%	21.31%	31.08%	31.41%	31.24%	32.29%	32.08%	32.18%	100.00%
Mashonaland West	15.82%	15.96%	15.89%	21.95%	21.88%	21.91%	26.71%	26.89%	26.80%	35.53%	35.27%	35.40%	100.00%
Masvingo	15.84%	15.34%	15.59%	20.13%	19.97%	20.05%	28.56%	29.19%	28.87%	35.46%	35.51%	35.48%	100.00%
Matabeleland North	12.58%	12.30%	12.44%	17.51%	18.24%	17.87%	23.12%	22.99%	23.06%	46.79%	46.48%	46.64%	100.00%
Matabeleland South	11.42%	11.67%	11.55%	18.27%	18.77%	18.52%	25.62%	26.63%	26.12%	44.68%	42.92%	43.81%	100.00%
Midlands	15.80%	15.66%	15.73%	20.92%	21.03%	20.97%	24.54%	24.68%	24.61%	38.74%	38.63%	38.68%	100.00%
Grand Total	14.62%	14.71%	14.66%	20.35%	20.58%	20.46%	27.39%	27.80%	27.59%	37.64%	36.92%	37.28%	100.00%

Figure 42: Distribution of Primary School OVC by District



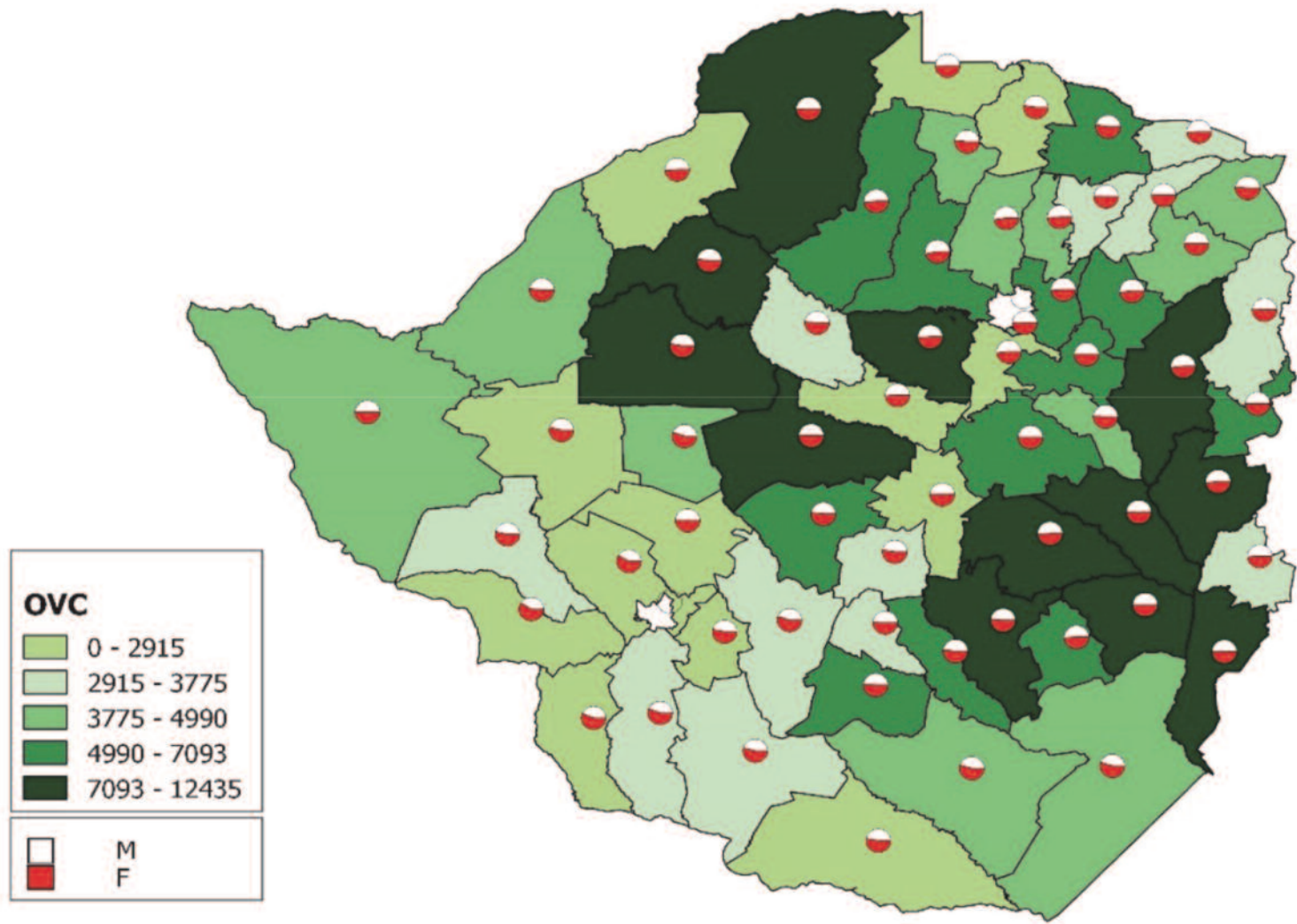
This figure depicts that most of the primary school OVC are concentrated in the North West and South East regions. Some of the areas reported to have primary school OVC between 0 and 7275.

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	
Bulawayo	1232	1398	2630	1572	1791	3363	1988	2379	4367	1136	1304	2440	12800
Harare	2373	2498	4871	2903	2919	5822	3609	3960	7569	2261	2687	4948	23210
Manicaland	5360	5033	10393	6312	6257	12569	8020	7704	15724	6850	6647	13497	52183
Mashonaland Central	3038	3031	6069	3412	3342	6754	4168	4234	8402	4296	4546	8842	30067
Mashonaland East	5177	4773	9950	5602	5464	11066	6491	6692	13183	4664	4644	9308	43507
Mashonaland West	4465	4113	8578	5270	4949	10219	5943	5913	11856	5482	5196	10678	41331
Masvingo	4746	4811	9557	5550	5749	11299	7014	7438	14452	5061	5385	10446	45754
Matabeleland North	2000	2325	4325	2432	2697	5129	3031	3480	6511	3222	3553	6775	22740
Matabeleland South	1583	2054	3637	2049	2497	4546	2797	3463	6260	2099	2418	4517	18960
Midlands	4643	4874	9517	5566	5995	11561	5942	6337	12279	5854	6100	11954	45311
Grand Total	34617	34910	69527	40668	41660	82328	49003	51600	100603	40925	42480	83405	335863

The table below shows percentage of secondary school OVC by type, sex and province. The highest percentage of learners considered as OVC were single orphans whose fathers have died (almost 30%).

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	
Bulawayo	20.78%	20.34%	20.55%	26.52%	26.06%	26.27%	33.54%	34.62%	34.12%	19.16%	18.98%	19.06%	100.00%
Harare	21.29%	20.71%	20.99%	26.05%	24.20%	25.08%	32.38%	32.82%	32.61%	20.29%	22.27%	21.32%	100.00%
Manicaland	20.19%	19.63%	19.92%	23.78%	24.40%	24.09%	30.22%	30.05%	30.13%	25.81%	25.92%	25.86%	100.00%
Mashonaland Central	20.37%	20.00%	20.18%	22.88%	22.06%	22.46%	27.95%	27.94%	27.94%	28.81%	30.00%	29.41%	100.00%
Mashonaland East	23.60%	22.12%	22.87%	25.54%	25.33%	25.43%	29.59%	31.02%	30.30%	21.26%	21.53%	21.39%	100.00%
Mashonaland West	21.10%	20.39%	20.75%	24.91%	24.54%	24.72%	28.09%	29.31%	28.69%	25.91%	25.76%	25.84%	100.00%
Masvingo	21.21%	20.57%	20.89%	24.81%	24.59%	24.70%	31.35%	31.81%	31.59%	22.62%	23.03%	22.83%	100.00%
Matabeleland North	18.72%	19.29%	19.02%	22.76%	22.37%	22.55%	28.37%	28.87%	28.63%	30.15%	29.47%	29.79%	100.00%
Matabeleland South	18.56%	19.69%	19.18%	24.03%	23.94%	23.98%	32.80%	33.20%	33.02%	24.61%	23.18%	23.82%	100.00%
Midlands	21.10%	20.91%	21.00%	25.29%	25.72%	25.51%	27.00%	27.19%	27.10%	26.60%	26.17%	26.38%	100.00%
Grand Total	20.95%	20.46%	20.70%	24.62%	24.41%	24.51%	29.66%	30.24%	29.95%	24.77%	24.89%	24.83%	100.00%

Figure 43: Secondary Schools OVC by District



The figure above depicts that most of the secondary school OVC are concentrated in the North West and South East regions. Some of the areas reported to have primary school OVC between 0 and 2915.

6.3 Number of Learners by Impairments

Learners with impairments are unable to process information as quickly as others, take longer to develop new skills and understand complex information, and may find it difficult to interact with other people. The type of support needed by these learners depends on the severity of their learning disability. The table below shows enrolments by impairments. Of the total number of learners with impairments 34.98% had moderate to severe learning disabilities followed by learners with other learning disabilities (17.04%). The data also illustrates that 7.78% had multiple disabilities.

Impairment	M	F	Grand Total	% Total
Physical Mobility	2812	2127	4939	9.46%
Visual and blind	2635	2309	4944	9.47%
Speech and hearing	4668	3414	8082	15.47%
Albinism	610	552	1162	2.22%
Multi Special needs	2253	1812	4065	7.78%
Other	4513	4386	8899	17.04%
Moderate to severe learning disabilities/Mental	10518	7752	18270	34.98%
Dyslexia	1038	833	1871	3.58%
Grand Total	29047	23185	52232	100.00%

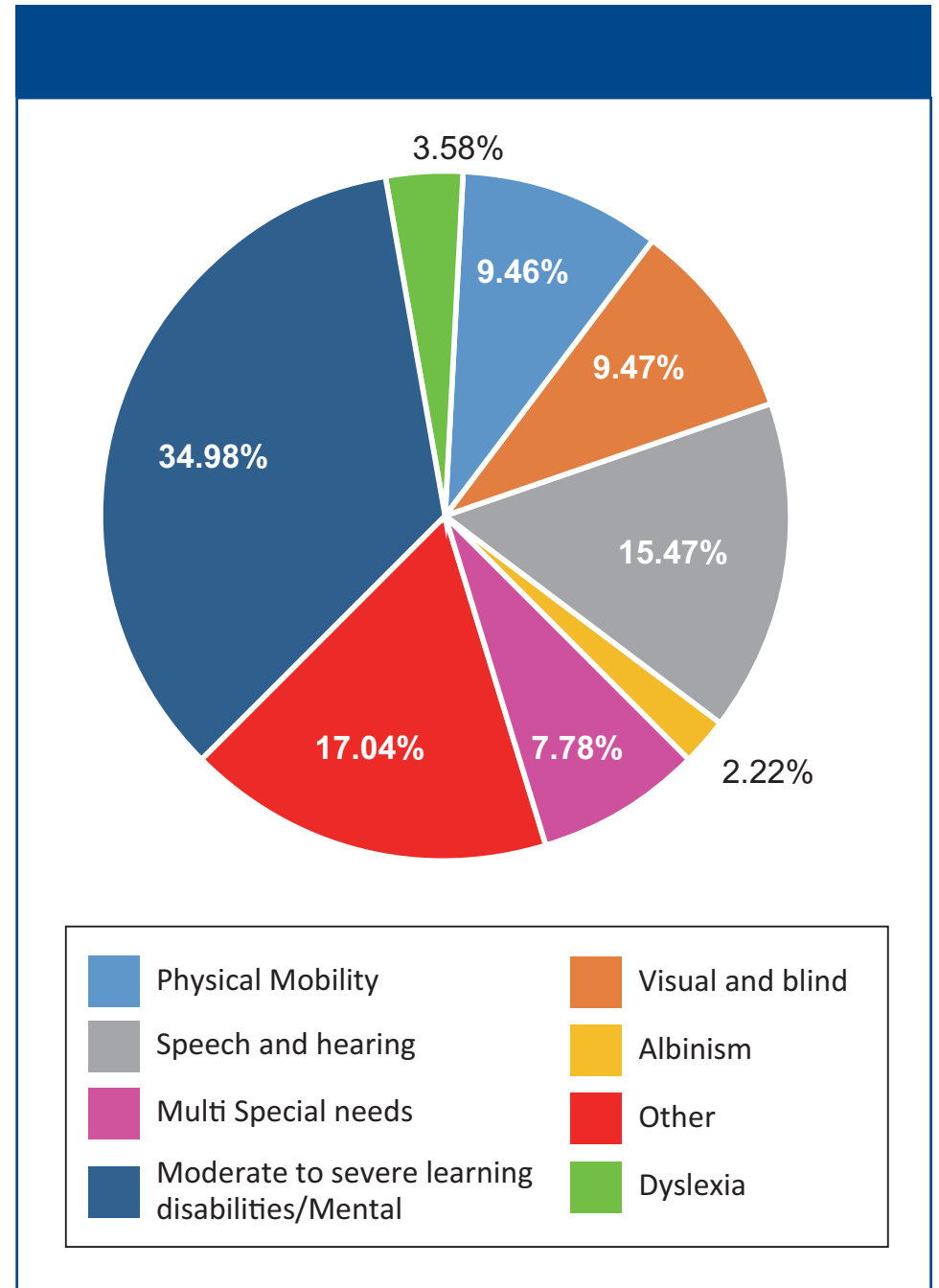
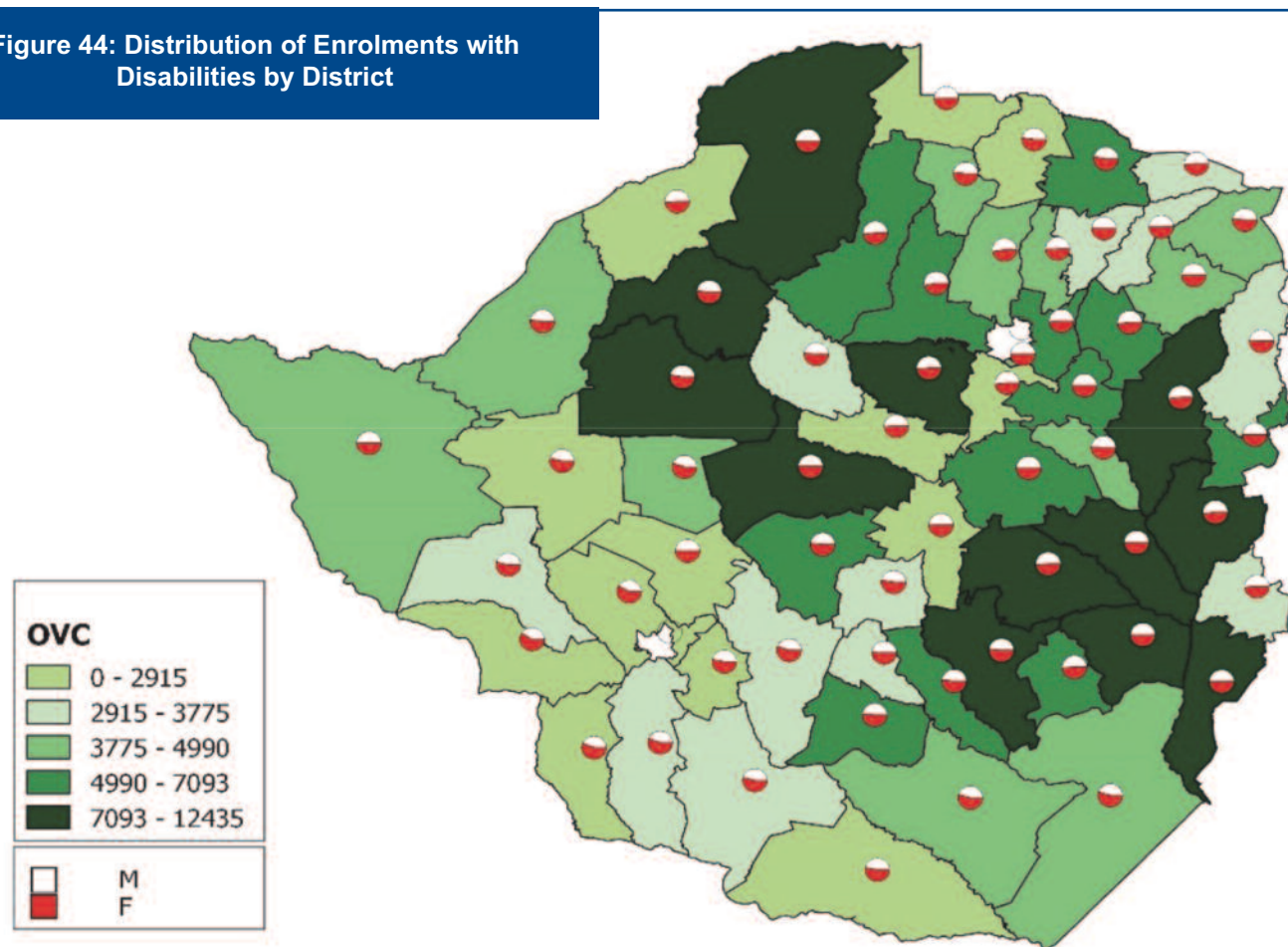


Table 75 shows enrolment by impairments, sex and province. Manicaland, Mashonaland West, Masvingo and Midlands provinces had the highest number of learners (more than 600 learners) with physical mobility, Masvingo is the only province with the highest number of learners (807) with visual/blind impairment, as most of the schools that have facilities for that type of impairment are located in that province.

More than 1000 learners with speech and hearing impairments were recorded in Manicaland, Mashonaland Central, Masvingo and Midlands provinces. The highest number of learners with albinism were in Mashonaland West and Masvingo provinces with 223 and 201 learners respectively. Mashonaland West province recorded more than 600 learners with multiple disabilities. More than 2000 learners with moderate to severe learning disabilities/mental were recorded in Manicaland, Mashonaland West, and Masvingo and Midlands provinces. Midlands province also recorded that it had more than 2000 learners with disabilities that were not listed (other). Lastly, Matabeleland North province had 601 learners with dyslexia. It must be noted that the distribution of learners is based on the number of schools that are available in that province to offer special needs education, so the learners may not be domiciled in that province that they come from.

Figure 44: Distribution of Enrolments with Disabilities by District



The figure above shows the distribution of enrolments with disabilities by district. Kadoma urban is the only district which had enrolled a significant number of learners with disability. Mangwe, Insiza, Shurugwi, Mbire, Mudzi and Hwedza districts reported to have the least number of learners with disabilities which ranges between 0-402.

