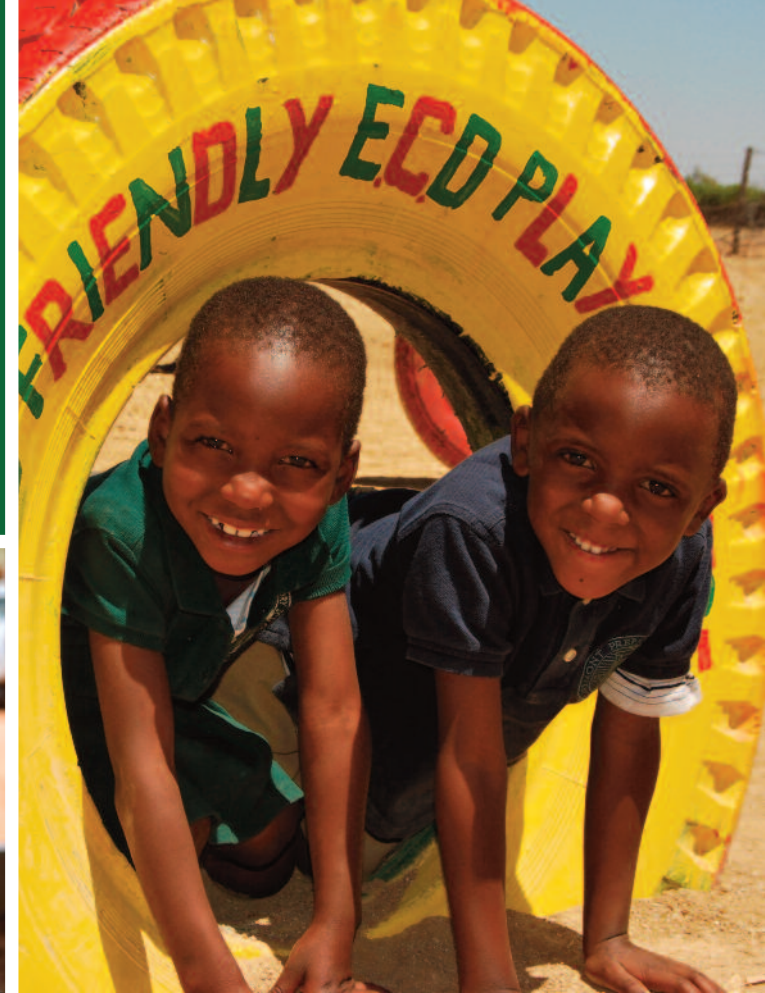




**MINISTRY OF PRIMARY AND  
SECONDARY EDUCATION**



# **ANNUAL STATISTICAL REPORT 2015**

**ZIMBABWE**





**MINISTRY OF PRIMARY AND  
SECONDARY EDUCATION**

# **ANNUAL STATISTICAL REPORT 2015**

**ZIMBABWE**



# TABLE OF CONTENTS

Table of Contents.....	i	Chapter 3: Access to Education.....	15
List of Tables.....	iii	3.1 New Entrants into Grade 1.....	15
List of Figures.....	ix	3.2 New Entrants into Form 1.....	17
Abbreviations and Acronyms.....	xii	3.3 ECD Enrolment.....	19
Foreword.....	xiii	3.4 Primary School Enrolment.....	22
Preface.....	xiv	3.5 Secondary School Enrolment.....	28
Executive Summary.....	xv	Chapter 4: Access Rates.....	36
Chapter 1: Preamble.....	1	Chapter 5: Participation Rates.....	41
1.1 Introduction to Zimbabwe Education System.....	1	5.1 ECD Participation Rates.....	41
1.2 Primary Level.....	2	5.2 Primary School Participation Rates.....	43
1.2.1 Infant Education.....	2	5.3 Secondary School Participation Rates.....	46
1.2.2 Junior Education.....	2	Chapter 6 Equity.....	52
1.3 Secondary Level.....	2	6.1 Orphaned and Vulnerable Children (OVC).....	52
1.3.1 Lower Secondary Education.....	2	6.2 Number of OVC by Type.....	53
1.3.2 Upper Secondary Education.....	2	6.3 Number of Learners by Impairments.....	56
Chapter 2: Demand for Education.....	3	6.4 Orphaned and Vulnerable Children (OVC) and BEAM.....	58
2.1 Population Data.....	3	Chapter 7: Teaching Staff.....	61
2.2 Schools.....	6	7.1 Teacher Trends.....	61
2.3 Classification of Schools.....	8	7.2 ECD Teachers.....	63
2.3.1 Registration Status.....	8	7.3 ECD Learner -Teacher Ratios.....	65
2.3.2 Location.....	10	7.4 Primary School Teachers.....	66
2.3.3 Capitation Grant Type.....	10	7.5 Primary School Learner-Teacher Ratios.....	67
2.3.4 Government or Non-Government.....	11		
2.3.5 Responsible Authority.....	13		

7.6 Secondary School Teachers.....	68
7.7 Secondary School Learner - Teacher Ratios.....	69
Chapter 8: Internal Efficiency.....	71
Chapter 9: Facilities.....	79
9.1 Classrooms.....	79
9.2 Access to Electricity.....	79
9.3 WASH Facilities.....	81
9.4 Access to water in schools.....	86
9.5 Health and Feeding.....	89
9.6 Sporting and Specialist Facilities.....	90
9.7 ICT, Computer Access, Use and Connectivity.....	92
9.8 Seating and Writing Places.....	93
Chapter 10: Non-Formal Education.....	96
Chapter 11: Learning Outcomes.....	99
Annex 1 Summary of Enrolment and Staffing by Province and District.....	104
Annex 2 Summary of Indicators.....	113
Annex 3 Description of the Main Indicators Used in this Publication.....	115

## List of Tables

Table 1: Distribution of Projected School Age Population by Sex.....	3
Table 2: School Age Population by Level and Province.....	4
Table 3: Percentage of School-Age Population Distribution by Level and Gender.....	5
Table 4: Number of Schools by Level and Year.....	6
Table 5: Distribution of Schools by Province and Level.....	7
Table 6: Distribution of Schools by Level and Province.....	7
Table 7: Number of Schools by Level, Registration Status and Province.....	8
Table 8: Distribution of Schools by Level, Location and Province.....	10
Table 9: Number of Schools by School Level, Capitation Grant and Province 10	10
Table 10: Percentage Distribution of Schools by School Level, Capitation Grant Type and Province.....	11
Table 11: Distribution of Primary Schools by Province and Responsible Authority.....	11
Table 12: Distribution of Secondary by Province and Responsible Authority	11
Table 13: Number of Government and Non-Government Schools.....	12
Table 14: Percentage Distribution of Government and Non-Government Schools by Level and Province.....	12
Table 15: Distribution of Schools by Responsible Authority.....	14
Table 16: New Entrants into Grade 1, 2009 -2015.....	15
Table 17: New Entrants into Grade 1 by Age and Sex.....	15
Table 18: New Entrants into Grade 1 by Age, Location and Sex.....	16
Table 19: New Entrants into Form 1, 2012-2015.....	17
Table 20: New Entrants into Form 1 by Age and Sex.....	18
Table 21: New Entrants into Form 1 by Age, Location and Sex.....	18
Table 22: ECD Enrolment Trend by Sex, 2010-2015.....	19
Table 23: ECD Enrolments by Capitation Grant Type and Sex.....	20
Table 24: ECD Enrolments by Registration Status and Sex.....	20
Table 25: ECD Enrolments by Age and Sex.....	20
Table 26: ECD Enrolments by Province and Sex.....	21
Table 27: ECD Enrolments by Location and Sex.....	22
Table 28: Primary School Enrolment Trend, 2000-2015.....	22

Table 29:	Primary School Enrolments by Sex and Grade.....	23	Table 55:	Primary School Age Population Data and Enrolments.....	44
Table 30:	Primary School Enrolment by Location, Sex and Grade.....	23	Table 56:	Primary GER, NER and GPI by Sex and Province.....	45
Table 31:	Primary School Enrolment by Type, Sex and Grade.....	24	Table 57:	Grade Specific Net Enrolment Rate (NER) by Sex and Grade.....	45
Table 32:	Primary School Enrolment by School Registration Status, Sex and Grade.....	25	Table 58:	Grade Specific Gross Enrolment Ratio by Grade and Sex.....	45
Table 33:	Primary School Enrolments by Age and Grade.....	25	Table 59:	Primary School ASER by Age and Sex.....	46
Table 34:	Primary School Enrolment by Age, Sex and Grade.....	26	Table 60:	Secondary School Gross Enrolment Rate (GER) by Sex, 2000-2015.....	46
Table 35:	Primary School Enrolments by Province and Grade.....	27	Table 61:	Secondary School Net Enrolment Rate, 2000-2015.....	47
Table 36:	Secondary Enrolment, 2000-2015.....	28	Table 62:	Secondary School-Age Population Data and Enrolment by Sex, Form 1-4.....	47
Table 37:	Secondary School Enrolments by Sex and Form.....	30	Table 63:	Secondary Form 1-4 NER and GER by Province and Sex.....	48
Table 38:	Secondary School Enrolment by School Location, Sex and Form	30	Table 64:	Secondary School Form 5-6 Age Population Data and Enrolment by Sex.....	48
Table 39:	Secondary School Enrolment by Capitation Grant Type, Sex and Form.....	31	Table 65:	Secondary GER and NER, Form 5-6 by Province and Sex.....	49
Table 40:	Secondary School Enrolments by School Registration Status, Sex and Form.....	31	Table 66:	Secondary School Form 1-6 Age Population Data and Enrolment by Sex.....	49
Table 41:	Secondary School Enrolments by Age and Form.....	32	Table 67:	Secondary Form 1-6 GER and NER by Province and Sex.....	50
Table 42:	Secondary School Enrolment by Age, Sex and Form.....	33	Table 68:	Grade Specific Net Enrolment Rate.....	50
Table 43:	Secondary School Enrolments by Province and Form.....	34	Table 69:	Grade Specific Gross Enrolment Rate.....	50
Table 44:	Total Enrolment ECD, Primary and Secondary by Sex.....	35	Table 70:	Secondary School ASER.....	51
Table 45:	Apparent and Net Intake Rates Trends for Primary School, 2000-2015.....	36	Table 71:	ECD, Primary Grade 1-7 and Secondary Orphaned and Vulnerable Children (OVC) by Province.....	52
Table 46:	Primary School Apparent Intake Rates by Province.....	37	Table 72:	ECD, Primary Grade 1-7 and Secondary Percentage of learners who are OVC.....	53
Table 47:	Primary School Net Intake Rates by Province.....	37	Table 73:	Number of ECD OVC by Type, Sex and Province.....	53
Table 48:	Secondary School Apparent Intake Rate and Net Intake Rate, 2000-2015.....	39	Table 74:	Number of Primary School OVC by Type, Sex and Province.....	54
Table 49:	Secondary School Apparent Intake Rate by Province.....	39	Table 75:	Number of Secondary School OVC by Type, Sex and Province...	55
Table 50:	Secondary School Net Intake Rate by Province.....	40	Table 76:	Enrolments by Impairments.....	56
Table 51:	Gross Enrolment Ratio and Net Enrolment Ratio Trend, 2012 to 2015.....	41	Table 77:	Enrolments by Impairments, Sex and Province.....	57
Table 52:	ECD School Age Population and Enrolment.....	42	Table 78:	Primary School, % OVC on BEAM.....	58
Table 53:	ECD GER, NER and GPI by Sex and Province.....	43	Table 79:	Primary School Learners on BEAM with Claims Outstanding and Paid For by Province and Sex.....	58
Table 54:	Primary School Gross Enrolment Ratio and Net Enrolment Ratio Trend, 2000 to 2015.....	43	Table 80:	Secondary School, % OVC on BEAM.....	59

Table 81:	Secondary School Learners on BEAM with Claims Outstanding and Paid For by Province and Sex.....	60	Table 102:	Repeaters by Sex 2012 to 2015.....	71
Table 82:	Primary and Secondary Teachers LTR 1999-2015.....	61	Table 103:	Repeaters as a Percentage of Enrolment, Primary Level by Sex and Grade.....	72
Table 83:	Number of Trained and Untrained Teachers by Level and Province.....	62	Table 104:	Repeaters as a Percentage of Enrolment, Secondary Level by Gender and Grade.....	72
Table 84:	Number of ECD Teachers by Location, Qualification Status and Sex.....	63	Table 105:	Repeaters by Province and Level of Education.....	72
Table 85:	Number of ECD teachers by Qualification and Sex.....	64	Table 106:	Percentage Repeaters by Province and Level of Education.....	73
Table 86:	Number of ECD Teachers by Province, Qualification Status and Sex.....	64	Table 107:	Dropouts Trends, 2012 to 2015.....	73
Table 87:	Number of ECD Teachers by Qualification Status, Type of Employment and Sex.....	65	Table 108:	Percentage of Dropouts, 2012 to 2015.....	74
Table 88:	ECD Learner to Teacher Ratio.....	65	Table 109:	Primary and Secondary Dropouts by Reasons.....	74
Table 89:	ECD Teachers by Province, Qualification Status and Teacher to Pupil Ratio.....	65	Table 110:	Promotion, Repetition and Dropout Rates by Grade.....	74
Table 90:	Number of Primary Teachers by Location, Qualification Status and Sex.....	66	Table 111:	Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, 2011 to 2015.....	75
Table 91:	Number of Primary Teachers by Qualification and Sex.....	66	Table 112:	2014 to 2015 Transition Rates, Grade 7 and Form 4.....	75
Table 92:	Number of Primary Teachers by Province, Qualification Status and Sex.....	66	Table 113:	Survival Rates for Primary School by Sex.....	75
Table 93:	Number of Primary Teachers by Qualification Status, Type of Employment and Sex.....	67	Table 114:	Survival Rates for Secondary School by Sex.....	76
Table 94:	Primary Learner to Teacher Ratios by Location.....	67	Table 115:	Completion Rate by Level and Sex, 2012-2015.....	76
Table 95:	Primary Teachers by Province and Learner to Teacher Ratio.....	67	Table 116:	ECD Completion Rate by Sex and Province.....	76
Table 96:	Number of Secondary Teachers by Location, Qualification Status and Sex.....	68	Table 117:	Primary Completion Rate by Sex and Province.....	77
Table 97:	Number of Secondary Teachers by Qualification and sex.....	68	Table 118:	Lower Secondary School Completion Rate by Province and Sex.....	77
Table 98:	Number of Secondary Teachers by Province, Qualification Status and Sex.....	68	Table 119:	Upper Secondary Completion Rate by Sex and Province.....	78
Table 99:	Number of Secondary Level Teachers by Qualification Status, Type of Employment and Sex.....	69	Table 120:	Primary and Secondary School Enrolments, Number of Classrooms and LCR by Province.....	79
Table 100:	Secondary Learner to Teacher Ratio by Location.....	70	Table 121:	Primary and Secondary Schools Main Source of Electricity.....	79
Table 101:	Secondary Teachers by Province, Qualification Status and Teacher to Learner Ratio.....	70	Table 122:	Percentage of Schools without Electricity by School Level and Province.....	80
			Table 123:	Percentage of Schools with and without Electricity by Grant Type.....	81
			Table 124:	Learner and Teacher to Toilet Ratio by Level of Education, 1999-2015.....	82
			Table 125:	ECD and Primary Learner to Toilet Ratios.....	83
			Table 126:	Secondary Learner and Teacher to Toilet Ratios.....	84
			Table 127:	ECD Number of Toilets for Learners by Type and Province.....	85
			Table 128:	Primary Number of Toilets for Learners by Type and Province.....	85

Table 129: Secondary School Number of Toilets for Learners by Type and Province.....	86	Examination 2015.....	100
Table 130: Number Primary Schools with Access to Water and Water Sources by Province.....	86	Table 151: Number of Learners who sat and Passed 'O' Level Examinations 2015.....	101
Table 131: Number of Secondary Schools with access to Water and Water Sources by Province.....	87	Table 152: Number of Learners who Sat and Passed 'A' Level Examinations 2015.....	102
Table 132: Percentage Primary Schools by Access to Water and Use of Water.....	88	Table 153: Bulawayo Primary Enrolment and Number of Teachers.....	104
Table 133: Percentage Secondary Schools by Access to Water and Use of Water.....	88	Table 154: Harare Primary Enrolment and Number of Teachers.....	104
Table 134: Percentage of Primary School with Health Teachers, Health Clubs and Support Feeding Programmes by School Level and Province.....	89	Table 155: Manicaland Primary Enrolment and Number of Teachers.....	105
Table 135: Percentage of Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by School Level and Province.....	90	Table 156: Mashonaland Central Primary Enrolment and Number of Teachers.....	105
Table 136: Number of Facilities at Primary School.....	91	Table 157: Mashonaland East Primary Enrolment by District.....	106
Table 139: Facilities at Secondary School.....	91	Table 158: Mashonaland West Primary Enrolments by District.....	106
Table 140: Number Primary and Secondary Schools facilities and shortfall...	92	Table 159: Masvingo Primary Enrolment by District.....	107
Table 141: Primary School Computers for Learners, Teachers and Administration.....	92	Table 160: Matabeleland North Primary by District.....	107
Table 142: Secondary Schools Computers for Learners, Teachers and Administration.....	93	Table 161: Matabeleland South Primary Enrolment by District.....	108
Table 143: Primary School Seating and Writing Places by Province.....	93	Table 162: Midlands Primary Enrolment by District.....	108
Table 144: Secondary School Teachers Seating and Writing Places.....	94	Table 163: Bulawayo Secondary enrolment and Staffing by District.....	109
Table 145: Enrolment in NFE Programmes by Province, Sex and Level.....	96	Table 164: Harare Secondary Enrolment and Staffing by District.....	109
Table 146: Enrolment Non-Formal Programmes by Sex.....	97	Table 165: Manicaland Secondary Enrolment and Staffing by District.....	109
Table 147: Enrolment Non-Formal Education Programmes by Level and Sex.....	97	Table 166: Mashonaland Central Secondary Enrolment and Staffing.....	110
Table 148: Enrolment in NFE Programmes by Province and sex and Registration Status.....	98	Table 167: Mashonaland East Secondary Enrolment and Staffing.....	110
Table 149: Examination pass rates for grade 7, O' level and A' level examinations 2007-2013.....	99	Table 168: Mashonaland West Secondary Enrolment and Staffing by District.....	110
Table 150: Number of Learners who sat and Passed Grade 7 Examination 2015.....		Table 169: Masvingo Secondary Enrolment and Staffing by District.....	111
		Table 170: Matabeleland North Secondary Enrolment and Staffing by District.....	111
		Table 171: Matabeleland South Secondary Enrolment and Staffing by District.....	111
		Table 172: Midlands Secondary Enrolment and Staffing by District.....	112
		Table 173: ECD Indicators.....	113
		Table 174: Primary Level Indicators.....	113
		Table 175: Secondary Level Indicators.....	113

## List of Figures

Figure 1:	The Structure of the Education System.....	1	Figure 21:	Distribution of Primary Enrolment Trend, 2000-2015.....	22
Figure 2:	Distribution of School-Age Population by Sex and Age.....	4	Figure 22:	Distribution of Primary Enrolment by Location.....	23
Figure 3:	School Age Population by Province.....	5	Figure 23:	Percentage Distribution of Primary School Enrolments by Grand Classification.....	24
Figure 4:	Percentage Distribution of School-Age Population by Province and Level.....	6	Figure 24:	Percentage Distribution of Primary Enrolment by Grade.....	25
Figure 5:	Number of Schools, 2006 and 2015.....	6	Figure 25:	Percentage Distribution of Enrolments by Age and Sex.....	26
Figure 6:	Distribution of Primary and Secondary Schools by Level and District.....	7	Figure 26:	Distribution of Primary Enrolment by District.....	27
Figure 7:	Percentage Distribution of Satellite Schools by Province and Level.....	9	Figure 27:	Secondary School Enrolment, Form 1-4 Enrolment Trend by Sex.....	29
Figure 8:	Distribution of Satellite Schools by District.....	9	Figure 28:	Secondary School Enrolment, Form 5-6 Enrolment Trend by Sex.....	29
Figure 9:	Percentage Distribution of Government and Non-Government Schools by Level.....	13	Figure 29:	Secondary School Enrolment, Form 1 to Form 6 Trend by Sex.....	29
Figure 10:	Percentage Distribution of Primary and Secondary Schools by Responsible Authority.....	14	Figure 30:	Distribution of Secondary School Enrolments by Sex and Form.....	30
Figure 11:	Distribution of New Entrants into Grade 1, 2009-2015.....	15	Figure 31:	Distribution of Secondary Enrolment by Location.....	30
Figure 12:	Percentage Distribution of New Entrants into Grade 1 by Sex.....	16	Figure 32:	Percentage Distribution of School Enrolments by School Type, Sex and Form.....	31
Figure 13:	Percentage Distribution of New Entrants into Grade 1 by Age and Location.....	17	Figure 33:	Percentage Distribution of Enrolments by Form.....	32
Figure 14:	Distribution of New Entrants into Form 1, 2012-2015.....	17	Figure 34:	Percentage Distribution of Enrolments by Age, Sex and Form.....	33
Figure 15:	Percentage Distribution of New Entrants into Form 1 by Age and Sex.....	18	Figure 35:	Distribution of Secondary Enrolment by District.....	34
Figure 16:	New Entrants into Form 1 by Age and Location.....	19	Figure 36:	Distribution of Enrolment by Form and Grade.....	35
Figure 17:	Distribution of ECD Enrolment Trend by Sex, 2010-2015.....	19	Figure 37:	Primary School Apparent Intake Rate by Sex.....	37
Figure 18:	Percentage Distribution of ECD A Learners by Capitation Grant Type.....	20	Figure 38:	Primary School Net Intake Rate by Sex.....	37
Figure 19:	Percentage Distribution of ECD B Learners by Capitation Grant Type.....	20	Figure 39:	Primary School Apparent Intake Rate.....	38
Figure 20:	Percentage Distribution of ECD Enrolments by Age, Grade and Sex.....	21	Figure 40:	Primary School Net Intake Rate.....	38
			Figure 41:	Secondary School Apparent Intake Rate by Sex.....	39
			Figure 42:	Secondary School Net Intake Rate by Sex.....	39
			Figure 43:	Secondary Apparent Intake Rate.....	40
			Figure 44:	Secondary Net Intake Rate.....	40
			Figure 45:	Distribution of ECD GER by Sex, 2012-2015.....	42
			Figure 46:	Distribution of ECD NER by Sex, 2012-2015.....	42
			Figure 47:	Primary Gross Enrolment Ratio Trend, 2000 to 2015.....	44
			Figure 48:	Primary School Net Enrolment Ratio Trend, 2000 to 2015.....	44
			Figure 49:	Distribution of ECD OVC by Type and Province.....	54

Figure 50: Distribution of Primary School OVC by Type and Province.....	55	Figure 78: Examination Pass Rates 2007-2013.....	99
Figure 51: Distribution of Secondary School OVC by Type and Province.....	56	Figure 79: Grade 7 Pass Rate by District.....	100
Figure 52: Primary School BEAM, % Claims Outstanding by Province.....	59	Figure 80: O' Level Pass Rates.....	102
Figure 53: Secondary School BEAM, % Claims Outstanding by Province.....	60	Figure 81: 'A' Level pass rates by province.....	103
Figure 54: Percentage Distribution of trained primary and secondary teachers, 1999-2015.....	62		
Figure 55: Distribution of Trained Teachers by District.....	63		
Figure 56: Distribution of Trained ECD Teachers by District.....	64		
Figure 57: Distribution of Trained Secondary School Teachers.....	69		
Figure 58: Survival Rate for Primary School by Sex.....	75		
Figure 59: Survival Rate for Secondary School by Sex.....	76		
Figure 60: Primary and Secondary Schools Source of Electricity.....	80		
Figure 61: Percentage of Schools without Electricity by Grant Type.....	81		
Figure 62: Primary Learner to Toilet Ratio by Sex, 1999-2015.....	82		
Figure 63: Secondary Learner to Toilet Ratio by Sex, 2000-2015.....	82		
Figure 64: ECD Learner to Toilet Ratio.....	83		
Figure 65: Primary Learner to Toilet Ratio.....	83		
Figure 66: ECD and Primary Teachers to Toilet Ratio by Province and Sex.....	83		
Figure 67: Secondary Learner to Toilet Ratio by Province and Sex.....	84		
Figure 68: Secondary Teachers to Toilet Ratios.....	84		
Figure 69: Percentage of Primary Schools Water Sources.....	87		
Figure 70: Percentage of Secondary Schools Water Sources.....	88		
Figure 71: Percentage Primary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province.....	89		
Figure 72: Percentage Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province.....	90		
Figure 73: Primary Schools without Seating.....	94		
Figure 74: Primary Schools without Writing Places.....	94		
Figure 75: % Secondary Pupils without Seating Places.....	95		
Figure 76: % Secondary Learners without Writing Places.....	95		
Figure 77: Percentage Distribution of Non-Formal Programme by Sex.....	97		

# ABBREVIATIONS AND ACRONYMS

## Acronym Definition

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

# FOREWORD

Annual education statistics are a cause for celebration as they convey a transparent image of the education system statistics critical for effective educational planning, monitoring, evaluating and budgeting. Accurate, relevant, comparable, reliable, and valid statistical information is essential for decision makers and policy makers.

The Annual Statistical Report for 2015 provides a comprehensive picture which enables the country to measure progress on the attainment of Millennium Development Goals (MDGs) and Education for All (EFA). According to Zimstats Agency school-age population in Zimbabwe was projected at 5 476 975. It has been noted that out of the projected figures, there were only 4 203 349 learners in registered government and non-government schools.

We are pleased to publish our Annual Statistical Report for 2015. The report also comes at a time when preparations for the review of the curriculum which began in 2014 is on-going. The findings contained herein will greatly assist in the formulating the emerging recommendations.

Hon. Dr. L. D. K. Dokora MP

Minister of Primary and Secondary Education, Harare

# PREFACE

The Ministry of Primary and Second Education is here by presenting the 2015 Annual Statistical Report aimed at informing policy for the benefit of the Ministry and users of education statistics. The thrust of the report is to provide statistical information which describes key education fundamentals On enrolment, teaching staff, facilities, Information Communication Technology (ICT), pass rates, inter alia.

This report provides introspection on the Ministry's achievements against its set goals and gives a clearer picture of how much we have attained in line with Educational for All (EFA) and Millennium Development Goals (MDGs) which will be concluded by year end.

However, the production of the report was dogged by limited resources. Despite the aforementioned, every effort was made to enforce that quality data was observed, collected and analyzed as the report was being produced. It is against this backdrop that I hereby present the 2015 Annual Statistical Report.

Dr. S. J. Utete-Masango

Secretary for Primary and Secondary Education

# EXECUTIVE SUMMARY

This 2015 Annual Statistical Report presents statistical information from all schools that were registered by the Ministry as formal, non-formal, satellite schools. . ECD data was collected from all primary schools with ECD centres and private ECD centres that were registered by the Ministry. Indicators covered were mainly on the demand for education, access to education, equity, teaching staff, internal efficiency, facilities, non-formal education and learning outcomes.

The school-age population in Zimbabwe was projected at 5,476,975. Of this population 2,734,523 were males and 2,742,452 were females and these figures show demand for education. It has been noted that out of the projected figures there were only 517,950 ECD, 2,658,415 primary and 1,026,984 learners enrolled in 5,933 primary and 2,718 secondary schools. Participation of learners who were of the correct age at ECD was still very low, 28.95% and primary indicated a decline from 92.20% in 2014 to 88.46% in 2015. In upper secondary only 8.01% learners were participating.

The official entry age into primary level grade 1 and secondary level form 1 is 6 and 13 years respectively. The Net Intake Rate for primary and secondary level was 36.23% and 19.58% respectively implying that there was a significant number of over age and under age learners entering grade 1 and form 1 for the first time.

The participation of learners who were of the correct age, 6-12 years, at primary level showed a decline from 92.51% in 2014 to 88.46% in 2015.

BEAM is not covering ECD learners though there was a significant number of OVC (93,472) at ECD. In primary and secondary level all provinces showed a significant number of learners (above 40%) covered under BEAM with claims still outstanding.

Urban provinces had the highest percentage of trained teachers in ECD of above 67% with Harare having 86.88%. Matabeleland provinces had very low percentage, less than 11%, of trained teachers than other provinces indicating that there was no equal distribution of ECD trained teachers in all provinces. In primary level

percentage of trained teachers were above 92% in 9 provinces except for Matabeleland North province which had 74.44%. Manicaland province had the highest percentage (84.29%) of trained teachers in secondary level.

The age of completing ECD, primary, lower secondary and upper secondary is 5, 12, 16 and 18 years respectively. The percentage distribution of learners completing Advanced Level is still very low, 12.54% indicating a low degree of retention rate and a large proportion of learners failing to complete. At Ordinary Level and primary level completion rate was 65.68% and 79.73% indicating a significant number of learners completing lower secondary and primary level. The Ministry expects all learners to finish all the levels, up to upper secondary.

Urban provinces had more than 70% computers for learners. Throughout Zimbabwe, there was a shortage of 996,513 seating places and 1,230,285 writing places at primary level and 175,714 seating places and 194,313 writing places at secondary level. Also, there were only 38 primary and 34 secondary schools with no access to any water source.

In Non-Formal programmes, most learners were participating in Part-Time Continuing Education (35.79%) and Zimbabwe Accelerated Learning Programme (ZALP) with 19.25%.

There are public examinations at Grade 7, Form 4 and Form 6 levels. Government policy states automatic promotion from ECD to form 4. At form 4 learners mark completion of General Certificate of Education Ordinary Level. Thereafter depending on achievement, learners may choose different pathways to upper secondary or tertiary/higher education.



# 1

# PREAMBLE

## 1.1 Introduction to Zimbabwe Education System

The Ministry of Primary and Secondary Education in Zimbabwe is a Government organ which administers the country's Primary and Secondary education. Primary level is comprised of Infant education and Junior education. Secondary level has lower secondary 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.

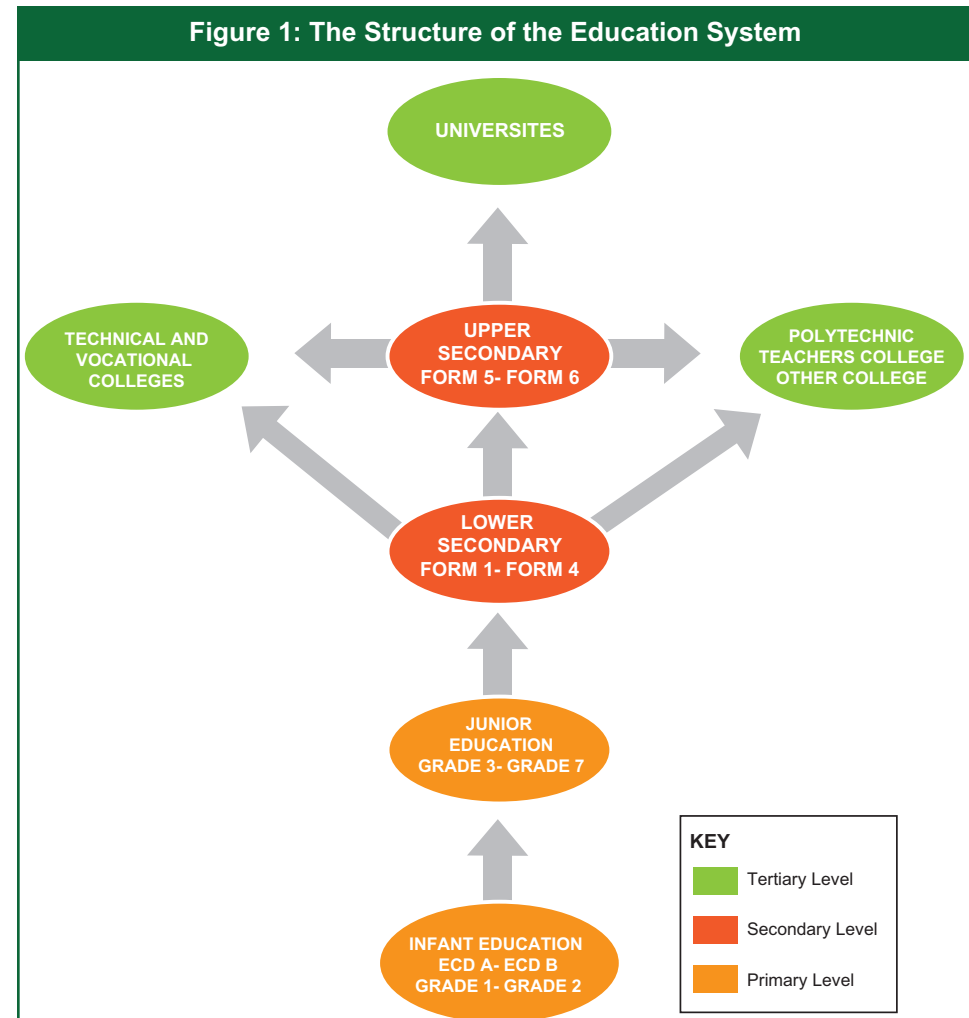
## 1.2 Primary Level

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: The 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 for the last two years. Upon completion of this cycle, learners can join the world of work, go for professional training in tertiary colleges, or proceed to do a further two years at high school.

### **1.3.2 Upper Secondary Education**

The two year upper secondary level offers Advanced Level studies in preparation for tertiary and university education. For learners to enter this level they have to pass their Ordinary Level Examinations (5 subjects or more with Grade C or better).



# DEMAND FOR EDUCATION

## 2.1 Population Data

The school-age population in Zimbabwe was projected at 5,476,975 in 2015. Of this population 2,734,523 were males and 2,742,452 were females. The official entry age into primary level is 4 years and the learner is expected to finish secondary school by the age of 18 years.

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

Age	Males	Females	Total
3	179703	182403	362106
4	190204	189491	379695
5	181274	180301	361575
6	169920	173278	343198
7	178482	178252	356734
8	171994	175297	347291
9	174180	177051	351231
10	171452	172253	343705
11	170494	170224	340718
12	211699	208486	420185
13	164269	165125	329393
14	162509	160916	323424
15	152994	149503	302498
16	153252	152148	305401
17	153995	153798	307794
18	148100	153925	302025
<b>Total</b>	<b>2734523</b>	<b>2742452</b>	<b>5476975</b>

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)				3 - 18 years
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total		
Bulawayo	36249	37456	73705	34553	36953	71506	26548	32126	58675	14764	19589	34353	238238	
Harare	119318	122313	241631	107170	114744	221914	76871	91963	168834	40318	55804	96122	728501	
Manicaland	130331	131065	261396	130336	130276	260611	91895	87552	179447	41859	39017	80876	782330	
Mashonaland Central	82699	82550	165249	82850	82334	165185	57327	52850	110177	27261	24461	51722	492333	
Mashonaland East	93587	92358	185945	95304	94208	189512	68553	63199	131751	32101	28844	60945	568153	
Mashonaland West	101374	101707	203081	103571	102072	205643	72126	69986	142113	34952	33540	68492	619328	
Masvingo	114381	115172	229552	116187	115360	231548	78661	76568	155229	34365	34393	68758	685087	
Matabeleland North	56412	55440	111852	58903	57889	116792	40460	38023	78483	18841	17087	35928	343054	
Matabeleland South	51089	50693	101782	52853	51912	104765	38123	35570	73694	18441	16432	34873	315113	
Midlands	114145	114973	229117	118092	117564	235656	82458	79856	162314	39192	38558	77750	704837	
<b>Grand Total</b>	<b>899584</b>	<b>903726</b>	<b>1803310</b>	<b>899819</b>	<b>903311</b>	<b>1803130</b>	<b>633024</b>	<b>627692</b>	<b>1260716</b>	<b>302096</b>	<b>307723</b>	<b>609819</b>	<b>5476975</b>	

**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)				3 - 18 years
	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	10.11%	10.01%	10.06%	10.19%	10.08%	10.13%	10.11%	9.41%	9.76%	10.08%	8.78%	9.42%	9.94%	
Mashonaland East	9.49%	9.34%	9.41%	9.61%	9.47%	9.54%	9.78%	9.08%	9.43%	9.57%	8.54%	9.05%	9.42%	
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%	
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	

Figure 3: School Age Population by Province

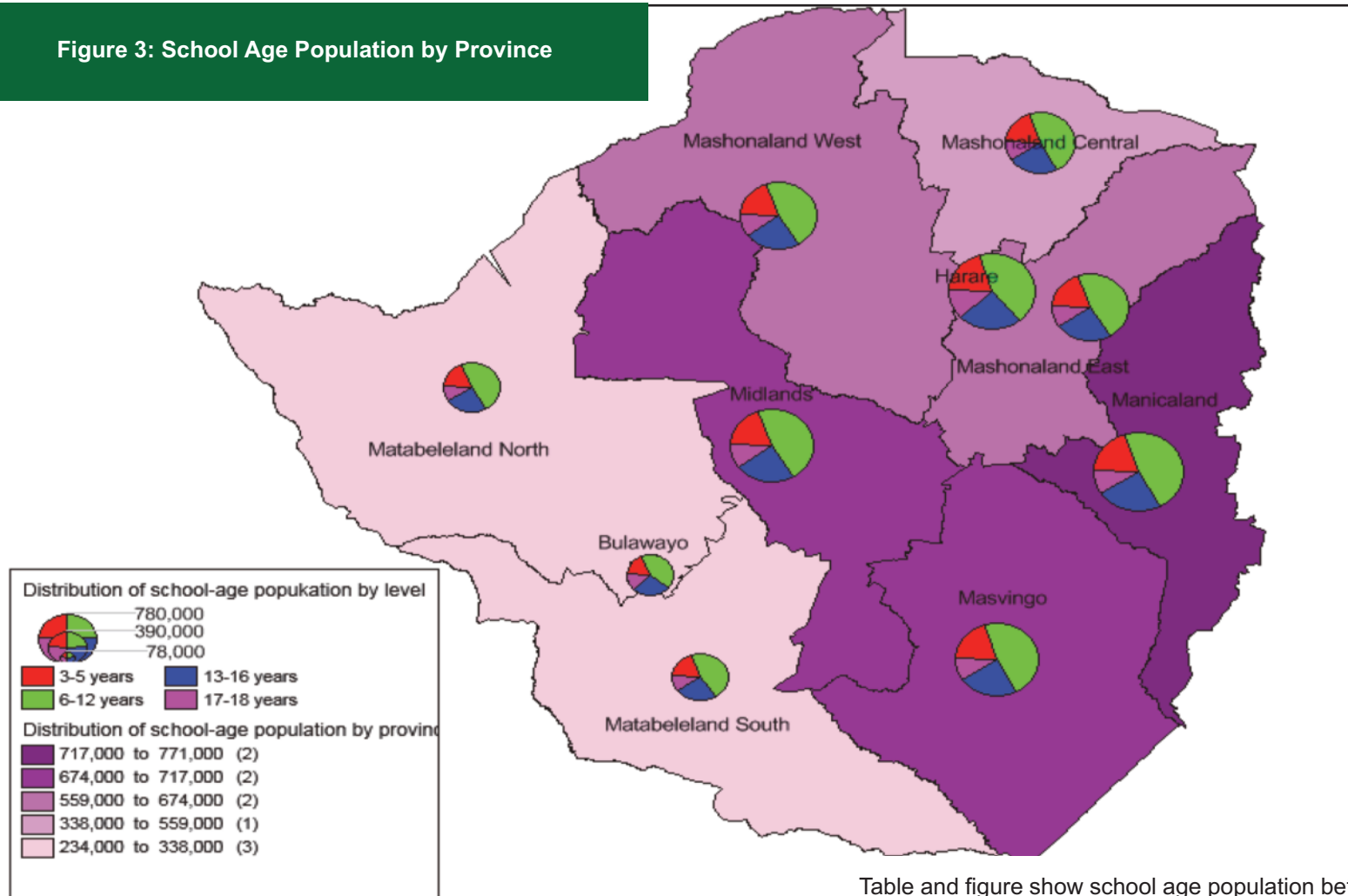
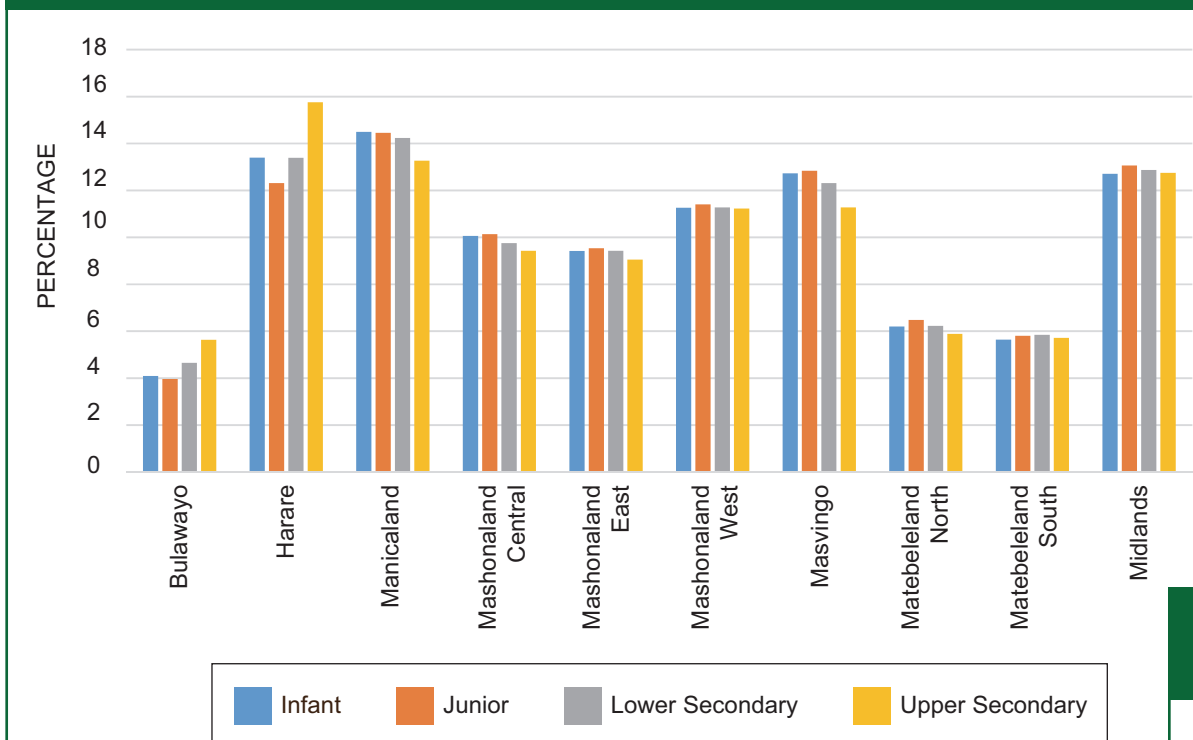


Table and figure show school age population between 3 and 18 years by province and school level. Bulawayo and Matabeleland provinces had the least school age population. Most of the school age population is concentrated in Manicaland, Harare, Masvingo and Midlands provinces.

The provincial percentage distribution of school age population by level shown in the table below indicates that Manicaland Province had the highest percentage of school age population (14.28%) followed by Harare Province with 13.30%. Bulawayo and Matabeleland South provinces had the lowest percentage recording 4.35% and 5.75% respectively.

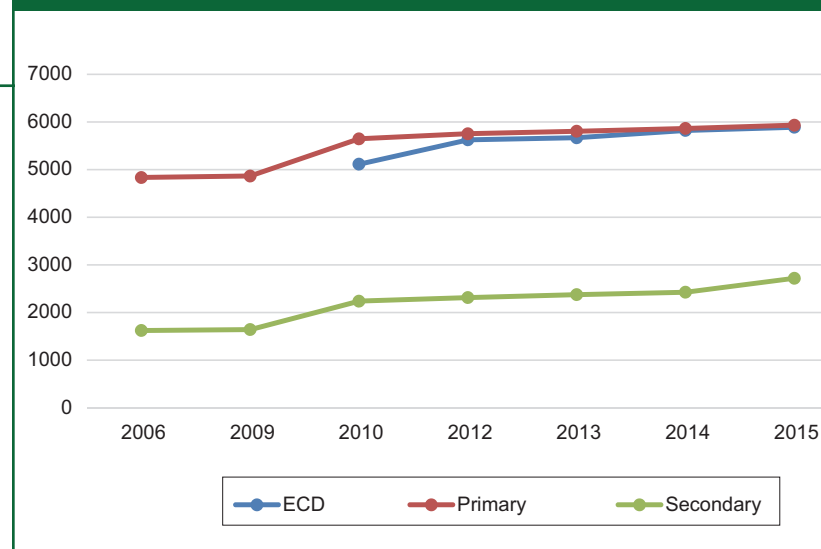
**Figure 4: Percentage Distribution of School-Age Population by Province and Level**



## 2.2 Schools

The establishment of schools is dependent on a number of factors of which the most significant one is school age population density. The table below shows the number of schools by level and year. The number of primary and secondary schools in Zimbabwe were increasing annually since 2006. In 2015, number of primary schools with ECD centres, primary schools and secondary schools increased by 1.15%, 1.19% and 12.13% respectively from 2014. There were only 44 primary schools without ECD centres.

**Figure 5: Number of Schools, 2006 and 2015**



**Table 4: Number of Schools by Level and Year**

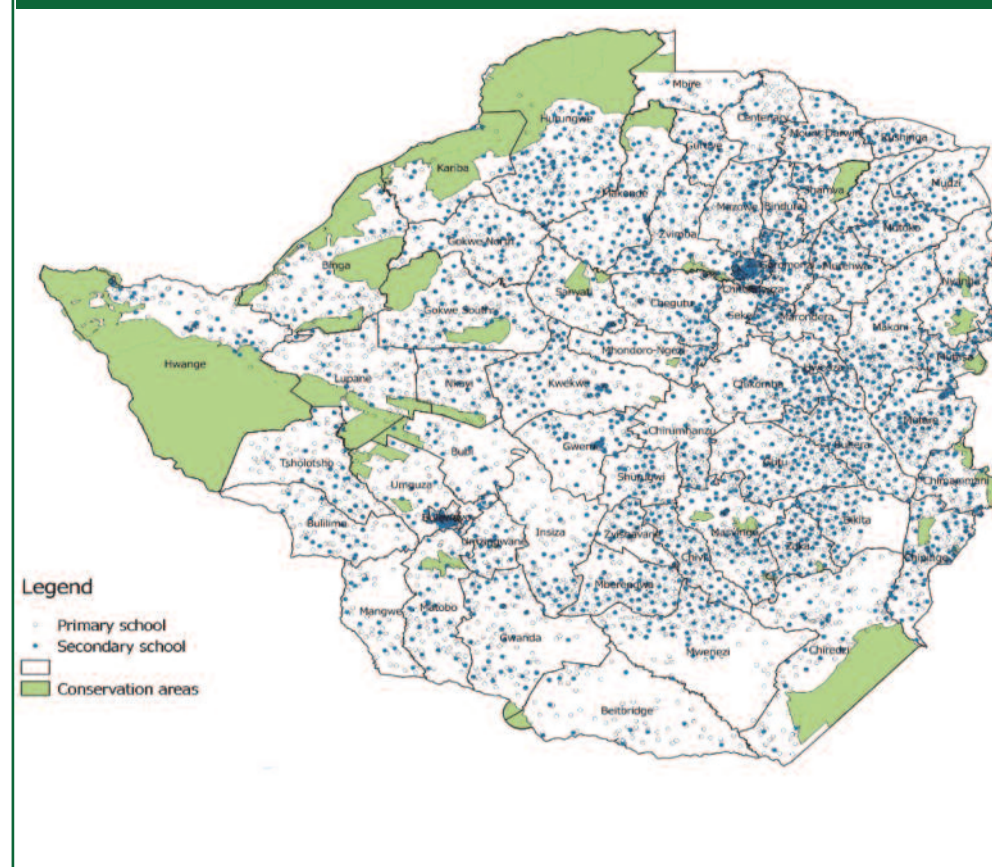
	ECD		Primary		Secondary	
	No of Schools	% increase	No of Schools	% increase	No of Schools	% increase
2006	...		4834		1621	
2009	...	...	4865	0.64%	1641	1.23%
2010	5114	...	5646	16.05%	2237	36.32%
2012	5625	9.99%	5753	1.90%	2312	3.35%
2013	5669	0.78%	5805	0.90%	2374	2.68%
2014	5822	2.70%	5863	1.00%	2424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

The table below shows the distribution of primary and secondary schools by level and province. Manicaland province had the highest number of primary schools (866) and secondary schools (426) whereas Bulawayo province had the least number of primary schools (132) and secondary schools (76).

Province	Number of Schools		Percentage Distribution	
	Primary	Secondary	Primary	Secondary
Bulawayo	132	76	2.22%	2.80%
Harare	230	211	3.88%	7.76%
Manicaland	871	426	14.68%	15.67%
Mashonaland Central	495	228	8.34%	8.39%
Mashonaland East	694	355	11.70%	13.06%
Mashonaland West	730	375	12.30%	13.80%
Masvingo	866	348	14.60%	12.80%
Matabeleland North	604	184	10.18%	6.77%
Matabeleland South	511	161	8.61%	5.92%
Midlands	800	354	13.48%	13.02%
<b>Grand Total</b>	<b>5933</b>	<b>2718</b>	<b>100.00%</b>	<b>100.00%</b>

Province	Primary			Secondary		Grand Total
	ECD and Primary	ECD only	Primary	"O" Level	"A" Level	
Bulawayo	128		4	18	58	208
Harare	216	1	13	59	152	441
Manicaland	866		5	264	162	1297
Mashonaland Central	495			173	55	723
Mashonaland East	692		2	275	80	1049
Mashonaland West	722		8	279	96	1105
Masvingo	861		5	187	161	1214
Matabeleland North	588	15	1	139	45	788
Matabeleland South	508		3	93	68	672
Midlands	796	1	3	248	106	1154
<b>Grand Total</b>	<b>5872</b>	<b>17</b>	<b>44</b>	<b>1735</b>	<b>983</b>	<b>8651</b>

Figure 6: Distribution of Primary and Secondary Schools by Level and District



## 2.3 Classification of Schools

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

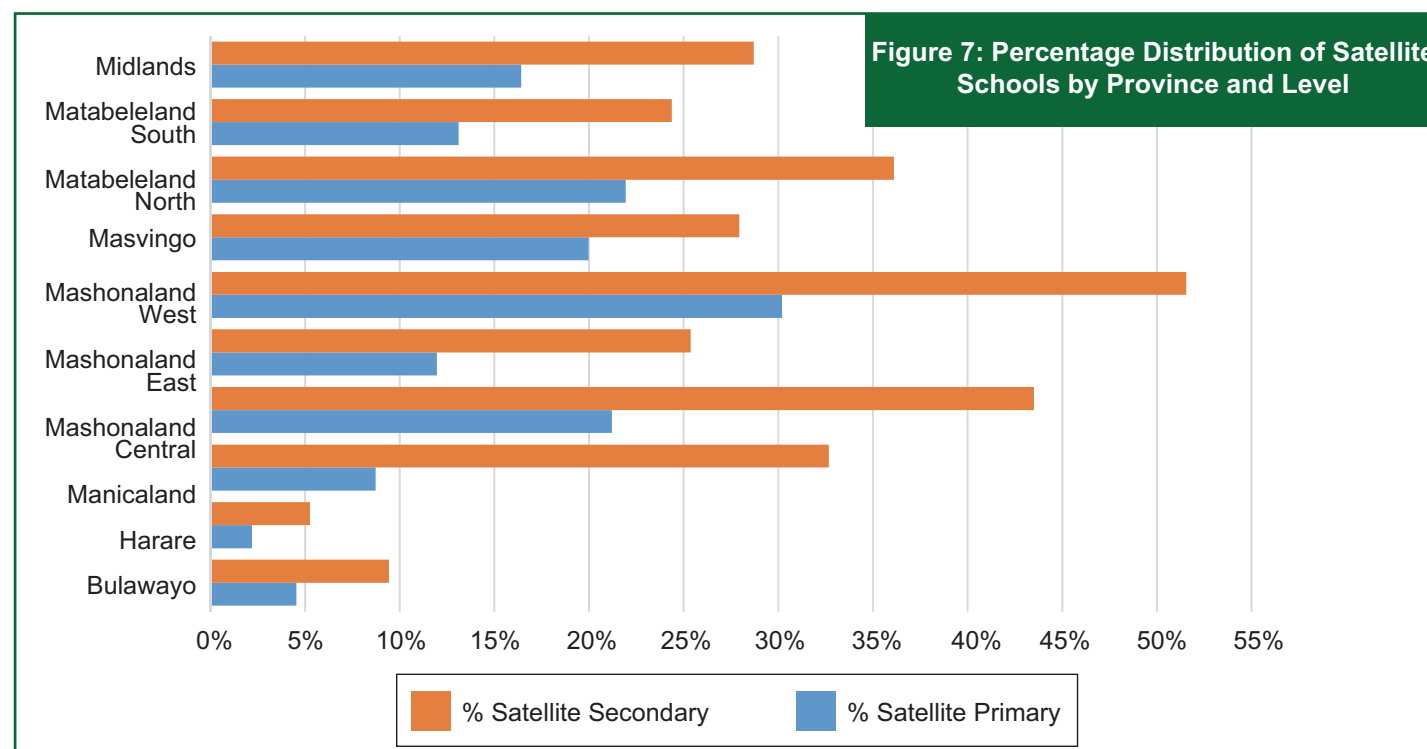
### 2.3.1 Registration Status

Schools are categorized as either registered or satellite. Satellite schools are schools which operate under temporal conditions and are managed from a mother school which is registered. They are considered an extension of that mother school but

operating on a different independent site. These schools will ultimately be registered when basic infrastructure has been put in place and become independent from their mother school. They are usually established to improve access by reducing walking distance to school and to decongest mega schools.

The table below shows number of schools by level, registration status and province. There has been an increase of 1.51% in the number of satellite secondary schools in an effort to increase access at secondary school level. No significant change in the satellite primary school since 2014.

Province	Primary				Secondary				Grand Total
	Registered	Satellite	Primary Total	% Satellite	Registered	Satellite	Secondary Total	% Satellite	
Bulawayo	126	6	132	4.55	71	5	76	9.43	208
Harare	225	5	230	2.19	206	5	211	5.26	441
Manicaland	795	76	871	8.73	296	130	426	32.66	1297
Mashonaland Central	390	105	495	21.21	131	97	228	43.5	723
Mashonaland East	611	83	694	11.96	269	86	355	25.37	1049
Mashonaland West	512	218	730	30.19	192	183	375	51.55	1105
Masvingo	693	173	866	19.98	253	95	348	27.94	1214
Matabeleland North	475	129	604	21.94	119	65	184	36.11	788
Matabeleland South	44	67	511	13.11	122	39	161	24.38	672
Midlands	669	131	800	16.42	257	97	354	28.7	1154
<b>Grand Total</b>	<b>4940</b>	<b>993</b>	<b>5933</b>	<b>16.82</b>	<b>1916</b>	<b>802</b>	<b>2718</b>	<b>32.33</b>	<b>8651</b>



The figure above shows percentage distribution of satellite schools by province and level. Most satellite primary and secondary schools were in Mashonaland West province. The Ministry's thrust is to have these schools registered.2.3.2



### 2.3.3 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.

Province	Primary				Secondary				Grand Total
	P1	P2	P3	Total	S1	S2	S3	Total	
Bulawayo	43	75	14	132	35	34	7	76	208
Harare	76	147	7	230	71	137	3	211	441
Manicaland	16	32	823	871	24	24	378	426	1297
Mashonaland Central	8	15	472	495	5	10	213	228	723
Mashonaland East	8	16	670	694	18	11	326	355	1049
Mashonaland West	28	64	638	730	17	45	313	375	1105
Masvingo	10	20	836	866	12	14	322	348	1214
Matabeleland North	12	30	562	604	4	13	167	184	788
Matabeleland South	6	15	490	511	9	6	146	161	672
Midlands	20	50	730	800	20	36	298	354	1154
<b>National</b>	<b>227</b>	<b>464</b>	<b>5242</b>	<b>5933</b>	<b>215</b>	<b>330</b>	<b>2173</b>	<b>2718</b>	<b>8651</b>

Table above shows percentage distribution of schools by school level, capitation grant type and province. The majority of the schools are P3 and S3 schools constituting 88.35% and 79.95%.

Province	Primary				Secondary			
	P1	P2	P3	% Total	S1	S2	S3	% Total
Bulawayo	32.58%	56.82%	10.61%	2.22%	46.05%	44.74%	9.21%	2.80%
Harare	33.04%	63.91%	3.04%	3.88%	33.65%	64.93%	1.42%	7.76%
Manicaland	1.84%	3.67%	94.49%	14.68%	5.63%	5.63%	88.73%	15.67%
Mashonaland Central	1.62%	3.03%	95.35%	8.34%	2.19%	4.39%	93.42%	8.39%
Mashonaland East	1.15%	2.31%	96.54%	11.70%	5.07%	3.10%	91.83%	13.06%
Mashonaland West	3.84%	8.77%	87.40%	12.30%	4.53%	12.00%	83.47%	13.80%
Masvingo	1.15%	2.31%	96.54%	14.60%	3.45%	4.02%	92.53%	12.80%
Matabeleland North	1.99%	4.97%	93.05%	10.18%	2.17%	7.07%	90.76%	6.77%
Matabeleland South	1.17%	2.94%	95.89%	8.61%	5.59%	3.73%	90.68%	5.92%
Midlands	2.50%	6.25%	91.25%	13.48%	5.65%	10.17%	84.18%	13.02%
<b>Grand Total</b>	<b>3.83%</b>	<b>7.82%</b>	<b>88.35%</b>	<b>100.00%</b>	<b>7.91%</b>	<b>12.14%</b>	<b>79.95%</b>	<b>100.00%</b>

**Table 11: Distribution of Primary 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	Total	
Bulawayo	61	29	9		99	13		5	1	14	33	132
Harare	113	41		4	158	17		19	6	30	72	230
Manicaland	19	6	661	4	690	113		22	32	14	181	871
Mashonaland Central	4	6	432		442	18	7	3	17	8	53	495
Mashonaland East	9	3	590	3	605	37	1	18	16	17	89	694
Mashonaland West	27	21	584	4	636	32	6	13	21	22	94	730
Masvingo	7	5	761		773	55	5	19	7	7	93	866
Matabeleland North	6	1	514	1	522	50	6	7	1	18	82	604
Matabeleland South	8	2	447	2	459	34	4	4	6	4	52	511
Midlands	28	12	664	1	705	54	11	8	13	9	95	800
<b>Grand Total</b>	<b>282</b>	<b>126</b>	<b>4662</b>	<b>19</b>	<b>5089</b>	<b>423</b>	<b>40</b>	<b>118</b>	<b>120</b>	<b>143</b>	<b>844</b>	<b>5933</b>

### 2.3.4 Government or Non-Government

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

**Table 12: Distribution of Secondary 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	Total	
Bulawayo	32	1	2	0	35	10	0	13	0	18	41	76
Harare	59	0	0	3	62	18	0	37	1	93	149	211
Manicaland	18	1	270	2	291	92	0	18	4	21	135	426
Mashonaland Central	10	1	188	1	200	17	1	2	3	5	28	228
Mashonaland East	12	2	280	1	295	30	1	11	3	15	60	355
Mashonaland West	16	5	276	2	299	31	2	12	4	27	76	375
Masvingo	12	0	271	1	284	46	0	9	1	8	64	348
Matabeleland North	11	1	132	3	147	26	1	1	0	9	37	184
Matabeleland South	10	1	122	1	134	22	1	0	0	4	27	161
Midlands	28	4	257	2	291	37	1	5	2	18	63	354
<b>Grand Total</b>	<b>208</b>	<b>16</b>	<b>1798</b>	<b>16</b>	<b>2038</b>	<b>329</b>	<b>7</b>	<b>108</b>	<b>18</b>	<b>218</b>	<b>680</b>	<b>2718</b>

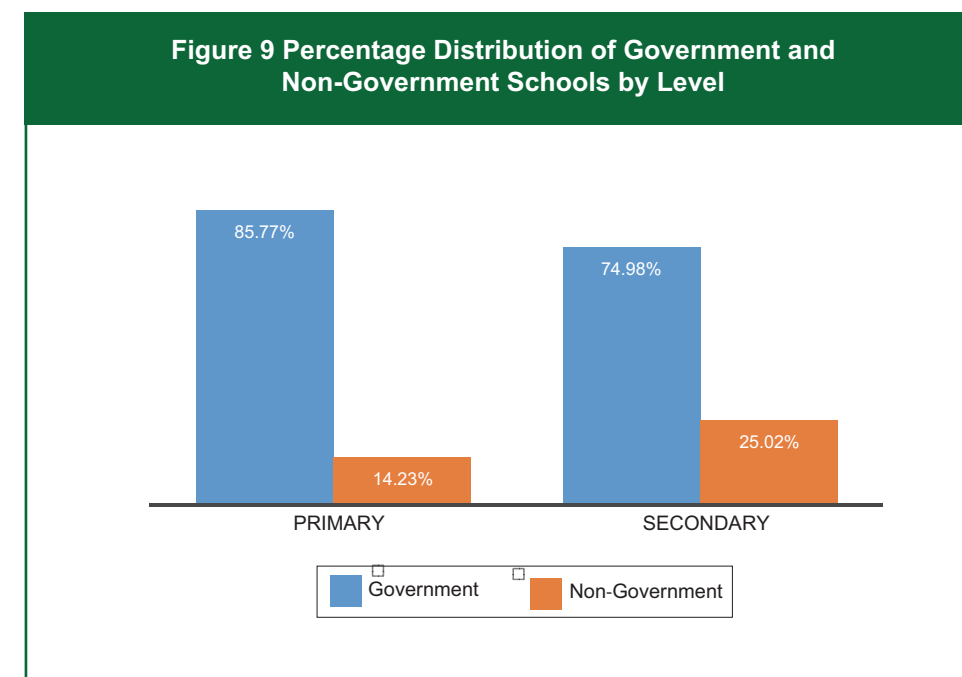
Province	Primary			Secondary			Grand Total
	Government	Non-Government	Total	Government	Non-Government	Total	
Bulawayo	99	33	132	35	41	76	208
Harare	158	72	230	62	149	211	441
Manicaland	690	181	871	291	135	426	1297
Mashonaland Central	442	53	495	200	28	228	723
Mashonaland East	605	89	694	295	60	355	1049
Mashonaland West	636	94	730	299	76	375	1105
Masvingo	773	93	866	284	64	348	1214
Matabeleland North	522	82	604	147	37	184	788
Matabeleland South	459	52	511	134	27	161	672
Midlands	705	95	800	291	63	354	1154
<b>Grand Total</b>	<b>5089</b>	<b>844</b>	<b>5933</b>	<b>2038</b>	<b>680</b>	<b>2718</b>	<b>8651</b>

Table below shows the percentage distribution of government and non-government schools by level and province. There were more government schools than non-government schools in primary (85.77%) and secondary (74.98%) levels in Zimbabwe. Bulawayo and Harare were the only provinces with more non-government secondary schools, 53.95% and 70.62% respectively, whilst the other eight provinces had more government secondary schools.

### 2.3.5 Responsible Authority

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

Province	Primary		Secondary	
	Government	Non-Government	Government	Non-Government
Bulawayo	75.00%	25.00%	46.05%	53.95%
Harare	68.70%	31.30%	29.38%	70.62%
Manicaland	79.22%	20.78%	68.31%	31.69%
Mashonaland Central	89.29%	10.71%	87.72%	12.28%
Mashonaland East	87.18%	12.82%	83.10%	16.90%
Mashonaland West	87.12%	12.88%	79.73%	20.27%
Masvingo	89.26%	10.74%	81.61%	18.39%
Matabeleland North	86.42%	13.58%	79.89%	20.11%
Matabeleland South	89.82%	10.18%	83.23%	16.77%
Midlands	88.13%	11.88%	82.20%	17.80%
<b>Grand Total</b>	<b>85.77%</b>	<b>14.23%</b>	<b>74.98%</b>	<b>25.02%</b>

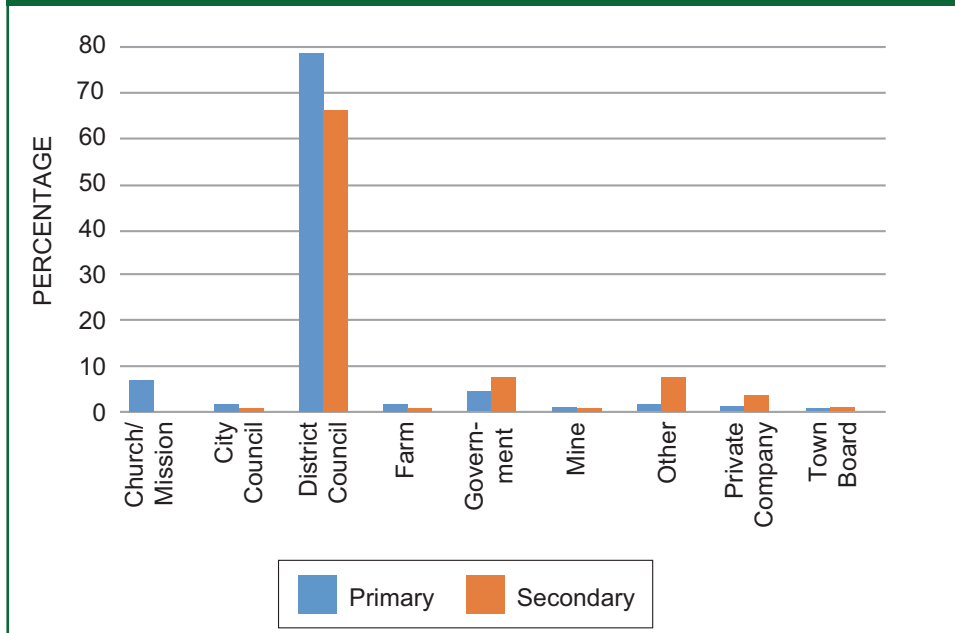


**Table 15: Distribution of Schools by Responsible Authority**

	Number of schools			Percentage of total		
	Primary	Secondary	Grand Total	Primary	Secondary	Grand Total
Church/Mission	423	329	752	7.13%	12.10%	8.69%
City Council	126	16	142	2.12%	0.59%	1.64%
District Council	4662	1798	6460	78.58%	66.15%	74.67%
Farm	120	18	138	2.02%	0.66%	1.60%
Central Government	282	208	490	4.75%	7.65%	5.66%
Mine	40	7	47	0.67%	0.26%	0.54%
Other	143	218	361	2.41%	8.02%	4.17%
Private Company	118	108	226	1.99%	3.97%	2.61%
Town Board	19	16	35	0.32%	0.59%	0.40%
<b>Grand Total</b>	<b>5933</b>	<b>2718</b>	<b>8651</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Table above and Figure below shows percentage distribution of primary and secondary schools by responsible authority. District Councils owned the majority of primary (78.58%) and secondary schools (66.15%) followed by churches/missions which owned 7.13% primary schools and 12.10% secondary schools

**Figure 10: Percentage Distribution of Primary and Secondary Schools by Responsible Authority**





# 3

# ACCESS TO EDUCATION

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

### 3.1 New Entrants into Grade 1

Learners are expected to begin grade 1 at the age of 6. Table and Figure below shows the trend of new entrants into grade 1 from 2009 to 2015. The trend showed an increase in the number of new entrants in 2010 from the previous year. Thereafter, there was a sharp decrease in new entrants into grade 1 to 2013 followed by a steady increase to 2015 but we have not yet achieved new entrants' enrolment in 2010 of 451,086. There were fewer female learners enrolled for the first time in grade 1 across the trend compared to males.