Table 75: Enrolments by Impairments, Sex and Province

Province	Physical Mobility			Visual and blind			Speech and hearing			Albinism			Multi Special needs			Other			Moderate to severe learning disabilities/Mental			Dyslexia			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	145	135	280	115	97	212	254	199	453	28	24	52	155	107	262	75	64	139	529	335	864	2	1	3	2265
Harare	225	174	399	188	173	361	383	300	683	48	50	98	304	259	563	194	180	374	842	439	1281	54	46	100	3859
Manicaland	348	270	618	282	271	553	623	442	1065	63	70	133	249	181	430	310	259	569	1309	1113	2422	44	34	78	5868
Mashonaland Central	297	203	500	300	275	575	563	462	1025	53	31	84	184	111	295	308	279	587	791	561	1352	105	74	179	4597
Mashonaland East	271	173	444	175	158	333	348	254	602	51	43	94	180	141	321	426	405	831	972	733	1705	46	30	76	4406
Mashonaland West	380	272	652	376	308	684	519	376	895	127	96	223	353	330	683	356	308	664	1558	1238	2796	30	26	56	6653
Masvingo	377	308	685	445	362	807	625	434	1059	103	98	201	222	181	403	697	652	1349	1500	1135	2635	182	148	330	7469
Matabeleland North	227	185	412	165	132	297	324	245	569	36	34	70	220	183	403	666	688	1354	1210	854	2064	316	285	601	5770
Matabeleland South	196	121	317	230	212	442	320	187	507	20	26	46	130	91	221	500	526	1026	561	363	924	199	121	320	3803
Midlands	346	286	632	359	321	680	709	515	1224	81	80	161	256	228	484	981	1025	2006	1246	981	2227	60	68	128	7542
Grand Total	2812	2127	4939	2635	2309	4944	4668	3414	8082	610	552	1162	2253	1812	4065	4513	4386	8899	10518	7752	18270	1038	833	1871	52232

6.4 Orphaned and Vulnerable Children (OVC) and BEAM

Basic Education Assistance Module (BEAM) is the programme meant to ensure that orphans and vulnerable learners benefit with respect to tuition fees, school levies and examination fees. The table below shows primary school, % OVC on BEAM. Of the total enrolment, almost 9% of learners were on BEAM. There were 34.21% % OVC on BEAM out of the total number of learners considered as OVC meaning almost 65% OVC were not on BEAM.

Table 76: Primary School, % OVC on BEAM

Province	Total on BEAM			% Learners on BEAM	% OVC on BEAM		
	M	F	Grand Total		M	F	Grand Total
Bulawayo	1043	1047	2090	1.96%	11.22%	11.07%	11.15%
Harare	10317	9736	20053	7.60%	63.19%	62.93%	63.06%
Manicaland	22809	23654	46463	11.08%	40.53%	43.96%	42.21%
Mashonaland Central	9305	8910	18215	7.42%	29.65%	29.42%	29.54%
Mashonaland East	13860	13277	27137	9.47%	39.01%	37.81%	38.41%
Mashonaland West	16030	15900	31930	10.15%	40.36%	40.95%	40.65%
Masvingo	8259	8302	16561	4.67%	17.95%	18.35%	18.15%
Matabeleland North	9820	9495	19315	11.01%	36.08%	35.19%	35.64%
Matabeleland South	6790	7053	13843	9.49%	30.10%	31.91%	31.00%
Midlands	13910	14002	27912	7.99%	30.21%	30.63%	30.42%
Grand Total	112143	111376	223519	8.40%	33.94%	34.48%	34.21%

The table below show primary school learners on BEAM with claims outstanding and paid for by province and sex.

Province	Paid by BEAM			Claim Still outstanding			Grand Total	% Claim outstanding
	M	F	T	M	F	T		
Bulawayo	125	105	230	918	942	1860	2090	89.00%
Harare	1626	1646	3272	8691	8090	16781	20053	83.68%
Manicaland	6307	6402	12709	16502	17252	33754	46463	72.65%
Mashonaland Central	2117	2024	4141	7188	6886	14074	18215	77.27%
Mashonaland East	3297	3162	6459	10563	10115	20678	27137	76.20%
Mashonaland West	2763	2663	5426	13267	13237	26504	31930	83.01%
Masvingo	1728	1802	3530	6531	6500	13031	16561	78.68%
Matabeleland North	1453	1429	2882	8367	8066	16433	19315	85.08%
Matabeleland South	1547	1571	3118	5243	5482	10725	13843	77.48%
Midlands	2378	2344	4722	11532	11658	23190	27912	83.08%
Grand Total	23341	23148	46489	88802	88228	177030	223519	79.20%

Province	Total on BEAM			% Learners on BEAM	% OVC on BEAM		
	M	F	Grand Total		M	F	Grand Total
Bulawayo	354	375	729	1.30%	5.97%	5.46%	5.70%
Harare	1657	1848	3505	2.93%	14.87%	15.32%	15.10%
Manicaland	8016	7535	15551	9.40%	30.20%	29.39%	29.80%
Mashonaland Central	4047	2838	6885	8.18%	27.14%	18.73%	22.90%
Mashonaland East	6097	4728	10825	8.40%	27.80%	21.92%	24.88%
Mashonaland West	6212	5048	11260	9.25%	29.36%	25.03%	27.24%
Masvingo	3983	3742	7725	5.68%	17.80%	16.00%	16.88%
Matabeleland North	2978	3304	6282	10.84%	27.87%	27.41%	27.63%
Matabeleland South	2239	2838	5077	9.05%	26.25%	27.20%	26.78%
Midlands	6785	5946	12731	9.16%	30.83%	25.51%	28.10%
Grand Total	42368	38202	80570	7.57%	25.64%	22.39%	23.99%

Table 79: Secondary School Learners on BEAM with Claims Outstanding and Paid For by Province and Sex

Province	Paid by BEAM			Claim Still outstanding			Grand Total	% Claim outstanding
	M	F	T	M	F	T		
Bulawayo	28	38	66	326	337	663	729	90.95%
Harare	429	441	870	1228	1407	2635	3505	75.18%
Manicaland	2522	2365	4887	5494	5170	10664	15551	68.57%
Mashonaland Central	1402	918	2320	2645	1920	4565	6885	66.30%
Mashonaland East	1976	1526	3502	4121	3202	7323	10825	67.65%
Mashonaland West	1423	1112	2535	4789	3936	8725	11260	77.49%
Masvingo	1041	984	2025	2942	2758	5700	7725	73.79%
Matabeleland North	889	968	1857	2089	2336	4425	6282	70.44%
Matabeleland South	579	766	1345	1660	2072	3732	5077	73.51%
Midlands	1557	1254	2811	5228	4692	9920	12731	77.92%
Grand Total	11846	10372	22218	30522	27830	58352	80570	72.42%



TEACHER TRENDS

The table below shows primary and secondary teachers LTR 1999-2016. There was a general increase in the number of primary and secondary teachers of 14,854 primary teachers and 15,223 secondary teachers from 1999 to 2016. Analysis of the trend shows that there was a sharp increase on the total number of primary teachers from 57,556 to 63,499 in 1999 to 2000 followed by a gradual increase to 65,585 in 2005 and a minor drop in 2006 to 65,098. From 2006 to 2009 the number

The trend for trained teachers showed an upward trend from 29,737 in 1999 to 35,405 in 2015 except for 2003 and 2012 where there were minor drops. Number of learners to one teacher from 1999 to 2006 ranges from 26-28 and from 2012 to 2016 it ranges from 29-32. Declined dramatically

of primary teachers increased by 2,017, which may be cumulative from the missing years (2007 and 2008), followed by a sharp increase to 73,964 in 2010. Over the period 2010 to 2016 number of primary teachers had been steadily increasing (by 1,108). Trained teachers showed a gradual increase throughout the trend though there were minor drops in 2003 and 2013. There were more than 40 learners per qualified teacher throughout the trend except for 2006, 2015 and 2016.

Total number of secondary teachers increased gradually from 30,103 in 1999 to 35,321 in 2005 followed by a minor drop to 34,854 in 2009 and a steady increase to 2015 (46,512).

Table 80: Primary and Secondary Teachers LTR 1999-2016

Year	Primary					Secondary				
	Teachers			LTR		Teachers			LTR	
	Total Teachers	Trained Teachers	% Trained	All	Trained	Total Teachers	Trained Teachers	% Trained	All	Trained
1999	57,556	54,230	94.22%	42	45	30,103	29,737	98.78%	27	28
2000	63,499	56,688	89.27%	38	43	31,637	30,758	97.22%	27	27
2001	63,452	58,593	92.34%	39	42	32,443	31,712	97.75%	26	27
2002	64,309	59,417	92.39%	39	42	32,908	31,648	96.17%	26	27
2003	64,801	58,907	90.90%	38	42	32,994	30,816	93.40%	26	28
2004	65,548	59,755	91.16%	38	41	34,809	31,719	91.12%	24	27
2005	65,585	60,630	92.44%	38	41	35,321	32,222	91.23%	24	27
2006	65,098	62,914	96.65%	38	39	34,992	32,165	91.92%	24	26
2009	67,115	-	-	37	-	34,854	-	-	22	-
2010	73,964	-	-	36	-	38,917	-	-	26	-
2012	73,160	65,547	89.59%	36	41	41,272	29,687	71.93%	23	32
2013	73,148	62,807	85.86%	36	42	42,585	31,066	72.95%	22	31
2014	74,129	66,092	89.16%	36	40	43,361	32,171	74.19%	23	30
2015	75,072	70,466	93.86%	35	38	46,512	35,405	76.12%	22	29
2016	72,410	70,397	97.22%	37	38	45,326	36,293	80.07%	23	29

The table below shows number of trained and untrained teachers by level and province. Of the total number of teachers employed there were on average 50.50%, 97.22% and 80.07% trained ECD, primary and secondary teachers respectively. In ECD level it can be noted that we still have a significant close to 50% of untrained teachers.

7.2 ECD Teachers

Table 82 shows the number of ECD teachers by location, qualification status and sex. The data shows that there is a significant number of trained teachers in urban areas (73.46%) than rural areas (44.39%) indicating unequal distribution of teachers by location.

Table 83 shows the number of ECD teachers by qualification status and sex. There were only 45.41% diploma holders and 5.09% graduates with teaching qualifications which constitute 50.50% qualified teachers in ECD.

Province	ECD			Primary			Secondary		
	Trained to teach	Untrained	% Trained	Trained to teach	Untrained	% Trained	Trained to teach	Untrained	% Trained
Bulawayo	474	223	68.01%	3113	77	97.59%	2175	518	80.76%
Harare	864	122	87.63%	6484	165	97.52%	4185	1149	78.46%
Manicaland	882	1534	36.51%	11409	280	97.60%	6339	1106	85.14%
Mashonaland Central	423	907	31.80%	6146	67	98.92%	2398	791	75.20%
Mashonaland East	1257	455	73.42%	7595	167	97.85%	4023	1157	77.66%
Mashonaland West	684	811	45.75%	7510	585	92.77%	3857	1055	78.52%
Masvingo	1093	910	54.57%	10432	92	99.13%	4614	1360	77.23%
Matabeleland North	233	773	23.16%	4057	249	94.22%	2114	446	82.58%
Matabeleland South	159	320	33.19%	3791	58	98.49%	2031	262	88.57%
Midlands	1004	878	53.35%	9860	273	97.31%	4557	1189	79.31%
Grand Total	7073	6933	50.50%	70397	2013	97.22%	36293	9033	80.07%

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	816	4095	4911	280	5872	6152	1096	9967	11063	74.45%	41.09%	44.39%
Urban	158	2004	2162	24	757	781	182	2761	2943	86.81%	72.58%	73.46%
Grand Total	974	6099	7073	304	6629	6933	1278	12728	14006	76.21%	47.92%	50.50%

Highest Qualification	M	F	Grand Total	% Total	% Female
Graduate with teaching qualification	165	548	713	5.09%	76.86%
ECD Para Professional	219	5511	5730	40.91%	96.18%
Graduate without teaching qualification	16	61	77	0.55%	79.22%
Non-Teaching Degree	67	1049	1116	7.97%	94.00%
Other Unqualified	2	8	10	0.07%	80.00%
Diploma or Certificate in Education	809	5551	6360	45.41%	87.28%
Grand Total	1278	12728	14006	100.00%	90.88%

The table below shows the number of ECD teachers by province, qualification status and sex. Harare and Mashonaland East provinces recorded the highest percentage of trained teachers of 87.63% and 73.42% respectively. The ECD teachers are predominantly female, with less than 10% male.

Province	Trained to teach			Untrained to teach			Grand Total			% trained to teach	% female
	M	F	T	M	F	T	M	F	Total		
Bulawayo	28	446	474	4	219	223	32	665	697	68.01%	95.41%
Harare	62	802	864	4	118	122	66	920	986	87.63%	93.31%
Manicaland	144	738	882	37	1497	1534	181	2235	2416	36.51%	92.51%
Mashonaland Central	59	364	423	40	867	907	99	1231	1330	31.80%	92.56%
Mashonaland East	191	1066	1257	16	439	455	207	1505	1712	73.42%	87.91%
Mashonaland West	108	576	684	61	750	811	169	1326	1495	45.75%	88.70%
Masvingo	154	939	1093	34	876	910	188	1815	2003	54.57%	90.61%
Matabeleland North	69	164	233	51	722	773	120	886	1006	23.16%	88.07%
Matabeleland South	23	136	159	11	309	320	34	445	479	33.19%	92.90%
Midlands	136	868	1004	46	832	878	182	1700	1882	53.35%	90.33%
Total	974	6099	7073	304	6629	6933	1278	12728	14006	50.50%	90.88%

Table 85: Number of ECD Teachers by Qualification Status, Type of Employment and Sex

Highest Qualification	Permanent PSC			Contract PSC			Other			Grand Total	% Permanent	% Contract	% Other
	M	F	T	M	F	T	M	F	T				
Graduate with teaching qualification	158	499	657	1	3	4	6	46	52	713	92.15%	0.56%	7.29%
ECD Para Professional	4	116	120	3	57	60	212	5338	5550	5730	2.09%	1.05%	96.86%
Graduate without teaching qualification	15	36	51	1	4	5		21	21	77	66.23%	6.49%	27.27%
Non-Teaching Degree	8	36	44	1	8	9	58	1005	1063	1116	3.94%	0.81%	95.25%
Other Unqualified				1		1	1	8	9	10	0.00%	10.00%	90.00%
Diploma or Certificate in Education	784	5283	6067	2	13	15	23	255	278	6360	95.39%	0.24%	4.37%
Grand Total	969	5970	6939	9	85	94	300	6673	6973	14006	49.54%	0.67%	49.79%

Table 86: ECD Learner to Teacher Ratio

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	4911	11063	490511	44	100
Urban	2162	2943	89854	31	42
Grand Total	7073	14006	580365	41	82

7.3 ECD Learner -Teacher Ratios

The expected ECD learner to teacher ratio is 1:20. The table below shows ECD learner to teacher ratio. On average the ratio is at 1:40 and for trained teachers the ratio is at 1:82. The system needs to have more teachers in ECD level to reduce the ratio.

The table below shows ECD teachers by province, qualification status and teacher to pupil ratio. Urban provinces, Bulawayo and Harare had 24 and 30 learners to one teacher respectively compared to the other provinces like Matabeleland South province with 86 learners to one teacher. In terms of trained teachers Matabeleland North and Matabeleland South provinces recorded 185 and 259 learners to a trained teacher, respectively.

Province	Trained to teach	Total Teachers	Number of Primary Pupils	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
Bulawayo	474	697	16586	24	35
Harare	864	986	29359	30	34
Manicaland	882	2416	98834	41	112
Mashonaland Central	423	1330	58469	44	138
Mashonaland East	1257	1712	67342	39	54
Mashonaland West	684	1495	63484	42	93
Masvingo	1093	2003	88582	44	81
Matabeleland North	233	1006	43051	43	185
Matabeleland South	159	479	41182	86	259
Midlands	1004	1882	73476	39	73
Grand Total	7073	14006	580365	41	82

7.4 Primary School Teachers

Table 88 shows number of primary teachers by location, qualification status and sex. More than 97% of trained primary teachers were both in urban and rural areas.

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	25607	28090	53697	777	826	1603	26384	28916	55300	97.06%	97.14%	97.10%
Urban	3439	13261	16700	118	292	410	3557	13553	17110	96.68%	97.85%	97.60%
Grand Total	29046	41351	70397	895	1118	2013	29941	42469	72410	97.01%	97.37%	97.22%

Table 89 shows number of primary teachers by qualification status and sex. There were 15.34% graduate teachers with teaching qualification and 81.88% teachers with diploma or certificate in education. Less than 3% of teachers in primary level did not have teaching qualifications.

Highest Qualification	M	F	Grand Total	% Total	% Female
Graduate with teaching qualification	5366	5744	11110	15.34%	51.70%
ECD Para Professional	111	215	326	0.45%	65.95%
Graduate without teaching qualification	439	466	905	1.25%	51.49%
Non-Teaching Degree	325	411	736	1.02%	55.84%
Other Unqualified	20	26	46	0.06%	56.52%
Diploma or Certificate in Education	23680	35607	59287	81.88%	60.06%
Grand Total	29941	42469	72410	100.00%	58.65%

The table below shows number of primary teachers by qualification status, type of employment and sex. In primary level, there were 97.18% permanent teachers, 0.42% teachers on contract and 2.40% teachers who were paid by other e.g. School Development Committee.

Province	Trained to teach			Untrained to teach			Grand Total			% trained to teach	% female
	M	F	T	M	F	T	M	F	Total		
Bulawayo	371	2742	3113	18	59	77	389	2801	3190	97.59%	87.81%
Harare	1196	5288	6484	42	123	165	1238	5411	6649	97.52%	81.38%
Manicaland	5447	5962	11409	129	151	280	5576	6113	11689	97.60%	52.30%
Mashonaland Central	2918	3228	6146	28	39	67	2946	3267	6213	98.92%	52.58%
Mashonaland East	3332	4263	7595	85	82	167	3417	4345	7762	97.85%	55.98%
Mashonaland West	3422	4088	7510	271	314	585	3693	4402	8095	92.77%	54.38%
Masvingo	4950	5482	10432	48	44	92	4998	5526	10524	99.13%	52.51%
Matabeleland North	1720	2337	4057	120	129	249	1840	2466	4306	94.22%	57.27%
Matabeleland South	1493	2298	3791	24	34	58	1517	2332	3849	98.49%	60.59%
Midlands	4197	5663	9860	130	143	273	4327	5806	10133	97.31%	57.30%
Total	29046	41351	70397	895	1118	2013	29941	42469	72410	97.22%	58.65%

Highest Qualification	Permanent PSC			Contract PSC			Other			Grand Total	% Permanent	% Contract	% Other
	M	F	T	M	F	T	M	F	T				
Graduate with teaching qualification	5204	5424	10628	34	26	60	128	294	422	11110	95.66%	0.54%	3.80%
ECD Para Professional	100	178	278	1	2	3	10	35	45	326	85.28%	0.92%	13.80%
Graduate without teaching qualification	390	404	794	17	16	33	32	46	78	905	87.73%	3.65%	8.62%
Non-Teaching Degree	244	311	555	11	19	30	70	81	151	736	75.41%	4.08%	20.52%
Other Unqualified	12	17	29	1		1	7	9	16	46	63.04%	2.17%	34.78%
Diploma or Certificate in Education	23245	34841	58086	83	91	174	352	675	1027	59287	97.97%	0.29%	1.73%
Grand Total	29195	41175	70370	147	154	301	599	1140	1739	72410	97.18%	0.42%	2.40%

7.5 Primary School Learner-Teacher Ratios

The table below shows primary learner to teacher ratios by location. Learner to teacher ratio is the same in both areas (1:37) same applies with learner to qualified teacher ratio (1:38).