**Table 16: New Entrants into Grade 1, 2009 -2015**

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%

**Figure 11 Distribution of New Entrants into Grade 1, 2009-2015**

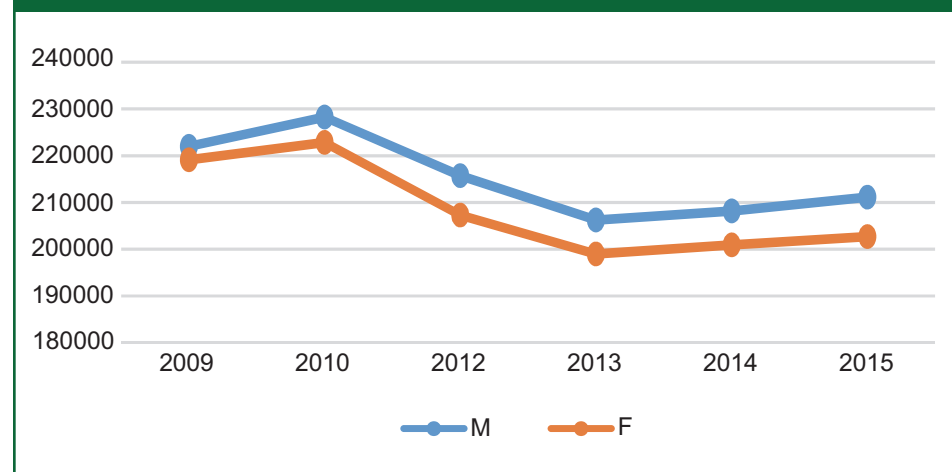


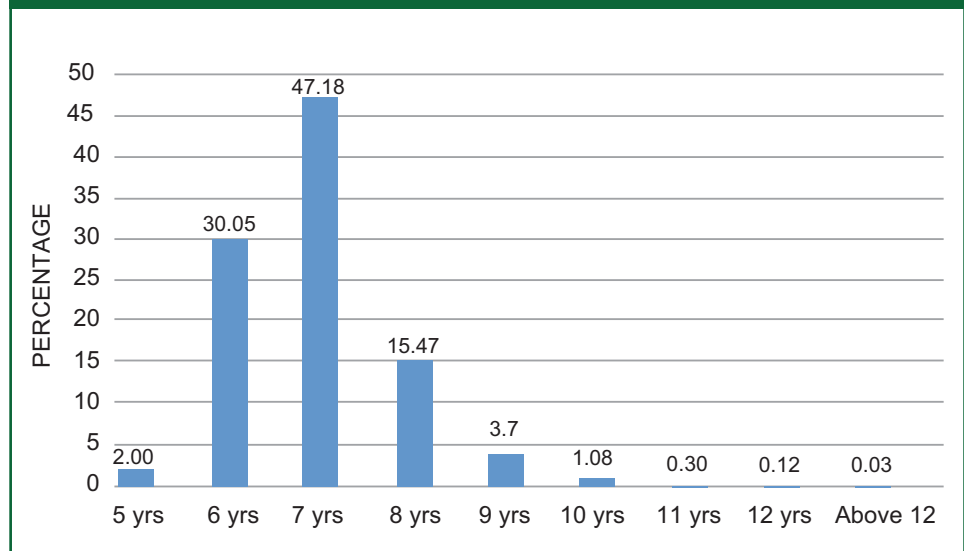
Table below shows new entrants into grade 1 by age and sex. Overall, 47.18% learners were entering grade 1 for the first time at the age of 7 years and only 30.05% learners were entering at the age of 6 years which is the mandatory age. About 52% of the 6 year olds were girls and this showed that there were more girls entering grade 1 for the first time who are of the correct age than boys.

The graph below shows percentage distribution of new entrants into grade 1. The majority of new entrants into grade 1 were aged between 6 and 7 years. The largest percentage of new entrants was on 7 years (47.18%) and this showed that more learners were enrolling in grade 1 for the first time were not of the correct age.



Table 17: New Entrants into Grade 1 by Age and Sex						
Age	M	F	Total	% Male	% Female	% Total
5 years	3863	4402	8265	46.74%	53.26%	2.00%
6 years	59813	64543	124356	48.10%	51.90%	30.05%
7 years	99470	95770	195240	50.95%	49.05%	47.18%
8 years	35166	28835	64001	54.95%	45.05%	15.47%
9 years	8955	6610	15565	57.53%	42.47%	3.76%
10 years	2700	1765	4465	60.47%	39.53%	1.08%
11 years	745	517	1262	59.03%	40.97%	0.30%
12 years	321	169	490	65.51%	34.49%	0.12%
Above 12	99	45	144	68.75%	31.25%	0.03%
<b>Total</b>	<b>211132</b>	<b>202656</b>	<b>413788</b>	<b>51.02%</b>	<b>48.98%</b>	<b>100.00%</b>

Figure 12: Percentage Distribution of New Entrants into Grade 1 by Sex



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

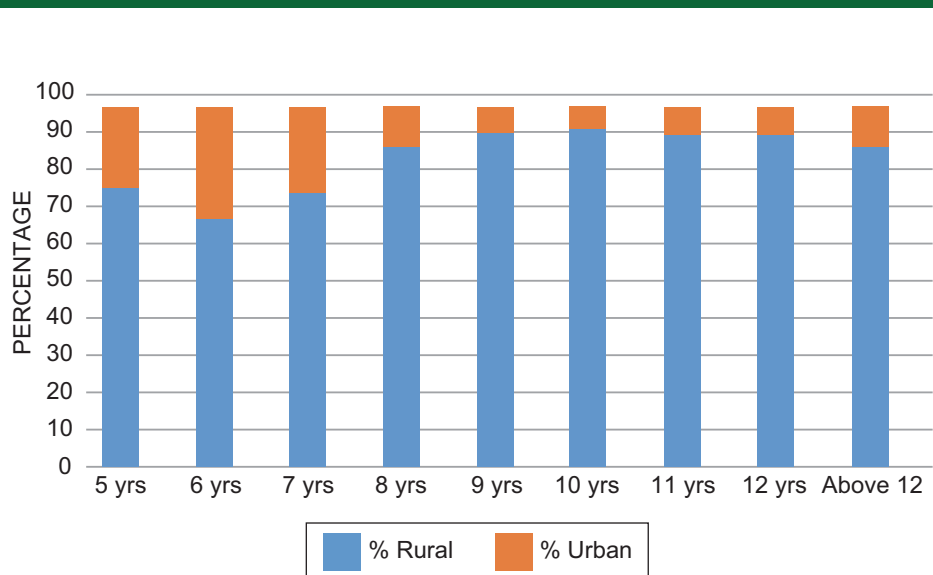
Age	Rural			Urban			Grand Total	% Rural	% Urban
	M	F	T	M	F	T			
5 years	2999	3488	6487	864	914	1778	8265	78.49%	21.51%
6 years	42092	45814	87906	17721	18729	36450	124356	70.69%	29.31%
7 years	76869	74230	151099	22601	21540	44141	195240	77.39%	22.61%
8 years	31490	25666	57156	3676	3169	6845	64001	89.30%	10.70%
9 years	8353	6205	14558	602	405	1007	15565	93.53%	6.47%
10 years	2552	1668	4220	148	97	245	4465	94.51%	5.49%
11 years	690	476	1166	55	41	96	1262	92.39%	7.61%
12 years	296	156	452	25	13	38	490	92.24%	7.76%
Above 12	91	38	129	8	7	15	144	89.58%	10.42%
<b>Total</b>	<b>165432</b>	<b>157741</b>	<b>323173</b>	<b>45700</b>	<b>44915</b>	<b>90615</b>	<b>413788</b>	<b>78.10%</b>	<b>21.90%</b>

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

### 3.2 New Entrants into Form 1

Learners are expected to begin form 1 at the age of 13. The table and figure below shows new entrants into form 1 from 2009 to 2015. There was a sharp increase of new entrants into form 1 of 16.28% in 2010 followed by a slightly decrease in 2012 of 0.10% and a steady increase of 3.03%, 3.25% and 2.97% in 2013, 2014 and 2015 respectively.

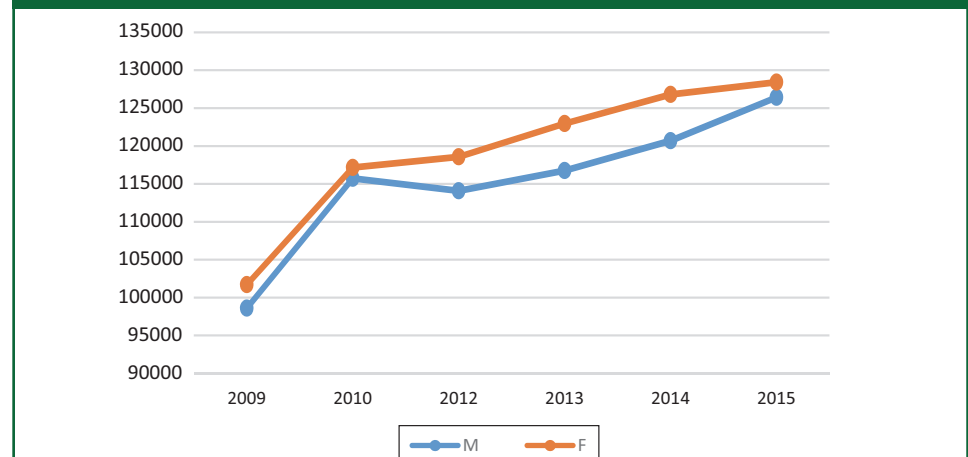
**Figure 13: Percentage Distribution of New Entrants into Grade 1 by Age and Location**



**Table 19: New Entrants into Form 1, 2012-2015**

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%

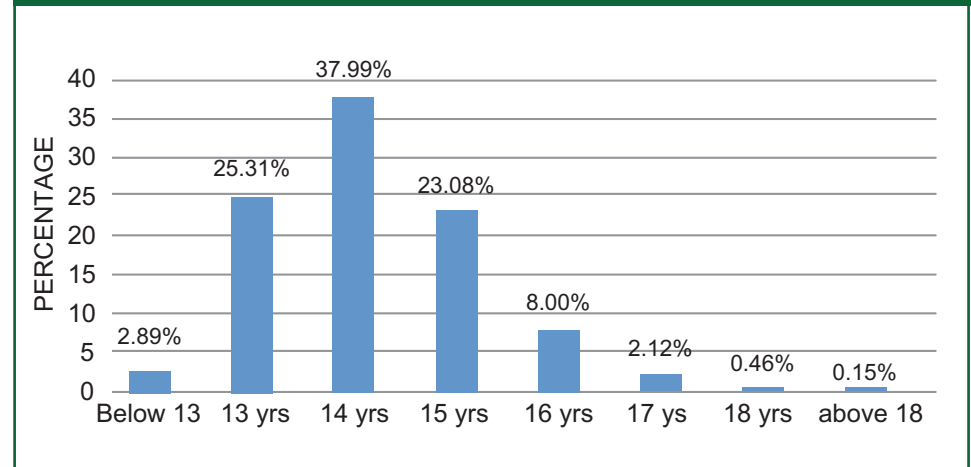
**Figure 14: Distribution of New Entrants into Form 1, 2012-2015**



The table below shows new entrants into form 1 by age and sex. Higher proportions of girls were entering the system at the correct age than boys. Overall, more girls (50.40%) were entering form 1 for the first time than boys (49.60%).

Age	M	F	Grand Total	% Male	% Female	% Total
Below 13	2856	4518	7374	38.73%	61.27%	2.89%
13 years	27180	37311	64491	42.15%	57.85%	25.31%
14 years	46108	50718	96826	47.62%	52.38%	37.99%
15 years	32261	26558	58819	54.85%	45.15%	23.08%
16 years	12953	7427	20380	63.56%	36.44%	8.00%
17 years	3844	1549	5393	71.28%	28.72%	2.12%
18 years	920	261	1181	77.90%	22.10%	0.46%
above 18	296	93	389	76.09%	23.91%	0.15%
<b>Total</b>	<b>126418</b>	<b>128435</b>	<b>254853</b>	<b>49.60%</b>	<b>50.40%</b>	<b>100.00%</b>

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



The graph below shows that the majority of new entrants into Form 1 were aged between 13 and 15 years with the highest percentage in the 14 year old age group (37.99%).

Age	Rural				Urban			
	M	F	T	% T	M	F	T	% T
Below 13	1941	3216	5157	2.67%	915	1302	2217	3.57%
13 years	17559	24397	41956	21.76%	9621	12914	22535	36.33%
14 years	33951	38007	71958	37.32%	12157	12711	24868	40.09%
15 years	26904	22333	49237	25.54%	5357	4225	9582	15.45%
16 years	11603	6497	18100	9.39%	1350	930	2280	3.68%
17 years	3588	1351	4939	2.56%	256	198	454	0.73%
18 years	872	245	1117	0.58%	48	16	64	0.10%
above 18	271	83	354	0.18%	25	10	35	0.06%
<b>Total</b>	<b>96689</b>	<b>96129</b>	<b>192818</b>	<b>100.00%</b>	<b>29729</b>	<b>32306</b>	<b>62035</b>	<b>100.00%</b>

The figure below depicts new entrants into form 1 by age and location. The majority of new entrants into Form 1 in rural areas were aged 14 years. In urban areas the majority were also aged 14 years with almost a similar proportion entering at the age of 13 years. However, there were learners enrolling form 1 for the first time from 15 to above 18 years where rural areas is on the lead.

### 3.3 ECD Enrolment

In Zimbabwe, schooling starts from ECD. The table below shows the trend of ECD enrolment by sex from 2010 to 2015. Generally, there was a steady increase in enrolment from 302,965 in 2010 to 517,950 in 2015. There was an insignificant difference in the number of males and females throughout the trend.

There was a sharp increase of ECD enrolment from 2010 to 2012 of 16.50% followed by a drop of 6% in 2013 and a sharp increase to 2015 of 21.07%. This shows that progress has been made in ECD as reflected by increased enrolment.

Year	ECD				
	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%

Figure 16: New Entrants into Form 1 by Age and Location

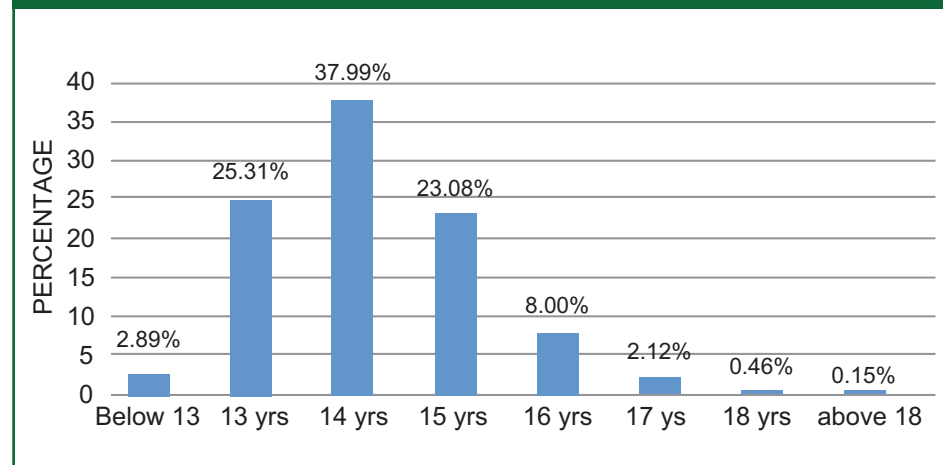
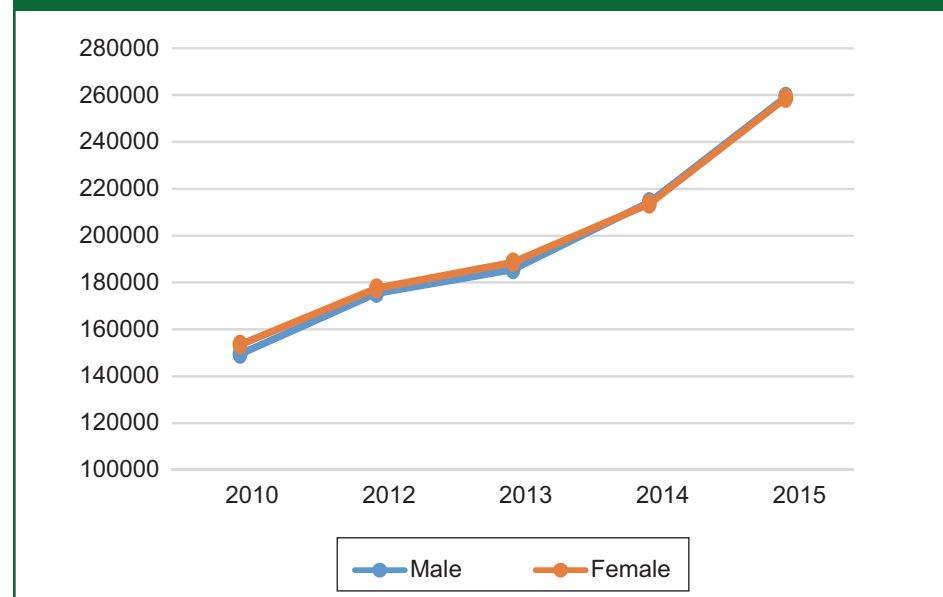


Figure 17: Distribution of ECD Enrolment Trend by Sex, 2010-2015

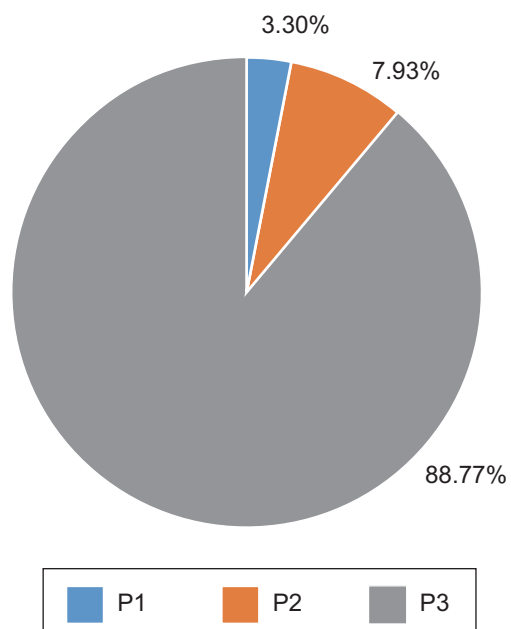


**Table 23: ECD Enrolments by Capitation Grant Type and Sex**

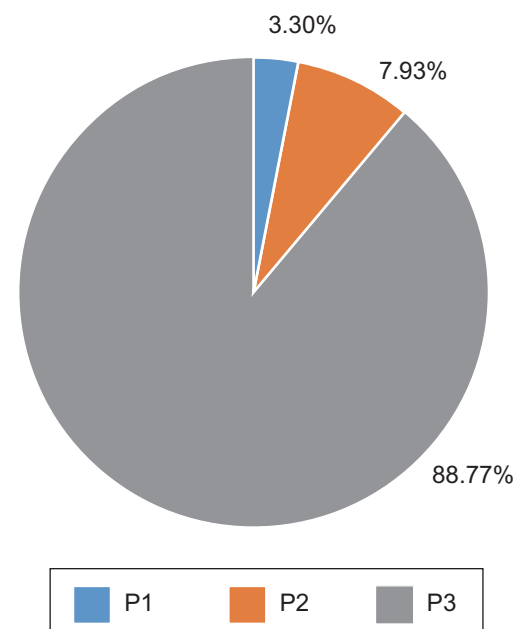
Grant Class	ECD A					ECD B					Grand Total	% Total
	M	F	Total	% Female	% Total ECD A	M	F	Total	% Female	% Total ECD B		
P1	3407	3571	6978	51.18%	3.30%	6068	6174	12242	50.43%	3.99%	19220	3.71%
P2	8425	8327	16752	49.71%	7.93%	20300	19725	40025	49.28%	13.05%	56777	10.96%
P3	92994	94583	187577	50.42%	88.77%	128116	126260	254376	49.64%	82.96%	441953	85.33%
<b>Grand Total</b>	<b>104826</b>	<b>106481</b>	<b>211307</b>	<b>50.39%</b>	<b>100.00%</b>	<b>154484</b>	<b>152159</b>	<b>306643</b>	<b>49.62%</b>	<b>100.00%</b>	<b>517950</b>	<b>100.00%</b>

Table above shows ECD enrolments by capitation grant type and sex. More learners were enrolled in ECD B than in ECD A. The highest percentage of learners in ECD A (88.77%) and ECD B (82.96%) were in P3 capitation grant category. There were slightly more female learners in ECD A than males. In ECD B there were slightly less females than males. Overall, most ECD learners were enrolled in P3 (85.33%).

**Figure 18: Percentage Distribution of ECD A Learners by Capitation Grant Type**



**Figure 19: Percentage Distribution of ECD B Learners by Capitation Grant Type**

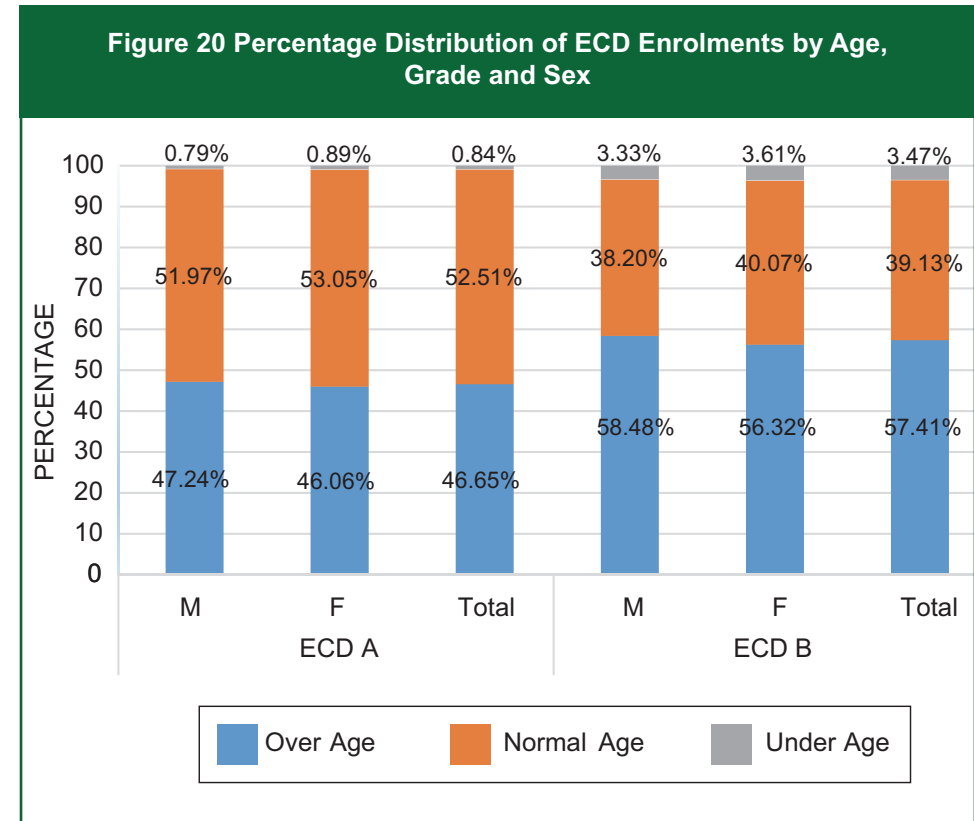


Registration Status	ECD A					ECD B					Grand Total	% Total
	M	F	Total	% Female	% Total ECD A	M	F	Total	% Female	% Total ECD B		
Registered	92550	94057	186607	50.40%	88.31%	136835	135056	271891	49.67%	88.67%	458498	88.52%
Satellite	12276	12424	24700	50.30%	11.69%	17649	17103	34752	49.21%	11.33%	59452	11.48%
<b>Grand Total</b>	<b>104826</b>	<b>106481</b>	<b>211307</b>	<b>50.39%</b>	<b>100.00%</b>	<b>154484</b>	<b>152159</b>	<b>306643</b>	<b>49.62%</b>	<b>100.00%</b>	<b>517950</b>	<b>100.00%</b>

Table above shows ECD enrolments by registration status and sex. Most learners in ECD were enrolled in registered schools (88.52%).

Ages	ECD A			ECD B			Grand Total
	M	F	Total	M	F	Total	
Below 3 years	829	949	1778	57	45	102	1880
3 years	11780	12535	24315	278	237	515	24830
4 years	42696	43948	86644	4803	5206	10009	96653
5 years	38757	39230	77987	59007	60974	119981	197968
6 years	9037	8271	17308	71723	69401	141124	158432
7 years	1413	1302	2715	14944	13316	28260	30975
8 years	233	201	434	2763	2250	5013	5447
9 years	57	35	92	637	525	1162	1254
10 years	16	5	21	181	138	319	340
11 years	6	3	9	49	43	92	101
12 years	0	1	1	23	15	38	39
Above 12	2	1	3	19	9	28	31
<b>Grand Total</b>	<b>104826</b>	<b>106481</b>	<b>211307</b>	<b>154484</b>	<b>152159</b>	<b>306643</b>	<b>517950</b>

Table above shows distribution of ECD enrolments by age and sex. Most learners in ECD were aged 5 and 6 years. Figure below shows the distribution of ECD enrolments by age, grade and sex. ECD A had a significant number of correct aged learners (almost 53%) and ECD B had a significant number of over-aged learners (above 56%).



Province	ECD A			ECD B			Grand Total	% of Total
	M	F	Total	M	F	Total		
Bulawayo	2462	2438	4900	5498	5502	11000	15900	3.07%
Harare	3340	3312	6652	9503	9220	18723	25375	4.90%
Manicaland	19800	20285	40085	25373	25313	50686	90771	17.53%
Mashonaland Central	10658	10826	21484	14780	14656	29436	50920	9.83%
Mashonaland East	11400	11509	22909	17429	17392	34821	57730	11.15%
Mashonaland West	10203	10342	20545	17627	16958	34585	55130	10.64%
Masvingo	16869	17149	34018	23342	22937	46279	80297	15.50%
Matabeleland North	9174	9254	18428	11611	11339	22950	41378	7.99%
Matabeleland South	8930	9036	17966	10020	9876	19896	37862	7.31%
Midlands	11990	12330	24320	19301	18966	38267	62587	12.08%
<b>Grand Total</b>	<b>104826</b>	<b>106481</b>	<b>211307</b>	<b>154484</b>	<b>152159</b>	<b>306643</b>	<b>517950</b>	<b>100.00%</b>

Table to the left shows the distribution of ECD learners by province, level and sex. Manicaland and Masvingo provinces had more learners (more than 15%) enrolled in ECD compared to the other eight provinces. Bulawayo and Harare had the least (less than 5%), owing to the fact that there were more private ECD centres in these provinces which were not captured in the annual education census.

The table below shows ECD enrolments by location and sex. There were more learners enrolled in rural areas (85.48%) than urban areas (14.52%).

Location	ECD A					ECD B					Grand Total	% Total
	M	F	T	% Female	% Total ECD A	M	F	T	% Female	% Total ECD B		
Rural	93279	94884	188163	50.43%	89.05%	128217	126384	254601	49.64%	83.03%	442764	85.48%
Urban	11547	11597	23144	50.11%	10.95%	26267	25775	52042	49.53%	16.97%	75186	14.52%
<b>Total</b>	<b>104826</b>	<b>106481</b>	<b>211307</b>	<b>50.39%</b>	<b>100.00%</b>	<b>154484</b>	<b>152159</b>	<b>306643</b>	<b>49.62%</b>	<b>100.00%</b>	<b>517950</b>	<b>100.00%</b>

### 3.4 Primary School Enrolment

The 15 year trend for primary enrolment grade 1 to grade 7 is shown in the table below. Data is not available for 2007, 2008, and 2011. The trend showed a gradual increase from 2,439,131 in 2000 to 2,480,094 in 2002. However, from 2002 to 2009 enrolment started to fluctuate followed by a sharp increase to 2,666,451 in 2012,

then a gradual decline to 2,658,415 in 2015. Gender balance has remained constant with 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

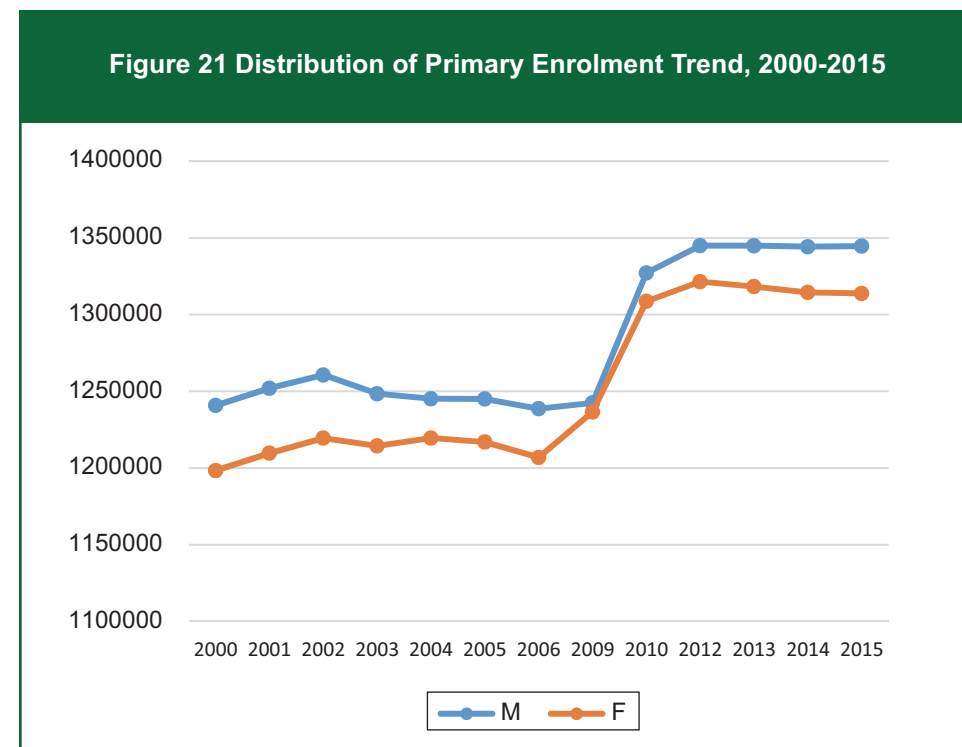


Table to the right shows primary school enrolments by sex and grade. The table below shows that there were 2,658,415 learners enrolled in grade 1 to grade 7 including learners in skills orientation. The proportion of males and females were almost the same throughout the grades with a notable difference in skills orientation learners.

Grade	M	F	T	% Female	% Total
Grade 1	217534	207457	424991	48.81%	15.99%
Grade 2	200066	193133	393199	49.12%	14.79%
Grade 3	189940	183625	373565	49.15%	14.05%
Grade 4	185371	183991	369362	49.81%	13.89%
Grade 5	185616	183970	369586	49.78%	13.90%
Grade 6	184322	182332	366654	49.73%	13.79%
Grade 7	167895	169251	337146	50.20%	12.68%
Skills Orientation	13979	9933	23912	41.54%	0.90%
<b>Grand Total</b>	<b>1344723</b>	<b>1313692</b>	<b>2658415</b>	<b>49.42%</b>	<b>100.00%</b>

Grade	Rural				Urban				Grand Total	% Total
	M	F	T	% Total Rural	M	F	T	% Total Urban		
Grade 1	171342	162217	333559	16.23%	46192	45240	91432	15.15%	424991	15.99%
Grade 2	156317	149018	305335	14.86%	43749	44115	87864	14.55%	393199	14.79%
Grade 3	147083	141050	288133	14.02%	42857	42575	85432	14.15%	373565	14.05%
Grade 4	143295	140678	283973	13.82%	42076	43313	85389	14.14%	369362	13.89%
Grade 5	143868	140949	284817	13.86%	41748	43021	84769	14.04%	369586	13.90%
Grade 6	143353	139711	283064	13.78%	40969	42621	83590	13.85%	366654	13.79%
Grade 7	129200	128851	258051	12.56%	38695	40400	79095	13.10%	337146	12.68%
Skills Orientation	10314	7465	17779	0.87%	3665	2468	6133	1.02%	23912	0.90%
<b>Grand Total</b>	<b>1044772</b>	<b>1009939</b>	<b>2054711</b>	<b>100.00%</b>	<b>299951</b>	<b>303753</b>	<b>603704</b>	<b>100.00%</b>	<b>2658415</b>	<b>100.00%</b>

Figure 22 Distribution of Primary Enrolment by Location

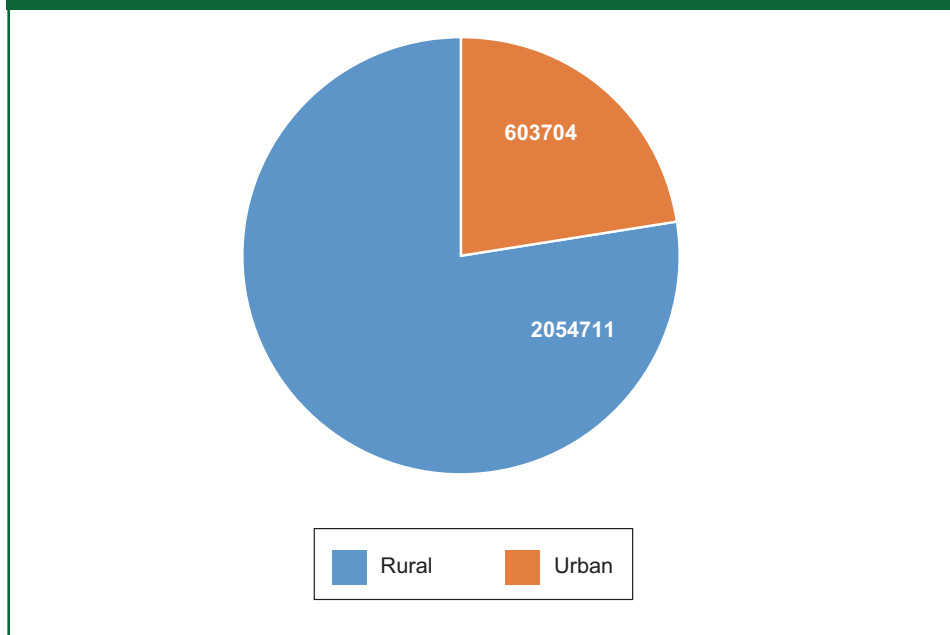


Figure to the left shows percentage distribution of primary school enrolment by location. The figure depicts that learners enrolled in rural schools were almost 3 times more than learners enrolled in urban areas.