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	53697	55300	2032791	37	38
Urban	16700	17110	629219	37	38
Grand Total	70397	72410	2662010	37	38

7.6 Secondary School Teachers

Table 94 shows the number of secondary teachers by location, qualification status and sex. There were almost 80% of trained teachers in both areas. There were more untrained teachers found in rural areas than in urban areas.

Table 95 shows number of secondary school teachers by qualification status and sex. The secondary level had 30.31% graduate teachers with teaching qualifications and almost 50% of teachers with diploma or certificate. However, the secondary level was still being manned by 16.62% graduate teachers without teaching qualification and 3.31% other unqualified teachers.

Table 93: Primary Teachers by Province and Learner to Teacher Ratio

Province	Trained to teach	Total Teachers	Number of Primary Pupils	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
Bulawayo	3113	3190	106815	33	34
Harare	6484	6649	263923	40	41
Manicaland	11409	11689	419247	36	37
Mashonaland Central	6146	6213	245586	40	40
Mashonaland East	7595	7762	286452	37	38
Mashonaland West	7510	8095	314674	39	42
Masvingo	10432	10524	354719	34	34
Matabeleland North	4057	4306	175397	41	43
Matabeleland South	3791	3849	145895	38	38
Midlands	9860	10133	349302	34	35
Grand Total	70397	72410	2662010	37	38

Table 94: Number of Secondary Teachers by Location, Qualification Status and Sex

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	14314	11044	25358	3681	2582	6263	17995	13626	31621	79.54%	81.05%	80.19%
Urban	4374	6561	10935	1597	1173	2770	5971	7734	13705	73.25%	84.83%	79.79%
Grand Total	18688	17605	36293	5278	3755	9033	23966	21360	45326	77.98%	82.42%	80.07%

Table 95: Number of Secondary School Teachers by Qualification and Sex

Highest Qualification	M	F	Grand Total	% Total	% Female
Diploma or Certificate	11060	11494	22554	49.76%	50.96%
Graduate with Teaching Qualification	7628	6111	13739	30.31%	44.48%
Graduate without Teaching Qualification	4470	3064	7534	16.62%	40.67%
Other (unqualified)	808	691	1499	3.31%	46.10%
Grand Total	23966	21360	45326	100.00%	47.13%

Province	Trained to teach			Untrained to teach			Grand Total			% trained to teach	% female
	M	F	Total	M	F	Total	M	F	Total		
Bulawayo	722	1453	2175	274	244	518	996	1697	2693	80.76%	63.02%
Harare	1540	2645	4185	670	479	1149	2210	3124	5334	78.46%	58.57%
Manicaland	3486	2853	6339	688	418	1106	4174	3271	7445	85.14%	43.94%
Mashonaland Central	1364	1034	2398	465	326	791	1829	1360	3189	75.20%	42.65%
Mashonaland East	2107	1916	4023	662	495	1157	2769	2411	5180	77.66%	46.54%
Mashonaland West	2061	1796	3857	622	433	1055	2683	2229	4912	78.52%	45.38%
Masvingo	2805	1809	4614	801	559	1360	3606	2368	5974	77.23%	39.64%
Matabeleland North	1098	1016	2114	263	183	446	1361	1199	2560	82.58%	46.84%
Matabeleland South	1021	1010	2031	143	119	262	1164	1129	2293	88.57%	49.24%
Midlands	2484	2073	4557	690	499	1189	3174	2572	5746	79.31%	44.76%
Total	18688	17605	36293	5278	3755	9033	23966	21360	45326	80.07%	47.13%

The table below shows the number of secondary school teachers by qualification status, type of employment and sex. Of the total number of teachers with diploma or certificate and graduate with teaching qualification, 95.81% and 91.19% teachers respectively were permanent teachers.

On average, there were 7.58% teachers were not on government payroll and should be employed either in private schools or are employed by SDCs.

Highest Qualification	Permanent PSC			Contract PSC			Other			Grand Total	% Permanent	% Contract	% Other
	M	F	T	M	F	T	M	F	T				
Diploma or Certificate	10466	11142	21608	45	22	67	549	330	879	22554	95.81%	0.30%	3.90%
Graduate with Teaching Qualification	6941	5587	12528	24	17	41	663	507	1170	13739	91.19%	0.30%	8.52%
Graduate without Teaching Qualification	3720	2707	6427	51	27	78	699	330	1029	7534	85.31%	1.04%	13.66%
Other (unqualified)	556	560	1116	14	12	26	238	119	357	1499	74.45%	1.73%	23.82%
Grand Total	21683	19996	41679	134	78	212	2149	1286	3435	45326	91.95%	0.47%	7.58%

7.7 Secondary School Learner - Teacher Ratios

The table below shows secondary school learner to teacher ratio by location. Rural areas recorded learner to teacher ratio of 1:24 and learner to qualified teacher ratio of 1:30. Urban areas had learner to teacher ratio of 1:22 and learner to qualified teacher ratio of 1:28.

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	25358	31621	758777	24	30
Urban	10935	13705	306027	22	28
Grand Total	36293	45326	1064804	23	29

Province	Trained to teach	Total Teachers	Number of Primary Pupils	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
Bulawayo	2175	2693	56126	21	26
Harare	4185	5334	119620	22	29
Manicaland	6339	7445	165383	22	26
Mashonaland Central	2398	3189	84119	26	35
Mashonaland East	4023	5180	128831	25	32
Mashonaland West	3857	4912	121668	25	32
Masvingo	4614	5974	136056	23	29
Matabeleland North	2114	2560	57939	23	27
Matabeleland South	2031	2293	56126	24	28
Midlands	4557	5746	138936	24	30
Grand Total	36293	45326	1064804	23	29





INTERNAL EFFICIENCY

8.1 Repetition

Table 100 shows repeaters by sex from 2012 to 2015. The percentage of primary repeaters showed a gradual decline from 2.06% in 2012 to 0.91% in 2016. In secondary level percentage of repeaters were 2.04% in 2012 followed by slight decrease in 2013 to 1.95% then a minor increment of 0.02% in 2014 and remained constant in 2015. From 2015 to 2016 there was a slight decrease to 1.76%. However, the figures indicated that there were an insignificant number of learners repeating over the period. This is in line with the government policy which encourages automatic promotion from ECD to Secondary form 4.

Table 101 shows primary level repeaters as a percentage of enrolment by sex and grade. Grade 1 and Grade 2 repeaters were more than 1% compared to the other grades with less than 1% repeaters.

Table 100: Repeaters by Sex 2012 to 2016

Year	Primary			Secondary			Grand Total	% repeaters Primary	% repeaters Secondary
	M	F	T	M	F	T			
2012	33797	26626	60423	10147	8553	18700	79123	2.06%	2.04%
2013	30301	24045	54346	9981	8486	18467	72813	1.84%	1.95%
2014	29917	23409	53326	10489	8690	19179	72505	1.77%	1.97%
2015	23818	17823	41641	10800	9425	20225	61866	1.32%	1.97%
2016	16228	13115	29343	10615	8086	18701	48044	0.91%	1.76%

Table 101: 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	609	601	1210	124038	124849	248887	0.49%	0.48%	0.49%	0.98
ECD B	1133	1034	2167	166557	164921	331478	0.68%	0.63%	0.65%	0.92
Grade 1	3987	3136	7123	220339	212580	432919	1.81%	1.48%	1.65%	0.82
Grade 2	2766	2093	4859	201479	195217	396696	1.37%	1.07%	1.22%	0.78
Grade 3	1879	1527	3406	192675	188215	380890	0.98%	0.81%	0.89%	0.83
Grade 4	1576	1182	2758	183917	179659	363576	0.86%	0.66%	0.76%	0.77
Grade 5	1612	1424	3036	183600	182991	366591	0.88%	0.78%	0.83%	0.89
Grade 6	1898	1552	3450	183561	182255	365816	1.03%	0.85%	0.94%	0.82
Grade 7	768	566	1334	169768	169862	339630	0.45%	0.33%	0.39%	0.74
Total	16228	13115	29343	1625934	1600549	3226483	1.00%	0.82%	0.91%	0.82

Table 102 shows secondary level repeaters as a percentage of enrolment by sex and grade. Most learners in secondary level repeated at form 3 (4.14%) and form 4 (3.47%). This was mainly due to the fact that they would want to prepare for the Form 4 exam which determine the route they will take, either upper secondary, tertiary or look for employment.

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	T	M	F	T	M	F	T	
Form 1	134	134	268	134895	137504	272399	0.10%	0.10%	0.10%	0.98
Form 2	375	289	664	122169	122563	244732	0.31%	0.24%	0.27%	0.77
Form 3	6120	4107	10227	125077	121852	246929	4.89%	3.37%	4.14%	0.69
Form 4	3829	3461	7290	107413	102825	210238	3.56%	3.37%	3.47%	0.94
Lower 6	98	65	163	26090	21728	47818	0.38%	0.30%	0.34%	0.80
Upper 6	59	30	89	21833	17450	39283	0.27%	0.17%	0.23%	0.64
Grand Total	10615	8086	18701	537477	523922	1061399	1.97%	1.54%	1.76%	0.78

Province	ECD A and B			Grade 1-7			Form 1-6		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	28	20	48	321	236	557	456	500	956
Harare	23	15	38	357	271	628	889	884	1773
Manicaland	213	169	382	1021	770	1791	832	748	1580
Mashonaland Central	98	96	194	863	689	1552	281	165	446
Mashonaland East	280	274	554	2274	1824	4098	1266	959	2225
Mashonaland West	230	222	452	2421	1923	4344	1099	732	1831
Masvingo	212	210	422	1915	1493	3408	968	923	1891
Matabeleland North	159	164	323	1574	1105	2679	875	840	1715
Matabeleland South	41	27	68	721	484	1205	692	716	1408
Midlands	458	438	896	3019	2685	5704	3257	1619	4876
Grand Total	1742	1635	3377	14486	11480	25966	10615	8086	18701

Table 104: Percentage Repeaters by Province and Level of Education

Province	ECD			GPI	Grade 1-7			GPI	Form 1-6			GPI
	M	F	Total		M	F	Total		M	F	Total	
Bulawayo	0.34%	0.24%	0.29%	0.70	0.61%	0.44%	0.53%	0.72	1.71%	1.70%	1.70%	1.00
Harare	0.15%	0.10%	0.13%	0.67	0.27%	0.20%	0.24%	0.75	1.51%	1.46%	1.49%	0.97
Manicaland	0.43%	0.34%	0.39%	0.79	0.48%	0.38%	0.43%	0.77	0.97%	0.96%	0.97%	0.99
Mashonaland Central	0.33%	0.33%	0.33%	0.99	0.70%	0.57%	0.64%	0.82	0.64%	0.41%	0.53%	0.65
Mashonaland East	0.83%	0.82%	0.82%	0.98	1.57%	1.30%	1.43%	0.83	1.89%	1.55%	1.73%	0.82
Mashonaland West	0.72%	0.70%	0.71%	0.98	1.52%	1.25%	1.39%	0.82	1.71%	1.28%	1.50%	0.75
Masvingo	0.48%	0.47%	0.48%	0.99	1.07%	0.85%	0.96%	0.79	1.39%	1.39%	1.39%	1.00
Matabeleland North	0.74%	0.76%	0.75%	1.03	1.80%	1.30%	1.55%	0.72	3.31%	2.69%	2.98%	0.81
Matabeleland South	0.20%	0.13%	0.17%	0.66	0.98%	0.67%	0.83%	0.69	2.65%	2.39%	2.51%	0.90
Midlands	1.25%	1.19%	1.22%	0.95	1.72%	1.56%	1.64%	0.90	4.72%	2.33%	3.52%	0.49
Grand Total	0.60%	0.56%	0.58%	0.94	1.08%	0.88%	0.98%	0.81	1.97%	1.54%	1.76%	0.78

8.2 Dropouts

Table 106 shows percentage of dropouts from 2012 to 2016. In primary level there were very few learners (less than 1%) dropping out of school over the period except in 2015 where 1% dropped out of school.

In 2012 1.08% learners dropped out of school followed by a minor decrease to 0.93% in 2013 then a slight increase to 3.30% in 2014 and another slight increase to 4.22% in 2015 and a slight decrease of 0.50% in 2016.

Table 106: Percentage of Dropouts, 2012 to 2016

Years	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
2012	0.39%	0.38%	0.38%	0.90%	1.26%	1.08%	0.55%
2013	0.19%	0.18%	0.18%	0.79%	1.07%	0.93%	0.36%
2014	1.00%	0.90%	0.95%	2.94%	3.66%	3.30%	1.51%
2015	1.07%	0.93%	1.00%	3.76%	4.69%	4.22%	1.79%
2016	0.95%	0.85%	0.90%	3.37%	4.09%	3.72%	1.60%

Table 105: Dropouts Trends, 2012 to 2016

Year	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
2012	5822	5755	11577	4279	5830	10109	21686
2013	2842	2708	5550	3797	5065	8862	14412
2014	15316	13982	29298	14498	17800	32298	61596
2015	16905	14882	31787	19534	23810	43344	75131
2016	15588	13715	29303	18174	21468	39642	68945

Learners drop out of school due to several reasons. The table below shows primary and secondary school dropouts by reasons. On average, there were 0.90% and 3.72% primary and secondary learners respectively dropping out of the education system. Of the total number of learners who dropped, 43.39% dropped out of school due to financial crisis followed by 31.37% who dropout out due to absconded.

8.3 Promotion, Repetition and Dropout Rates

Dropout by reason	Primary			Secondary			Grand Total	Percentage of Dropouts		% of Total
	M	F	T	M	F	T		Primary	Secondary	
Absconded	6938	5231	12169	5486	3970	9456	21625	0.38%	0.89%	31.37%
Death	803	567	1370	289	240	529	1899	0.04%	0.05%	2.75%
Expulsion	15	16	31	96	37	133	164	0.00%	0.01%	0.24%
Illness	574	579	1153	230	295	525	1678	0.04%	0.05%	2.43%
Marriage	12	304	316	251	3650	3901	4217	0.01%	0.37%	6.12%
Other	2077	2030	4107	1176	1037	2213	6320	0.13%	0.21%	9.17%
Pregnancy	12	159	171	38	2915	2953	3124	0.01%	0.28%	4.53%
Financial	5157	4829	9986	10608	9324	19932	29918	0.31%	1.87%	43.39%
Grand Total	15588	13715	29303	18174	21468	39642	68945	0.90%	3.72%	100.00%

Table 108: Promotion, Repetition and Dropout Rates by Grade

Grade	Repetition		Promotion		Promotion			Repetition			Dropout		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
To Grade 2	3987	3136	198713	193124	91.40%	93.15%	92.25%	1.83%	1.51%	1.68%	6.76%	5.34%	6.07%
To Grade 3	2766	2093	190796	186688	95.42%	96.72%	96.06%	1.38%	1.08%	1.24%	3.20%	2.20%	2.71%
To Grade 4	1879	1527	182341	178477	96.05%	97.24%	96.63%	0.99%	0.83%	0.91%	2.96%	1.93%	2.45%
To Grade 5	1576	1182	181988	181567	98.21%	98.72%	98.47%	0.85%	0.64%	0.75%	0.94%	0.63%	0.79%
To Grade 6	1612	1424	181663	180703	97.91%	98.25%	98.08%	0.87%	0.77%	0.82%	1.23%	0.97%	1.10%
To Grade 7	1898	1552	169000	169296	91.72%	92.88%	92.30%	1.03%	0.85%	0.94%	7.25%	6.27%	6.76%
To Form 1	768	566	134761	137370	80.29%	81.19%	80.74%	0.46%	0.33%	0.40%	19.25%	18.48%	18.86%
To Form 2	134	134	121794	122274	97.46%	96.27%	96.86%	0.11%	0.11%	0.11%	2.44%	3.63%	3.04%
To Form 3	375	289	118957	117745	102.80%	99.62%	101.19%	0.32%	0.24%	0.28%	-3.13%	0.14%	-1.48%
To Form 4	6120	4107	103584	99364	87.59%	85.70%	86.66%	5.18%	3.54%	4.37%	7.23%	10.76%	8.98%
To Lower 6	3829	3461	25992	21663	25.07%	22.36%	23.76%	3.69%	3.57%	3.64%	71.23%	74.07%	72.60%
To Upper 6	98	65	21774	17420	108.87%	108.23%	79.44%	0.49%	0.40%	2.00%	-9.36%	-8.64%	18.55%