**Table 31: 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	9994	10162	20156	36462	35247	71709	171078	162048	333126	424991
Grade 2	9566	9844	19410	34431	34524	68955	156069	148765	304834	393199
Grade 3	9427	9700	19127	33725	33117	66842	146788	140808	287596	373565
Grade 4	9092	9826	18918	33299	33778	67077	142980	140387	283367	369362
Grade 5	9028	9600	18628	33046	33747	66793	143542	140623	284165	369586
Grade 6	8636	9531	18167	32651	33437	66088	143035	139364	282399	366654
Grade 7	8374	9047	17421	30590	31721	62311	128931	128483	257414	337146
Skills Orientation	905	570	1475	2833	1950	4783	10241	7413	17654	23912
<b>Grand Total</b>	<b>65022</b>	<b>68280</b>	<b>133302</b>	<b>237037</b>	<b>237521</b>	<b>474558</b>	<b>1042664</b>	<b>1007891</b>	<b>2050555</b>	<b>2658415</b>

**Figure 23: Percentage Distribution of Primary School Enrolments by Grand Classification**

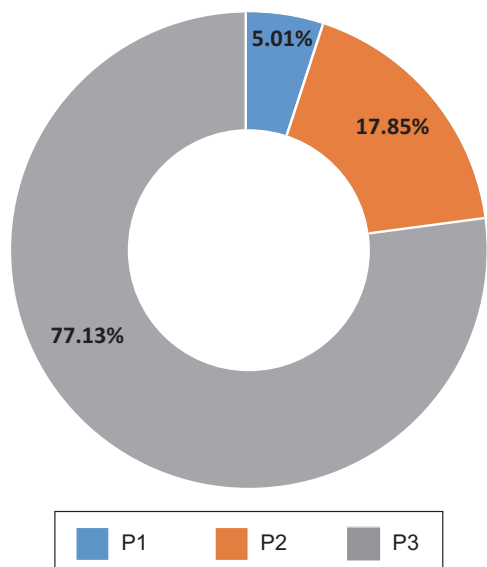


Figure to the left depicts percentage distribution of primary school enrolments by grand classification. Most grade 1 to grade 7 learners were enrolled in P3 (77.13%) capitation grant category.

**Table 32 Primary School Enrolment by School Registration Status, Sex and Grade**

Grade	Registered			Satellite			Total		
	M	F	T	M	F	T	M	F	T
Grade 1	193066	183879	376945	24468	23578	48046	217534	207457	424991
Grade 2	177849	171668	349517	22217	21465	43682	200066	193133	393199
Grade 3	169624	164234	333858	20316	19391	39707	189940	183625	373565
Grade 4	165946	165139	331085	19425	18852	38277	185371	183991	369362
Grade 5	166685	165921	332606	18931	18049	36980	185616	183970	369586
Grade 6	166847	165564	332411	17475	16768	34243	184322	182332	366654
Grade 7	153485	155411	308896	14410	13840	28250	167895	169251	337146
Skills Orientation	13771	9771	23542	208	162	370	13979	9933	23912
<b>Grand Total</b>	<b>1207273</b>	<b>1181587</b>	<b>2388860</b>	<b>137450</b>	<b>132105</b>	<b>269555</b>	<b>1344723</b>	<b>1313692</b>	<b>2658415</b>

**Table 33: Primary School Enrolments 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	7073	0	0	0	0	0	0	13	7086
6 years	124366	6816	0	0	0	0	0	71	131253
7 years	199657	111452	7130	0	0	0	0	145	318384
8 years	69127	175039	96735	6945	0	0	0	521	348367
9 years	17519	67943	154576	94997	8076	0	0	2929	346040
10 years	5106	22630	77286	153300	94493	8851	0	6187	367853
11 years	1411	6033	25528	73902	147528	89135	8632	5807	357976
12 years	436	2194	8509	27495	75537	141799	84481	3990	344441
Above 12	296	1092	3801	12723	43952	126869	244033	4249	437015
<b>Total</b>	<b>424991</b>	<b>393199</b>	<b>373565</b>	<b>369362</b>	<b>369586</b>	<b>366654</b>	<b>337146</b>	<b>23912</b>	<b>2658415</b>

**Figure 24 Percentage Distribution of Primary Enrolment by Grade**

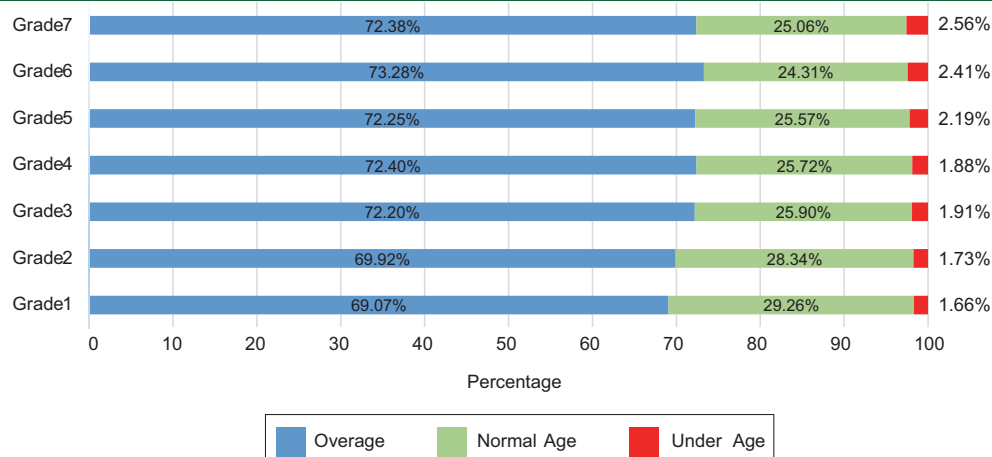
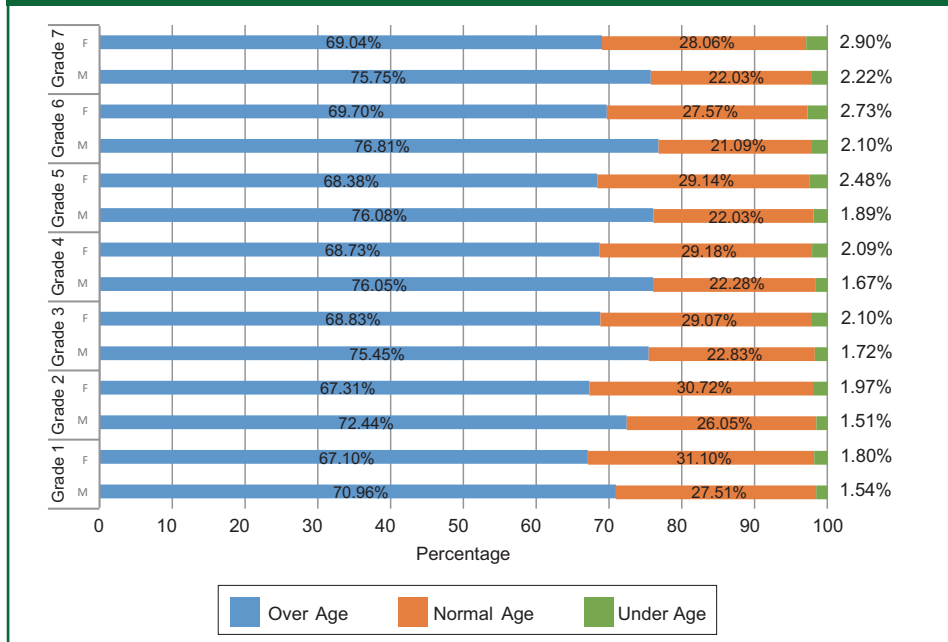


Figure on the left shows the percentage distribution of primary enrolment by grade. Each grade showed a significant number of over aged learners which range between 69% and 74%. There were less than 30% of learners in all grades who were of the correct age to their grade.

**Table 34: Primary School Enrolment by Age, Sex and Grade**

Ages	Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
5 years	M	3342	0	0	0	0	0	0	7	3349
	F	3731	0	0	0	0	0	0	6	3737
6 years	M	59837	3017	0	0	0	0	0	42	62896
	F	64529	3799	0	0	0	0	0	29	68357
7 years	M	101757	52114	3274	0	0	0	0	71	157216
	F	97900	59338	3856	0	0	0	0	74	161168
8 years	M	38091	87945	43354	3100	0	0	0	277	172767
	F	31036	87094	53381	3845	0	0	0	244	175600
9 years	M	10074	37689	76806	41303	3512	0	0	1602	170986
	F	7445	30254	77770	53694	4564	0	0	1327	175054
10 years	M	3112	13447	43173	74783	40892	3875	0	3485	182767
	F	1994	9183	34113	78517	53601	4976	0	2702	185086
11 years	M	839	3709	15467	40999	71581	38867	3725	3471	178658
	F	572	2324	10061	32903	75947	50268	4907	2336	179318
12 years	M	276	1413	5283	16721	42017	68507	36983	2412	173612
	F	160	781	3226	10774	33520	73292	47498	1578	170829
Above 12	M	206	732	2583	8465	27614	73073	127187	2612	242472
	F	90	360	1218	4258	16338	53796	116846	1637	194543
Total	M	217534	200066	189940	185371	185616	184322	167895	13979	1344723
	F	207457	193133	183625	183991	183970	182332	169251	9933	1313692

**Figure 25 Percentage Distribution of Enrolments by Age and Sex**



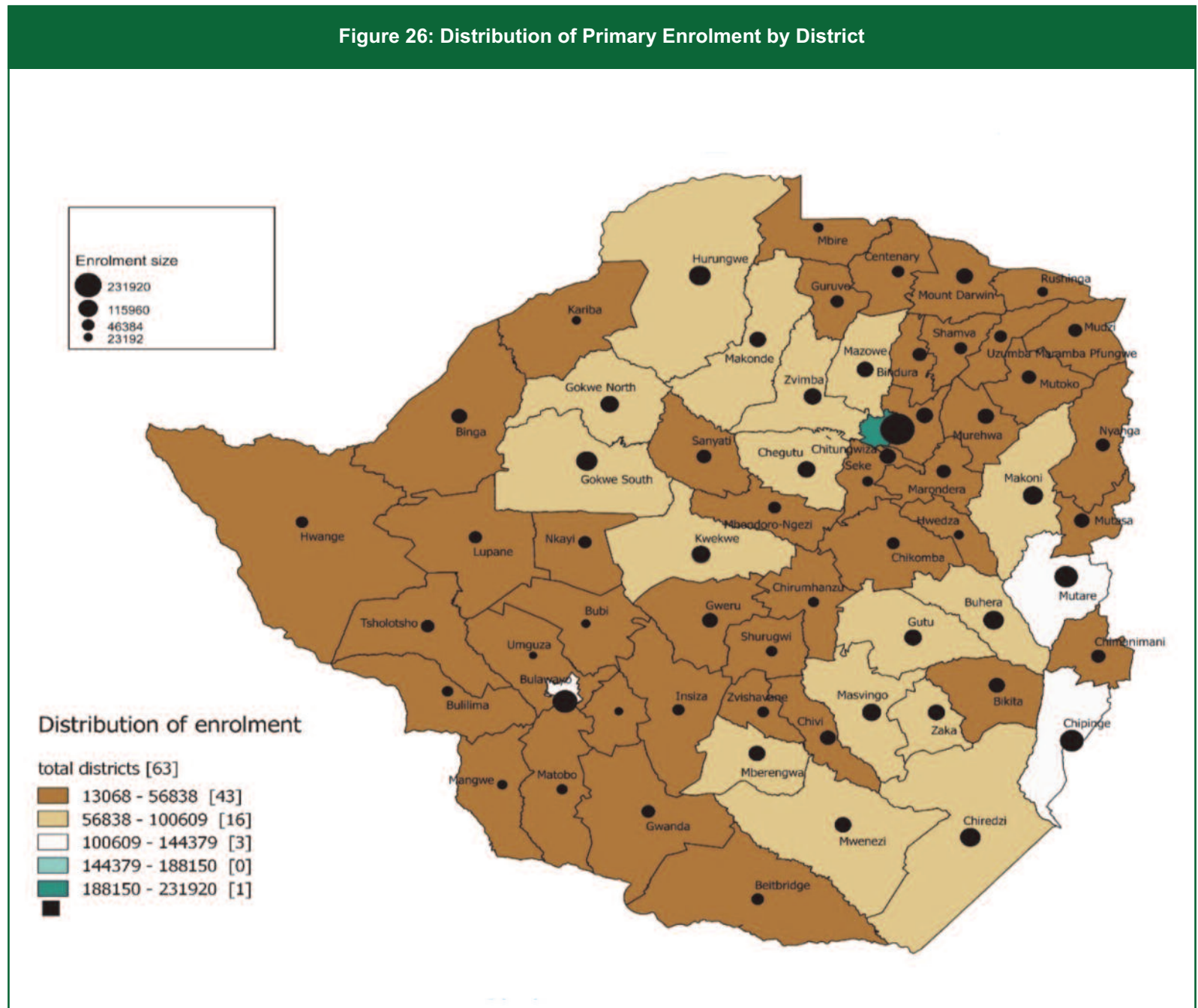
The figure to the left shows the percentage distribution of enrolments by age and sex. There were more girls across all grades than boys.

The table below shows primary school enrolment by province and grade. Manicaland, Masvingo and Midlands provinces had enrolled the highest number of learners in primary level (above 13%). This may be due to the population size of those areas.

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total	% Total
Bulawayo	16262	15288	14882	14419	14694	14569	14234	1651	105999	3.99%
Harare	38951	37735	37152	37543	37224	36381	34378	1619	260983	9.82%
Manicaland	71445	63436	58205	57602	57198	56693	51139	3468	419186	15.77%
Mashonaland Central	38330	36479	35165	34488	34089	33728	29805	3162	245246	9.23%
Mashonaland East	45401	41325	39650	39810	39829	40258	37691	1153	285117	10.73%
Mashonaland West	49041	45542	43882	43485	44308	44932	40491	3438	315119	11.85%
Masvingo	60299	54125	50144	48924	48898	46837	41846	2996	354069	13.32%
Matabeleland North	26538	25951	24426	24754	24223	25045	23356	2052	176345	6.63%
Matabeleland South	22751	21861	21063	19922	20148	19985	19814	1419	146963	5.53%
Midlands	55973	51457	48996	48415	48975	48226	44392	2954	349388	13.14%
<b>Grand Total</b>	<b>424991</b>	<b>393199</b>	<b>373565</b>	<b>369362</b>	<b>369586</b>	<b>366654</b>	<b>337146</b>	<b>23912</b>	<b>2658415</b>	<b>100.00%</b>

The figure above depicts distribution of primary enrolment by district. Most of the districts (43) had learners ranging from 13,068 and 56,838 and only one district recorded the highest number of learners, ranging from 188,150 and 231,920.

Figure 26: Distribution of Primary Enrolment by District



### 3.5 Secondary School Enrolment

The 15 year trend for secondary enrolment is shown in the table and figures below. Data is not available for 2007, 2008, and 2011. The trend for lower secondary enrolment showed an increase of 1.24% from 2000 to 2001 followed by a gradual decline to 730,766 in 2009 and an increase to 948,548 in 2015. The number of girls participating between 2013 and 2015 were equal to the number of boys.

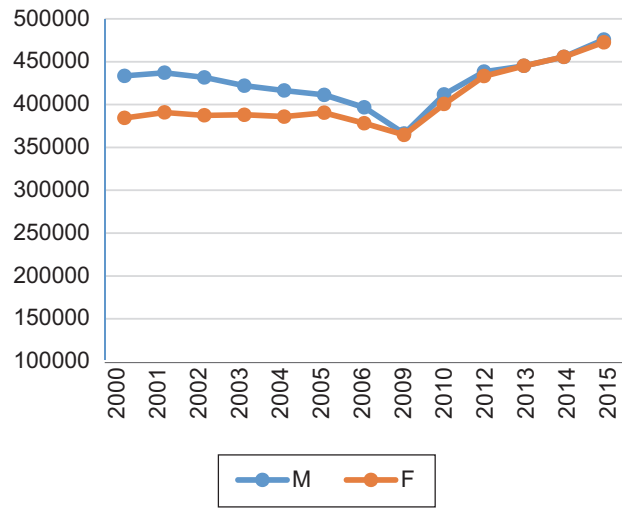
Upper Secondary enrolment showed an upward trend from 27,398 to 56,566 between 2000 and 2006. Data for 2007 and 2008 is missing, followed by a drop of

16.8% in 2009, which could be cumulative from the previous 2 years 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. There was a slight increase in 2013 and 2014 of 2.92% and 1.87% respectively and a sharp increase of 14.79% in 2015. Percentage of female learners who were participating in upper secondary increased from 43.1% to 44.5% between 2014 and 2015.

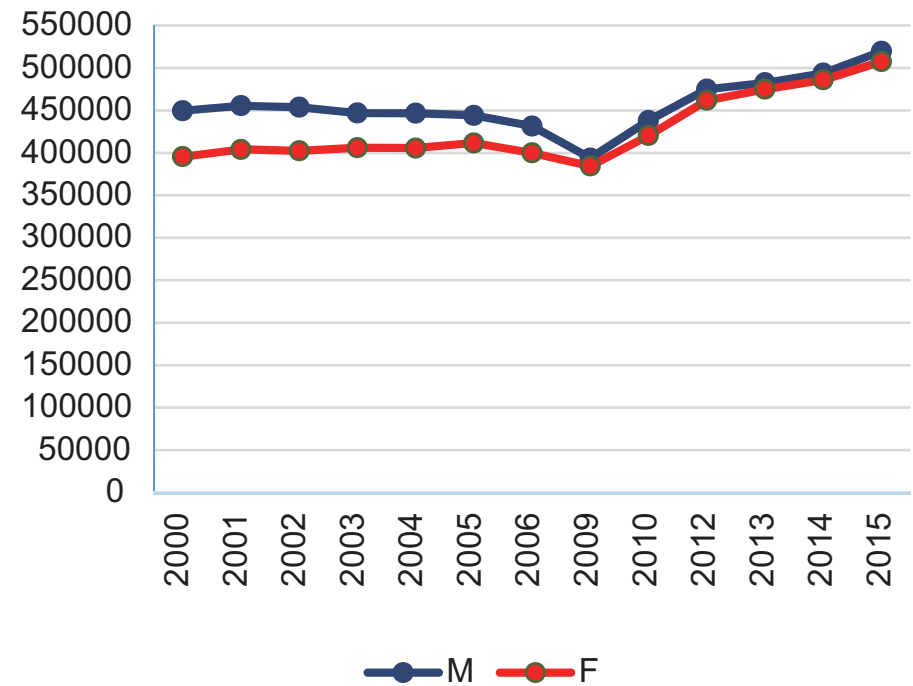
**Table 36: Secondary Enrolment, 2000-2015**

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	53.30	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	16.60	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	-5.70	27579	19890	47469	41.9	-16.08	393787	384448	778235	49.4	-6.40
2010	411808	400633	812441	49.3	11.18	26315	19743	46058	42.9	-2.97	438123	420376	858499	49.0	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

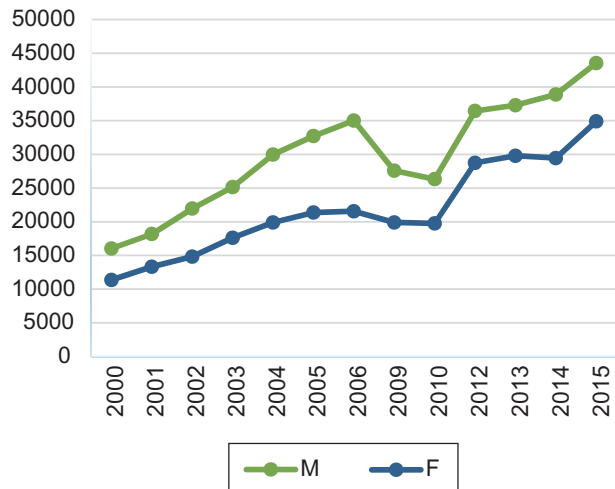
**Figure 27 Secondary School Enrolment, Form 1-4 Enrolment Trend by Sex**



**Figure 27 Secondary School Enrolment, Form 1-4 Enrolment Trend by Sex**

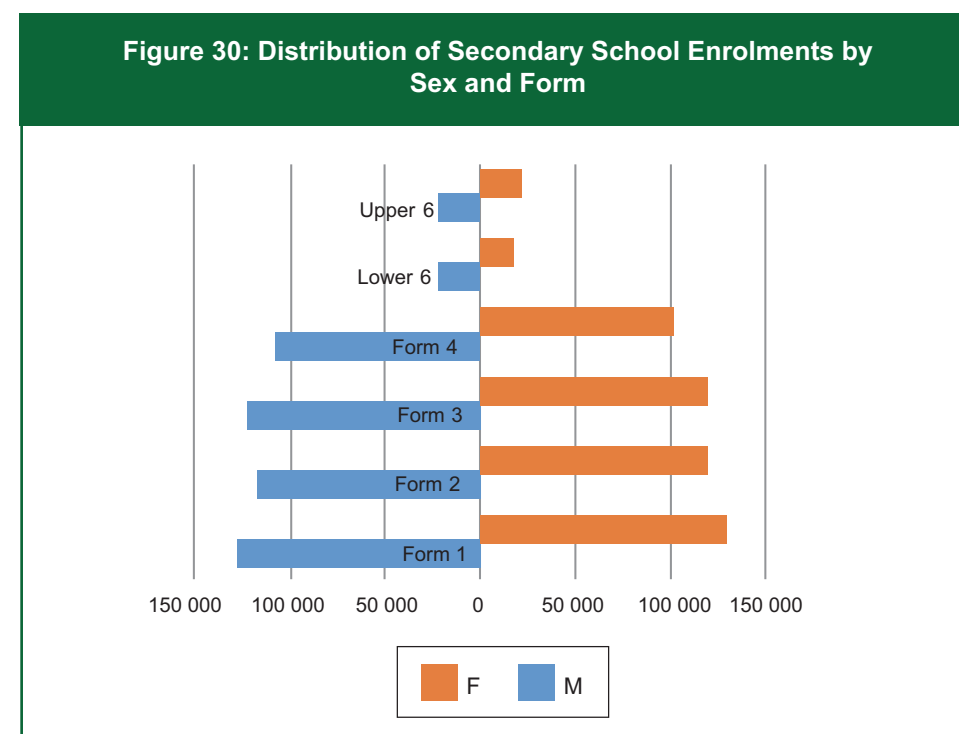


**Figure 28 Secondary School Enrolment, Form 5-6 Enrolment Trend by Sex**



Grade	M	F	Total	% Female	% Total
Form 1	127354	129544	256898	50.43%	25.01%
Form 2	118022	120634	238656	50.55%	23.24%
Form 3	121800	120079	241879	49.64%	23.55%
Form 4	107982	101758	209740	48.52%	20.42%
Lower 6	22272	18188	40460	44.95%	3.94%
Upper 6	21274	16702	37976	43.98%	3.70%
Skills Orientation	744	631	1375	45.89%	0.13%
<b>Total</b>	<b>519448</b>	<b>507536</b>	<b>1026984</b>	<b>49.42%</b>	<b>100.00%</b>

The table below shows secondary school enrolment by school location, sex and form. The highest percentage of learners in urban and rural areas were in lower secondary.



Grade	Rural				Urban				Grand Total	% Total
	M	F	T	% Rural	M	F	T	% Urban		
Form 1	97405	96911	194316	26.41%	29949	32633	62582	21.48%	256898	25.01%
Form 2	88231	88649	176880	24.04%	29791	31985	61776	21.20%	238656	23.24%
Form 3	90208	85784	175992	23.92%	31592	34295	65887	22.62%	241879	23.55%
Form 4	77384	69923	147307	20.02%	30598	31835	62433	21.43%	209740	20.42%
Lower 6	12185	8774	20959	2.85%	10087	9414	19501	6.69%	40460	3.94%
Upper 6	11523	8044	19567	2.66%	9751	8658	18409	6.32%	37976	3.70%
Skills Orientation	340	290	630	0.09%	404	341	745	0.26%	1375	0.13%
<b>Grand Total</b>	<b>377276</b>	<b>358375</b>	<b>735651</b>	<b>100.00%</b>	<b>142172</b>	<b>149161</b>	<b>291333</b>	<b>100.00%</b>	<b>1026984</b>	<b>100.00%</b>

**Figure 31: Distribution of Secondary Enrolment by Location**

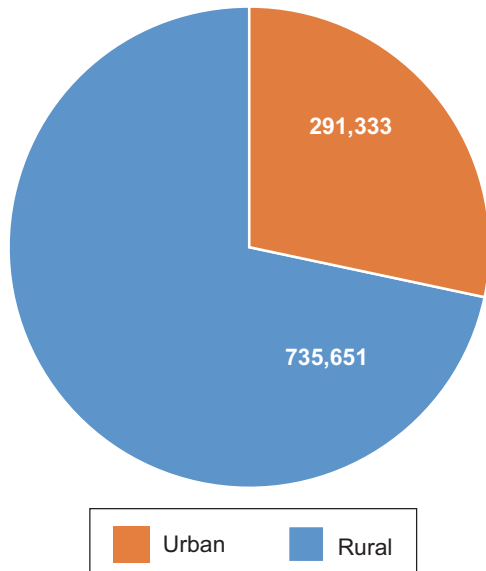
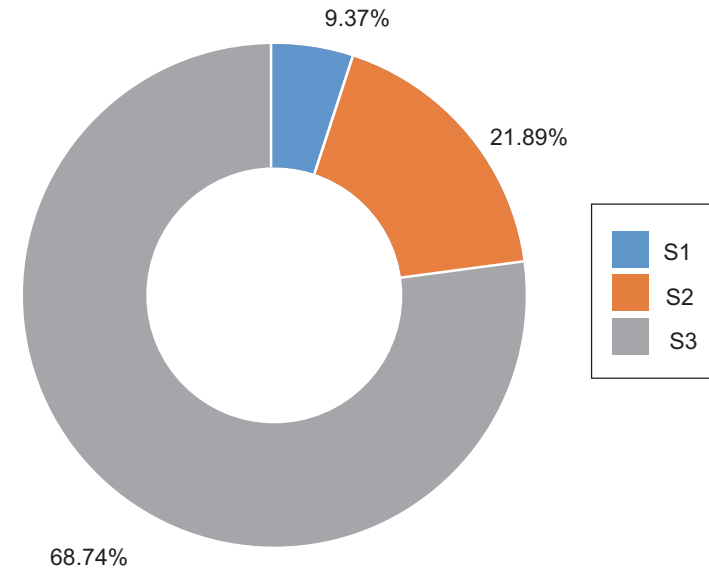


Figure to the left shows distribution of secondary school enrolment by location. The figure depicts that the highest number of learners at secondary level were in rural schools (735,651).

Figure to the right depicts percentage distribution of secondary school enrolments by grand classification. The highest percentage of learners were enrolled in S3 (68.74%) capitation grant category.

**Figure 32: Percentage Distribution of School Enrolments by School Type, Sex and Form**



**Table 39: Secondary School Enrolment by Capitation Grant Type, Sex and Form**

Grade	S1			S2			S3			Grand Total
	M	F	T	M	F	T	M	F	T	
Form 1	8973	9631	18604	23650	26235	49885	94731	93678	188409	256898
Form 2	8717	9480	18197	23622	25738	49360	85683	85416	171099	238656
Form 3	9542	10437	19979	24718	27255	51973	87540	82387	169927	241879
Form 4	9591	10441	20032	23605	24811	48416	74786	66506	141292	209740
Lower 6	4836	4944	9780	6721	6041	12762	10715	7203	17918	40460
Upper 6	4798	4566	9364	6317	5656	11973	10159	6480	16639	37976
Skills Orientation	172	126	298	240	222	462	332	283	615	1375
<b>Grand Total</b>	<b>46629</b>	<b>49625</b>	<b>96254</b>	<b>108873</b>	<b>115958</b>	<b>224831</b>	<b>363946</b>	<b>341953</b>	<b>705899</b>	<b>1026984</b>

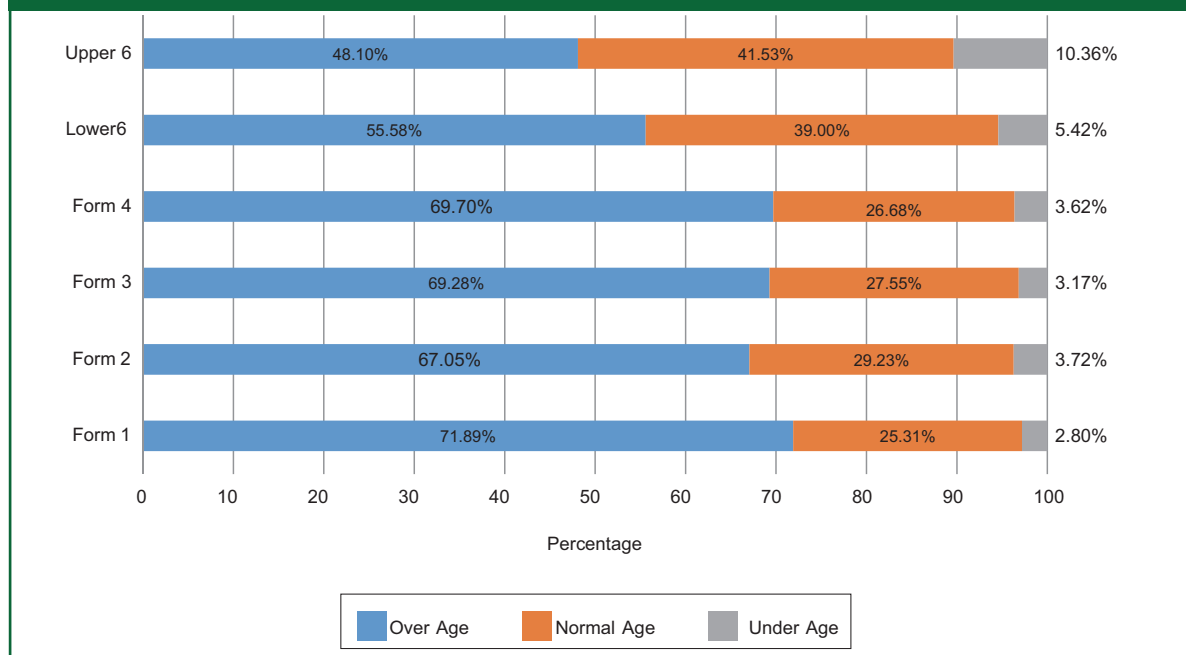
**Table 40: Secondary School Enrolments by School Registration Status, Sex and Form**

Grade	Registered			Satellite			Grand Total		
	M	F	T	M	F	T	M	F	T
Form 1	104800	107941	212741	22554	21603	44157	127354	129544	256898
Form 2	99797	102686	202483	18225	17948	36173	118022	120634	238656
Form 3	104800	104913	209713	17000	15166	32166	121800	120079	241879
Form 4	95868	91387	187255	12114	10371	22485	107982	101758	209740
Lower 6	22175	18102	40277	97	86	183	22272	18188	40460
Upper 6	21176	16628	37804	98	74	172	21274	16702	37976
Skills Orientation	735	624	1359	9	7	16	744	631	1375
<b>Grand Total</b>	<b>449351</b>	<b>442281</b>	<b>891632</b>	<b>70097</b>	<b>65255</b>	<b>135352</b>	<b>519448</b>	<b>507536</b>	<b>1026984</b>

**Table 41: Secondary School Enrolments by Age and Form**

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Grand Total
Below 13	7187	0	0	0	0	0	7187
13 years	65026	8888	0	0	0	0	73914
14 years	97468	69749	7656	0	0	0	174873
15 years	59428	91793	66646	7599	0	0	225466
16 years	20781	46800	84682	55961	2191	0	210415
17 years	5368	16035	50555	72840	15781	3936	164515
18 years	1224	4087	22194	43370	13350	15773	99998
above 18	416	1304	10146	29970	9138	18267	69241
<b>Grand Total</b>	<b>256898</b>	<b>238656</b>	<b>241879</b>	<b>209740</b>	<b>40460</b>	<b>37976</b>	<b>1025609</b>

**Figure 33 Percentage Distribution of Enrolments by Form**

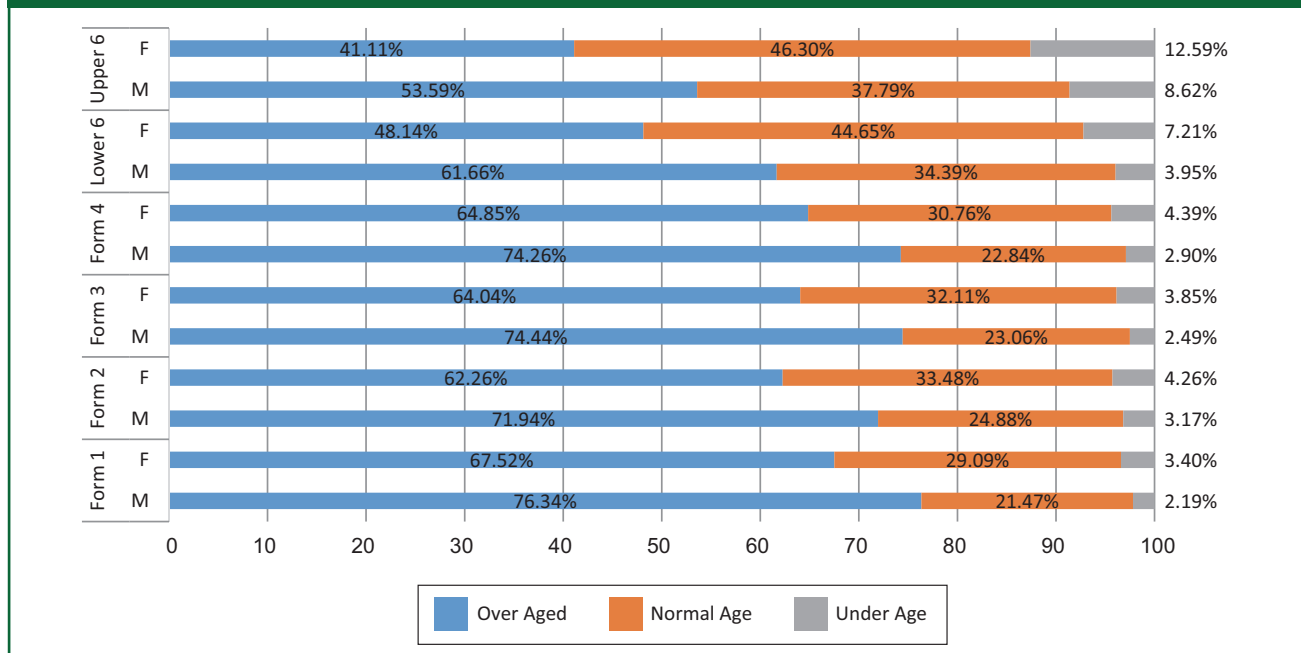


The figure below shows percentage distribution of secondary enrolment by form. There were more learners in forms 5 and 6 (30.00% and 41.53% respectively) who were correctly aged compared to other forms. However, Form 1 to 4 had a significant number of over aged learners which range between 67% and 72%.