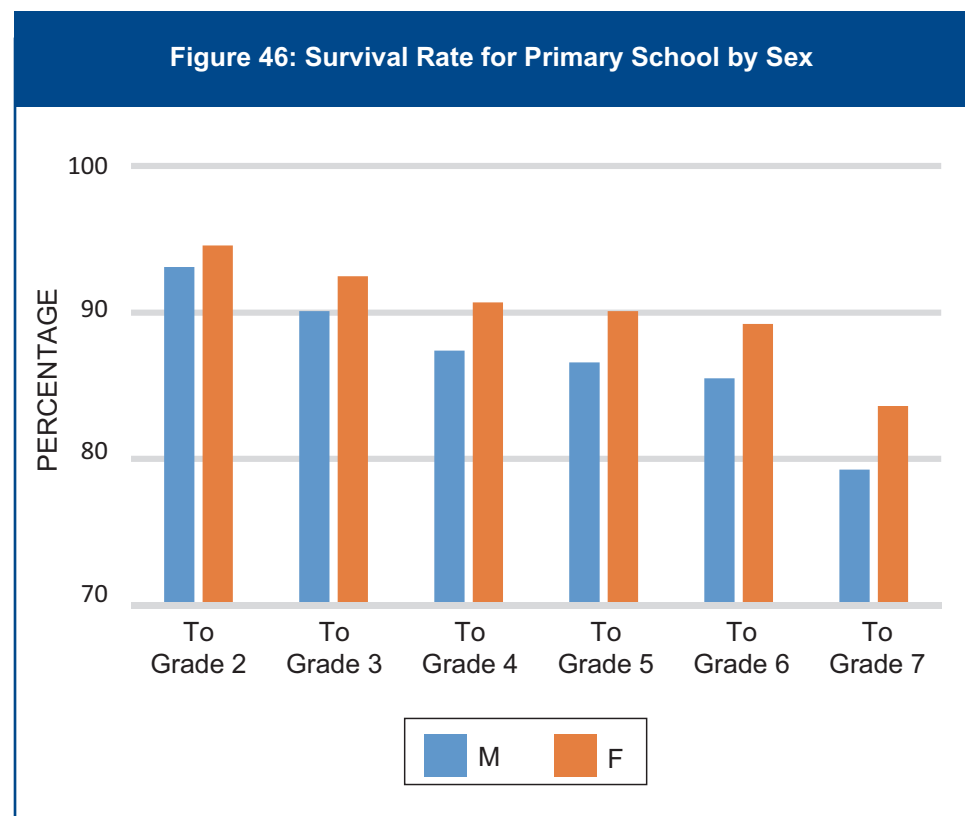
	From Grade 7 to Form 1				From Form 4 to Lower 6			
	M	F	T	GPI	M	F	T	GPI
2011 to 2012	78.40%	75.40%	76.90%	0.96	17.70%	20.20%	19.00%	1.14
2012 to 2013	79.40%	76.80%	78.15%	1.03	16.60%	19.40%	18.03%	0.85
2013 to 2014	75.95%	78.00%	76.98%	1.03	19.44%	16.69%	18.12%	0.86
2014 to 2015	78.59%	80.39%	79.48%	1.02	21.32%	18.69%	20.05%	0.88
2015 to 2016	80.27%	81.16%	80.72%	1.01	24.08%	21.30%	22.73%	0.88

Grade	M	F	T
To Grade 2	93.11%	94.58%	93.83%
To Grade 3	90.09%	92.48%	91.26%
To Grade 4	87.40%	90.68%	89.00%
To Grade 5	86.57%	90.11%	88.30%
To Grade 6	85.51%	89.23%	87.32%
To Grade 7	79.26%	83.60%	81.38%

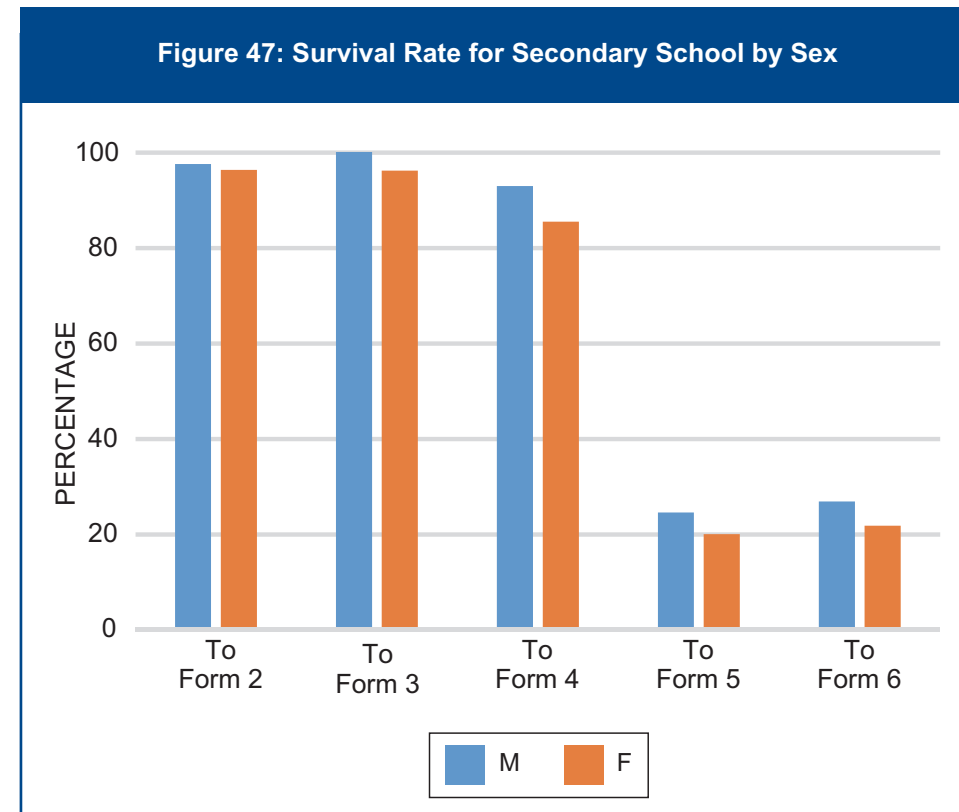
	M	F	T	GPI
From Grade 7 to form 1	80.27%	81.16%	80.72%	1.01
From Form 4 to Form 5	24.08%	21.30%	22.73%	0.88

8.4 Survival Rates

Survival rates measure the 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). We expect all learners in the first grade to complete schooling up to the final grade (100% survival rates in every grade). The table and figure below show survival rates for primary school by sex. The percentage of a cohort of learners in grade 1 who managed to move to grade 2 were 91.83%, to grade 3 (91.26%) indicating that the holding power of the education system to grade 3 is more than 90%. However, the figure shows that as we move to higher grades up to grade 7 the holding power is declining in instead of maintaining the same number of learners as in the previous grade. However, this may be caused by learners who dropped out or repeated.



Grade	M	F	T
To Form 2	97.56%	96.37%	96.96%
To Form 3	100.62%	96.24%	98.40%
To Form 4	92.97%	85.52%	89.18%
To Form 5	24.64%	20.10%	22.34%
To Form 6	26.91%	21.81%	24.33%



8.5 Completion Rate

All learners in Zimbabwe starts schooling from ECD up to upper secondary. The Ministry expects all learners who started schooling in ECD to finish upper secondary (100% completion rate). However, due to a number of factors e.g. dropping out of the education system, some learners will not make it to upper secondary.

Year	ECD			Primary			Lower Secondary			Upper Secondary		
	M	F	T	M	F	T	M	F	T	M	F	T
2012	66.03%	66.28%	66.16%	74.95%	77.91%	76.42%	63.17%	59.05%	61.12%	12.12%	9.03%	10.55%
2013	68.82%	69.69%	69.25%	76.33%	78.58%	77.44%	65.68%	60.80%	63.25%	12.75%	9.92%	11.31%
2014	75.67%	75.06%	75.36%	76.73%	77.78%	77.25%	66.08%	62.28%	64.19%	12.54%	9.44%	10.96%
2015	84.45%	83.61%	84.03%	78.71%	80.78%	79.73%	67.27%	64.08%	65.68%	14.33%	10.83%	12.54%
2016	90.17%	89.82%	90.00%	78.88%	80.24%	79.56%	66.79%	64.53%	65.67%	14.53%	11.18%	12.82%

Province	Enrolment less Repeaters			Population Aged 5			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	5656	5627	11283	7304	7452	14757	77.43%	75.51%	76.46%	0.98
Harare	10926	10563	21489	23589	24084	47673	46.32%	43.86%	45.08%	0.95
Manicaland	27038	27044	54082	26292	25930	52222	102.84%	104.30%	103.56%	1.01
Mashonaland Central	16202	15974	32176	17287	16823	34110	93.72%	94.95%	94.33%	1.01
Mashonaland East	19528	19220	38748	19156	18675	37831	101.94%	102.92%	102.42%	1.01
Mashonaland West	18930	18484	37414	21014	20621	41635	90.08%	89.64%	89.86%	1.00
Masvingo	24907	24915	49822	23669	23584	47253	105.23%	105.64%	105.44%	1.00
Matabeleland North	11083	10968	22051	11422	11251	22673	97.03%	97.48%	97.25%	1.00
Matabeleland South	10425	10302	20727	10362	10489	20851	100.61%	98.22%	99.41%	0.98
Midlands	20729	20790	41519	23354	23556	46910	88.76%	88.26%	88.51%	0.99
Total	165424	163887	329311	183450	182465	365914	90.17%	89.82%	90.00%	1.00

8.6 ECD Completion Rate

Table 114 shows ECD completion rate by sex and province. On average 90% of ECD learners managed to complete ECD level. However, Manicaland, Mashonaland East and Masvingo had an overrepresentation of over-aged and under-aged learners in ECD B compared to the population (more than 100%).

Province	Enrolment less Repeaters			Population Aged 12			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	6792	7209	14001	7817	8503	16320	86.88%	84.78%	85.79%	0.98
Harare	17178	17870	35048	24312	26424	50736	70.66%	67.63%	69.08%	0.96
Manicaland	26269	25535	51804	31463	30709	62172	83.49%	83.15%	83.32%	1.00
Mashonaland Central	15496	15238	30734	20343	19813	40156	76.17%	76.91%	76.54%	1.01
Mashonaland East	19159	18739	37898	23245	22418	45663	82.42%	83.59%	83.00%	1.01
Mashonaland West	21027	19975	41002	25268	24420	49688	83.21%	81.80%	82.52%	0.98
Masvingo	20749	21814	42563	27208	26317	53525	76.26%	82.89%	79.52%	1.09
Matabeleland North	11231	11565	22796	13923	13355	27278	80.67%	86.60%	83.57%	1.07
Matabeleland South	9223	9505	18728	12329	11538	23867	74.80%	82.38%	78.47%	1.10
Midlands	21876	21846	43722	28331	27491	55822	77.22%	79.47%	78.32%	1.03
Total	169000	169296	338296	214239	210988	425227	78.88%	80.24%	79.56%	1.02

8.7 Primary School Completion Rate

Table 115 shows primary completion rate by sex and province. On average, there were 79.56% learners who managed to complete the primary cycle. However, Harare province had the lowest number of learners who completed the primary cycle (less the 70%). The other nine provinces had more than 75% learners completing with five provinces reporting above 80% learners completing the primary cycle.

8.8 Secondary School Completion Rate

Table 116 below shows lower secondary school completion rate by province and sex. Harare and Matabeleland provinces had the lowest percentage of learners (less than 60%) completing lower secondary school. In Mashonaland East province, there were equal number of boys and girls completing the lower secondary.

The table below shows upper secondary completion rate by sex and province. The data show that a significant number of learners failed to complete upper secondary in all the 10 provinces (less than 20% completion rate). However, learners who were enrolled in upper secondary were only those learners that had made it at 'O' level (passed 5 subjects with a grade C or better).

Table 116: Lower Secondary School Completion Rate by Province and Sex

Province	Enrolment form 4 less Repeaters			Population Aged 16			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	5383	6047	11430	7180	9065	16245	74.98%	66.70%	70.36%	0.89
Harare	11970	12334	24304	19813	25538	45351	60.41%	48.30%	53.59%	0.80
Manicaland	16798	14568	31366	22332	20871	43203	75.22%	69.80%	72.60%	0.93
Mashonaland Central	8448	7312	15760	13660	12357	26017	61.84%	59.17%	60.58%	0.96
Mashonaland East	13248	11767	25015	17196	15201	32398	77.04%	77.41%	77.21%	1.00
Mashonaland West	12288	10366	22654	17486	16910	34396	70.27%	61.30%	65.86%	0.87
Masvingo	13345	12664	26009	18826	18333	37159	70.89%	69.08%	69.99%	0.97
Matabeleland North	4599	5607	10206	9378	8507	17885	49.04%	65.91%	57.06%	1.34
Matabeleland South	4410	5528	9938	9617	8645	18262	45.86%	63.95%	54.42%	1.39
Midlands	13095	13171	26266	19603	18546	38150	66.80%	71.02%	68.85%	1.06
Total	103584	99364	202948	155091	153974	309066	66.79%	64.53%	65.67%	0.97

Table 117: Upper Secondary Completion Rate by Sex and Province

Province	Enrolment Form 6 less Repeaters			Population Aged 18			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	1610	1671	3281	7557	10108	17665	21.30%	16.53%	18.57%	0.78
Harare	4293	3823	8116	20361	28918	49279	21.08%	13.22%	16.47%	0.63
Manicaland	3532	2635	6167	20493	19405	39898	17.24%	13.58%	15.46%	0.79
Mashonaland Central	1199	813	2012	13625	12612	26236	8.80%	6.45%	7.67%	0.73
Mashonaland East	2183	1685	3868	15827	14382	30210	13.79%	11.72%	12.80%	0.85
Mashonaland West	1884	1279	3163	17538	17006	34545	10.74%	7.52%	9.16%	0.70
Masvingo	3168	2079	5247	16646	16941	33587	19.03%	12.27%	15.62%	0.64
Matabeleland North	550	550	1100	9350	8610	17960	5.88%	6.39%	6.12%	1.09
Matabeleland South	895	932	1827	9216	8213	17429	9.71%	11.35%	10.48%	1.17
Midlands	2460	1953	4413	19265	19576	38841	12.77%	9.98%	11.36%	0.78
Total	21774	17420	39194	149877	155772	305649	14.53%	11.18%	12.82%	0.77

9 FACILITIES

A classroom is defined as a discrete room for formal instruction. The required learner to classroom ratio for ECD, primary and secondary level is 1:20, 1:40, 1:30 respectively.

9.1 Classrooms

9.1.1 Learner to Classroom Ratios

Table 118 shows primary and secondary school enrolments, number of classrooms and learner to classroom ratio by province. On average there were 72, 45 and 41 learners to one classroom in ECD, primary and secondary level. ECD shows that there is still a significant number of classrooms required to reach the ratio of 20 learners per classroom.

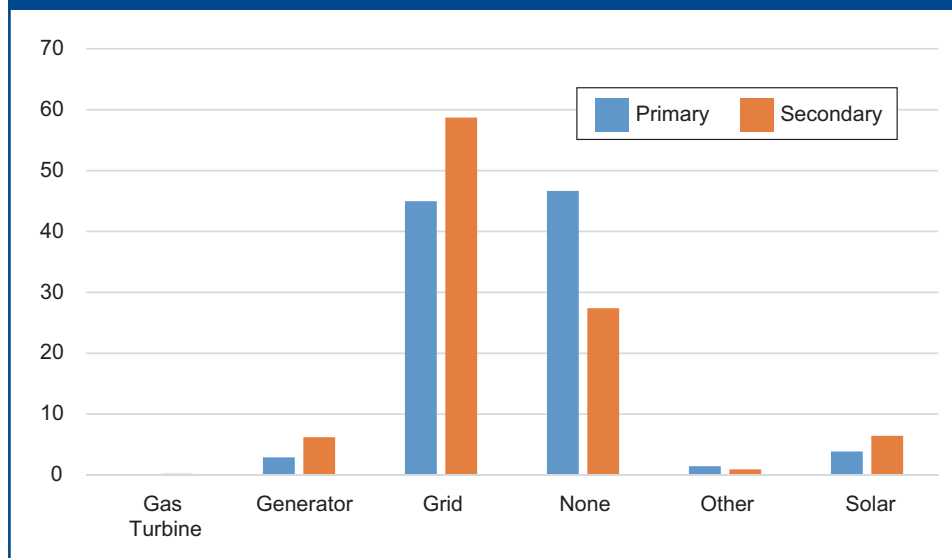
Province	ECD Enrolment	Primary Enrolment	Secondary Enrolment	ECD Classrooms	Primary Classrooms	Secondary Classrooms	ECD LCR	Primary LCR	Secondary LCR
Bulawayo	16586	106815	56126	272	2239	1253	61	48	45
Harare	29359	263923	119620	675	4648	3078	43	57	39
Manicaland	98834	419247	165383	1210	10209	4195	82	41	39
Mashonaland Central	58469	245586	84119	559	4715	1881	105	52	45
Mashonaland East	67342	286452	128831	1189	6710	3011	57	43	43
Mashonaland West	63484	314674	121668	861	6147	2756	74	51	44
Masvingo	88582	354719	136056	1192	8444	3533	74	42	39
Matabeleland North	43051	175397	57939	515	3915	1403	84	45	41
Matabeleland South	41182	145895	56126	567	4019	1476	73	36	38
Midlands	73476	349302	138936	1076	7811	3133	68	45	44
Total	580365	2662010	1064804	8116	58857	25719	72	45	41

9.2 Access to Electricity

The main sources of electricity used by schools were the gas turbine, generator, grid and other sources. Table 119 shows primary and secondary schools main source of electricity. There were 2821 and 760 primary and secondary schools respectively that reported no access to electricity. Of the total number of primary and secondary schools in Zimbabwe 44.98% and 58.70% of primary and secondary schools respectively use electricity from the grid. A greater number of secondary schools have access to the electricity grid compared to primary schools.

Main electricity source	Primary		Secondary		Grand Total
	No	%	No	%	
Gas Turbine	4	0.07%	6	0.22%	0.11%
Generator	176	2.91%	172	6.20%	3.95%
Grid	2719	44.98%	1629	58.70%	49.30%
None	2821	46.67%	760	27.39%	40.60%
Other	87	1.44%	26	0.94%	1.28%
Solar	233	3.85%	179	6.45%	4.67%

Figure 48: Primary and Secondary Schools Source of Electricity



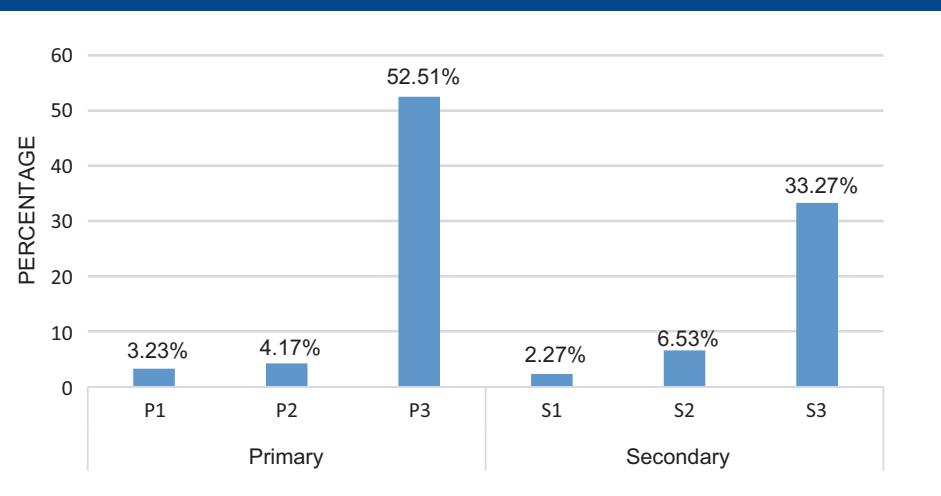
The table below shows percentage of schools without electricity by school level and province. The urban province reported to have a significant number of primary (more than 94%) and secondary (more than 94%) school with electricity. Masvingo and Matabeleland North have the greatest percentage of primary schools without electricity, with 64.56% and 60.26% respectively, while Mashonaland West and Matabeleland North have the greatest percentage of secondary schools without electricity with 37.67% and 36.13% respectively.

Table 120: Percentage of Schools without Electricity by School Level and Province

Province	Primary Level			Secondary Level			Grand Total
	Total Number Schools	Schools without electricity	% Schools without	Total Number schools	Schools without electricity	% schools without	
Bulawayo	133	7	5.26%	80	2	2.50%	9
Harare	245	1	0.41%	215	10	4.65%	11
Manicaland	873	360	41.24%	428	116	27.10%	476
Mashonaland Central	502	182	36.25%	241	74	30.71%	256
Mashonaland East	730	301	41.23%	366	97	26.50%	398
Mashonaland West	737	313	42.47%	377	142	37.67%	455
Masvingo	869	561	64.56%	352	107	30.40%	668
Matabeleland North	614	370	60.26%	191	69	36.13%	439
Matabeleland South	512	239	46.68%	161	35	21.74%	274
Midlands	830	487	58.67%	364	108	29.67%	595
Grand Total	6045	2821	46.67%	2775	760	27.39%	3581

Source of Power	P1		P2		P3		S1		S2		S3	
	No	%	No	%	No	%	No	%	No	%	No	%
Gas Turbine	1	0.40%		0.00%	3	0.06%	2	0.91%	1	0.28%	3	0.14%
Generator	9	3.63%	18	3.75%	149	2.80%	9	4.09%	17	4.83%	146	6.63%
Grid	226	91.13%	437	91.04%	2057	38.69%	198	90.00%	306	86.93%	1124	51.02%
None	8	3.23%	20	4.17%	2792	52.51%	5	2.27%	23	6.53%	733	33.27%
Other	1	0.40%	3	0.63%	83	1.56%	2	0.91%	1	0.28%	23	1.04%
Solar	2	0.81%	1	0.21%	230	4.33%	4	1.82%	4	1.14%	171	7.76%

Figure 49: Percentage of Schools without Electricity by Grant Type



9.3 WASH Facilities

9.3.1 Learner and Teacher to Toilet Ratio

Table below shows the trend from 1999 to 2016 for learner and teacher to toilet ratio by level of education. Learner to toilet ratio for both levels of education has undergone a progressive reduction over the years.

Year	Primary School Learner and Teacher toilet ratio by sex				Secondary School Learner and Teacher toilet ratio by sex			
	Learner		Teachers		Learner		Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
1999	36	33	29	27				
2000	29	26	24	22	22	19		
2001	28	26	24	21	21	19		
2002	29	27	2	2	25	21	3	2
2003	30	27	2	2	25	23	3	2
2004	27	25	2	2	23	20	3	2
2005	27	25	2	2	22	21	3	2
2006	27	25	2	2	22	20	3	2
2009	26	24			18	17		
2012	25	24	2	3	19	18	3	3
2013	27	25	2	3	20	19	3	3
2014	22	22	2	3	18	18	3	3
2015	25	24	2	4	18	18	3	3
2016	21	20	2	3	18	18	3	2

From the figures below it can be noted that there is some improvement in terms of provision of sanitary facilities to learners over the years from 1999 to 2016.

Figure 50: Primary Learner to Toilet Ratio by Sex, 1999-2016

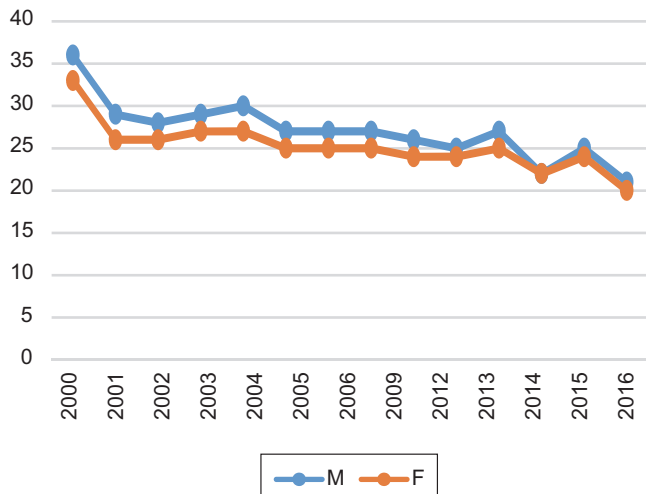
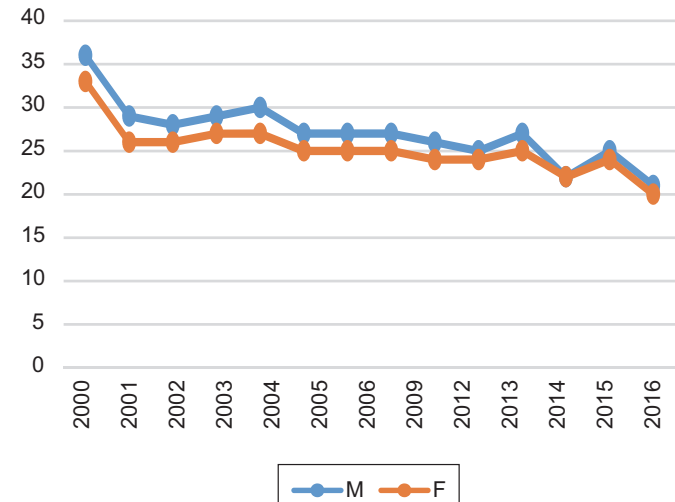


Figure 50: Primary Learner to Toilet Ratio by Sex, 1999-2016



The table shows ECD and Primary learner to toilet ratio.

Table 123: ECD and Primary Learner to Toilet Ratios

Province	Toilets for teachers		Toilets for ECD		Toilets for Primary		Teacher to Toilet Ratio		ECD Learner to Toilet Ratio		Primary Learner to Toilet Ratio	
	M	F	M	F	M	F	M	F	M	F	M	F
Bulawayo	293	295	1275	1424	1855	1960	1	12	6	6	28	28
Harare	627	628	3117	3249	3789	3838	2	10	5	4	35	35
Manicaland	3164	3069	7299	6764	11368	11053	2	3	7	7	19	19
Mashonaland Central	1592	1580	3069	2977	5387	5399	2	3	10	10	23	22
Mashonaland East	2539	2543	5730	5402	8021	7836	1	2	6	6	18	18
Mashonaland West	1616	1608	4403	4407	6722	6770	2	4	7	7	24	23
Masvingo	2684	2799	6106	5866	9434	9684	2	3	7	8	19	18
Matabeleland North	895	967	2507	2679	4798	4986	2	3	9	8	19	17
Matabeleland South	979	1080	2876	2988	4655	4745	2	3	7	7	16	15
Midlands	2021	1997	5545	5572	8108	8141	2	4	7	7	22	21
Grand Total	16410	16566	41927	41328	64137	64412	2	3	7	7	21	20

Figure 52: ECD Learner to Toilet Ratio by Province and Sex

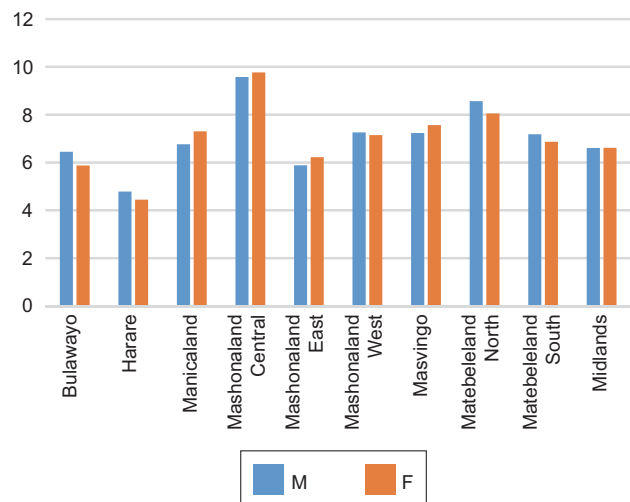


Figure 54: ECD and Primary Teachers to Toilet Ratio by Province and Sex

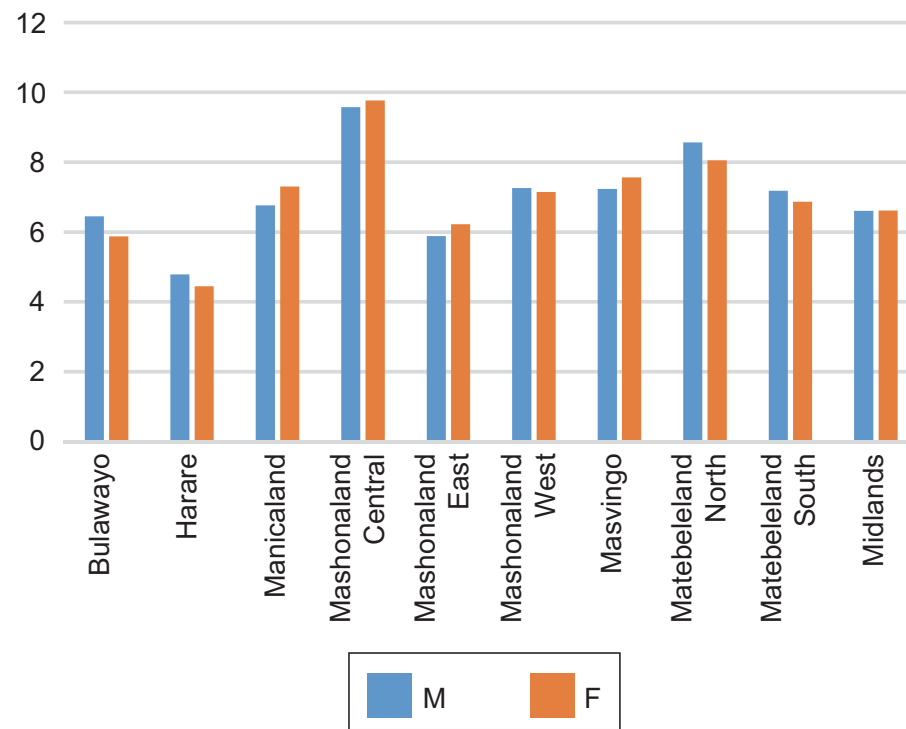
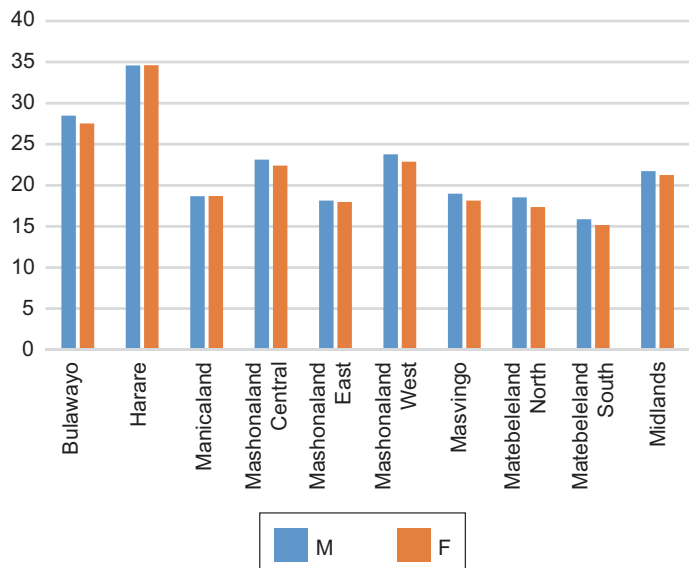


Figure 53: Primary Learner to Toilet Ratio by Province and Sex



The table shows secondary learner and teacher to toilet ratios. Urban provinces had the highest number of learners (more than 25) using one toilet in secondary level. The other eight provinces recorded 20 learners and below, on average 18 learners were using one toilet.

Province	Toilets for learners		Toilets for Teachers		Secondary Learner to Toilet Ratio		Teacher to Toilet Ratio	
	M	F	M	F	M	F	M	F
Bulawayo	923	1077	247	264	29	27	4	6
Harare	2077	2287	685	595	28	26	3	5
Manicaland	5585	5123	1617	1517	16	15	3	2
Mashonaland Central	2221	2156	777	760	20	19	2	2
Mashonaland East	4272	3985	1501	1386	16	16	2	2
Mashonaland West	3227	3178	886	808	20	18	3	3
Masvingo	4445	4218	1556	1410	16	16	2	2
Matabeleland North	1666	1832	393	369	16	17	3	3
Matabeleland South	2067	2152	481	444	13	14	2	3
Midlands	3851	3920	1268	1171	18	18	3	2
Grand Total	30334	29928	9411	8724	18	18	3	2

Figure 55: Secondary Learner to Toilet Ratio by Province and Sex

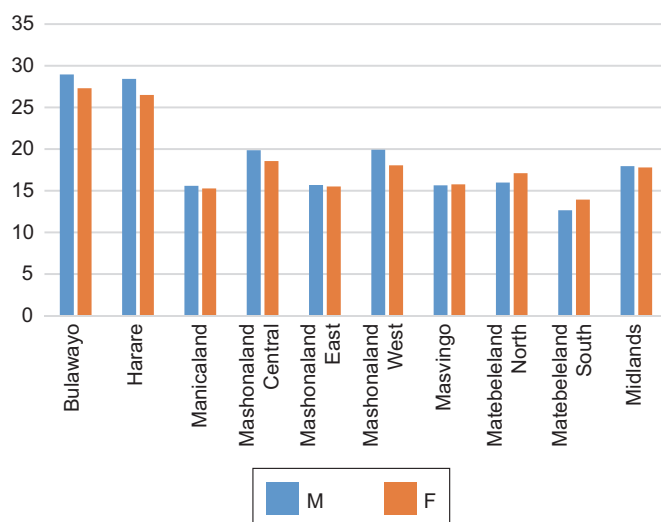
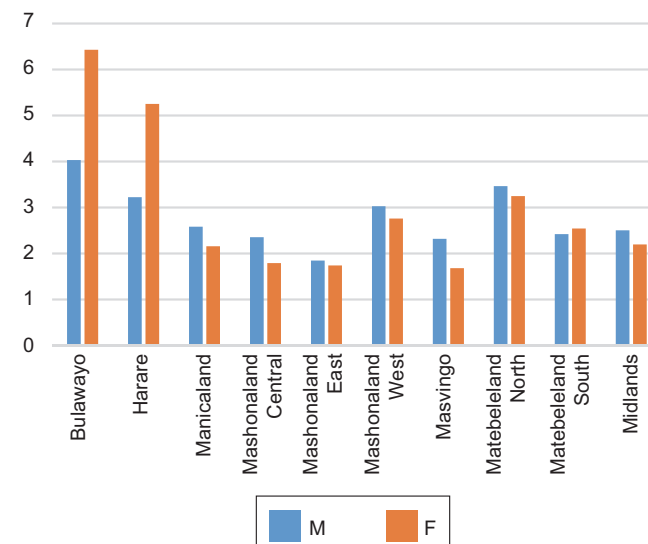


Figure 56: Secondary Teachers to Toilet Ratios



Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	41	34	10	17	254	971	1372	2699
Harare	102	116	19	23	781	2240	3085	6366
Manicaland	5117	4996	262	261	596	1338	1493	14063
Mashonaland Central	2321	2371	77	71	177	498	531	6046
Mashonaland East	3744	3716	155	155	560	1313	1489	11132
Mashonaland West	2851	2950	218	218	321	1019	1233	8810
Masvingo	4763	4810	147	155	278	922	897	11972
Matabeleland North	1943	2050	32	34	93	439	595	5186
Matabeleland South	1937	2074	62	65	163	715	848	5864
Midlands	3729	3908	150	165	440	1232	1493	11117
Grand Total	26548	27025	1132	1164	3663	10687	13036	83255

9.3.2 Number of Toilets by Type and Province

The types of toilets used in each province by schools were Blair toilets, pit latrines, urinals and water closets. It can be noted that urban provinces mostly use water closets and urinals in ECD, primary and secondary schools. In rural provinces it is the opposite, they mainly use Blair and Pit latrines.

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	56	56	1	1	308	1490	1903	3815
Harare	147	150	34	36	783	2858	3619	7627
Manicaland	9605	9747	217	214	648	916	1074	22421
Mashonaland Central	4623	4746	88	88	210	478	553	10786
Mashonaland East	6579	6747	142	148	430	888	923	15857
Mashonaland West	5032	5175	231	231	336	1136	1351	13492
Masvingo	8394	8779	161	158	186	699	741	19118
Matabeleland North	4351	4545	37	37	69	341	404	9784
Matabeleland South	4119	4284	53	57	96	389	402	9400
Midlands	6536	6762	178	176	430	968	1199	16249
Grand Total	49442	50991	1142	1146	3496	10163	12169	128549

9.4 Access to water in schools

There are different ways schools in Zimbabwe access water and these are borehole, dam, piped water, protected well, stream/river, unprotected well and other sources not listed. Table 128 shows number of primary schools with access to water and water sources by province. On average, most schools access water from the borehole. Urban provinces mainly use piped water as its main source of water.