Ages	Sex	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Below 13	M	2784	0	0	0	0	0	13	2797
	F	4403	0	0	0	0	0	5	4409
13 years	M	27348	3747	0	0	0	0	34	31129
	F	37678	5141	0	0	0	0	33	42852
14 years	M	46315	29365	3038	0	0	0	104	78822
	F	51153	40384	4618	0	0	0	90	96244
15 years	M	32609	44039	28088	3136	0	0	128	108000
	F	26819	47754	38558	4463	0	0	106	117700
16 years	M	13187	26368	41254	24658	879	0	135	106481
	F	7594	20432	43428	31303	1312	0	106	104175
17 years	M	3840	10555	28758	36461	7660	1834	89	89197
	F	1528	5480	21797	36379	8121	2102	75	75482
18 years	M	955	2974	13831	24535	7453	8040	72	57860
	F	269	1113	8363	18835	5897	7733	45	42255
above 18	M	316	974	6831	19192	6280	11400	169	45162
	F	100	330	3315	10778	2858	6867	171	24419
<b>Grand Total</b>	<b>M</b>	<b>127354</b>	<b>118022</b>	<b>121800</b>	<b>107982</b>	<b>22272</b>	<b>21274</b>	<b>744</b>	<b>519448</b>
	<b>F</b>	<b>129544</b>	<b>120634</b>	<b>120079</b>	<b>101758</b>	<b>18188</b>	<b>16702</b>	<b>631</b>	<b>507536</b>

The figure below shows percentage distribution of enrolment by age, sex and form. There were more female learners who were of the correct age enrolled across all forms compared to male learners.

**Figure 34 Percentage Distribution of Enrolments by Age, Sex and Form**



**Table 43: Secondary School Enrolments by Province and Form**

Province	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total	% Total
Bulawayo	12154	12101	12718	11880	3364	3113	47	55377	5.39%
Harare	25243	25377	26405	25056	8307	7416	396	118200	11.51%
Manicaland	39093	36566	36744	32503	6306	6167	257	157636	15.35%
Mashonaland Central	21234	19325	18367	15785	2091	2023	34	78859	7.68%
Mashonaland East	31371	29713	29012	25846	3860	3823	13	123638	12.04%
Mashonaland West	30707	27952	28029	23664	3403	3227	304	117286	11.42%
Masvingo	32976	30078	31764	27370	5543	5191	256	133178	12.97%
Matabeleland North	15526	13720	13569	10364	1165	1147	21	55512	5.41%
Matabeleland South	14489	13484	12888	10526	1891	1692	16	54986	5.35%
Midlands	34105	30340	32383	26746	4530	4177	31	132312	12.88%
<b>Grand Total</b>	<b>256898</b>	<b>238656</b>	<b>241879</b>	<b>209740</b>	<b>40460</b>	<b>37976</b>	<b>1375</b>	<b>1026984</b>	<b>100.00%</b>

The figure above depicts distribution of secondary enrolment by district. Most of the districts (50) had learners ranging from 4,074 and 22,069 and only one district recorded the highest number of learners, ranging from 76,053 and 94,048.

The table and figure below show the summary of the total enrolment in 8,651 primary and secondary schools in Zimbabwe. There were 4,203,349 learners of which 2,123,481 were males and 2,079,868 were females. The pyramid depicts distribution of enrolment by form and grade. Movement of learners from primary level to lower secondary level showed a decline then a significant drop from lower secondary to upper secondary.

Grade	M	F	Grand Total
ECD A	104826	106481	211307
ECD B	154484	152159	306643
Grade 1	217534	207457	424991
Grade 2	200066	193133	393199
Grade 3	189940	183625	373565
Grade 4	185371	183991	369362
Grade 5	185616	183970	369586
Grade 6	184322	182332	366654
Grade 7	167895	169251	337146
Form 1	127354	129544	256898
Form 2	118022	120634	238656
Form 3	121800	120079	241879
Form 4	107982	101758	209740
Lower 6	22272	18188	40460
Upper 6	21274	16702	37976
Skills Orientation	14723	10564	25287
<b>Grand Total</b>	<b>2123481</b>	<b>2079868</b>	<b>4203349</b>

Figure 35: Distribution of Secondary Enrolment by District

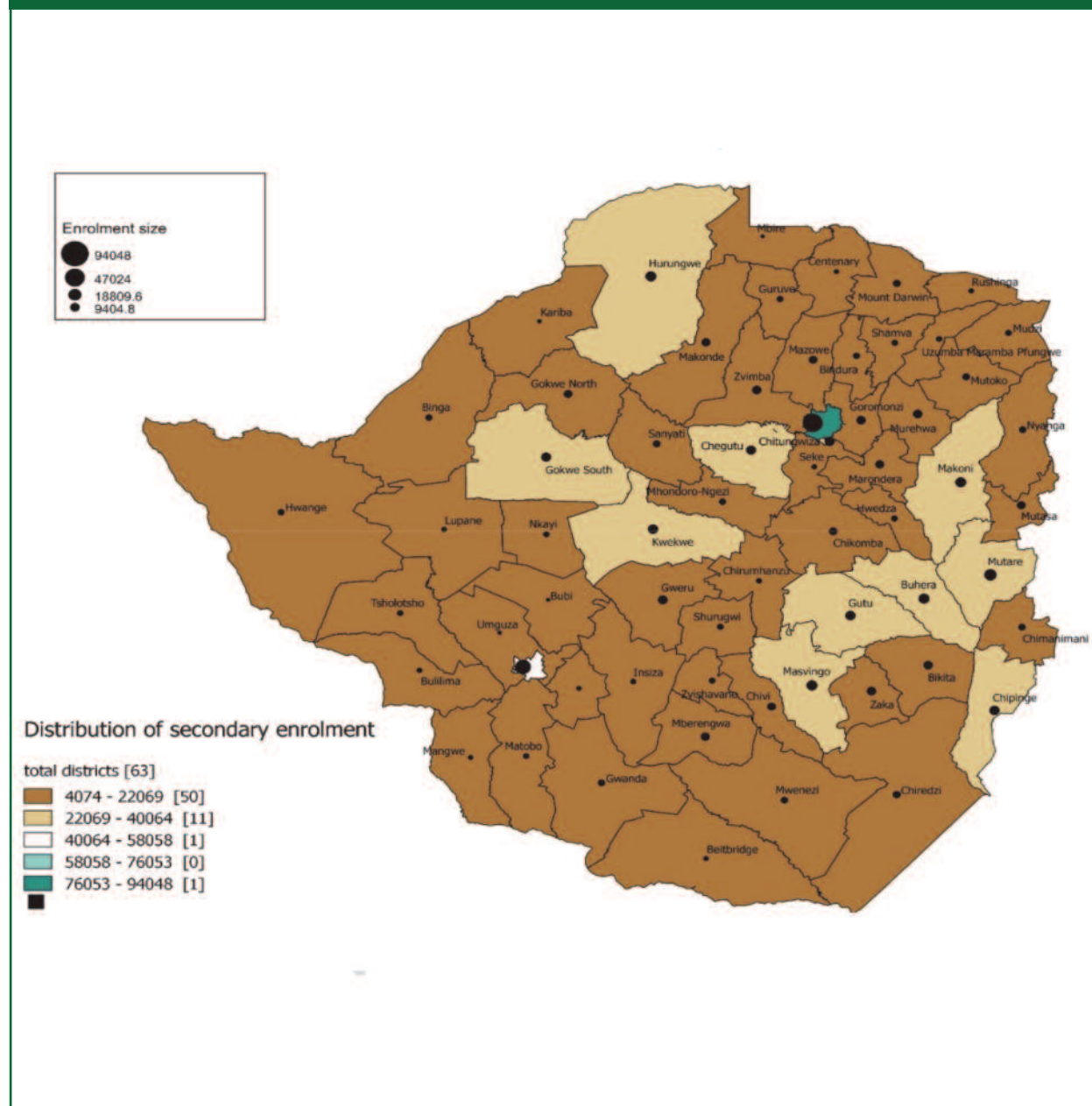
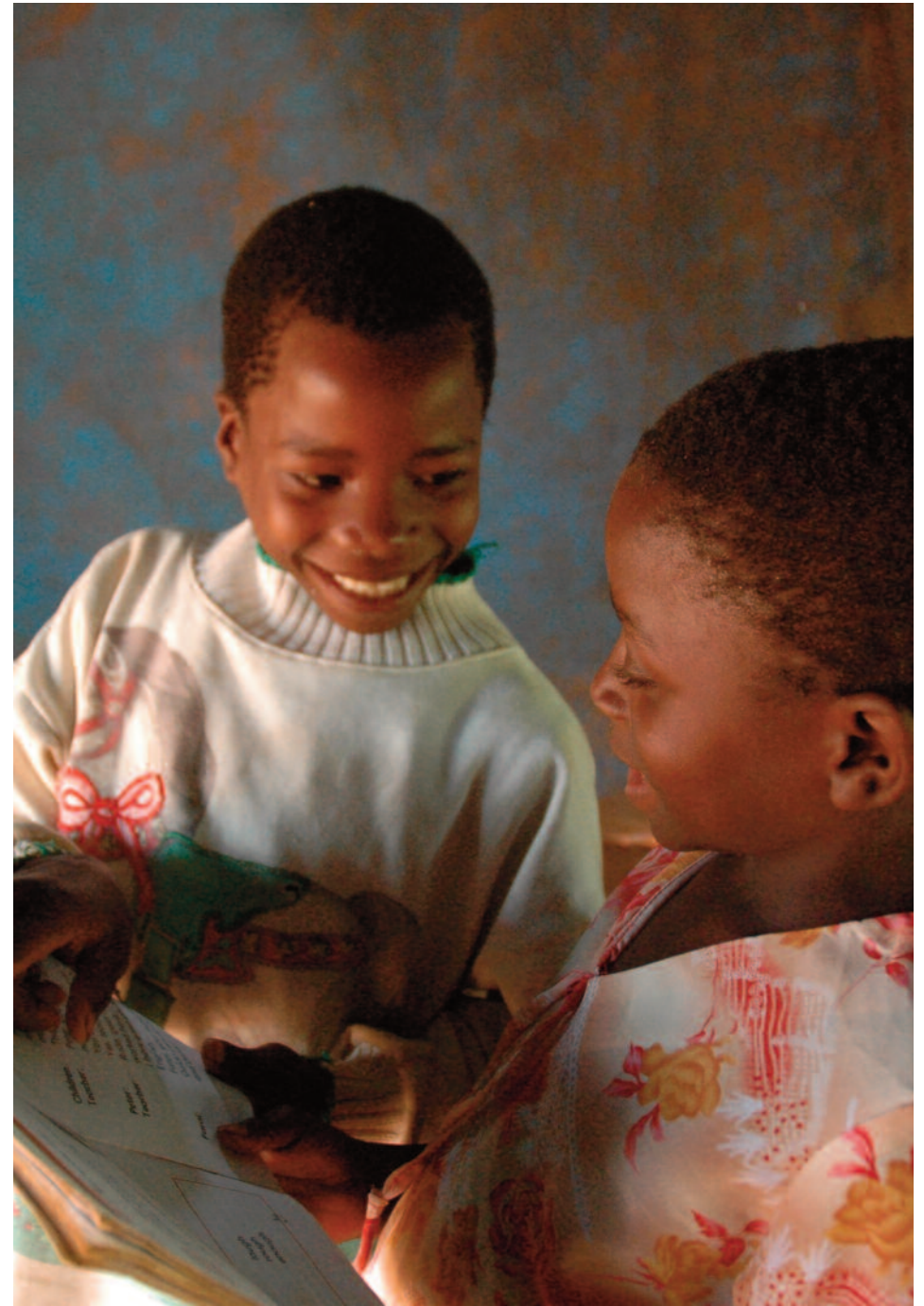
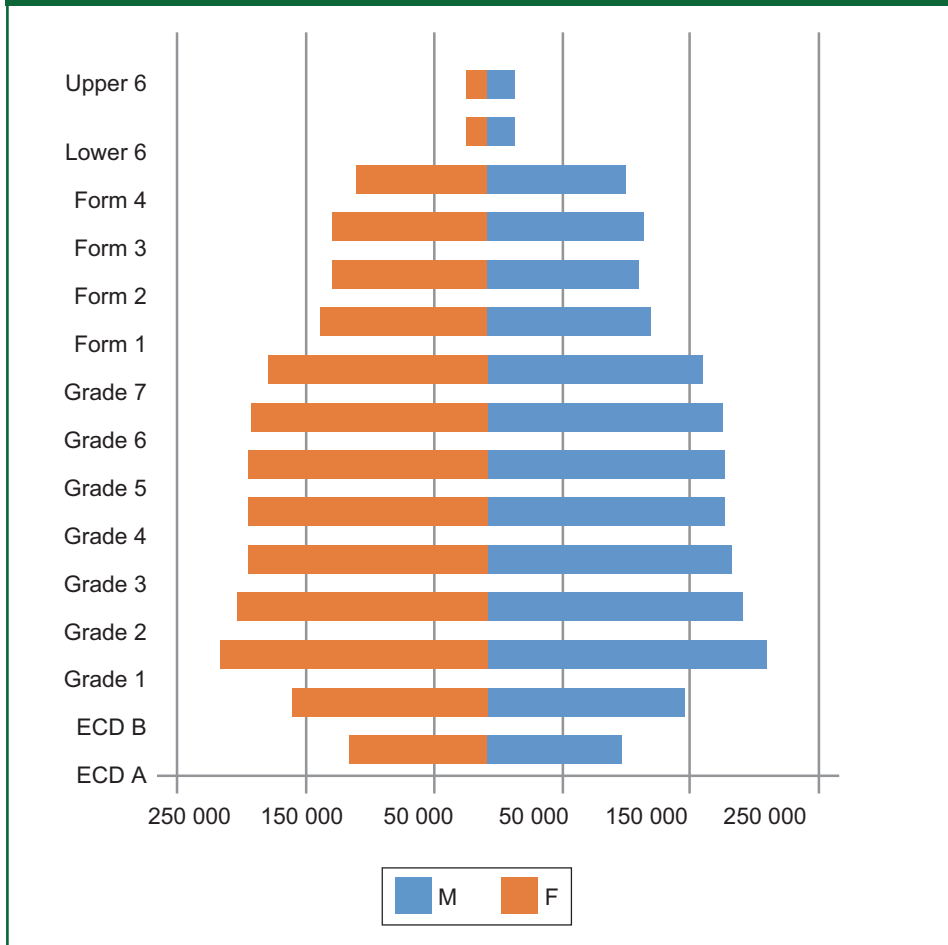


Figure 36 Distribution of Enrolment by Form and Grade



# 4 ACCESS RATES

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

## 4.1 Primary School Apparent and Net Intake Rates

The 15 year trend for primary school Apparent Intake Rate (AIR) and Net Intake Rate (NIR) by sex is shown in table and figure below. Data is not available for 2007, 2008, 2010 and 2011. The AIR remained above 134% between 2000 and 2009 followed by a gradual decrease from 147.30% in 2009 to 120.57% in 2015. Gender Parity Index was below par from 2000 to 2015 indicating that there was a higher proportion of boys participating than girls.

The NIR showed an upward trend from 50.90% in 2000 to 57.30% in 2006 followed by a gradual decline between 2009 and 2015 from 54.60% to 36.23% indicating a low degree of access to primary education, grade 1, for the 6 year age group. Gender Parity Index was above par from 2000 to 2015 excluding 2009 where it was 0.95, indicating that there was a higher proportion of girls participating than boys.

Table 45: Apparent and Net Intake Rates Trends for Primary School, 2000-2015

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

Figure 37 Primary School Apparent Intake Rate by Sex

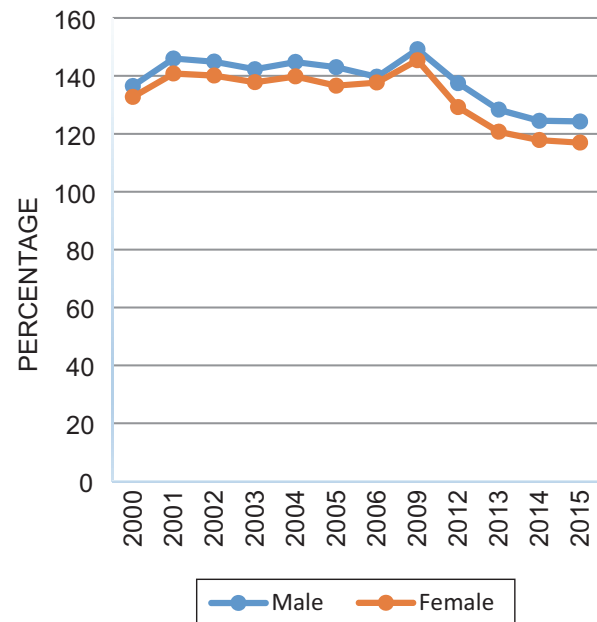


Figure 38 Primary School Net Intake Rate by Sex

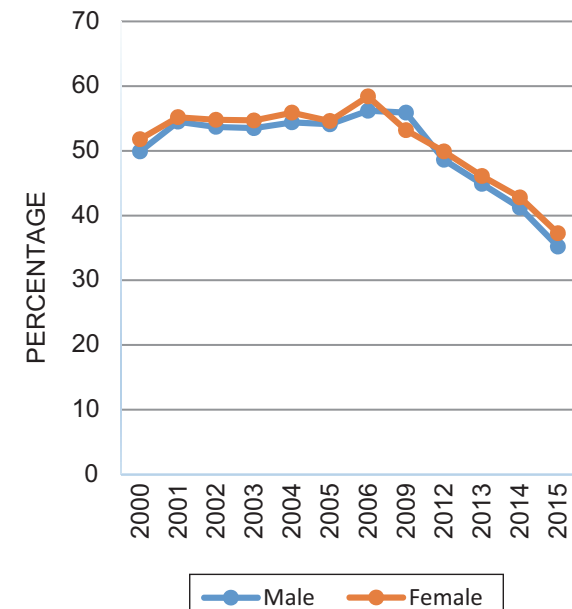


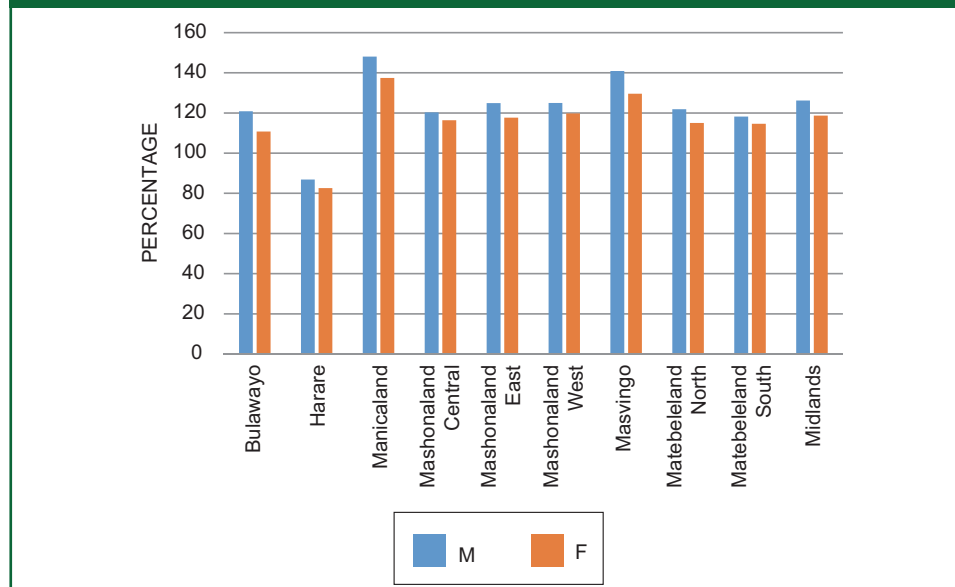
Table 46: Primary School Apparent Intake Rates by Province

Province	New Entrants into Grade 1			Population Aged 6			Apparent Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	8102	7969	16071	6703	7195	13898	120.87%	110.76%	115.64%	0.92
Harare	19476	19183	38659	22424	23218	45642	86.85%	82.62%	84.70%	0.95
Manicaland	36211	34319	70530	24456	24973	49429	148.07%	137.42%	142.69%	0.93
Mashonaland Central	19112	18557	37669	15884	15949	31833	120.32%	116.35%	118.33%	0.97
Mashonaland East	22279	21161	43440	17834	17985	35819	124.92%	117.66%	121.28%	0.94
Mashonaland West	23830	23298	47128	19068	19454	38522	124.97%	119.76%	122.34%	0.96
Masvingo	30240	28572	58812	21462	22049	43512	140.90%	129.58%	135.16%	0.92
Matabeleland North	13077	12404	25481	10732	10786	21518	121.85%	115.00%	118.42%	0.94
Matabeleland South	11406	10921	22327	9647	9529	19176	118.23%	114.61%	116.43%	0.97
Midlands	27399	26272	53671	21709	22140	43849	126.21%	118.66%	122.40%	0.94
<b>Grand Total</b>	<b>211132</b>	<b>202656</b>	<b>413788</b>	<b>169920</b>	<b>173278</b>	<b>343198</b>	<b>124.25%</b>	<b>116.95%</b>	<b>120.57%</b>	<b>0.94</b>

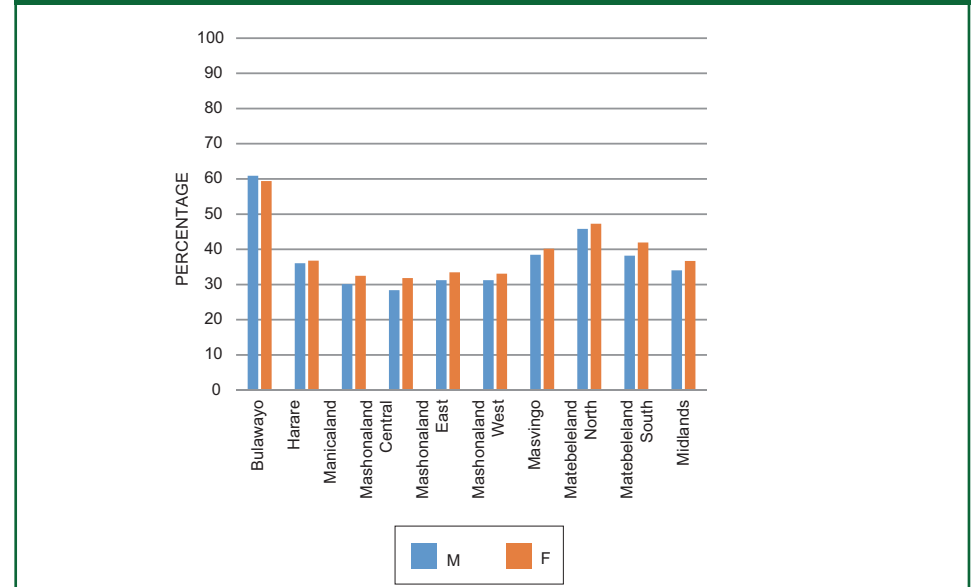
**Table 47: Primary School Net Intake Rates by Province**

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	4082	4274	8356	6703	7195	13898	60.90%	59.40%	60.12%	0.98
Harare	8081	8541	16622	22424	23218	45642	36.04%	36.79%	36.42%	1.02
Manicaland	7366	8115	15481	24456	24973	49429	30.12%	32.50%	31.32%	1.08
Mashonaland Central	4511	5076	9587	15884	15949	31833	28.40%	31.83%	30.12%	1.12
Mashonaland East	5573	6023	11596	17834	17985	35819	31.25%	33.49%	32.37%	1.07
Mashonaland West	5954	6436	12390	19068	19454	38522	31.23%	33.08%	32.16%	1.06
Masvingo	8257	8861	17118	21462	22049	43512	38.47%	40.19%	39.34%	1.04
Matabeleland North	4915	5098	10013	10732	10786	21518	45.80%	47.26%	46.53%	1.03
Matabeleland South	3683	3998	7681	9647	9529	19176	38.18%	41.96%	40.06%	1.10
Midlands	7391	8121	15512	21709	22140	43849	34.05%	36.68%	35.38%	1.08
<b>Grand Total</b>	<b>59813</b>	<b>64543</b>	<b>124356</b>	<b>169920</b>	<b>173278</b>	<b>343198</b>	<b>35.20%</b>	<b>37.25%</b>	<b>36.23%</b>	<b>1.06</b>

**Figure 39: Primary School Apparent Intake Rate**



**Figure 40: Primary School Net Intake Rate**



## 4.2 Secondary School Apparent and Net Intake Rates

The 15 year trend for secondary school Apparent Intake Rate (AIR) and Net Intake Rate (NIR) by sex is shown in table and figure below. Data is not available for 2007, 2008, 2010 and 2011. The trend for Apparent Intake Rate showed an increase from 2000 to 2001 of 2.5% then a gradual decline from 2001 to 2009 from 80.0% to 65.9% and a gradual increase from 2012 to 2015 from 74.6% to 77.37% indicating that the degree of access to secondary education, form 1, regardless of age is improving. Gender Parity Index was below par from 2000 to 2006 indicating a higher proportion of boys participating and above par from 2009 to 2015 indicating a higher proportion of girls participating for the first time in form 1.

The trend for Net Intake Rate was between 20% and 25% throughout the years from 2000 to 2014. In 2015 it decreased to 19.58% thus indicating a very low degree of access to secondary education for new entrants into Form 1 aged 13. Gender Parity Index was above par throughout the trend (1.15-1.37) indicating that there was a higher proportion of girls participating than boys.