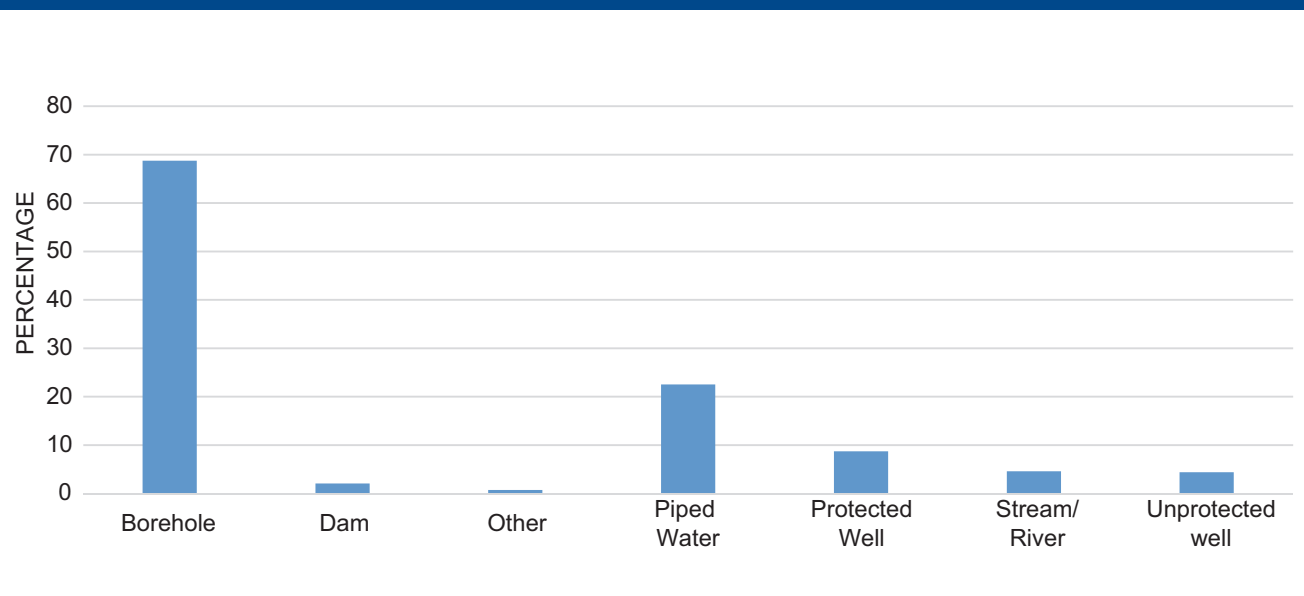
Table 127: Secondary School Number of Toilets for Learners by Type and Province

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	30	22	10	17	192	692	1037	2000
Harare	70	83	10	14	526	1485	2176	4364
Manicaland	3746	3582	224	223	416	1200	1317	10708
Mashonaland Central	1633	1671	61	63	125	402	422	4377
Mashonaland East	2669	2618	133	134	385	1095	1223	8257
Mashonaland West	2012	2052	169	163	246	800	963	6405
Masvingo	3316	3337	122	129	212	795	752	8663
Matabeleland North	1247	1341	30	32	73	316	459	3498
Matabeleland South	1235	1333	46	50	139	648	768	4219
Midlands	2554	2685	102	119	291	907	1113	7771
Grand Total	18512	18724	907	944	2605	8340	10230	60262

Table 128: Number of Primary Schools with Access to Water and Water Sources by Province

Province	Total Primary	With Water Source		Without Water Source		Water Source						
		No	%	No	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well
Bulawayo	133	133	100.00%	0	0.00%	51.13%	0.00%	0.00%	91.73%	0.00%	0.00%	0.75%
Harare	245	242	98.78%	3	1.22%	60.41%	0.00%	0.82%	52.24%	1.63%	0.00%	0.00%
Manicaland	873	864	98.97%	9	1.03%	66.90%	0.57%	1.83%	26.12%	13.40%	6.53%	3.78%
Mashonaland Central	502	493	98.21%	9	1.79%	72.51%	2.79%	0.80%	14.94%	8.37%	3.59%	4.98%
Mashonaland East	730	714	97.81%	16	2.19%	68.90%	0.68%	0.41%	19.18%	20.41%	2.05%	3.70%
Mashonaland West	737	719	97.56%	18	2.44%	72.32%	3.12%	0.27%	21.03%	6.78%	3.53%	4.48%
Masvingo	869	850	97.81%	19	2.19%	71.58%	3.11%	0.46%	18.76%	5.18%	5.52%	3.57%
Matabeleland North	614	602	98.05%	12	1.95%	69.71%	2.61%	0.49%	16.29%	4.89%	5.54%	6.03%
Matabeleland South	512	507	99.02%	5	0.98%	73.83%	2.15%	0.98%	12.89%	2.73%	5.08%	2.54%
Midlands	830	810	97.59%	20	2.41%	63.73%	2.89%	0.60%	22.41%	9.16%	6.63%	8.07%
Grand Total	6045	5934	98.16%	111	1.84%	68.77%	2.07%	0.73%	22.55%	8.72%	4.62%	4.42%

Figure 57: Percentage of Primary Schools Water Sources

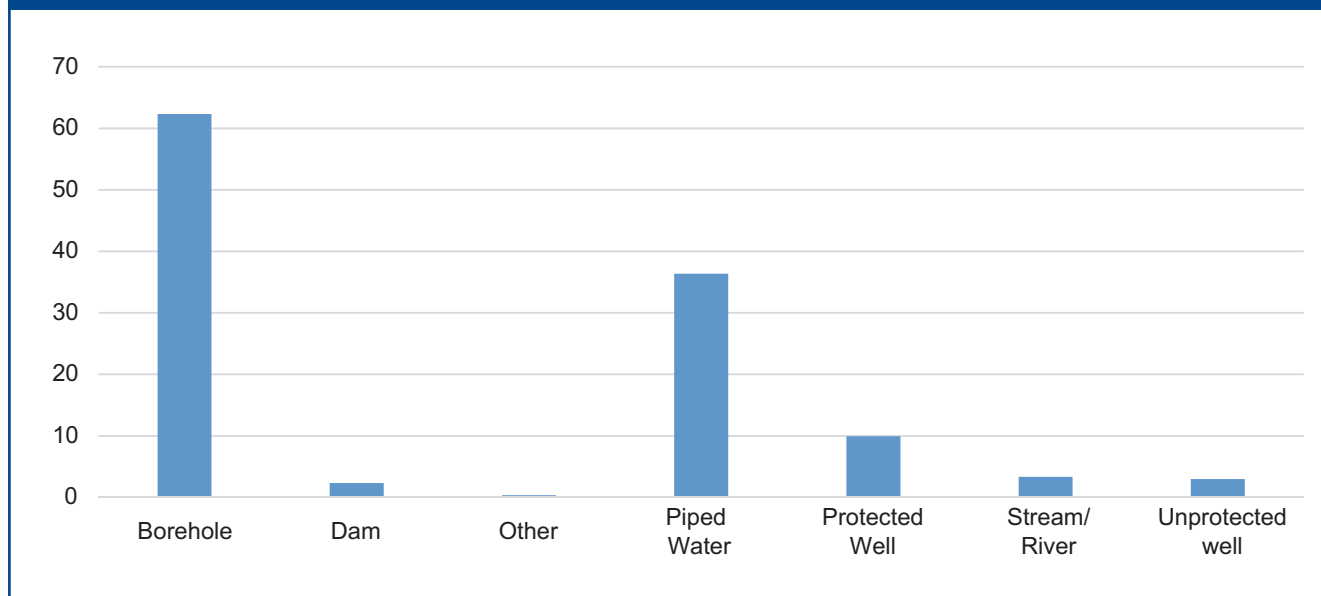


The table below shows number of secondary schools with access to water and water sources by province. On average, most schools access water from the borehole. Urban provinces mainly use piped water as its main source of water.

Table 129: Number of Secondary Schools with Access to Water Sources by Province

Province	No of Secondary	With Water Source		Without Water Source		Water Source						
		No	%	No	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well
Bulawayo	80	80	100.00%	0	0.00%	27.50%	0.00%	0.00%	91.25%	1.25%	0.00%	0.00%
Harare	215	211	98.14%	4	1.86%	48.37%	0.00%	0.47%	59.53%	4.65%	0.00%	0.00%
Manicaland	428	425	99.30%	3	0.70%	62.62%	1.64%	0.23%	39.72%	13.79%	4.21%	4.44%
Mashonaland Central	241	233	96.68%	8	3.32%	63.49%	2.49%	0.00%	29.46%	8.30%	2.90%	0.83%
Mashonaland East	366	359	98.09%	7	1.91%	65.85%	1.64%	0.27%	27.32%	19.95%	1.91%	3.28%
Mashonaland West	377	373	98.94%	4	1.06%	70.56%	4.24%	0.80%	25.99%	11.14%	3.98%	3.45%
Masvingo	352	344	97.73%	8	2.27%	65.63%	3.13%	0.57%	36.65%	5.40%	2.56%	1.42%
Matabeleland North	191	186	97.38%	5	2.62%	64.40%	3.14%	0.52%	32.46%	3.14%	3.66%	5.76%
Matabeleland South	161	161	100.00%	0	0.00%	63.98%	0.62%	0.00%	31.06%	1.86%	4.35%	0.62%
Midlands	364	357	98.08%	7	1.92%	60.16%	3.30%	0.27%	35.16%	11.81%	6.32%	5.49%
Grand Total	2775	2729	98.34%	46	1.66%	62.34%	2.34%	0.36%	36.36%	9.95%	3.35%	2.99%

Figure 58: Percentage of Secondary Schools Water Sources



The two tables that follow shows percentage of primary and secondary schools by access to water and use of water. More than 90% of primary and secondary schools in Bulawayo province had water that is safe to drink, sufficient, consistently available, treated and also used by the community.

Table 130: Percentage Primary Schools by Access to Water and Use of Water

Province	Total Primary	Distance from Source			Safe to Drink		Sufficient		Consistently Available		Water is Treated		Used by the community	
		< 500 metres	> 500 metres	% > 500 meter	No	%	No	%	No	%	No	%	No	%
Bulawayo	133	130	3	2.26%	131	98.50%	127	95.49%	124	93.23%	126	94.74%	28	21.05%
Harare	245	227	16	6.53%	237	96.73%	219	89.39%	205	83.67%	202	82.45%	103	42.04%
Manicaland	873	685	185	21.19%	801	91.75%	566	64.83%	619	70.90%	192	21.99%	653	74.80%
Mashonaland Central	502	370	128	25.50%	451	89.84%	304	60.56%	313	62.35%	94	18.73%	383	76.29%
Mashonaland East	730	552	178	24.38%	687	94.11%	495	67.81%	485	66.44%	160	21.92%	501	68.63%
Mashonaland West	737	528	202	27.41%	639	86.70%	469	63.64%	479	64.99%	200	27.14%	528	71.64%
Masvingo	869	598	270	31.07%	767	88.26%	559	64.33%	556	63.98%	175	20.14%	674	77.56%
Matabeleland North	614	452	158	25.73%	513	83.55%	401	65.31%	379	61.73%	105	17.10%	407	66.29%
Matabeleland South	512	354	157	30.66%	418	81.64%	351	68.55%	349	68.16%	98	19.14%	347	67.77%
Midlands	830	580	245	29.52%	700	84.34%	482	58.07%	509	61.33%	197	23.73%	572	68.92%
Grand Total	6045	4476	1542	25.51%	5344	88.40%	3973	65.72%	4018	66.47%	1549	25.62%	4196	69.41%

Table 131: Percentage Secondary Schools by Access to Water and Use of Water

Province	Total Secondary	Distance from Source			Safe to Drink		Sufficient		Consistently Available		Water is Treated		Used by the community	
		< 500 metres	> 500 metres	% > 500 meter	No	%	No	%	No	%	No	%	No	%
Bulawayo	80	79	1	1.25%	80	100.00%	79	98.75%	74	92.50%	77	96.25%	10	12.50%
Harare	215	200	12	5.58%	204	94.88%	198	92.09%	190	88.37%	186	86.51%	71	33.02%
Manicaland	428	361	66	15.42%	392	91.59%	280	65.42%	295	68.93%	128	29.91%	275	64.25%
Mashonaland Central	241	180	58	24.07%	217	90.04%	143	59.34%	144	59.75%	62	25.73%	165	68.46%
Mashonaland East	366	281	80	21.86%	331	90.44%	240	65.57%	226	61.75%	90	24.59%	232	63.39%
Mashonaland West	377	272	103	27.32%	335	88.86%	242	64.19%	249	66.05%	114	30.24%	236	62.60%
Masvingo	352	250	100	28.41%	330	93.75%	221	62.78%	216	61.36%	99	28.13%	229	65.06%
Matabeleland North	191	139	49	25.65%	165	86.39%	128	67.02%	122	63.87%	44	23.04%	98	51.31%
Matabeleland South	161	119	42	26.09%	148	91.93%	109	67.70%	110	68.32%	40	24.84%	86	53.42%
Midlands	364	259	102	28.02%	307	84.34%	225	61.81%	224	61.54%	103	28.30%	210	57.69%
Grand Total	2775	2140	613	22.09%	2509	90.41%	1865	67.21%	1850	66.67%	943	33.98%	1612	58.09%

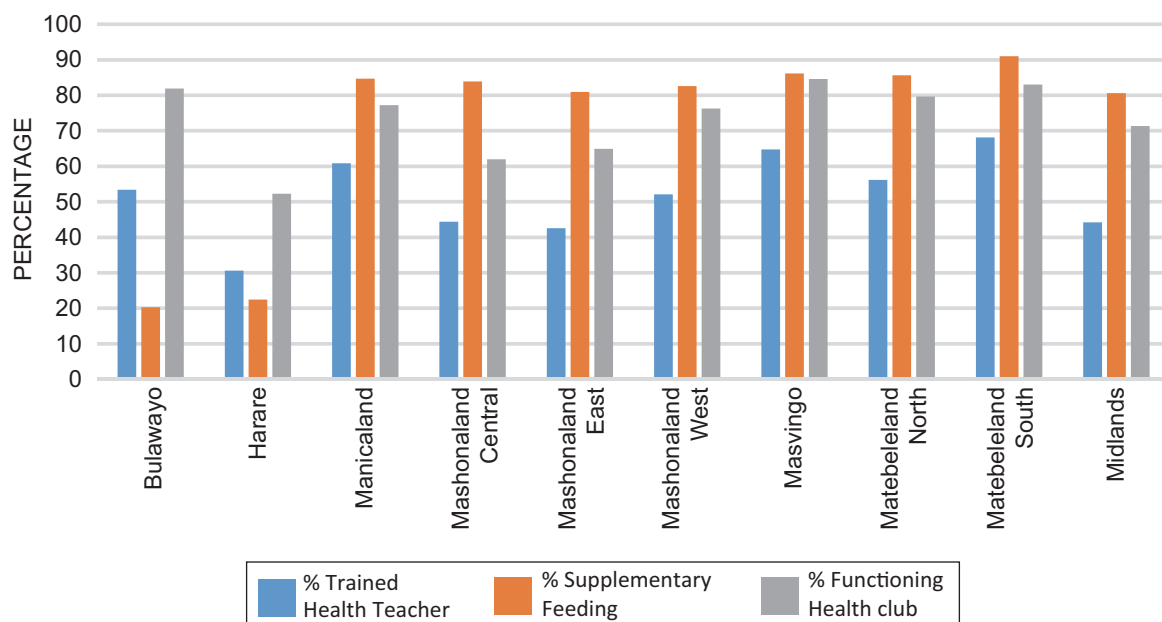
Table 132: Percentage of Primary School with Health Teachers, Health Clubs and Support Feeding Programmes by Province

Province	Trained Health Teacher	Supplementary Feeding Programme	School Health Club	Total Number of Schools	% Trained Health Teacher	% Supplementary Feeding	% Functioning Health club
Bulawayo	71	27	109	133	53.38%	20.30%	81.95%
Harare	75	55	128	245	30.61%	22.45%	52.24%
Manicaland	531	739	674	873	60.82%	84.65%	77.21%
Mashonaland Central	223	421	311	502	44.42%	83.86%	61.95%
Mashonaland East	311	591	474	730	42.60%	80.96%	64.93%
Mashonaland West	384	609	562	737	52.10%	82.63%	76.26%
Masvingo	563	749	735	869	64.79%	86.19%	84.58%
Matabeleland North	345	526	489	614	56.19%	85.67%	79.64%
Matabeleland South	349	466	425	512	68.16%	91.02%	83.01%
Midlands	367	669	592	830	44.22%	80.60%	71.33%
Grand Total	3219	4852	4499	6045	53.25%	80.26%	74.43%

9.5 Health and Feeding

The table below shows percentage of primary school with health teachers, health clubs and support feeding programmes. On average Matabeleland South province had the highest percentage of schools with trained health teachers (68.16%) and supplementary feeding (91.02%). Urban provinces recorded the least percentage of schools with supplementary feeding (less than 23) compared to the other eight provinces where it is above 80%. Harare is the only province which recorded 52.24% of schools with functioning health clubs. The other provinces had more than 60%.

Figure 59: Percentage Primary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province

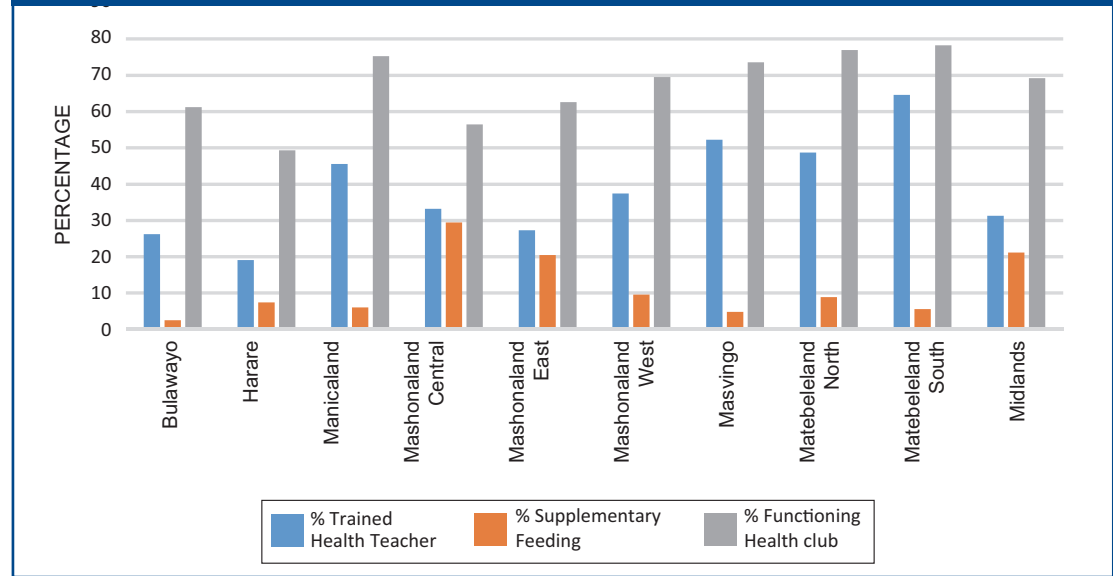


The table below shows percentage of secondary schools with Health clubs and support feeding programmes by province. Matabeleland South is the only province with the highest percentage of schools with percentage of trained health teachers. (64.60%). Mashonaland Central, Mashonaland East and Midlands provinces recorded more than 20% schools with supplementary feeding programme. Other 7 provinces had less than 10%. On average, 68.04% schools had functioning health clubs. However, of the total number of secondary schools in Harare province 49.30% schools reported to have functioning health clubs.

Table 133: Percentage of Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by School Level and Province

Province	Trained Health Teacher	Supplementary Feeding Programme	School Health Club	Total Number of Schools	% Trained Health Teacher	% Supplementary Feeding	% Functioning Health club
Bulawayo	21	2	49	80	26.25%	2.50%	61.25%
Harare	41	16	106	215	19.07%	7.44%	49.30%
Manicaland	195	26	322	428	45.56%	6.07%	75.23%
Mashonaland Central	80	71	136	241	33.20%	29.46%	56.43%
Mashonaland East	100	75	229	366	27.32%	20.49%	62.57%
Mashonaland West	141	36	262	377	37.40%	9.55%	69.50%
Masvingo	184	17	259	352	52.27%	4.83%	73.58%
Matabeleland North	93	17	147	191	48.69%	8.90%	76.96%
Matabeleland South	104	9	126	161	64.60%	5.59%	78.26%
Midlands	114	77	252	364	31.32%	21.15%	69.23%
Grand Total	1073	346	1888	2775	38.67%	12.47%	68.04%

Figure 60: Percentage Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province



9.6 Sporting and Specialist Facilities

Room/facility	Number	Total capacity
Admin Block	2393	11374
Agriculture	254	11818
Art and Craft room	221	14825
Building	546	15824
Computer room	1871	38736
Cookery	116	4500
Hall	309	121215
Library	793	32203
Metalwork	14	464
Needle work	89	3273
Ordinary classrooms	65864	2624340
Staff room	842	18372
Tool store	2282	21208
Tuckshop	536	6107
Woodwork	77	7802
Music room	232	8398

Room/Facility	Number
Audio logical room	35
Basketball Court	1090
Braille Laboratory	26
Culture Center	1860
Dining Room	212
Gymnasium	66
Kitchen	1540
Netball Court	7697
Pavilion	148
Sick bay room	375
Sports field (e.g football)	8481
Squash court	53
Strong room	1852
Swimming pool	244
Tennis Court	648
Therapy room	54
Volleyball Court	6200

Facility/Type	Number	Total capacity
Admin Block	2633	19570
Biology Laboratory	428	9355
Chemistry Laboratory	298	8526
Hall	312	145834
Int Science Laboratory	1494	69021
Library	874	49212
Physics Laboratory	318	8888
Staff room	1823	34583
Tool store	1579	20568
Tuckshop	817	30818
Agriculture	869	41495
Art and Craft room	210	6707
Building	389	12087
Computer room	1230	44363
Cookery	410	10456
Metalwork	254	6916
Music room	103	3611
Needle work	964	29391
Ordinary classrooms	25090	944067
Woodwork	415	10305

Room/Facility	Number
Basketball Court	658
Gymnasium	39
Netball Court	3316
Pavilion	110
Sports field (e.g football)	3691
Squash court	68
Swimming pool	117
Tennis Court	532
Volleyball Court	3109
Audio logical room	692
Braille Laboratory	669
Culture Center	1048
Dining Room	865
Kitchen	1179
Sick bay room	791
Strong room	1835
Therapy room	1212

Table 136: Number of Primary and Secondary Schools Facilities and Shortfall

Facility type	Primary		Secondary	
	Number	Shortfall	Number	Shortfall
Caretaker's houses	492	971	391	690
dining rooms	38	130	33	39
Kitchens	35	143	36	44
Matron's houses	81	321	230	213
Nurses' houses	28	230	79	187
Teachers' houses	27221	43657	16457	18702
Warden's houses	53	240	231	235
Workers Flatlets	590	1258	1488	2001

9.7 ICT, Computer Access, Use and Connectivity

The Government expects all schools to use ICT in teaching and learning in order to advance technologically in achieving quality education. Computers in schools are either used by the school administration, teachers and learners.

The table below shows primary school computers for learners, teachers and administration. Of the total number of primary schools, 52.92% primary schools reported to have computers regardless of its use and only 18.54% primary schools had computers for learners. Rural province had an average of less 5 computers per school compared to urban areas with more than 22. Matabeleland North province recorded a significant number of learners using one computer (156:1) followed by Mashonaland Central, Mashonaland West, Masvingo and Midlands with more than 220 learners. However, the ratios were quite low for the urban provinces (less than 55 learners)

Table 137: Primary School Computers for Learners, Teachers and Administration

Province	Total Schools	Schools with computers	Schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers for learners	Average computers per school	Learners per computer
Bulawayo	133	129	106	3028	2379	123401	96.99%	79.70%	23	52
Harare	245	227	202	6936	5471	293282	92.65%	82.45%	28	54
Manicaland	873	463	192	3879	3076	518081	53.04%	21.99%	4	168
Mashonaland Central	502	240	60	1482	1099	304055	47.81%	11.95%	3	277
Mashonaland East	730	412	154	2797	2075	353794	56.44%	21.10%	4	171
Mashonaland West	737	346	100	2281	1627	378158	46.95%	13.57%	3	232
Masvingo	869	530	89	2326	1512	443301	60.99%	10.24%	3	293
Matabeleland North	614	156	43	925	688	218448	25.41%	7.00%	2	318
Matabeleland South	512	230	74	2174	983	187077	44.92%	14.45%	4	190
Midlands	830	466	101	2663	1910	422778	56.14%	12.17%	3	221
Grand Total	6045	3199	1121	28491	20820	3242375	52.92%	18.54%	5	156

The table below shows secondary schools computers for learners, teachers and administration. More than 80% of schools in Bulawayo, Harare and Matabeleland South provinces reported to have computers. However, the data shows that 74.05% schools had computers. Of the total number of secondary schools, almost 50% of secondary schools had computers for learners. Mashonaland West and Matabeleland North provinces reported to have only 8 computers per school. Bulawayo and Harare had 29 and 28 computers respectively. Mashonaland West province had the highest number of learners (50) using one computer. The other provinces reported less than 50 learners using one computer with Matabeleland South province recording the least number of learners (27). It can be noted that progress has been made in secondary level than primary.



Table 138: Secondary Schools Computers for Learners, Teachers and Administration

Province	Total Schools	Schools with computers	Schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers for learners	Average computers per school	Learners per computer
Bulawayo	80	73	65	2335	1676	56126	91.25%	81.25%	29	33
Harare	215	192	155	6067	4332	119620	89.30%	72.09%	28	28
Manicaland	428	320	209	6077	4993	165383	74.77%	48.83%	14	33
Mashonaland Central	241	164	97	2520	1933	84119	68.05%	40.25%	10	44
Mashonaland East	366	286	182	4207	3245	128831	78.14%	49.73%	11	40
Mashonaland West	377	234	136	3130	2412	121668	62.07%	36.07%	8	50
Masvingo	352	260	165	3776	2976	136056	73.86%	46.88%	11	46
Matabeleland North	191	117	93	1610	1270	57939	61.26%	48.69%	8	46
Matabeleland South	161	130	108	2486	2092	56126	80.75%	67.08%	15	27
Midlands	364	279	169	4067	3011	138936	76.65%	46.43%	11	46
Grand Total	2775	2055	1379	36275	27940	1064804	74.05%	49.69%	13	38

9.8 Seating and Writing Places

All learners are expected to have a seat and a writing place. The learner to sitting ratio and writing places must be 1:1. The table below shows primary school seating and writing places by province. Urban provinces and Matabeleland South provinces had less than 20% learners without seating places. The other 7 provinces had more than 28% learners in need of seating places. There were more than 40% learners in five provinces in need of writing places.

Table 139: Primary School Seating and Writing Places by Province

Province	Seating Places				Writing Places			
	Seating Places	Pupil to Seating Ratio	No. Required	% Pupils without seating	Writing Places	Pupil to writing ratio	No. Required	% pupils without writing
Bulawayo	106033	1.16	17368	14.07%	91483	1.35	31918	25.87%
Harare	236310	1.24	56972	19.43%	196063	1.50	97219	33.15%
Manicaland	366602	1.41	151479	29.24%	333781	1.55	184300	35.57%
Mashonaland Central	189964	1.60	114091	37.52%	178846	1.70	125209	41.18%
Mashonaland East	253454	1.40	100340	28.36%	233873	1.51	119921	33.90%
Mashonaland West	235001	1.61	143157	37.86%	211573	1.79	166585	44.05%
Masvingo	293932	1.51	149369	33.69%	256197	1.73	187104	42.21%
Matabeleland North	136759	1.60	81689	37.40%	112248	1.95	106200	48.62%
Matabeleland South	151734	1.23	35343	18.89%	133607	1.40	53470	28.58%
Midlands	272259	1.55	150519	35.60%	239290	1.77	183488	43.40%
Grand Total	2242048	1.45	1000327	30.85%	1986961	1.63	1255414	38.72%

The table below shows secondary school seating and writing places. Harare is the only province that recorded to have the seating (-0.73%) and writing places (-2.52%) in excess indicating that the learner to seating place and writing is 1:1 and there is still furniture left. However, the other nine provinces had learners in need of seating and writing places.

Figure 61: Primary Schools without Seating

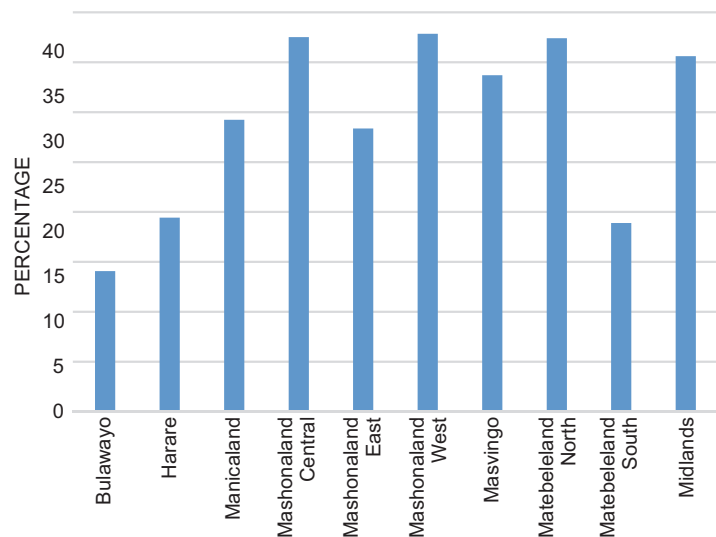


Figure 62: Primary Schools without Writing Places

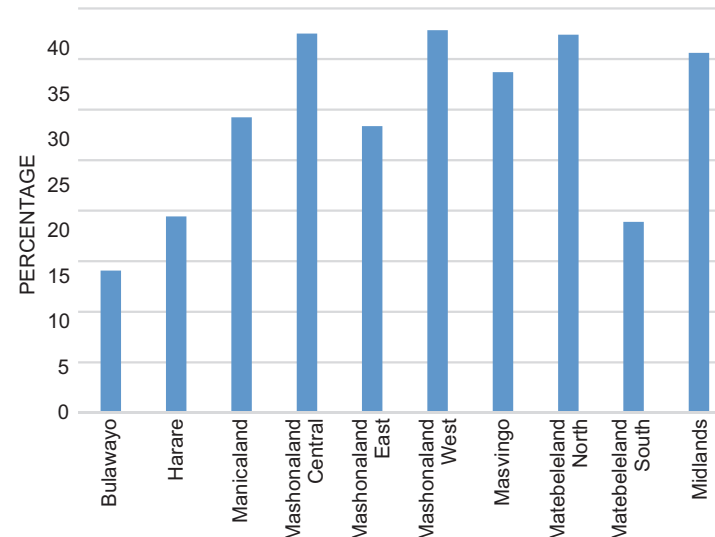


Table 140: Secondary School Seating and Writing Places

Province	Seating Places				Writing Places			
	Seating Places	Pupil to Seating Ratio	No. Required	% Pupils without seating	Writing Places	Pupil to writing ratio	No. Required	% pupils without writing
Bulawayo	50703	1.11	5423	9.66%	50071	1.12	6055	10.79%
Harare	120494	0.99	-874	-0.73%	122637	0.98	-3017	-2.52%
Manicaland	143349	1.15	22034	13.32%	140957	1.17	24426	14.77%
Mashonaland Central	64756	1.30	19363	23.02%	61732	1.36	22387	26.61%
Mashonaland East	104964	1.23	23867	18.53%	102981	1.25	25850	20.07%
Mashonaland West	89922	1.35	31746	26.09%	86428	1.41	35240	28.96%
Masvingo	111030	1.23	25026	18.39%	106338	1.28	29718	21.84%
Matabeleland North	44829	1.29	13110	22.63%	42517	1.36	15422	26.62%
Matabeleland South	50221	1.12	5905	10.52%	47901	1.17	8225	14.65%
Midlands	112662	1.23	26274	18.91%	112096	1.24	26840	19.32%
Grand Total	892930	1.19	171874	16.14%	873658	1.22	191146	17.95%

Figure 63: % Secondary Pupils without Seating Places

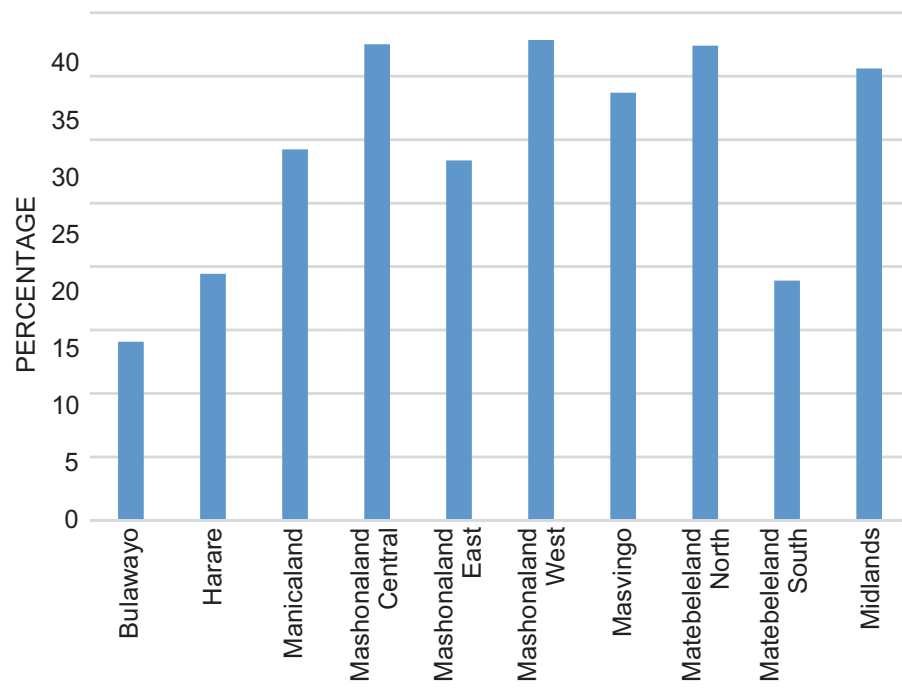
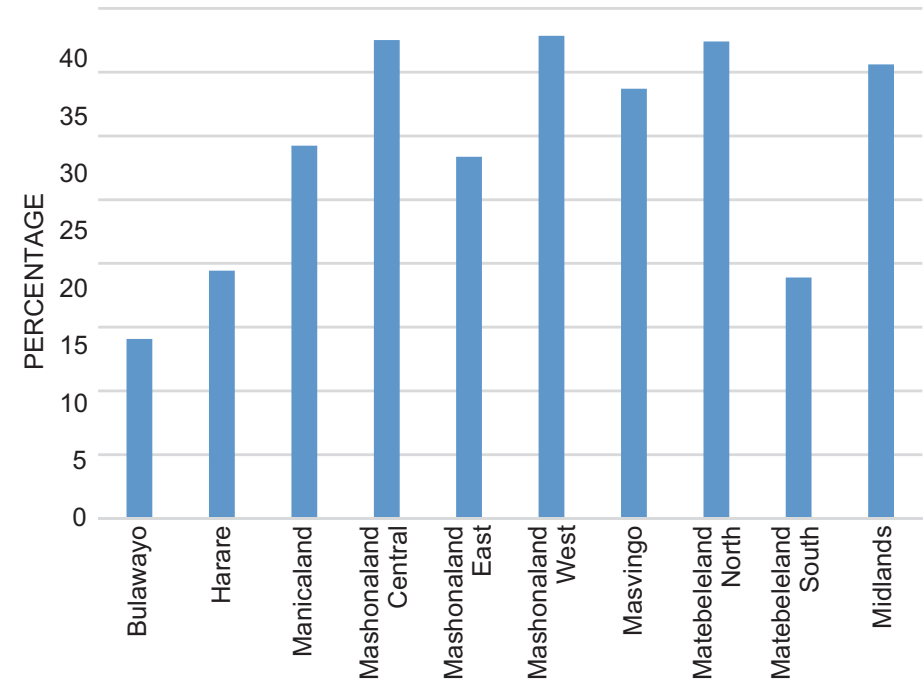


Figure 64: % Secondary Learners without Writing Places



All schools are required to offer Non-Formal Education (NFE) programmes. Table 141 shows enrolment in NFE programmes by province, sex and level. Of the total number of learners enrolled in NFE programmes, Midlands province reported to have the least percentage of learners in primary (1.32%) and secondary (5.78%) schools.

Table 142 and figure overleaf show enrolment in NFE programmes. The figure depicts that the highest percentage of learners were enrolled in Part Time and Continuing Education (PTCE) followed by functional literacy with 23.01% and Fit for Life (less than 11%). Other programmes had less than 10% learners participating.