Table 48: Secondary School Apparent Intake Rate and Net Intake Rate, 2000-2015

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

Figure 41 Secondary School Apparent Intake Rate by Sex

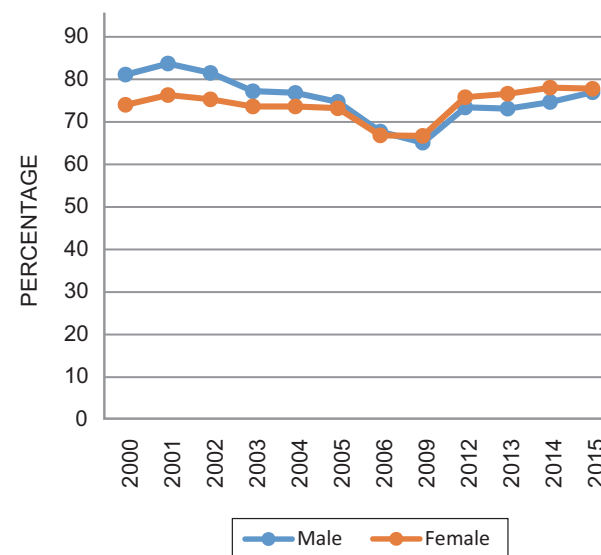
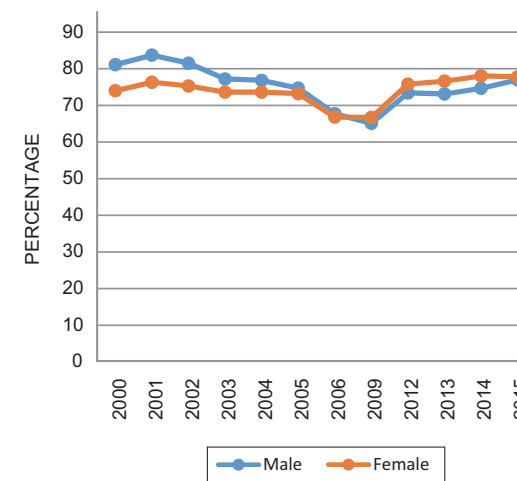


Figure 42 Secondary School Net Intake Rate by Sex



**Table 49: Secondary School Apparent Intake Rate by Province**

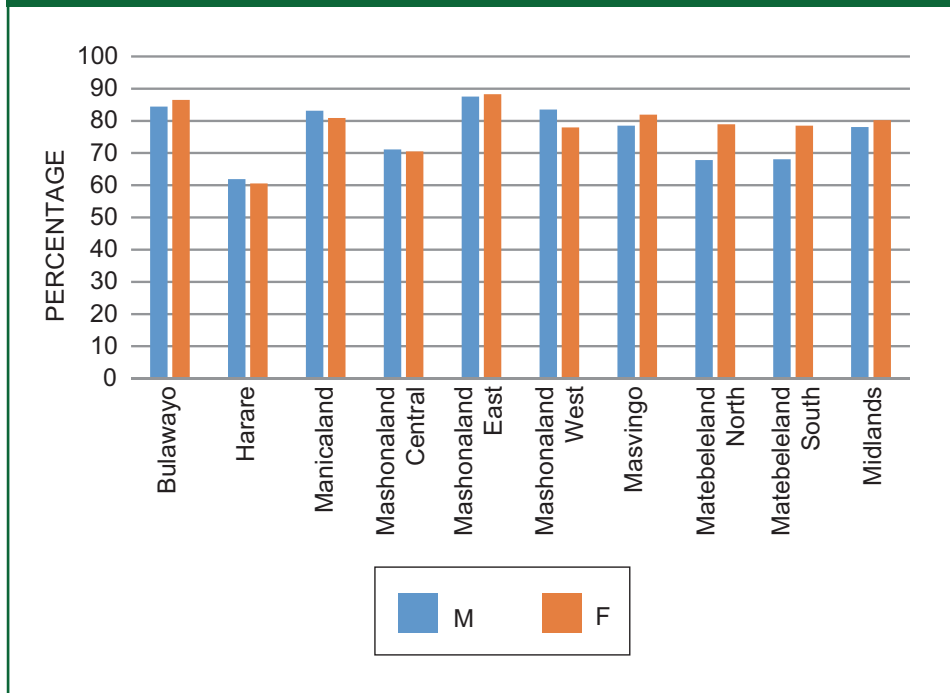
Province	Population Aged 13			New Entrants			AIR			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	6496	7302	13798	5485	6316	11801	84.43%	86.50%	85.53%	1.02
Harare	19536	21557	41093	12096	13059	25155	61.92%	60.58%	61.22%	0.98
Manicaland	23878	23563	47442	19849	19057	38906	83.13%	80.88%	82.01%	0.97
Mashonaland Central	15169	14743	29913	10793	10395	21188	71.15%	70.51%	70.83%	0.99
Mashonaland East	18045	17322	35367	15798	15295	31093	87.55%	88.30%	87.91%	1.01
Mashonaland West	18868	18805	37673	15756	14662	30418	83.51%	77.97%	80.74%	0.93
Masvingo	20679	20338	41017	16234	16658	32892	78.51%	81.91%	80.19%	1.04
Matabeleland North	10603	10442	21045	7191	8243	15434	67.82%	78.94%	73.34%	1.16
Matabeleland South	9863	9524	19386	6714	7476	14190	68.07%	78.50%	73.20%	1.15
Midlands	21131	21529	42660	16502	17274	33776	78.09%	80.24%	79.18%	1.03
<b>Grand Total</b>	<b>164269</b>	<b>165125</b>	<b>329393</b>	<b>126418</b>	<b>128435</b>	<b>254853</b>	<b>76.96%</b>	<b>77.78%</b>	<b>77.37%</b>	<b>1.01</b>

**Table 50: Secondary School Net Intake Rate by Province**

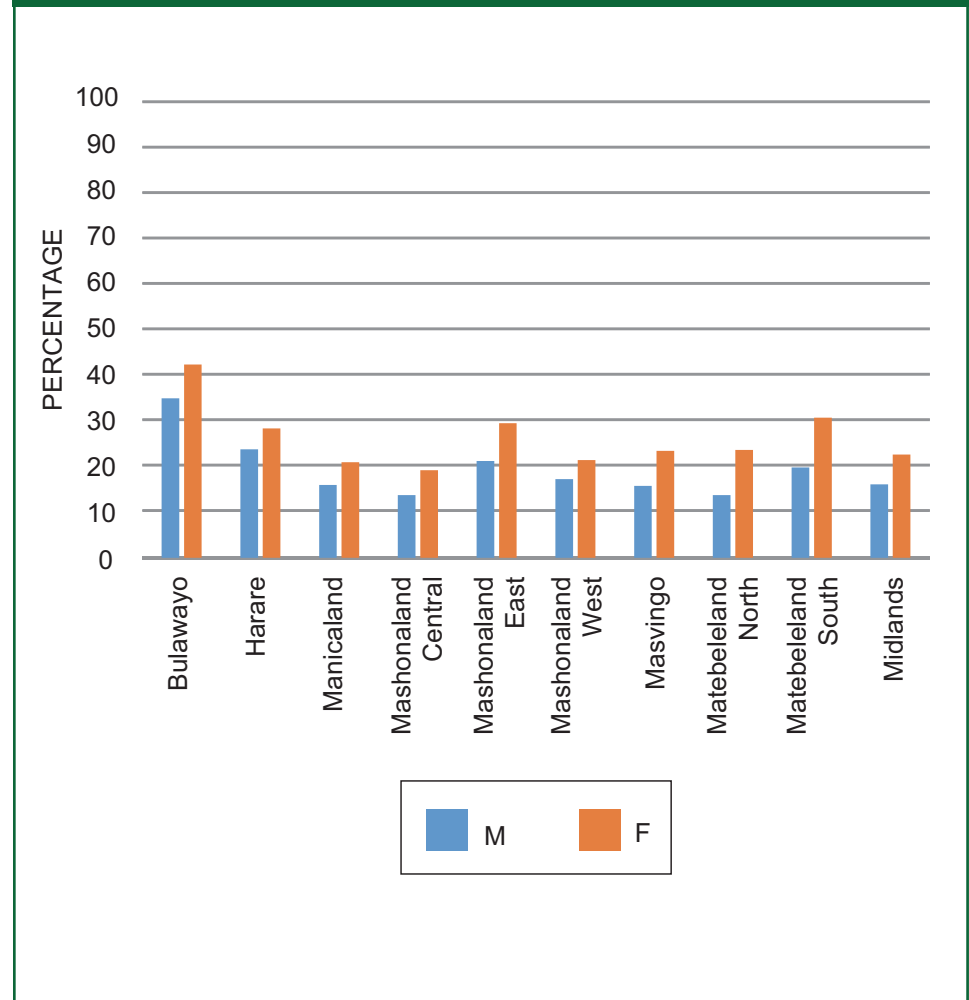
Province	Population Aged 13			New Entrants aged 13 years			NIR			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	6496	7302	13798	2058	2806	4864	31.68%	38.43%	35.25%	1.21
Harare	19536	21557	41093	4208	5547	9755	21.54%	25.73%	23.74%	1.19
Manicaland	23878	23563	47442	3464	4482	7946	14.51%	19.02%	16.75%	1.31
Mashonaland Central	15169	14743	29913	1895	2567	4462	12.49%	17.41%	14.92%	1.39
Mashonaland East	18045	17322	35367	3471	4631	8102	19.23%	26.73%	22.91%	1.39
Mashonaland West	18868	18805	37673	2949	3654	6603	15.63%	19.43%	17.53%	1.24
Masvingo	20679	20338	41017	2959	4320	7279	14.31%	21.24%	17.75%	1.48
Matabeleland North	10603	10442	21045	1320	2238	3558	12.45%	21.43%	16.91%	1.72
Matabeleland South	9863	9524	19386	1771	2652	4423	17.96%	27.85%	22.81%	1.55
Midlands	21131	21529	42660	3085	4414	7499	14.60%	20.50%	17.58%	1.40
<b>Grand Total</b>	<b>164269</b>	<b>165125</b>	<b>329393</b>	<b>27180</b>	<b>37311</b>	<b>64491</b>	<b>16.55%</b>	<b>22.60%</b>	<b>19.58%</b>	<b>1.37</b>

Figures below show Secondary Apparent Intake Rates and Net Intake Rates. All provinces were enrolling a significant number of learners who were not of the correct age for the first time in form 1. Figure to the right indicates that Bulawayo province had 35.25% learners enrolled in form 1 for the first time at the right age. Gender parity index was ranging between 1.19 and 1.72 indicating that there were more female learners entering form 1 for the first time than males in all provinces.

**Figure 43: Secondary Apparent Intake Rate**



**Figure 44: Secondary Net Intake Rate**



# 5 PARTICIPATION RATES

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

Net Enrolment Ratio shows participation of learners belonging to the official age group corresponding to the given level of education. At primary level participation is measured in learners aged 6 to 12 who are in grade 1 to grade 7, while at secondary level participation is measured in learners aged 13 to 18 who are in form 1 to form 6.

## 5.1 ECD Participation Rates

The table and figures below show distribution of GER and NER for ECD from 2012 to 2015.

The trend for GER showed a gradual increase from 32.87% to 46.94% in 2012 to 2015. Gender Parity Index was at par in 2015.

NER was 29.83% in 2012 followed by a drop of 6.43% in 2013. However, from 2013 to 2015 there was a gradual increase from 23.40% to 28.95% but we have not yet reached the percentage we once had in 2012 (29.83%). Gender Parity Index was above par throughout the trend indicating that more girls were participating than boys.

Overall, the participation of learners in ECD was still very low.

**Table 51: Gross Enrolment Ratio and Net Enrolment Ratio Trend, 2012 to 2015**

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

**Figure 45: Distribution of ECD GER by Sex, 2012-2015**

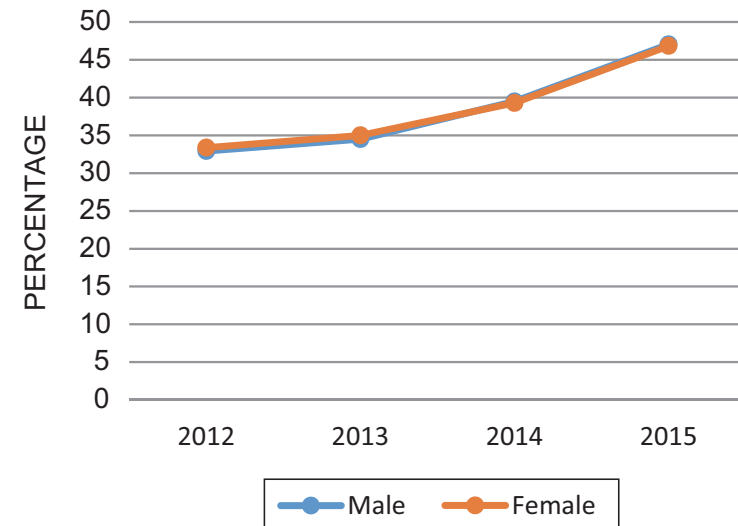


Figure 46: Distribution of ECD NER by Sex, 2012-2015

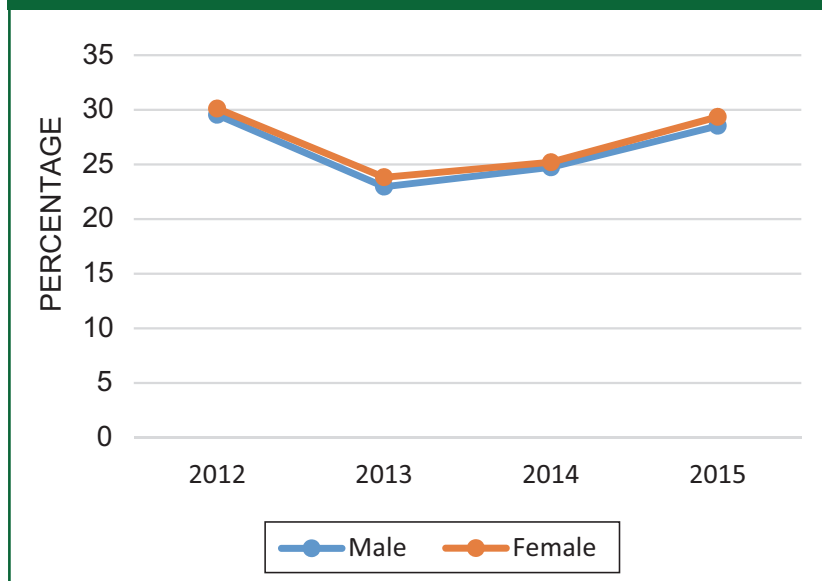


Table 53: ECD GER, NER and GPI by Sex and Province

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	35.08%	34.46%	34.77%	0.98	27.62%	27.29%	27.46%	0.99
Harare	17.22%	16.49%	16.85%	0.96	11.06%	10.93%	11.00%	0.99
Manicaland	56.45%	56.92%	56.68%	1.01	32.47%	33.72%	33.10%	1.04
Mashonaland Central	50.61%	50.75%	50.68%	1.00	27.89%	28.89%	28.39%	1.04
Mashonaland East	50.55%	51.57%	51.06%	1.02	28.73%	30.24%	29.48%	1.05
Mashonaland West	44.75%	43.77%	44.26%	0.98	25.36%	25.96%	25.66%	1.02
Masvingo	57.69%	57.45%	57.57%	1.00	37.06%	38.01%	37.53%	1.03
Matabeleland North	60.93%	61.56%	61.24%	1.01	43.81%	45.69%	44.74%	1.04
Matabeleland South	60.49%	60.55%	60.52%	1.00	36.25%	38.00%	37.12%	1.05
Midlands	45.16%	44.75%	44.95%	0.99	26.72%	27.45%	27.09%	1.03
<b>Grand Total</b>	<b>47.05%</b>	<b>46.84%</b>	<b>46.94%</b>	<b>1.00</b>	<b>28.54%</b>	<b>29.36%</b>	<b>28.95%</b>	<b>1.03</b>

Table 52: 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	22691	23042	45733	7960	7940	15900	6267	6289	12556
Harare	74561	76007	150568	12843	12532	25375	8250	8308	16558
Manicaland	80022	80115	160137	45173	45598	90771	25984	27017	53001
Mashonaland Central	50267	50209	100476	25438	25482	50920	14021	14504	28525
Mashonaland East	57027	56046	113073	28829	28901	57730	16386	16947	33333
Mashonaland West	62184	62369	124553	27830	27300	55130	15772	16188	31960
Masvingo	69699	69779	139478	40211	40086	80297	25827	26526	52353
Matabeleland North	34115	33452	67567	20785	20593	41378	14945	15284	30229
Matabeleland South	31327	31233	62560	18950	18912	37862	11355	11868	23223
Midlands	69289	69943	139231	31291	31296	62587	18514	19199	37713
<b>Total</b>	<b>551182</b>	<b>552195</b>	<b>1103377</b>	<b>259310</b>	<b>258640</b>	<b>517950</b>	<b>157321</b>	<b>162130</b>	<b>319451</b>

Table above shows ECD GER, NER and GPI by sex and province. Matabeleland North province had the highest percentage of learners participating in ECD, GER was 61.24% and NER was 44.74%. Gender Parity Index of learners participating in ECD regardless of age was at par in three provinces, Mashonaland Central, Masvingo and Matabeleland South whereas GPI for learners aged 3 to 5 was in favor of girls in 8 provinces excluding Bulawayo and Harare provinces.

## 5.2 Primary School Participation Rates

The 15 year trend for primary school Gross Enrolment Ratio and Net Enrolment Ratio by sex is shown in the table and figures below. Data is not available for 2007, 2008, 2010 and 2011. Gross Enrolment Ratio was above 110% from 2000 to 2012 however, from 2012 to 2015 GER dropped to 106.21%. Gender Parity Index was in favor of boys across all years.

Net Enrolment Ratio was above 96% in 2000 to 2009 followed by a gradual drop from 2009 to 2014 then a sharp decline from 92.20% in 2014 to 88.46% in 2015. It can be noted that the capacity of the education system of enrolling learners aged 6 to 12 which were in grade 1 to 7 decreased. During the period 2000 and 2002, males dominated followed by an equal participation of learners from 2003 to 2009 then females dominated from 2012 to 2015.

Table 54: Primary School Gross Enrolment Ratio and Net Enrolment Ratio Trend, 2000 to 2015

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

Figure 47 Primary Gross Enrolment Ratio Trend, 2000 to 2015

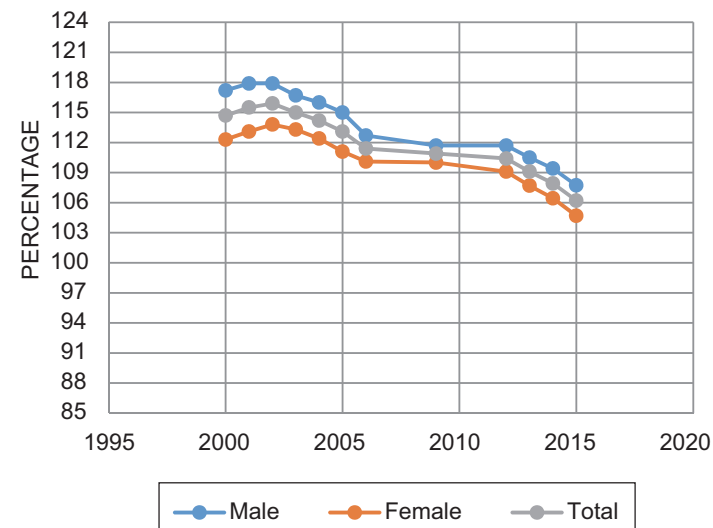
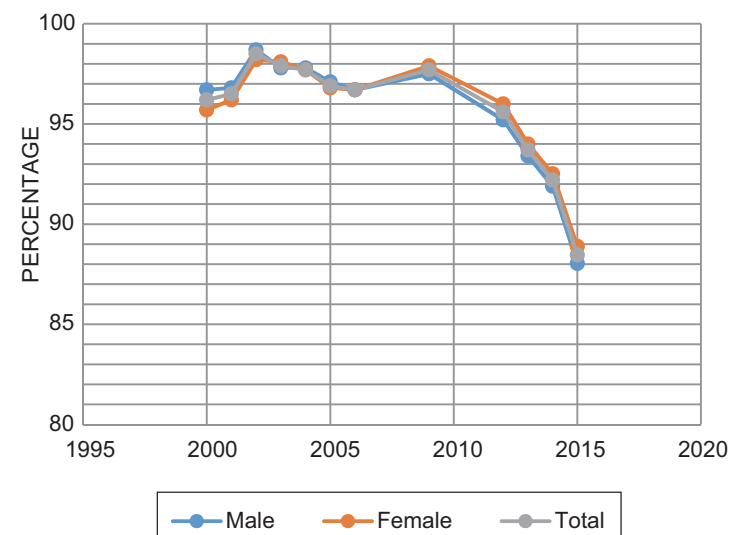


Figure 48 Primary School Net Enrolment Ratio Trend, 2000 to 2015



**Table 55: Primary School Age Population Data and Enrolments**

Province	Population 6-12 years			Total Enrolment			Enrolment 6-12		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	48111	51367	99478	52577	53422	105999	45938	47915	93853
Harare	151928	161049	312977	129840	131143	260983	115305	118428	233733
Manicaland	180644	181226	361870	213155	206031	419186	170261	172143	342404
Mashonaland Central	115283	114675	229958	124477	120769	245246	98611	100285	198896
Mashonaland East	131864	130519	262384	145048	140069	285117	117899	118694	236593
Mashonaland West	142760	141410	284170	160590	154529	315119	127948	128576	256524
Masvingo	160869	160753	321622	178699	175370	354069	145507	148288	293795
Matabeleland North	81199	79877	161076	89355	86990	176345	73533	73536	147069
Matabeleland South	72615	71372	143987	74508	72455	146963	62069	62523	124592
Midlands	162948	162594	325542	176474	172914	349388	141831	145024	286855
<b>Grand Total</b>	<b>1248222</b>	<b>1254841</b>	<b>2503063</b>	<b>1344723</b>	<b>1313692</b>	<b>2658415</b>	<b>1098902</b>	<b>1115412</b>	<b>2214314</b>

**Table 56: Primary GER, NER and GPI by Sex and Province**

Province	GER				NER			
	M	F	Total	GPI	M	F	Total	GPI
Bulawayo	109.28%	104.00%	106.56%	0.95	95.48%	93.28%	94.35%	0.98
Harare	85.46%	81.43%	83.39%	0.95	75.89%	73.54%	74.68%	0.97
Manicaland	118.00%	113.69%	115.84%	0.96	94.25%	94.99%	94.62%	1.01
Mashonaland Central	107.98%	105.31%	106.65%	0.98	85.54%	87.45%	86.49%	1.02
Mashonaland East	110.00%	107.32%	108.66%	0.98	89.41%	90.94%	90.17%	1.02
Mashonaland West	112.49%	109.28%	110.89%	0.97	89.62%	90.92%	90.27%	1.01
Masvingo	111.08%	109.09%	110.09%	0.98	90.45%	92.25%	91.35%	1.02
Matabeleland North	110.04%	108.91%	109.48%	0.99	90.56%	92.06%	91.30%	1.02
Matabeleland South	102.61%	101.52%	102.07%	0.99	85.48%	87.60%	86.53%	1.02
Midlands	108.30%	106.35%	107.33%	0.98	87.04%	89.19%	88.12%	1.02
<b>Grand Total</b>	<b>107.73%</b>	<b>104.69%</b>	<b>106.21%</b>	<b>0.97</b>	<b>88.04%</b>	<b>88.89%</b>	<b>88.46%</b>	<b>1.01</b>

Table on left shows primary GER and NER by province and sex. Harare province had the least GER which was below 100% than other nine provinces. GPI was below par in all the provinces indicating that it was in favor of boys.

There were six provinces, Bulawayo, Manicaland, Mashonaland East, Mashonaland West, Masvingo and Matabeleland provinces recording NER above 90% denoting a high degree of coverage of learners aged 6-12 years in primary level. GPI was in favor of girls in eight provinces except for Bulawayo and Harare.

Grade	Grade-Age Enrolment			Grade-Age Population			Grade NER			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade 1	59837	64529	124366	169920	173278	343198	35.21%	37.24%	36.24%	1.06
Grade 2	52114	59338	111452	178482	178252	356734	29.20%	33.29%	31.24%	1.14
Grade 3	43354	53381	96735	171994	175297	347291	25.21%	30.45%	27.85%	1.21
Grade 4	41303	53694	94997	174180	177051	351231	23.71%	30.33%	27.05%	1.28
Grade 5	40892	53601	94493	171452	172253	343705	23.85%	31.12%	27.49%	1.30
Grade 6	38867	50268	89135	170494	170224	340718	22.80%	29.53%	26.16%	1.30
Grade 7	36983	47498	84481	211699	208486	420185	17.47%	22.78%	20.11%	1.30

Table on the left shows Grade Specific Net Enrolment Rate (NER) by sex and grade. Participation of learners who were of the right age to that grade was higher in grade 1 and 2 (more than 31%) compared to the other grades which were below 28%. Generally, there was low degree of participation of learners across all grades. Gender Parity Index was above par in all grades indicating that there were more females participating than males.

Grade	Grade Enrolment			Grade-Age Population			Grade GER			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade1	216136	207243	423379	169920	173278	343198	127.20%	119.60%	123.36%	0.94
Grade2	196868	189280	386148	178482	178252	356734	110.30%	106.19%	108.25%	0.96
Grade3	194742	191186	385928	171994	175297	347291	113.23%	109.06%	111.13%	0.96
Grade4	188910	186296	375206	174180	177051	351231	108.46%	105.22%	106.83%	0.97
Grade5	184862	184244	369106	171452	172253	343705	107.82%	106.96%	107.39%	0.99
Grade6	183336	182593	365929	170494	170224	340718	107.53%	107.27%	107.40%	1.00
Grade7	161790	160959	322749	211699	208486	420185	76.42%	77.20%	76.81%	1.01

Age	Enrolment			Age Population			ASER			
	M	F	T	M	F	T	M	F	T	GPI
6 years	62896	68357	131253	169920	173278	343198	37.02%	39.45%	38.24%	1.07
7 years	157216	161169	318385	178482	178252	356734	88.08%	90.42%	89.25%	1.03
8 years	172778	175628	348406	171994	175297	347291	100.46%	100.19%	100.32%	1.00
9 years	170975	175025	346000	174180	177051	351231	98.16%	98.86%	98.51%	1.01
10 years	182767	185086	367853	171452	172253	343705	106.60%	107.45%	107.03%	1.01
11 years	178658	179318	357976	170494	170224	340718	104.79%	105.34%	105.07%	1.01
12 years	173612	170829	344441	211699	208486	420185	82.01%	81.94%	81.97%	1.00

Table on the left shows grade specific Gross Enrolment Ratio by grade and sex. Gross Enrolment Ratio was above 100% in all grades except for grade 7 where it was 76.81%. In grade 1 to grade 5 GPI was below par indicating that it was in favor of boys and in grade 6 and 7 it was above par indicating bias towards the female group.

### 5.3 Secondary School Participation Rates

The 15 year trend for secondary school Gross Enrolment Ratio and Net Enrolment Ratio by sex is shown below. Data is not available for 2007, 2008, 2010 and 2011. Table below shows the trend for secondary school Gross Enrolment Rate (GER). In 2000 to 2002 lower secondary GER was fluctuating around 68% and 69% then

decreased gradually in the preceding years to 2009 (57.8%) followed by a positive trend to 2015 (75.13%). Gender parity index was at par in 2012 and 2015.

In upper secondary GER showed an upward trend from 4.5% in 2000 to 9.0% in 2006 followed by a drop to 7.4% in 2009 and an increase from 11.1% to 12.86% in 2012 to 2015. There was bias towards the male group across all years.

**Table 60: Secondary School Gross Enrolment Rate (GER) by Sex, 2000-2015**

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

**Table 61: Secondary School Net Enrolment Rate, 2000-2015**

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

Table to the left shows the trend for secondary school Net Enrolment Rate by sex. Net Enrolment Rate for lower secondary was above 46% over the period. In 2015 NER increased to 54.13% denoting an increase in enrolment of learners aged between 13-16 years in lower secondary but we did not manage to achieve NER of 2009 (58.3%). More than 90% of learners participating in upper secondary were not of the correct age. Generally, there was bias towards the female group in lower secondary except for 2009 while in upper secondary bias was towards the males from 2000 to 2015.

**Table 62: Secondary School-Age Population Data and Enrolment by Sex, Form 1-4**

Province	Population 13-16 years			Total Enrolment form 1-4			Enrolment 13-16 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	26548	32126	58675	22884	25969	48853	17541	20682	38223
Harare	76871	91963	168834	49989	52092	102081	38784	42544	81328
Manicaland	91895	87552	179447	75280	69626	144906	48699	51284	99983
Mashonaland Central	57327	52850	110177	38976	35735	74711	25171	27098	52269
Mashonaland East	68553	63199	131751	59785	56157	115942	41526	43964	85490
Mashonaland West	72126	69986	142113	57822	52530	110352	38351	39815	78166
Masvingo	78661	76568	155229	61650	60538	122188	40061	44420	84481
Matabeleland North	40460	38023	78483	24244	28935	53179	16008	21390	37398
Matabeleland South	38123	35570	73694	23711	27676	51387	17618	21718	39336
Midlands	82458	79856	162314	60817	62757	123574	39393	46409	85802
<b>Grand Total</b>	<b>633024</b>	<b>627692</b>	<b>1260716</b>	<b>475158</b>	<b>472015</b>	<b>947173</b>	<b>323152</b>	<b>359324</b>	<b>682476</b>

**Table 63: Secondary Form 1-4 NER and GER by Province and Sex**

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	86.20%	80.83%	83.26%	0.94	66.07%	64.38%	65.14%	0.97
Harare	65.03%	56.64%	60.46%	0.87	50.45%	46.26%	48.17%	0.92
Manicaland	81.92%	79.53%	80.75%	0.97	52.99%	58.58%	55.72%	1.11
Mashonaland Central	67.99%	67.62%	67.81%	0.99	43.91%	51.27%	47.44%	1.17
Mashonaland East	87.21%	88.86%	88.00%	1.02	60.58%	69.56%	64.89%	1.15
Mashonaland West	80.17%	75.06%	77.65%	0.94	53.17%	56.89%	55.00%	1.07
Masvingo	78.37%	79.06%	78.71%	1.01	50.93%	58.01%	54.42%	1.14
Matabeleland North	59.92%	76.10%	67.76%	1.27	39.57%	56.26%	47.65%	1.42
Matabeleland South	62.20%	77.81%	69.73%	1.25	46.21%	61.06%	53.38%	1.32
Midlands	73.76%	78.59%	76.13%	1.07	47.77%	58.12%	52.86%	1.22
<b>Grand Total</b>	<b>75.06%</b>	<b>75.20%</b>	<b>75.13%</b>	<b>1.00</b>	<b>51.05%</b>	<b>57.25%</b>	<b>54.13%</b>	<b>1.12</b>

Table to the left shows secondary form 1-4 Gross Enrolment Ratio and Net Enrolment Ratio by province and sex. Bulawayo and Mashonaland East provinces had the highest GER (above 83%) and NER (above 64%) indicating that there were more learners participating in form 1 to 4 than other provinces

**Table 64: Secondary School Form 5-6 Age Population Data and Enrolment by Sex**

Province	Population 17-18 years			Total Enrolment form 5-6			Enrolment 17-18 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	14764	19589	34353	3079	3398	6477	1895	2365	4260
Harare	40318	55804	96122	8437	7286	15723	5734	5455	11189
Manicaland	41859	39017	80876	7041	5432	12473	3532	3323	6855
Mashonaland Central	27261	24461	51722	2443	1671	4114	1330	1110	2440
Mashonaland East	32101	28844	60945	4251	3432	7683	2731	2567	5298
Mashonaland West	34952	33540	68492	4008	2622	6630	2220	1804	4024
Masvingo	34365	34393	68758	6454	4280	10734	3418	2900	6318
Matabeleland North	18841	17087	35928	1170	1142	2312	468	634	1102
Matabeleland South	18441	16432	34873	1750	1833	3583	1022	1108	2130
Midlands	39192	38558	77750	4913	3794	8707	2637	2587	5224
<b>Grand Total</b>	<b>302094</b>	<b>307725</b>	<b>609819</b>	<b>43546</b>	<b>34890</b>	<b>78436</b>	<b>24987</b>	<b>23853</b>	<b>48840</b>

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	20.85%	17.35%	18.85%	0.83	12.84%	12.07%	12.40%	0.94
Harare	20.93%	13.06%	16.36%	0.62	14.22%	9.78%	11.64%	0.69
Manicaland	16.82%	13.92%	15.42%	0.83	8.44%	8.52%	8.48%	1.01
Mashonaland Central	8.96%	6.83%	7.95%	0.76	4.88%	4.54%	4.72%	0.93
Mashonaland East	13.24%	11.90%	12.61%	0.90	8.51%	8.90%	8.69%	1.05
Mashonaland West	11.47%	7.82%	9.68%	0.68	6.35%	5.38%	5.88%	0.85
Masvingo	18.78%	12.44%	15.61%	0.66	9.95%	8.43%	9.19%	0.85
Matabeleland North	6.21%	6.68%	6.44%	1.08	2.48%	3.71%	3.07%	1.49
Matabeleland South	9.49%	11.16%	10.27%	1.18	5.54%	6.74%	6.11%	1.22
Midlands	12.54%	9.84%	11.20%	0.78	6.73%	6.71%	6.72%	1.00
<b>Grand Total</b>	<b>14.41%</b>	<b>11.34%</b>	<b>12.86%</b>	<b>0.79</b>	<b>8.27%</b>	<b>7.75%</b>	<b>8.01%</b>	<b>0.94</b>

Province	Population 13-18 years			Total Enrolment form 1-6			Enrolment 13-18 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	41312	51715	93028	25963	29367	55330	24102	27581	51683
Harare	117189	147767	264956	58426	59378	117804	54442	56541	110983
Manicaland	133754	126569	260323	82321	75058	157379	73583	69885	143468
Mashonaland Central	84588	77311	161899	41419	37406	78825	37376	35647	73023
Mashonaland East	100654	92043	192696	64036	59589	123625	59402	57141	116543
Mashonaland West	107078	103526	210605	61830	55152	116982	56263	52496	108759
Masvingo	113026	110961	223987	68104	64818	132922	60446	60518	120964
Matabeleland North	59301	55110	114411	25414	30077	55491	22728	28123	50851
Matabeleland South	56564	52002	108567	25461	29509	54970	23661	27852	51513
Midlands	121650	118414	240064	65730	66551	132281	58924	62469	121393
<b>Grand Total</b>	<b>935120</b>	<b>935415</b>	<b>1870535</b>	<b>518704</b>	<b>506905</b>	<b>1025609</b>	<b>470927</b>	<b>478253</b>	<b>949180</b>

Table below shows secondary GER and NER for form 5 to 6 by sex and province. Mashonaland Central, Mashonaland West and Matabeleland North provinces had less than 10% of learners participating, regardless of age, in form 5 and 6. Matabeleland provinces had more girls participating than boys. Furthermore, learners who were correctly aged in form 5 and 6 were less than 10% in eight provinces excluding Harare and Bulawayo. Midlands was the only province which was at par in the participation of learners aged 17 to 18 years.

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	62.85%	56.79%	59.48%	0.90	58.34%	53.33%	55.56%	0.91
Harare	49.86%	40.18%	44.46%	0.81	46.46%	38.26%	41.89%	0.82
Manicaland	61.55%	59.30%	60.46%	0.96	55.01%	55.21%	55.11%	1.00
Mashonaland Central	48.97%	48.38%	48.69%	0.99	44.19%	46.11%	45.10%	1.04
Mashonaland East	63.62%	64.74%	64.16%	1.02	59.02%	62.08%	60.48%	1.05
Mashonaland West	57.74%	53.27%	55.55%	0.92	52.54%	50.71%	51.64%	0.97
Masvingo	60.26%	58.42%	59.34%	0.97	53.48%	54.54%	54.00%	1.02
Matabeleland North	42.86%	54.58%	48.50%	1.27	38.33%	51.03%	44.45%	1.33
Matabeleland South	45.01%	56.75%	50.63%	1.26	41.83%	53.56%	47.45%	1.28
Midlands	54.03%	56.20%	55.10%	1.04	48.44%	52.75%	50.57%	1.09
<b>Grand Total</b>	<b>55.47%</b>	<b>54.19%</b>	<b>54.83%</b>	<b>0.98</b>	<b>50.36%</b>	<b>51.13%</b>	<b>50.74%</b>	<b>1.02</b>

Table to the left shows secondary form 5-6 GER and NER by province and sex. Mashonaland East province had the highest percentage of GER 64.16% followed by Manicaland province with 60.46%.

Harare, Mashonaland Central and Matabeleland provinces had less than 50% of learners aged between 13 and 18 years participating in secondary level. Manicaland was the only province that managed to enroll equal number of boys and girls aged between 13 to 18 years.

Form	Grade Age Enrolment			Grade Age Population			Grade NER			
	M	F	T	M	F	T	M	F	T	GPI
Form 1	27348	37678	65026	164269	165125	329393	16.65%	11.44%	19.74%	0.69
Form 2	29365	40384	69749	162509	160916	323424	18.07%	12.49%	21.57%	0.69
Form 3	28088	38558	66646	152994	149503	302498	18.36%	12.75%	22.03%	0.69
Form 4	24658	31303	55961	153252	152149	305401	16.09%	10.25%	18.32%	0.64
Form 5	7660	8121	15781	153995	153799	307794	4.97%	2.64%	5.13%	0.53
Form 6	8040	7733	15773	148100	153925	302025	5.43%	2.56%	5.22%	0.47

Table to the left shows Grade Specific Net Enrolment Rate (NER) by sex and form. Participation of learners who were of the right age to that form was very low in form 5 and 6 (below 6 %). Generally, there was low degree of coverage for the official learners' age across all forms. Gender Parity Index was bias towards the male group and it ranges from 0.47 to 0.69.

Form	Grade Enrolment			Grade Age Population			Grade GER			
	M	F	T	M	F	T	M	F	T	GPI
Form 1	127354	129544	256898	164269	165125	329393	77.53%	39.33%	77.99%	0.51
Form 2	118022	120634	238656	162509	160916	323424	72.63%	37.30%	73.79%	0.51
Form 3	121800	120079	241879	152994	149503	302498	79.61%	39.70%	79.96%	0.50
Form 4	107982	101758	209740	153252	152148	305401	70.46%	33.32%	68.68%	0.47
Form 5	22272	18188	40460	153995	153798	307794	14.46%	5.91%	13.15%	0.41
Form 6	21274	16702	37976	148100	153925	302025	14.36%	5.53%	12.57%	0.38

Table to the left shows grade specific gross enrolment ratio by sex and form. Gross Enrolment Ratio was below 15% in form 5 and 6 indicating that there were very few learners participating in these forms. More learners were in lower secondary (above 68%). GPI was bias towards the male group and it ranges from 0.38 to 0.51 in all forms.

Year	Age Enrolment			Age Population			ASER			
	M	F	T	M	F	T	M	F	T	GPI
13 years	31095	42819	73914	164269	165125	329393	18.93%	25.93%	22.44%	1.37
14 years	78718	96154	174872	162509	160916	323424	48.44%	59.75%	54.07%	1.23
15 years	107872	117594	225466	152994	149503	302498	70.51%	78.66%	74.53%	1.12
16 years	106346	104069	210415	153252	152148	305401	69.39%	68.40%	68.90%	0.99
17 years	89108	75407	164515	153995	153798	307794	57.86%	49.03%	53.45%	0.85
18 years	57788	42210	99998	148100	153925	302025	39.02%	27.42%	33.11%	0.70

Table below shows secondary school age specific enrolment rate. Participation was very low in 13 year old learners. This may be due to the fact that some of the learners may have been absorbed in primary level. There was bias towards the female group in the 13 to 15 year olds and from 16 to 18 years bias was on the males.



# 6 EQUITY

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

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

The HIV epidemic have left many children orphaned and a large number rendered vulnerable and without resources to continue schooling. Government has therefore

put in place programmes that seek to address inequality in schooling for orphans and vulnerable children.

## 6.1 Orphaned and Vulnerable Children (OVC)

Table below shows orphaned and vulnerable children for ECD, primary grade 1 to 7 and secondary by province and sex. There were 93,472 ECD, 658,570 primary grade 1 to 7 and 325,058 secondary orphaned and vulnerable children.

Province	ECD			Primary (Grade 1-7)			Secondary		
	M	F	Grand Total	M	F	Grand Total	M	F	Grand Total
Bulawayo	548	511	1059	9017	9026	18043	5910	6936	12846
Harare	856	862	1718	15246	15688	30934	12688	13577	26265
Manicaland	8919	8672	17591	56923	55668	112591	26429	25628	52057
Mashonaland Central	4768	4698	9466	31691	30770	62461	13667	13646	27313
Mashonaland East	4788	4843	9631	36531	35601	72132	20319	20319	40638
Mashonaland West	4919	4759	9678	40415	40063	80478	18876	18119	36995
Masvingo	7685	7552	15237	47697	48119	95816	22316	22967	45283
Matabeleland North	4404	4288	8692	27321	26726	54047	9958	12058	22016
Matabeleland South	4000	4020	8020	22813	22555	45368	8548	10859	19407
Midlands	6279	6101	12380	43777	42923	86700	20303	21935	42238
<b>Grand Total</b>	<b>47166</b>	<b>46306</b>	<b>93472</b>	<b>331431</b>	<b>327139</b>	<b>658570</b>	<b>159014</b>	<b>166044</b>	<b>325058</b>

Table below shows ECD, primary grade 1 to 7 and secondary percentage distribution of learners who were OVC. On average there were 18.05%, 24.77% and 31.65% learners in ECD, primary grade 1 to 7 and secondary respectively considered as orphaned and vulnerable. Bulawayo and Harare provinces had the lowest percentage of learners considered as OVC in ECD (below 7%), primary grade 1 to 7 (below 18%) and secondary (below 24%) compared to the other eight provinces.

Province	ECD				Primary				Secondary			
	M	F	Grand Total	GPI	M	F	Grand Total	GPI	M	F	Grand Total	GPI
Bulawayo	6.88%	6.44%	6.66%	0.93	17.15%	16.90%	17.02%	0.99	22.74%	23.60%	23.20%	1.04
Harare	6.67%	6.88%	6.77%	1.03	11.74%	11.96%	11.85%	1.02	21.63%	22.81%	22.22%	1.05
Manicaland	19.74%	19.02%	19.38%	0.96	26.70%	27.02%	26.86%	1.01	32.06%	34.08%	33.02%	1.06
Mashonaland Central	18.74%	18.44%	18.59%	0.98	25.46%	25.48%	25.47%	1.00	32.98%	36.47%	34.64%	1.11
Mashonaland East	16.61%	16.76%	16.68%	1.01	25.19%	25.42%	25.30%	1.01	31.73%	34.09%	32.87%	1.07
Mashonaland West	17.68%	17.43%	17.55%	0.99	25.17%	25.93%	25.54%	1.03	30.45%	32.77%	31.54%	1.08
Masvingo	19.11%	18.84%	18.98%	0.99	26.69%	27.44%	27.06%	1.03	32.71%	35.36%	34.00%	1.08
Matabeleland North	21.19%	20.82%	21.01%	0.98	30.58%	30.72%	30.65%	1.00	39.17%	40.08%	39.66%	1.02
Matabeleland South	21.11%	21.26%	21.18%	1.01	30.62%	31.13%	30.87%	1.02	33.56%	36.79%	35.29%	1.10
Midlands	20.07%	19.49%	19.78%	0.97	24.81%	24.82%	24.81%	1.00	30.88%	32.95%	31.92%	1.07
<b>Grand Total</b>	<b>18.19%</b>	<b>17.90%</b>	<b>18.05%</b>	<b>0.98</b>	<b>24.65%</b>	<b>24.90%</b>	<b>24.77%</b>	<b>1.01</b>	<b>30.61%</b>	<b>32.72%</b>	<b>31.65%</b>	<b>1.07</b>

## 6.2 Number of OVC by Type

The tables and figures below show the number of ECD, primary and secondary school OVCs by type, sex and province. Manicaland province recorded the highest number of double orphans, single orphans (maternal and paternal) and vulnerable children who were not orphans in all levels.

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned		
	M	F	T	M	F	T	M	F	T	M	F	T
Bulawayo	60	49	109	106	110	216	123	108	231	259	244	503
Harare	97	124	221	213	195	408	212	221	433	334	322	656
Manicaland	1074	1134	2208	1773	1665	3438	1981	1828	3809	4091	4045	8136
Mashonaland Central	584	578	1162	948	927	1875	999	1009	2008	2237	2184	4421
Mashonaland East	570	560	1130	1065	1091	2156	1065	1127	2192	2088	2065	4153
Mashonaland West	687	656	1343	997	979	1976	1085	1039	2124	2150	2085	4235
Masvingo	995	1033	2028	1584	1565	3149	1714	1658	3372	3392	3296	6688
Matabeleland North	418	391	809	744	718	1462	737	734	1471	2505	2445	4950
Matabeleland South	355	354	709	730	716	1446	724	747	1471	2191	2203	4394
Midlands	875	870	1745	1364	1307	2671	1296	1225	2521	2744	2699	5443
<b>Grand Total</b>	<b>5715</b>	<b>5749</b>	<b>11464</b>	<b>9524</b>	<b>9273</b>	<b>18797</b>	<b>9936</b>	<b>9696</b>	<b>19632</b>	<b>21991</b>	<b>21588</b>	<b>43579</b>

Figure 49: Distribution of ECD OVC by Type and Province

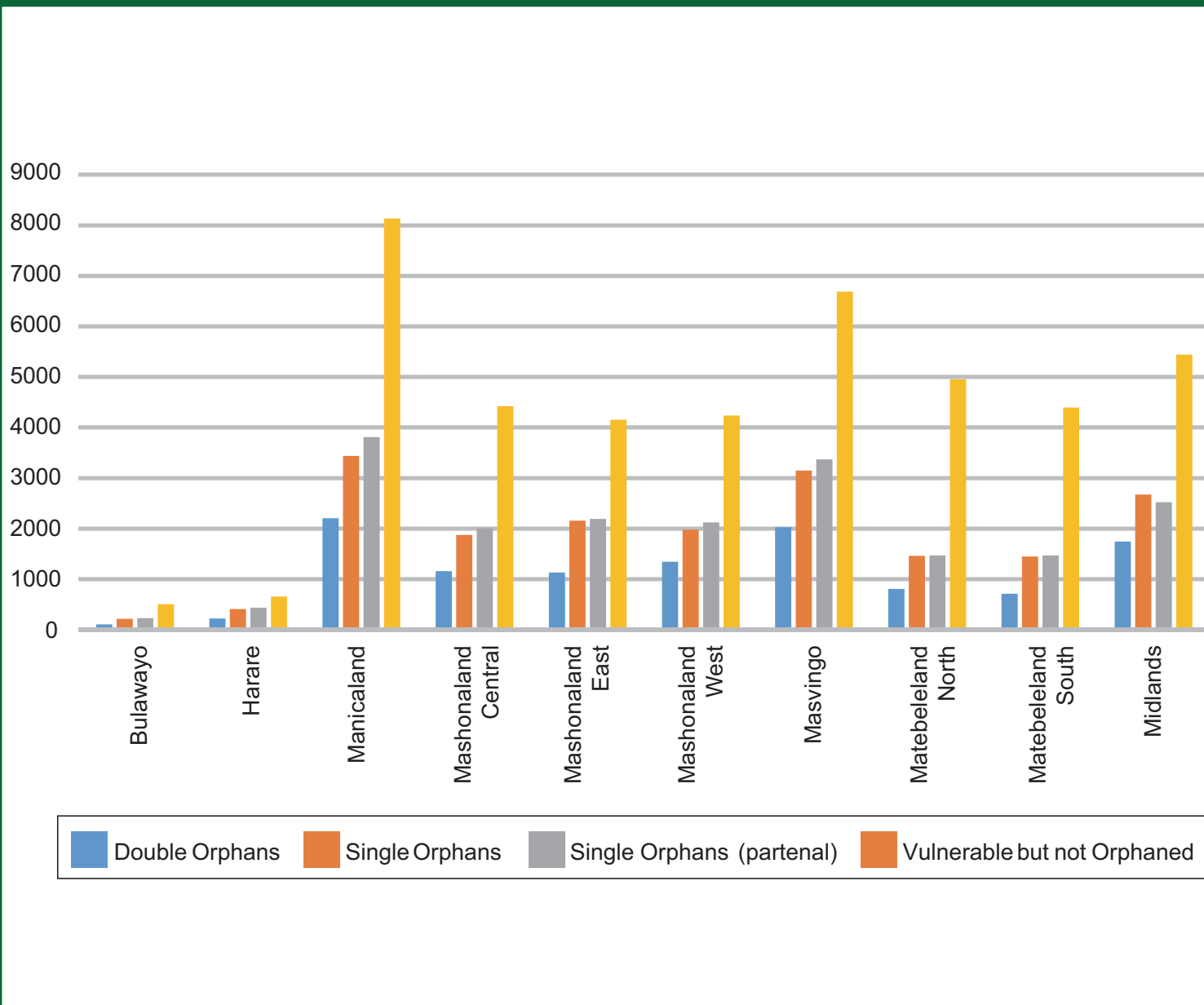


Figure shows distribution of ECD OVC by Type and Province. There were more vulnerable children who were not orphans in all the provinces.

**Table 74: Number of Primary School OVC by Type, Sex and Province**

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned		
	M	F	T	M	F	T	M	F	T	M	F	T
Bulawayo	1182	1128	2310	2158	2339	4497	3032	3049	6081	2645	2510	5155
Harare	2356	2456	4812	3849	4087	7936	5260	5324	10584	3781	3821	7602
Manicaland	8406	8486	16892	11244	11349	22593	18503	17785	36288	18770	18048	36818
Mashonaland Central	5138	4985	10123	6550	6371	12921	9644	9477	19121	10359	9937	20296
Mashonaland East	5856	5666	11522	8050	7662	15712	12434	12306	24740	10191	9967	20158
Mashonaland West	6282	6265	12547	8884	8589	17473	12179	12410	24589	13070	12799	25869
Masvingo	7838	7650	15488	10057	10007	20064	15153	15693	30846	14649	14769	29418
Matabeleland North	3323	3149	6472	4851	4933	9784	7344	7124	14468	11803	11520	23323
Matabeleland South	2867	2845	5712	4452	4415	8867	6473	6543	13016	9021	8752	17773
Midlands	6960	6710	13670	9944	9794	19738	12816	12709	25525	14057	13710	27767
<b>Grand Total</b>	<b>50208</b>	<b>49340</b>	<b>99548</b>	<b>70039</b>	<b>69546</b>	<b>139585</b>	<b>102838</b>	<b>102420</b>	<b>205258</b>	<b>108346</b>	<b>105833</b>	<b>214179</b>

Figure 50: Distribution of Primary School OVC by Type and Province

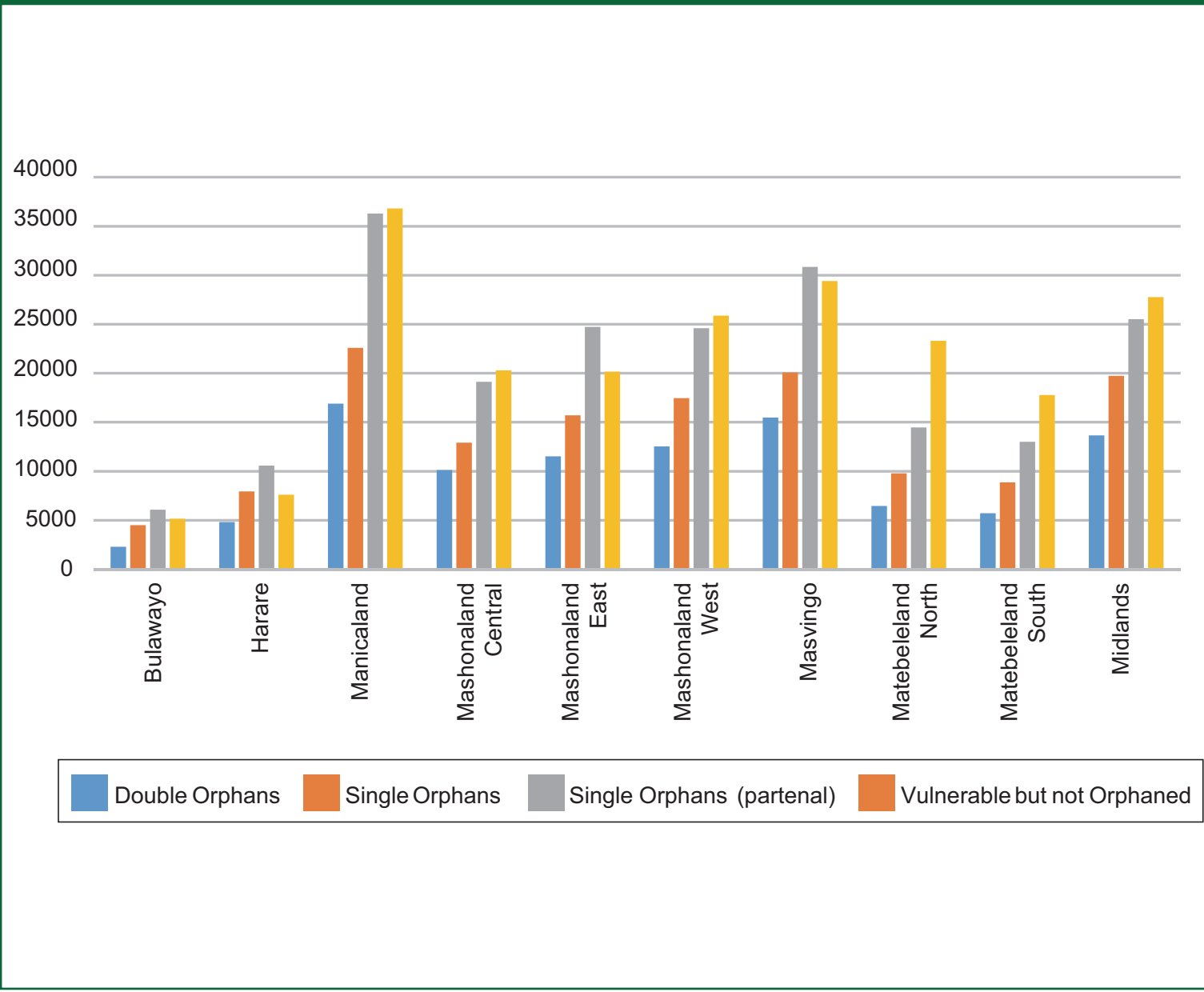
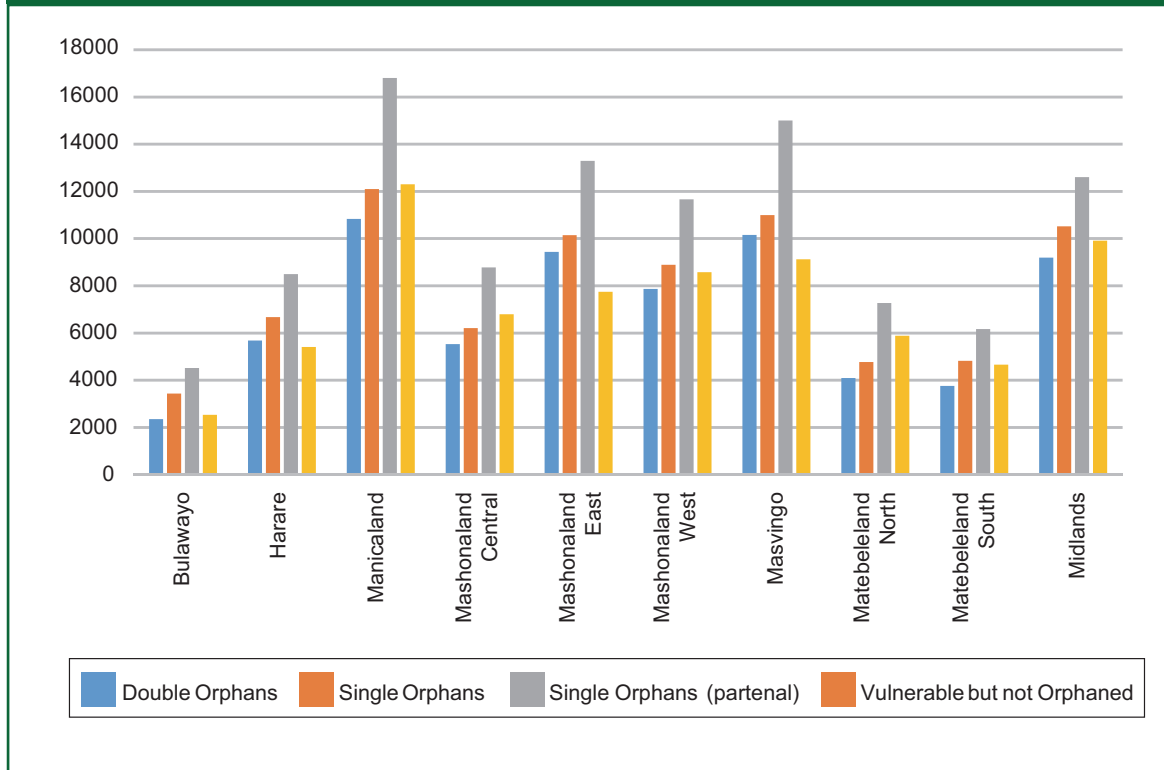


Figure above shows distribution of primary school OVC by type and province. There were less double orphans compared to the other type of OVC in all the ten provinces.

**Table 75: Number of Secondary School OVC by Type, Sex and Province**

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned		
	M	F	T	M	F	T	M	F	T	M	F	T
Bulawayo	1050	1301	2351	1586	1853	3439	2046	2476	4522	1228	1306	2534
Harare	2874	2804	5678	3185	3493	6678	4065	4436	8501	2564	2844	5408
Manicaland	5567	5271	10838	6210	5894	12104	8408	8404	16812	6244	6059	12303
Mashonaland Central	2785	2746	5531	3107	3099	6206	4462	4320	8782	3313	3481	6794
Mashonaland East	4830	4610	9440	5129	5020	10149	6476	6823	13299	3884	3866	7750
Mashonaland West	4143	3724	7867	4524	4364	8888	5860	5801	11661	4349	4230	8579
Masvingo	5067	5087	10154	5381	5615	10996	7488	7518	15006	4380	4747	9127
Matabeleland North	1849	2241	4090	2129	2645	4774	3247	4024	7271	2733	3148	5881
Matabeleland South	1694	2066	3760	2143	2677	4820	2638	3533	6171	2073	2583	4656
Midlands	4397	4802	9199	5110	5409	10519	6106	6501	12607	4690	5223	9913
<b>Grand Total</b>	<b>34256</b>	<b>34652</b>	<b>68908</b>	<b>38504</b>	<b>40069</b>	<b>78573</b>	<b>50796</b>	<b>53836</b>	<b>104632</b>	<b>35458</b>	<b>37487</b>	<b>72945</b>

**Figure 51: Distribution of Secondary School OVC by Type and Province**



### 6.3 Number of Learners by Impairments

Table to the right shows the percentage distribution of enrolment by impairments. Out of all the learners with impairments it can be noted that the highest percentage were learners who were mentally challenged (41.35%) followed by learners with speech and hearing impairments (20.95%).

Impairment	M	F	Grand Total	% Total
Physical Mobility	3079	2319	5398	12.60%
Visual and blind	3339	2970	6309	14.73%
Speech and hearing	5197	3775	8972	20.95%
Albinism	607	564	1171	2.73%
Multi Special needs	946	677	1623	3.79%
Other	876	767	1643	3.84%
Moderate to severe learning disabilities/Mental	10269	7440	17709	41.35%
<b>Grand Total</b>	<b>24313</b>	<b>18512</b>	<b>42825</b>	<b>100.00%</b>

**Table 77: 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			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo	171	132	303	171	177	348	220	162	382	33	23	56	137	96	233	131	90	221	426	320	746	2289
Harare	319	255	574	149	127	276	396	267	663	45	54	99	107	33	140	62	42	104	923	560	1483	3339
Manicaland	350	282	632	350	291	641	605	421	1026	77	69	146	89	70	159	36	48	84	1249	907	2156	4844
Mashonaland Central	322	266	588	339	340	679	720	458	1178	50	32	82	109	67	176	73	63	136	883	614	1497	4336
Mashonaland East	273	157	430	317	288	605	428	334	762	61	58	119	32	30	62	50	53	103	1206	955	2161	4242
Mashonaland West	381	265	646	379	335	714	511	378	889	118	107	225	101	65	166	106	97	203	1035	813	1848	4691
Masvingo	412	315	727	599	456	1055	727	497	1224	98	107	205	122	98	220	117	105	222	1339	999	2338	5991
Matabeleland North	237	175	412	276	264	540	416	340	756	36	28	64	38	44	82	66	41	107	668	470	1138	3099
Matabeleland South	180	133	313	207	248	455	323	236	559	29	21	50	52	32	84	60	35	95	737	454	1191	2747
Midlands	434	339	773	552	444	996	851	682	1533	60	65	125	159	142	301	175	193	368	1803	1348	3151	7247
<b>Grand Total</b>	<b>3079</b>	<b>2319</b>	<b>5398</b>	<b>3339</b>	<b>2970</b>	<b>6309</b>	<b>5197</b>	<b>3775</b>	<b>8972</b>	<b>607</b>	<b>564</b>	<b>1171</b>	<b>946</b>	<b>677</b>	<b>1623</b>	<b>876</b>	<b>767</b>	<b>1643</b>	<b>10269</b>	<b>7440</b>	<b>17709</b>	<b>42825</b>

**Table 78: Primary School, % OVC on BEAM**

Province	Total on BEAM			% Learners on BEAM	% OVC on BEAM		
	M	F	Grand Total		M	F	Grand Total
Bulawayo	4512	4531	9043	8.53%	50.04%	50.20%	50.12%
Harare	7719	8154	15873	6.08%	50.63%	51.98%	51.31%
Manicaland	37357	38944	76301	18.20%	65.63%	69.96%	67.77%
Mashonaland Central	27054	26835	53889	21.97%	85.37%	87.21%	86.28%
Mashonaland East	30461	28847	59308	20.80%	83.38%	81.03%	82.22%
Mashonaland West	30099	30398	60497	19.20%	74.47%	75.88%	75.17%
Masvingo	28860	29612	58472	16.51%	60.51%	61.54%	61.03%
Matabeleland North	21589	20917	42506	24.10%	79.02%	78.26%	78.65%
Matabeleland South	15005	14963	29968	20.39%	65.77%	66.34%	66.06%
Midlands	33437	32762	66199	18.95%	76.38%	76.33%	76.35%
<b>Grand Total</b>	<b>236093</b>	<b>235963</b>	<b>472056</b>	<b>17.76%</b>	<b>71.23%</b>	<b>72.13%</b>	<b>71.68%</b>

## 6.4 Orphaned and Vulnerable Children (OVC) and BEAM

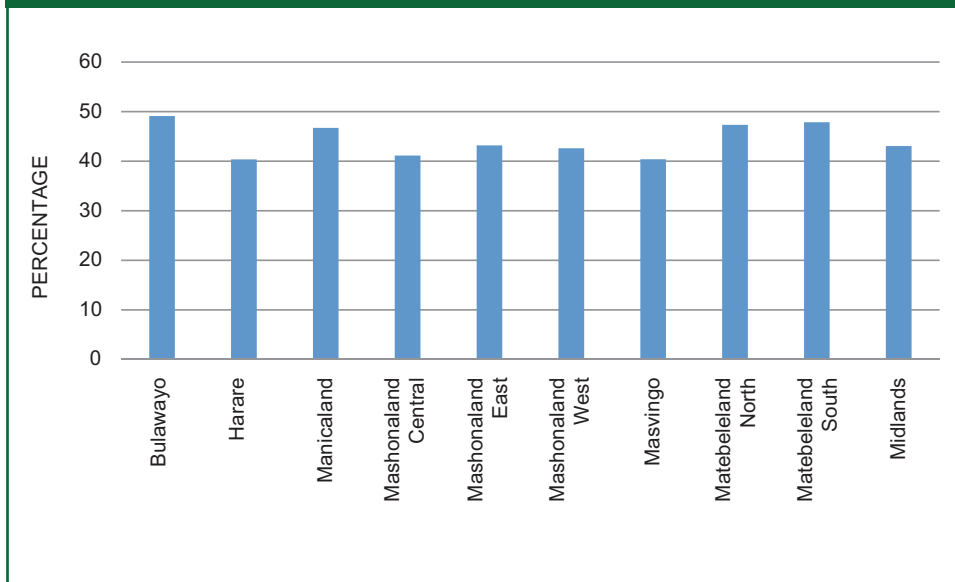
Table to the left shows primary school percentage OVC on BEAM. There were 17.76% learners covered under BEAM in primary level. Bulawayo and Harare provinces had few learners (less than 9%) covered under BEAM compared to the other 8 provinces. Mashonaland Central and Mashonaland East provinces had the highest percentage of OVC (more than 82%) covered under BEAM.

Province	Paid by BEAM			Claim Still outstanding			% Claim outstanding
	M	F	T	M	F	T	
Bulawayo	2340	2261	4601	2172	2270	4442	49.12%
Harare	4598	4867	9465	3121	3287	6408	40.37%
Manicaland	19894	20758	40652	17463	18186	35649	46.72%
Mashonaland Central	15937	15776	31713	11117	11059	22176	41.15%
Mashonaland East	17259	16433	33692	13202	12414	25616	43.19%
Mashonaland West	17304	17415	34719	12795	12983	25778	42.61%
Masvingo	17267	17596	34863	11593	12016	23609	40.38%
Matabeleland North	11384	10996	22380	10205	9921	20126	47.35%
Matabeleland South	7830	7794	15624	7175	7169	14344	47.86%
Midlands	19026	18674	37700	14411	14088	28499	43.05%
<b>Grand Total</b>	<b>132839</b>	<b>132570</b>	<b>265409</b>	<b>103254</b>	<b>103393</b>	<b>206647</b>	<b>43.78%</b>

Table to the left shows primary school learners on BEAM with claims outstanding and paid for. All provinces had more than 40% learners with claims still outstanding on BEAM.

Table below shows secondary school percentage OVC on BEAM. Mashonaland, Matabeleland North and Midlands provinces had more OVC (more than 40%) on BEAM. Overall, there were 12.06% learners of the total enrolment in secondary level on BEAM.

**Table 80: Secondary School, % OVC on BEAM**



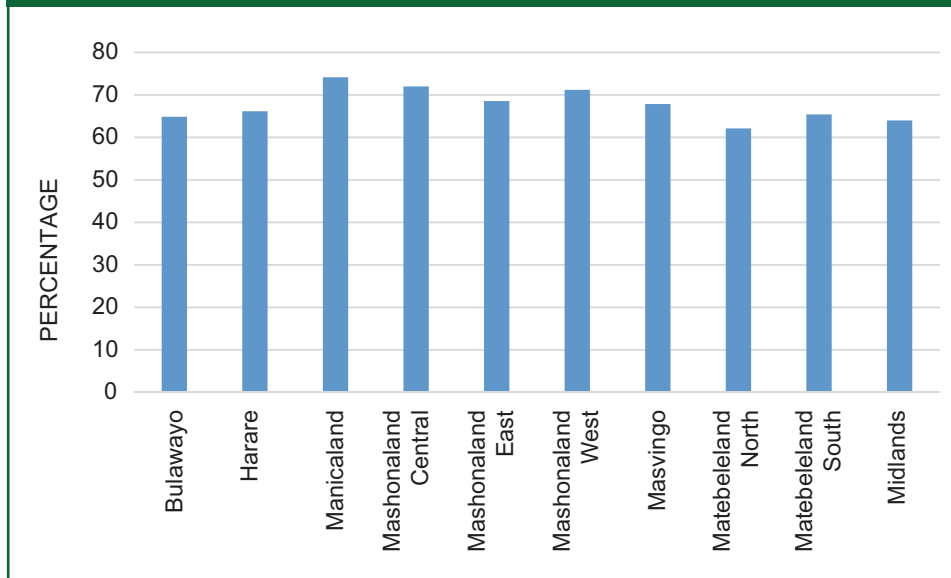
Province	Total on BEAM			% Learners on BEAM	% OVC on BEAM		
	M	F	Grand Total		M	F	Grand Total
Bulawayo	1129	1344	2473	4.47%	19.10%	19.38%	19.25%
Harare	2266	2635	4901	4.15%	17.86%	19.41%	18.66%
Manicaland	10905	9914	20819	13.21%	41.26%	38.68%	39.99%
Mashonaland Central	6264	4679	10943	13.88%	45.83%	34.29%	40.07%
Mashonaland East	9952	8066	18018	14.57%	48.98%	39.70%	44.34%
Mashonaland West	8877	7415	16292	13.89%	47.03%	40.92%	44.04%
Masvingo	8058	7680	15738	11.82%	36.11%	33.44%	34.75%
Matabeleland North	4441	4541	8982	16.18%	44.60%	37.66%	40.80%
Matabeleland South	3381	3939	7320	13.31%	39.55%	36.27%	37.72%
Midlands	10013	8326	18339	13.86%	49.32%	37.96%	43.42%
<b>Grand Total</b>	<b>65286</b>	<b>58539</b>	<b>123825</b>	<b>12.06%</b>	<b>41.06%</b>	<b>35.26%</b>	<b>38.09%</b>

**Table 81: Secondary School Learners on BEAM with Claims Outstanding and Paid For by Province and Sex**

Province	Paid by BEAM			Claim Still outstanding			% Claim Outstanding
	M	F	T	M	F	T	
Bulawayo	368	501	869	761	843	1604	64.86%
Harare	807	851	1658	1459	1784	3243	66.17%
Manicaland	2801	2580	5381	8104	7334	15438	74.15%
Mashonaland Central	1771	1292	3063	4493	3387	7880	72.01%
Mashonaland East	3211	2453	5664	6741	5613	12354	68.56%
Mashonaland West	2628	2067	4695	6249	5348	11597	71.18%
Masvingo	2632	2426	5058	5426	5254	10680	67.86%
Matabeleland North	1655	1748	3403	2786	2793	5579	62.11%
Matabeleland South	1159	1372	2531	2222	2567	4789	65.42%
Midlands	3593	3006	6599	6420	5320	11740	64.02%
<b>Grand Total</b>	<b>20625</b>	<b>18296</b>	<b>38921</b>	<b>44661</b>	<b>40243</b>	<b>84904</b>	<b>68.57%</b>

Table below shows secondary school learners on BEAM with claims still outstanding and paid for. All provinces had more than 62% learners with claims still outstanding on BEAM.