Province	Primary			Secondary			Grand Total	% Total Primary	% Total Secondary
	M	F	T	M	F	T			
Bulawayo	821	1249	2070	511	899	1410	3480	5.26%	6.31%
Harare	354	458	812	1213	1437	2650	3462	2.06%	11.87%
Manicaland	3301	5041	8342	1034	1466	2500	10842	21.20%	11.20%
Mashonaland Central	1679	2307	3986	937	836	1773	5759	10.13%	7.94%
Mashonaland East	1918	2032	3950	689	835	1524	5474	10.04%	6.82%
Mashonaland West	1861	3428	5289	1008	1263	2271	7560	13.44%	10.17%
Masvingo	2547	3889	6436	2334	3062	5396	11832	16.36%	24.16%
Matabeleland North	1801	2625	4426	742	1143	1885	6311	11.25%	8.44%
Matabeleland South	1192	2327	3519	567	1064	1631	5150	8.94%	7.30%
Midlands	279	240	519	505	786	1291	1810	1.32%	5.78%
Grand Total	15753	23596	39349	9540	12791	22331	61680	100.00%	100.00%

NFE Level	M	F	Grand Total	% Female	% Total
Basic Literacy	1706	2737	4443	61.60%	7.20%
Fit For Life	3259	3388	6647	50.97%	10.78%
Functional Literacy	4405	9785	14190	68.96%	23.01%
PTCEC	9712	13289	23001	57.78%	37.29%
ZABEC 1	1834	2407	4241	56.76%	6.88%
ZABEC 2	1154	1383	2537	54.51%	4.11%
ZABEC 3	1271	1705	2976	57.29%	4.82%
ZALP	1952	1693	3645	46.45%	5.91%
Grand Total	25293	36387	61680	58.99%	100.00%

Figure 65: Percentage Distribution of Learners enrolled in NFE Programmes by Sex

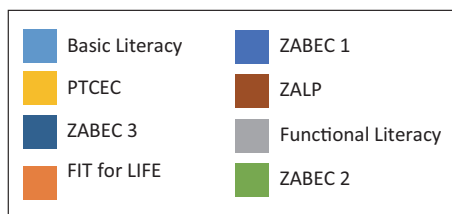
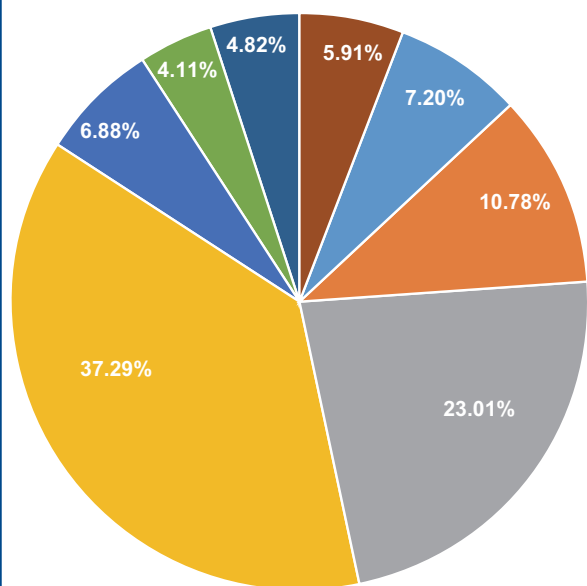


Table 143: Enrolment Non-Formal Education Programmes by Level and Sex

NFE Level	Primary			Secondary			Grand Total	% Primary Total	% Secondary Total
	M	F	T	M	F	T			
Basic Literacy	1471	2392	3863	235	345	580	4443	9.82%	2.60%
Fit For Life	2651	2642	5293	608	746	1354	6647	13.45%	6.06%
Functional Literacy	3728	8675	12403	677	1110	1787	14190	31.52%	8.00%
PTCEC	2039	3062	5101	7673	10227	17900	23001	12.96%	80.16%
ZABEC 1	1725	2338	4063	109	69	178	4241	10.33%	0.80%
ZABEC 2	1117	1340	2457	37	43	80	2537	6.24%	0.36%
ZABEC 3	1202	1607	2809	69	98	167	2976	7.14%	0.75%
ZALP	1820	1540	3360	132	153	285	3645	8.54%	1.28%
Grand Total	15753	23596	39349	9540	12791	22331	61680	100.00%	100.00%

Table 144: Enrolment in NFE Programmes by Province and sex and Registration Status

Province	Primary						Secondary					
	Registered			Satellite			Registered			Satellite		
	M	F	T	M	F	T	M	F	T	M	F	T
Bulawayo	796	1234	2030	25	15	40	508	869	1377	3	30	33
Harare	346	446	792	8	12	20	1201	1429	2630	12	8	20
Manicaland	3186	4879	8065	115	162	277	848	1185	2033	186	281	467
Mashonaland Central	1484	2082	3566	195	225	420	784	691	1475	153	145	298
Mashonaland East	1799	1951	3750	119	81	200	648	787	1435	41	48	89
Mashonaland West	1424	2845	4269	437	583	1020	776	1007	1783	232	256	488
Masvingo	2169	3396	5565	378	493	871	2091	2718	4809	243	344	587
Matabeleland North	1690	2466	4156	111	159	270	715	1079	1794	27	64	91
Matabeleland South	1128	2188	3316	64	139	203	513	984	1497	54	80	134
Midlands	261	233	494	18	7	25	457	736	1193	48	50	98
Grand Total	14283	21720	36003	1470	1876	3346	8541	11485	20026	999	1306	2305

11

EXAMINATION
RESULTS

Learning achievement at the end of each education level is measured through examinations administered at the end of each level. In Zimbabwe there are three examinable levels namely Grade 7, 'O' Level and 'A' level. A pass at grade 7 means passing all the four subjects at grade 6 or better. A pass at 'O' level means passing at least 5 subjects at Grade C or better. A pass at 'A' means passing at least 2 Subjects at Grade E or better.

Table below shows the trend of examination pass rates for Grade 7, 'O' level and 'A' level examinations from 2011 to 2016. Grade 7 and 'O' Level pass rates are showing an upward trend for all the years.

Table 145: Pass rate trends 2011-2016

Year	Grade 7				O' Level				A' Level			
	M	F	T	GPI	M	F	T	GPI	M	F	T	GPI
2011	26.90%	30.85%	28.89%	1.15	23.90%	20.30%	22.10%	0.85	88.40%	90.28%	89.37%	1.02
2012	29.70%	30.30%	31.50%	1.12	22.70%	19.30%	21.00%	0.85	85.58%	88.33%	87.20%	1.03
2013	30.72%	33.66%	32.20%	1.10	25.10%	21.80%	23.50%	0.87	85.81%	87.60%	85.47%	1.02
2014	35.67%	40.30%	38.13%	1.13	25.54%	22.07%	23.80%	0.86	79.95%	86.49%	82.47%	1.08
2015	39.40%	44.90%	41.82%	1.14	30.48%	25.32%	27.86%	0.83	85.35%	90.53%	87.59%	1.06
2016	40.81%	45.60%	43.25%	1.12	32.22%	27.83%	29.98%	0.86	86.50%	91.60%	88.73%	1.06

Table 146 shows the number of candidates who sat for grade 7 examinations in 2016. Manicaland province had the highest number of candidates (48989).

Table 147 shows grade 7 pass rates by province. Urban provinces had very high pass rates of above 70% compared to other 8 provinces which reported less than 50% pass rate. Matabeleland North is the only province which had the lowest pass rate of 24.81%. Gender parity index was bias towards the female group.



Table 146: Total Grade 7 examination candidates by Province

Province	Candidates			Number Passed		
	M	F	Total	M	F	Total
Bulawayo	6697	7193	13890	4911	5911	10822
Harare	17605	18595	36200	12101	14101	26202
Manicaland	24532	24457	48989	9534	10212	19746
Mashonaland Central	14443	14725	29168	4577	4795	9372
Mashonaland East	18924	18807	37731	6107	6982	13089
Mashonaland West	19486	19245	38731	6167	6651	12818
Masvingo	19245	20910	40155	8767	10053	18820
Matabeleland North	10188	11306	21494	2111	3222	5333
Matabeleland South	8573	9253	17826	2449	3816	6265
Midlands	20326	21126	41452	8580	9785	18365
Grand Total	160019	165617	325636	65304	75528	140832

Table 147: Grade 7 Pass rates by Province

Province	M	F	Total	GPI
Bulawayo	73.33%	82.18%	77.91%	1.12
Harare	68.74%	75.83%	72.38%	1.10
Manicaland	38.86%	41.75%	40.31%	1.07
Mashonaland Central	31.69%	32.56%	32.13%	1.03
Mashonaland East	32.27%	37.12%	34.69%	1.15
Mashonaland West	31.65%	34.56%	33.09%	1.09
Masvingo	45.55%	48.08%	46.87%	1.06
Matabeleland North	20.72%	28.50%	24.81%	1.38
Matabeleland South	28.57%	41.24%	35.15%	1.44
Midlands	42.21%	46.32%	44.30%	1.10
Grand Total	40.81%	45.60%	43.25%	1.12

Figure 66: Grade 7 Pass Rates by District

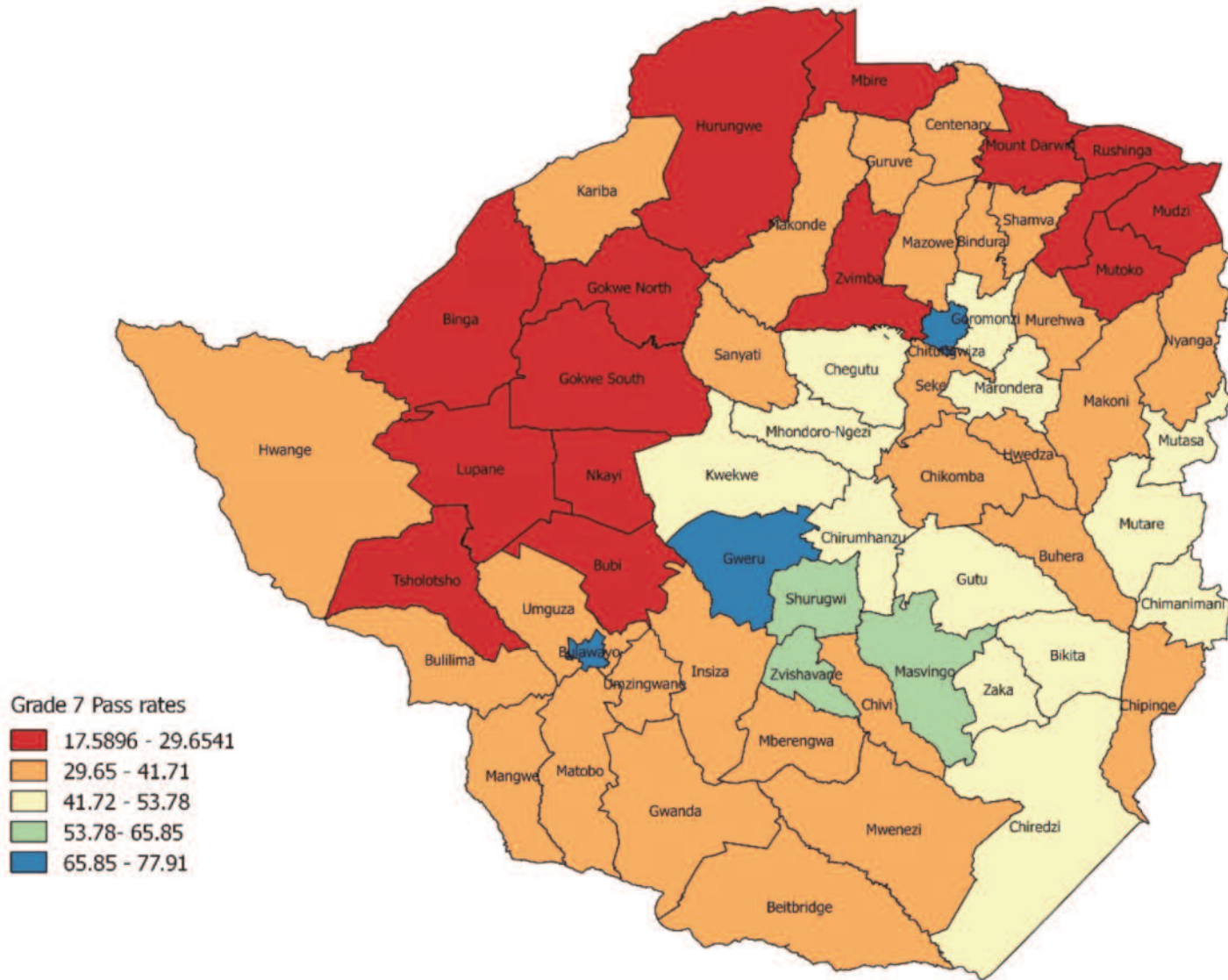


Table 149 shows Ordinary Level pass rates by province. Of the total number of learners who sat for Ordinary Level exams almost 70% did not pass. Gender parity index for urban provinces was bias towards the female group and in the other 8 provinces there were more males.

Table 150 shows Advanced Level pass rates by province. Of the total number of learners who sat for Advanced Level exams, more than 80% learners passed.

Province	Candidates			Number Passed		
	M	F	Total	M	F	Total
Bulawayo	3873	4705	8578	1092	1355	2447
Harare	7952	8687	16639	2488	2802	5290
Manicaland	12891	12120	25011	4286	3671	7957
Mashonaland Central	6080	5753	11833	1847	1298	3145
Mashonaland East	9482	9599	19081	3098	2933	6031
Mashonaland West	8887	8150	17037	2521	1896	4417
Masvingo	10247	10088	20335	3700	2954	6654
Matabeleland North	3421	4732	8153	949	967	1916
Matabeleland South	3095	4577	7672	948	1171	2119
Midlands	9319	10325	19644	3319	2862	6181
Grand Total	75247	78736	153983	24248	21909	46157

Province	M	F	Total	GPI
Bulawayo	28.20%	28.80%	28.53%	1.02
Harare	31.29%	32.26%	31.79%	1.03
Manicaland	33.25%	30.29%	31.81%	0.91
Mashonaland Central	30.38%	22.56%	26.58%	0.74
Mashonaland East	32.67%	30.56%	31.61%	0.94
Mashonaland West	28.37%	23.26%	25.93%	0.82
Masvingo	36.11%	29.28%	32.72%	0.81
Matabeleland North	27.74%	20.44%	23.50%	0.74
Matabeleland South	30.63%	25.58%	27.62%	0.84
Midlands	35.62%	27.72%	31.47%	0.78
Grand Total	32.22%	27.83%	29.98%	0.86

Province	M	F	T	GPI
Bulawayo	85.46%	90.59%	88.10%	1.06
Harare	79.23%	89.83%	84.09%	1.13
Manicaland	87.49%	92.90%	89.76%	1.06
Mashonaland Central	89.24%	93.97%	91.17%	1.05
Mashonaland East	90.64%	95.93%	92.98%	1.06
Mashonaland West	85.78%	89.34%	87.16%	1.04
Masvingo	90.89%	93.26%	91.83%	1.03
Matabeleland North	83.08%	89.34%	86.20%	1.08
Matabeleland South	83.70%	89.19%	86.57%	1.07
Midlands	85.26%	89.35%	87.04%	1.05
Grand Total	86.50%	91.60%	88.73%	1.06

SUMMARY OF INDICATORS

	M	F	Total
Enrolment in ECD	290595	289770	580365
Gross Enrolment Rate	52.10%	51.85%	51.98%
Net Enrolment Rate	32.82%	33.32%	33.07%
Completion Rate	90.17%	89.82%	90.00%
Teachers	1278	12728	14006
Pupil Teacher Ratio	41		
% of repeaters in ECD A	0.49%	0.48%	0.49%
% of repeaters in ECD B	0.68%	0.63%	0.65%
Pupil to Classroom Ratio	72		
Pupil to Toilet Ratio	7	7	

	M	F	Total
Enrolment in Primary	1344538	1317472	2662010
Gross Enrolment Rate	106.44%	103.75%	105.09%
Net Enrolment Rate	89.97%	90.06%	90.01%
Completion Rate	78.88%	80.24%	79.56%
Apparent Intake Rate	125.56%	119.19%	122.34%
Net Intake Rate	41.63%	43.08%	42.37%
Teachers on Duty	29941	42469	72410
Pupil Teacher Ratio	37		
Repetition Rate, Grade 2	1.37%	1.07%	1.22%
Repetition Rate, Grade 3	0.98%	0.81%	0.89%
Repetition Rate, Grade 4	0.86%	0.66%	0.76%
Repetition Rate, Grade 5	0.88%	0.78%	0.83%
Repetition Rate, Grade 6	1.03%	0.85%	0.94%
Repetition Rate, Grade 7	0.45%	0.33%	0.39%
Dropout Rate, Grade 2	6.76%	5.34%	6.07%
Dropout Rate, Grade 3	3.20%	2.20%	2.71%
Dropout Rate, Grade 4	2.96%	1.93%	2.45%
Dropout Rate, Grade 5	0.94%	0.63%	0.79%
Dropout Rate, Grade 6	1.23%	0.97%	1.10%
Dropout Rate, Grade 7	7.25%	6.27%	6.76%
Transition Rate(Grade 7 to Form 1)	80.27%	81.16%	80.72%
Progression rate, Grade 2	91.40%	93.15%	92.25%
Progression rate, Grade 3	95.42%	96.72%	96.06%
Progression rate, Grade 4	96.05%	97.24%	96.63%
Progression rate, Grade 5	98.21%	98.72%	98.47%
Progression rate, Grade 6	97.91%	98.25%	98.08%
Progression rate, Grade 7	91.72%	92.88%	92.30%
Exam pass Rate, Grade 7	40.81%	45.60%	43.25%
Pupil to Toilet Ratio	21	20	
Pupil to Classroom Ratio	45		
Pupil to Seating Ratio	1.45		
Pupil to Writing Ratio	1.63		
Number of Primary Schools	6045		

Table 153: Secondary Indicators			
	M	F	Total
Enrolment in Secondary	539766	525038	1064804
Lower Secondary Gross Enrolment Rate	76.78%	76.49%	76.63%
Upper Secondary Gross Enrolment Rate	15.68%	12.58%	14.11%
Lower Secondary Net Enrolment Rate	53.96%	58.89%	56.41%
Upper Secondary Net Enrolment Rate	9.56%	8.84%	9.20%
Lower Secondary Completion Rate	66.79%	64.53%	65.67%
Upper Secondary Completion Rate	14.53%	11.18%	12.82%
Apparent Intake Rate	80.64%	81.68%	81.16%
Net Intake Rate	19.09%	24.62%	21.86%
Teachers on Duty	23966	21360	45326
Pupil Teacher Ratio	23		
Repetition Rate, Form 1	0.10%	0.10%	0.10%
Repetition Rate, Form 2	0.31%	0.24%	0.27%
Repetition Rate, Form 3	4.89%	3.37%	4.14%
Repetition Rate, Form 4	3.56%	3.37%	3.47%
Repetition Rate, Form 5	0.38%	0.30%	0.34%
Repetition Rate, Form 6	0.27%	0.17%	0.23%
Dropout Rate, Form 1	19.25%	18.48%	18.86%
Dropout Rate, Form 2	2.44%	3.63%	3.04%
Dropout Rate, Form 3	-3.13%	0.14%	-1.48%
Dropout Rate, Form 4	7.23%	10.76%	8.98%
Dropout Rate, Form 5	71.23%	74.07%	72.60%
Dropout Rate, Form 6	-9.36%	-8.64%	18.55%
Transition Rate(Form 4 to Form 5)	24.08%	21.30%	22.73%
Progression rate, Form 1	80.29%	81.19%	80.74%
Progression rate, Form 2	97.46%	96.27%	96.86%
Progression rate, Form 3	102.80%	99.62%	101.19%
Progression rate, Form 4	87.59%	85.70%	86.66%
Progression rate, Form 5	25.07%	22.36%	23.76%
Progression rate, Form 6	108.87%	108.23%	79.44%
O' L level Exam pass Rate	32.22%	27.83%	29.98%
A' L level Exam pass Rate	86.50%	91.60%	88.73%
Pupil to Toilet Ratio	18	18	
Pupil to Classroom Ratio	41		
Pupil to Seating Ratio	1.19		
Pupil to Writing Ratio	1.22		
Number of Secondary Schools	2775		

ANNEX

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.