**Figure 53: Secondary School BEAM, % Claims Outstanding by Province**







# TEACHING STAFF

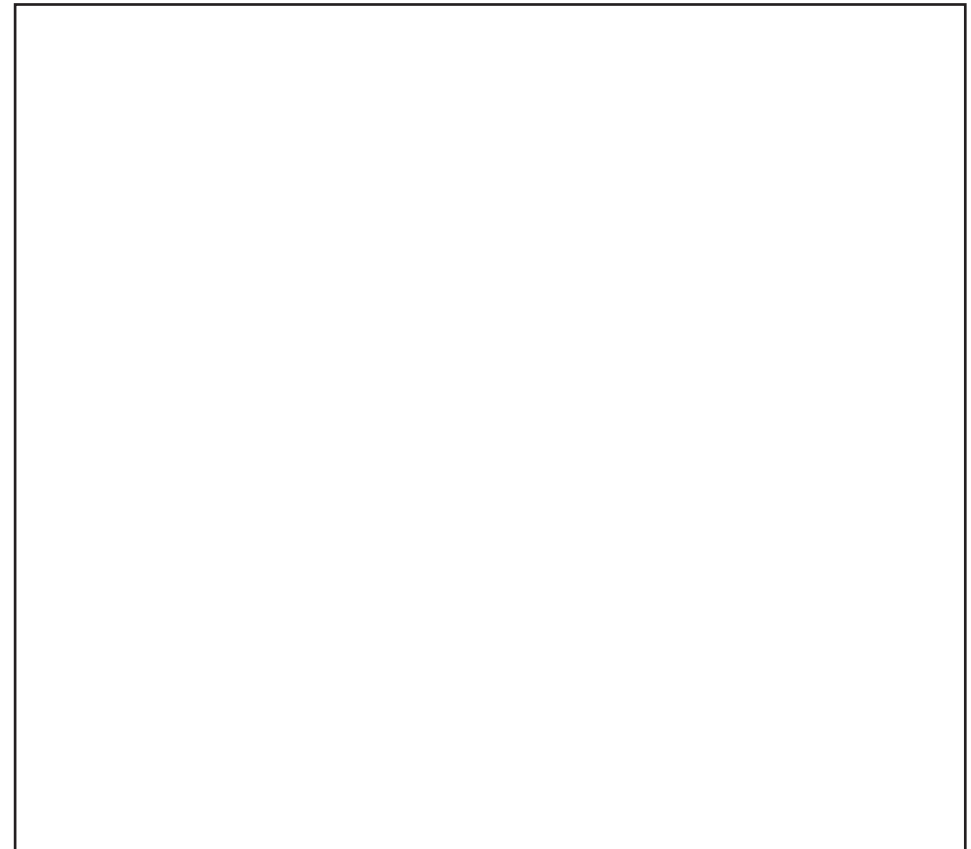
Teaching staff in the education system are in all levels. All teachers are trained by the Ministry of Higher and Tertiary Education. The minimum requirements that are considered for a teacher to be qualified to teach is the diploma in education and those who were trained long back were given certificates in education which are still valid at present. In the education system we have teachers who upgraded themselves to become graduates in education. However, the system employed unqualified teachers to reduce the number of learners to a teacher.

## 7.1 Teacher Trends

The 16 year trend for primary and secondary school Learner to Teacher ratio (LTR) from 1999 to 2015 is shown in table and figures below. Data is not available for 2007, 2008, 2009, 2010 and 2011. 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 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 2015 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 and 2015.

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). 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 2015 it ranges from 29-32.



**Table 82: Primary and Secondary Teachers LTR 1999-2015**

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

**Figure 54: Percentage Distribution of trained primary and secondary teachers, 1999-2015**

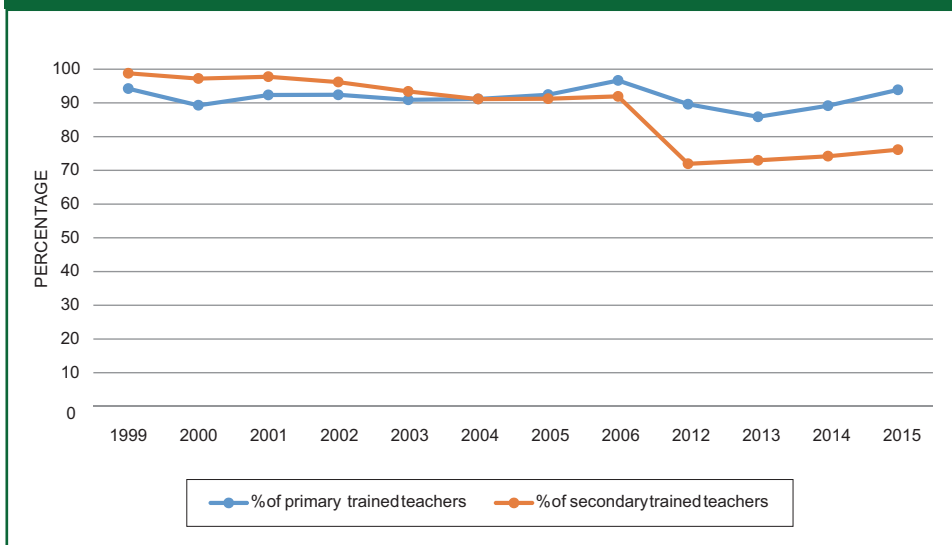


Table below shows number of trained and untrained teachers by level and province. Urban provinces had the highest percentage of trained teachers in ECD of above 67% with Harare having 86.88%. Matabeleland provinces had very low percentage, less than 11%, of trained teachers than other provinces indicating that there was no equal distribution of ECD trained teachers in all provinces. In primary level percentage of trained teachers were above 92% in 9 provinces except for Matabeleland North province which had 74.44%. Manicaland province had the highest percentage (84.29%) of trained teachers in secondary level.

Province	ECD			Primary			Secondary		
	Trained to teach	Untrained	% Trained	Trained to teach	Untrained	% Trained	Trained to teach	Untrained	% Trained
Bulawayo	431	204	67.87%	3072	163	94.96%	2122	596	78.07%
Harare	801	121	86.88%	6385	356	94.72%	4001	1327	75.09%
Manicaland	796	1473	35.08%	11526	390	96.73%	6374	1188	84.29%
Mashonaland Central	246	998	19.77%	6247	187	97.09%	2231	1001	69.03%
Mashonaland East	1091	697	61.02%	7579	461	94.27%	3929	1454	72.99%
Mashonaland West	666	877	43.16%	7883	595	92.98%	3827	1325	74.28%
Masvingo	887	1062	45.51%	10419	291	97.28%	4529	1537	74.66%
Matabeleland North	191	1661	10.31%	3725	1279	74.44%	2020	789	71.91%
Matabeleland South	143	1204	10.62%	3818	319	92.29%	1892	513	78.67%
Midlands	837	874	48.92%	9812	565	94.56%	4480	1377	76.49%
<b>Grand Total</b>	<b>6089</b>	<b>9171</b>	<b>39.90%</b>	<b>70466</b>	<b>4606</b>	<b>93.86%</b>	<b>35405</b>	<b>11107</b>	<b>76.12%</b>



Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	711	3539	4250	738	7733	8471	1449	11272	12721	49.07%	31.40%	33.41%
Urban	129	1710	1839	31	669	700	160	2379	2539	80.63%	71.88%	72.43%
<b>Grand Total</b>	<b>840</b>	<b>5249</b>	<b>6089</b>	<b>769</b>	<b>8402</b>	<b>9171</b>	<b>1609</b>	<b>13651</b>	<b>15260</b>	<b>52.21%</b>	<b>38.45%</b>	<b>39.90%</b>

## 7.2 ECD Teachers

The table 84 shows number of ECD teachers by location, qualification status and sex. Progress has been made in ECD trained teachers both in rural and urban areas as evidenced by an increase from 68.34% in 2014 to 72.43% in 2015 in urban areas and 25.99% in 2014 to 31.40% in 2015 in rural areas.

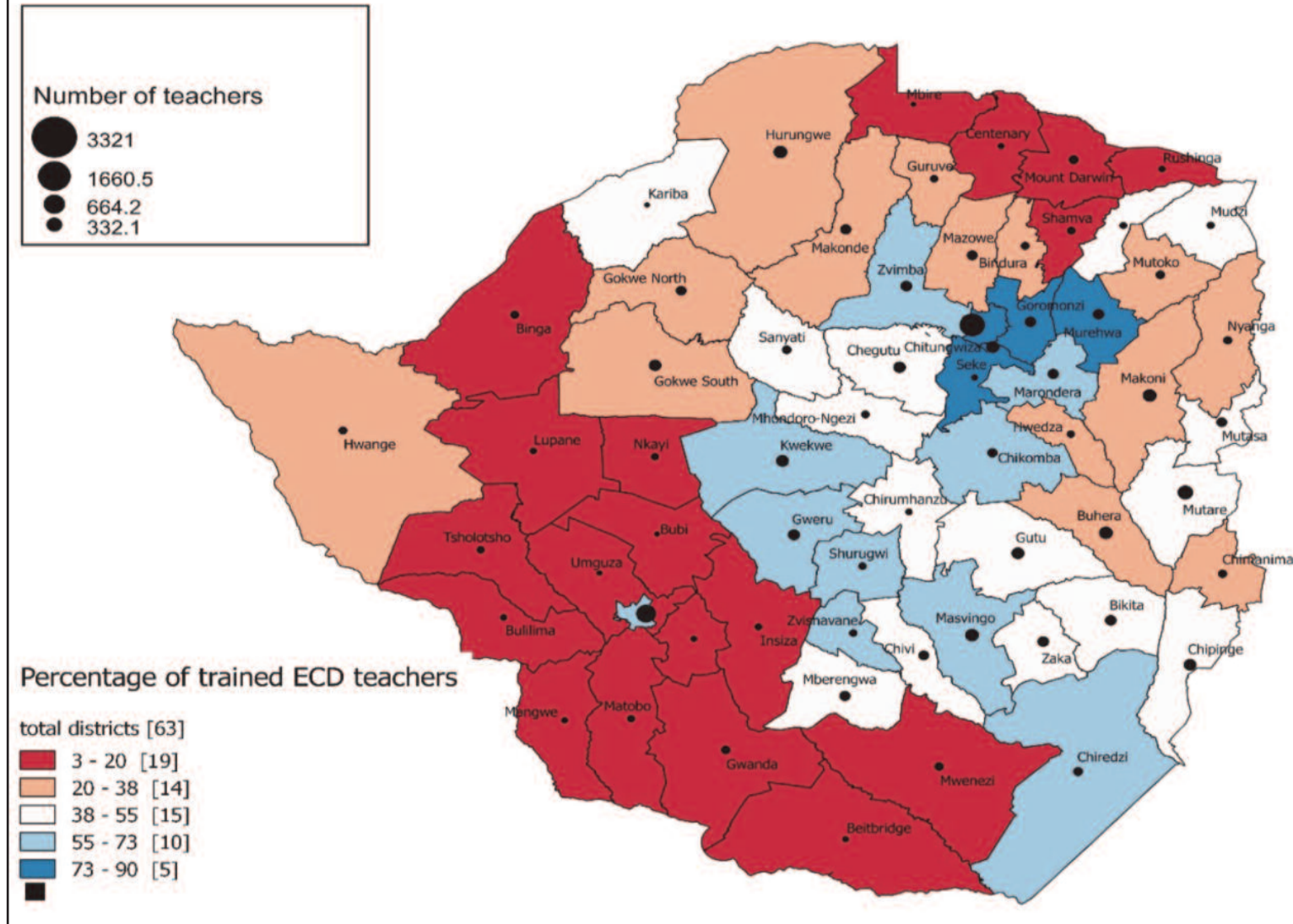
Highest Qualification	M	F	Grand Total	% Total	% Female
Graduate with teaching qualification	100	379	479	3.14%	79.12%
ECD Para Professional	269	6024	6293	41.24%	95.73%
Graduate without teaching qualification	40	141	181	1.19%	77.90%
Other Unqualified	460	2237	2697	17.67%	82.94%
Diploma or Certificate in Education	740	4870	5610	36.76%	86.81%
<b>Grand Total</b>	<b>1609</b>	<b>13651</b>	<b>15260</b>	<b>100.00%</b>	<b>89.46%</b>

The table 85 shows number of ECD teachers by qualification and sex. Of the 15,260 ECD teachers, 36.76% had a diploma or certificate in education and only 3.14% were graduates with teaching qualifications. The rest of the ECD teachers (60.10) were not trained to teach ECD.

Province	Trained to teach			Untrained to teach			Grand Total			% trained to teach	% female
	M	F	T	M	F	T	M	F	Total		
Bulawayo	27	404	431	7	197	204	34	601	635	67.87%	94.65%
Harare	57	744	801	9	112	121	66	856	922	86.88%	92.84%
Manicaland	138	658	796	43	1430	1473	181	2088	2269	35.08%	92.02%
Mashonaland Central	47	199	246	58	940	998	105	1139	1244	19.77%	91.56%
Mashonaland East	159	932	1091	72	625	697	231	1557	1788	61.02%	87.08%
Mashonaland West	93	573	666	75	802	877	168	1375	1543	43.16%	89.11%
Masvingo	127	760	887	53	1009	1062	180	1769	1949	45.51%	90.76%
Matabeleland North	51	140	191	299	1362	1661	350	1502	1852	10.31%	81.10%
Matabeleland South	17	126	143	106	1098	1204	123	1224	1347	10.62%	90.87%
Midlands	124	713	837	47	827	874	171	1540	1711	48.92%	90.01%
<b>Total</b>	<b>840</b>	<b>5249</b>	<b>6089</b>	<b>769</b>	<b>8402</b>	<b>9171</b>	<b>1609</b>	<b>13651</b>	<b>15260</b>	<b>39.90%</b>	<b>89.46%</b>

Figure 56: Distribution of Trained ECD Teachers by District

This figure depicts distribution of trained ECD teachers by district. There were only five districts with percentage of trained teachers ranging between 73 and 90.



**Table 87: 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	90	340	430	7	13	20	3	26	29	479	89.77%	4.18%	6.05%
ECD Para Professional	8	70	78	16	149	165	245	5805	6050	6293	1.24%	2.62%	96.14%
Graduate without teaching qualification	19	58	77	18	67	85	3	16	19	181	42.54%	46.96%	10.50%
Other Unqualified	62	187	249	310	933	1243	88	1117	1205	2697	9.23%	46.09%	44.68%
Diploma or Certificate in Education	691	4612	5303	35	103	138	14	155	169	5610	94.53%	2.46%	3.01%
<b>Grand Total</b>	<b>870</b>	<b>5267</b>	<b>6137</b>	<b>386</b>	<b>1265</b>	<b>1651</b>	<b>353</b>	<b>7119</b>	<b>7472</b>	<b>15260</b>	<b>40.22%</b>	<b>10.82%</b>	<b>48.96%</b>

**Table 88: ECD Learner to Teacher Ratio**

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	4250	12721	442764	35	104
Urban	1839	2539	75186	30	41
<b>Grand Total</b>	<b>6089</b>	<b>15260</b>	<b>517950</b>	<b>34</b>	<b>85</b>

The table above shows number of ECD teachers by qualification status, type of employment and sex. Government employed workers were either permanent or on contract. All teachers under 'other' were not paid by government. Overall, government employed 40.22% permanent teachers and 10.82% contract teachers. Almost, 50% of ECD teachers were not paid by the government.

**Table 89: ECD Teachers by Province, Qualification Status and Teacher to Pupil Ratio**

Province	Trained to teach	Total Teachers	Number of Primary Pupils	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
Bulawayo	431	635	15900	25	37
Harare	801	922	25375	28	32
Manicaland	796	2269	90771	40	114
Mashonaland Central	246	1244	50920	41	207
Mashonaland East	1091	1788	57730	32	53
Mashonaland West	666	1543	55130	36	83
Masvingo	887	1949	80297	41	91
Matabeleland North	191	1852	41378	22	217
Matabeleland South	143	1347	37862	28	265
Midlands	837	1711	62587	37	75
<b>Grand Total</b>	<b>6089</b>	<b>15260</b>	<b>517950</b>	<b>34</b>	<b>85</b>

### 7.3 ECD Learner -Teacher Ratios

Table 88 shows ECD learner to teacher ratio by location. Generally, there were 34 ECD learners per teacher regardless of qualification. When considering those who were trained LTR was at 1:85. Rural areas had the highest number of learners (104) per qualified teacher.

The table to the left shows ECD teachers by province, qualification status and teacher to learner ratio. Mashonaland Central and Matabeleland provinces had more than 200 learners per qualified ECD teacher. Urban provinces had less than 38 learners per qualified ECD teacher meaning progress has been made in allocating qualified ECD teachers. However, all the provinces had not yet reached the required number of 20 learners per qualified teacher.

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	26119	28346	54465	1830	2005	3835	27949	30351	58300	93.45%	93.39%	93.42%
Urban	3335	12666	16001	259	512	771	3594	13178	16772	92.79%	96.11%	95.40%
<b>Grand Total</b>	<b>29454</b>	<b>41012</b>	<b>70466</b>	<b>2089</b>	<b>2517</b>	<b>4606</b>	<b>31543</b>	<b>43529</b>	<b>75072</b>	<b>93.38%</b>	<b>94.22%</b>	<b>93.86%</b>

Highest Qualification	M	F	Grand Total	% Total	% Female
Graduate with teaching qualification	4825	5063	9888	13.17%	51.20%
Graduate without teaching qualification	777	892	1669	2.22%	53.45%
Other Unqualified	1312	1625	2937	3.91%	55.33%
Diploma or Certificate in Education	24629	35949	60578	80.69%	59.34%
<b>Grand Total</b>	<b>31543</b>	<b>43529</b>	<b>75072</b>	<b>100.00%</b>	<b>57.98%</b>

Province	Trained to teach			Untrained to teach			Grand Total			% trained to teach	% female
	M	F	T	M	F	T	M	F	Total		
Bulawayo	397	2675	3072	45	118	163	442	2793	3235	94.96%	86.34%
Harare	1246	5139	6385	122	234	356	1368	5373	6741	94.72%	79.71%
Manicaland	5512	6014	11526	178	212	390	5690	6226	11916	96.73%	52.25%
Mashonaland Central	2990	3257	6247	95	92	187	3085	3349	6434	97.09%	52.05%
Mashonaland East	3356	4223	7579	228	233	461	3584	4456	8040	94.27%	55.42%
Mashonaland West	3614	4269	7883	284	311	595	3898	4580	8478	92.98%	54.02%
Masvingo	4938	5481	10419	119	172	291	5057	5653	10710	97.28%	52.78%
Matabeleland North	1622	2103	3725	624	655	1279	2246	2758	5004	74.44%	55.12%
Matabeleland South	1529	2289	3818	121	198	319	1650	2487	4137	92.29%	60.12%
Midlands	4250	5562	9812	273	292	565	4523	5854	10377	94.56%	56.41%
<b>Grand Total</b>	<b>29454</b>	<b>41012</b>	<b>70466</b>	<b>2089</b>	<b>2517</b>	<b>4606</b>	<b>31543</b>	<b>43529</b>	<b>75072</b>	<b>93.86%</b>	<b>57.98%</b>

## 7.4 Primary School Teachers

Table 90 below shows number of primary teachers by location, qualification status and sex. Both urban and rural had the highest percentage of teachers, above 93% who were trained to teach primary level.

Table 91 shows number of primary teachers by qualification and sex. Of the 75,072 teachers in primary level, 80.69%, had a diploma or certificate in education and only 13.17% were graduates with teaching qualification. The rest, 6.13% were not qualified to teach primary level.

**Table 93: Number of Primary 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	4655	4751	9406	56	69	125	114	243	357	9888	95.13%	1.26%	3.61%
Graduate without teaching qualification	477	516	993	251	307	558	49	69	118	1669	59.50%	33.43%	7.07%
Other Unqualified	386	526	912	786	883	1669	140	216	356	2937	31.05%	56.83%	12.12%
Diploma or Certificate in Education	23897	34798	58695	421	571	992	311	580	891	60578	96.89%	1.64%	1.47%
<b>Grand Total</b>	<b>29415</b>	<b>40591</b>	<b>70006</b>	<b>1514</b>	<b>1830</b>	<b>3344</b>	<b>614</b>	<b>1108</b>	<b>1722</b>	<b>75072</b>	<b>93.25%</b>	<b>4.45%</b>	<b>2.29%</b>

**Table 94: Primary Learner to Teacher Ratios by Location**

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	54465	58300	2054711	35	38
Urban	16001	16772	603704	36	38
<b>Grand Total</b>	<b>70466</b>	<b>75072</b>	<b>2658415</b>	<b>35</b>	<b>38</b>

The table above shows number of primary teachers by qualification status, type of employment and sex. Permanent teachers on Public Service Commission (PSC) who graduated with teaching qualifications and diploma/certificate in education constituted 95.13% and 96.89% respectively.

## 7.5 Primary School Learner-Teacher Ratios

Table 94 below shows primary learner to teacher ratios by location. Rural and urban areas had 38 learners per teacher indicating that there was overstaffing because the required learner to teacher ratio is 1:40

Table 95 shows primary teachers by province and learner to teacher ratio. Matabeleland North province is short-staffed with teachers because it had 47 learners to one teacher. This was not in line with the policy which requires 40 learners per teacher.

**Table 95: 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	3072	3235	105999	33	35
Harare	6385	6741	260983	39	41
Manicaland	11526	11916	419186	35	36
Mashonaland Central	6247	6434	245246	38	39
Mashonaland East	7579	8040	285117	35	38
Mashonaland West	7883	8478	315119	37	40
Masvingo	10419	10710	354069	33	34
Matabeleland North	3725	5004	176345	35	47
Matabeleland South	3818	4137	146963	36	38
Midlands	9812	10377	349388	34	36
<b>Grand Total</b>	<b>70466</b>	<b>75072</b>	<b>2658415</b>	<b>35</b>	<b>38</b>

Location	Trained to teach			Untrained			Grand Total			% Trained to teach		
	M	F	T	M	F	T	M	F	T	M	F	T
Rural	14276	10704	24980	4620	3382	8002	18896	14086	32982	75.55%	75.99%	75.74%
Urban	4249	6176	10425	1729	1376	3105	5978	7552	13530	71.08%	81.78%	77.05%
<b>Grand Total</b>	<b>18525</b>	<b>16880</b>	<b>35405</b>	<b>6349</b>	<b>4758</b>	<b>11107</b>	<b>24874</b>	<b>21638</b>	<b>46512</b>	<b>74.48%</b>	<b>78.01%</b>	<b>76.12%</b>

## 7.6 Secondary School Teachers

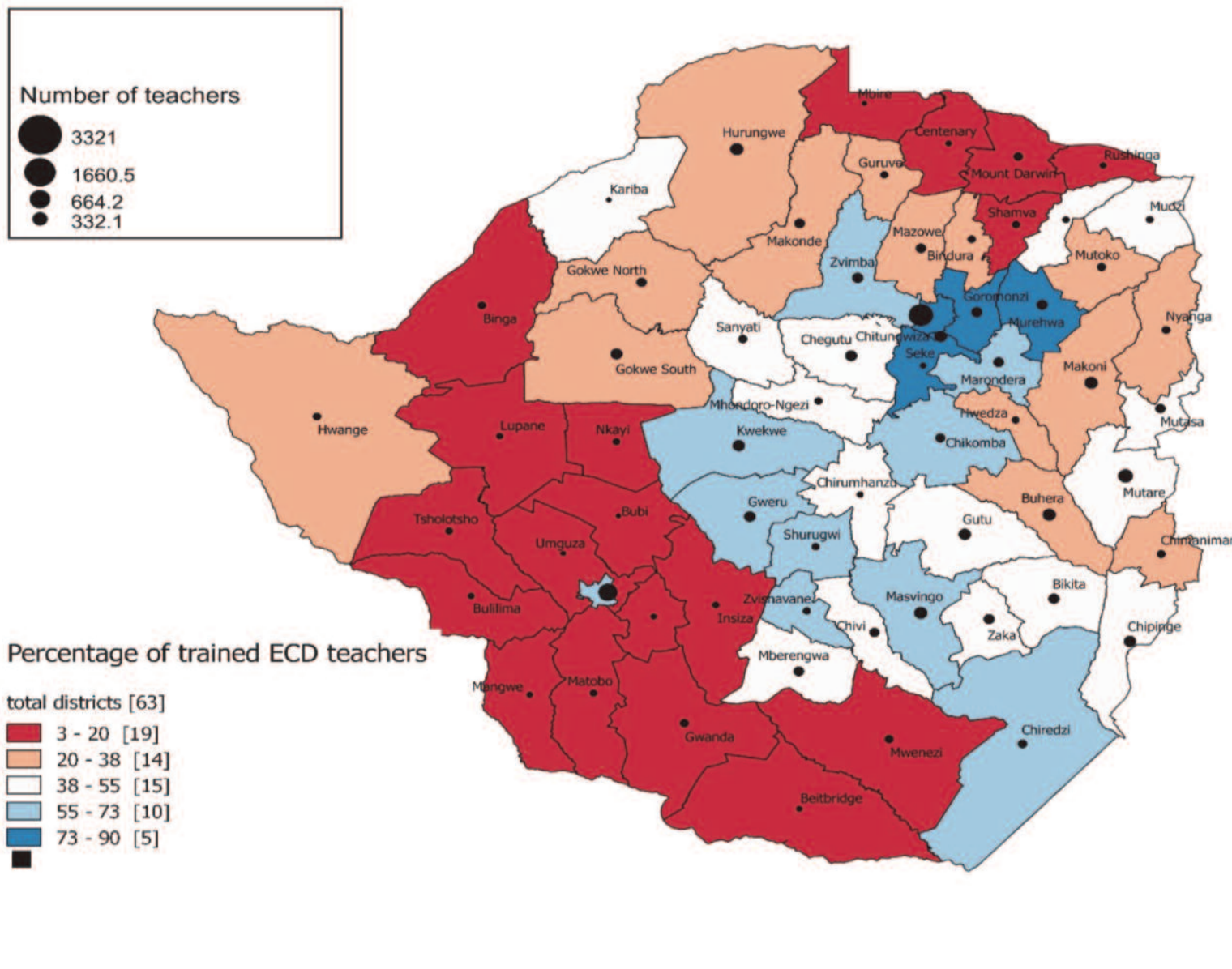
Table 96 shows number of secondary teachers by location, qualification status and sex. Both urban and rural areas had the highest percentage of teachers, above 73% who were qualified to teach secondary level. In rural areas percentage of female teachers were almost equal to the percentage of male teachers unlike in urban areas where female teachers are dominant.

Table 97 shows number of secondary teachers by qualification and sex. Of the 46,512 secondary school teachers, 50.11% had a diploma or certificate and 26.01% were graduates with teaching qualification. There were only 23.88% who were not trained to teach secondary level.

Highest Qualification	M	F	Grand Total	% Total	% Female
Diploma or Certificate	11564	11742	23306	50.11%	50.38%
Graduate with Teaching Qualification	6961	5138	12099	26.01%	42.47%
Graduate without Teaching Qualification	5282	3937	9219	19.82%	42.71%
Other (unqualified)	1067	821	1888	4.06%	43.49%
<b>Grand Total</b>	<b>24874</b>	<b>21638</b>	<b>46512</b>	<b>100.00%</b>	<b>46.52%</b>

Province	Trained to teach			Untrained to teach			Grand Total			% trained to teach	% female
	M	F	Total	M	F	Total	M	F	Total		
Bulawayo	739	1383	2122	307	289	596	1046	1672	2718	78.07%	61.52%
Harare	1499	2502	4001	745	582	1327	2244	3084	5328	75.09%	57.88%
Manicaland	3506	2868	6374	743	445	1188	4249	3313	7562	84.29%	43.81%
Mashonaland Central	1296	935	2231	564	437	1001	1860	1372	3232	69.03%	42.45%
Mashonaland East	2071	1858	3929	804	650	1454	2875	2508	5383	72.99%	46.59%
Mashonaland West	2099	1728	3827	770	555	1325	2869	2283	5152	74.28%	44.31%
Masvingo	2797	1732	4529	897	640	1537	3694	2372	6066	74.66%	39.10%
Matabeleland North	1094	926	2020	435	354	789	1529	1280	2809	71.91%	45.57%
Matabeleland South	960	932	1892	289	224	513	1249	1156	2405	78.67%	48.07%
Midlands	2464	2016	4480	795	582	1377	3259	2598	5857	76.49%	44.36%
<b>Total</b>	<b>18525</b>	<b>16880</b>	<b>35405</b>	<b>6349</b>	<b>4758</b>	<b>11107</b>	<b>24874</b>	<b>21638</b>	<b>46512</b>	<b>76.12%</b>	<b>46.52%</b>

**Figure 57: Distribution of Trained Secondary School Teachers**



The figure above depicts distribution of trained secondary school teachers. Gwanda, Buhera, Mutare, Chimanimani, Mutasa and Makoni were the only districts with the highest number of trained secondary teachers, ranging between 83% and 89%.

Highest Qualification	Permanent PSC			Contract PSC			Other			Grand Total	% Permanent	% Contract	% Other
	M	F	T	M	F	T	M	F	T				
Diploma or Certificate	10880	11267	22147	154	130	284	530	345	875	23306	95.03%	1.22%	3.75%
Graduate with Teaching Qualification	6345	4719	11064	76	55	131	540	364	904	12099	91.45%	1.08%	7.47%
Graduate without Teaching Qualification	4242	3306	7548	328	267	595	712	364	1076	9219	81.87%	6.45%	11.67%
Other (unqualified)	575	530	1105	238	165	403	254	126	380	1888	58.53%	21.35%	20.13%
<b>Grand Total</b>	<b>22042</b>	<b>19822</b>	<b>41864</b>	<b>796</b>	<b>617</b>	<b>1413</b>	<b>2036</b>	<b>1199</b>	<b>3235</b>	<b>46512</b>	<b>90.01%</b>	<b>3.04%</b>	<b>6.96%</b>

The table above shows number of secondary level teachers by qualification status, type of employment and sex. All the teachers under other on type of employment, 6.96%, were not paid by the government. Of the total teachers with diploma or certificate and graduates with teaching qualifications, 95.03% and 91.45% respectively were permanent teachers. However, the government still had a significant number of unqualified secondary teachers as permanent teachers.

## 7.7 Secondary School Learner - Teacher Ratios

The table below shows secondary learner to teacher ratio by location. There were 28 learners to a trained teacher in urban areas and 29 learners to a teacher in rural areas.

Province	Trained to teach	Total Teachers	Number of Primary Pupils	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
Bulawayo	2122	2718	55377	20	26
Harare	4001	5328	118200	22	30
Manicaland	6374	7562	157636	21	25
Mashonaland Central	2231	3232	78859	24	35
Mashonaland East	3929	5383	123638	23	31
Mashonaland West	3827	5152	117286	23	31
Masvingo	4529	6066	133178	22	29
Matabeleland North	2020	2809	55512	20	27
Matabeleland South	1892	2405	54986	23	29
Midlands	4480	5857	132312	23	30
<b>Grand Total</b>	<b>35405</b>	<b>46512</b>	<b>1026984</b>	<b>22</b>	<b>29</b>

Location	Trained to teach	Total Teachers	Learners	LTR	L to QTR
Rural	24980	32982	735651	22	29
Urban	10425	13530	291333	22	28
<b>Grand Total</b>	<b>35405</b>	<b>46512</b>	<b>1026984</b>	<b>22</b>	<b>29</b>

# 8 INTERNAL EFFICIENCY

Internal efficiency refers to the measure of performance of education system which show number of learners successfully completing a given level. As a Ministry we aim to be more efficient internally so that learners will have good results which enable them to proceed to University and College levels. However, currently our internal efficiency is affected by the following factors:

- Repetition Rates
- Dropouts Rates
- Survival Rates
- Transition Rates; and
- Completion Rates

## 8.1 Repetition

In Zimbabwe repeating a grade is voluntary. It may be an idea from the parent or from the learner. Most parents think that those learners who repeat a grade will receive corrective support to ensure that they master certain foundational skills that are needed before one can progress to more advanced skills. However, the Government policy encourages automatic

promotion from ECD to form 4. Table below shows the trend for repeaters by sex from 2012 to 2015. There was a gradual decline of learners repeating primary level from 2.06% in 2012 to 1.32% in 2015. Learners repeating secondary level 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.

Table below shows repeaters as a percentage of enrolment in primary level by sex and grade. The percentage of repeaters were very high in grade 1 (2.56%) than other grades. This may be due to the fact that learners need to capture certain foundational numeracy and literacy skills that are necessary for success in higher grades. Repetition in all grades except for ECD A and ECD B was bias towards the male counterparts.

Year	Primary			Secondary			Grand Total	% repeaters Primary	% repeaters Secondary	% Total
	M	F	T	M	F	T				
2012	33797	26626	60423	10147	8553	18700	79123	2.06%	2.04%	2.05%
2013	30301	24045	54346	9981	8486	18467	72813	1.84%	1.95%	1.87%
2014	29917	23409	53326	10489	8690	19179	72505	1.77%	1.97%	1.82%
2015	23818	17823	41641	10800	9425	20225	61866	1.32%	1.97%	1.48%

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
ECD A	579	597	1176	104826	106481	211307	0.55%	0.56%	0.56%	1.02
ECD B	1397	1404	2801	154484	152159	306643	0.90%	0.92%	0.91%	1.02
Grade 1	6233	4629	10862	217534	207457	424991	2.87%	2.23%	2.56%	0.78
Grade 2	3770	2687	6457	200066	193133	393199	1.88%	1.39%	1.64%	0.74
Grade 3	3050	2215	5265	189940	183625	373565	1.61%	1.21%	1.41%	0.75
Grade 4	2456	1765	4221	185371	183991	369362	1.32%	0.96%	1.14%	0.72
Grade 5	2247	1664	3911	185616	183970	369586	1.21%	0.90%	1.06%	0.75
Grade 6	2816	2020	4836	184322	182332	366654	1.53%	1.11%	1.32%	0.73
Grade 7	1270	842	2112	167895	169251	337146	0.76%	0.50%	0.63%	0.66
<b>Total</b>	<b>23818</b>	<b>17823</b>	<b>41641</b>	<b>1590054</b>	<b>1562399</b>	<b>3152453</b>	<b>1.50%</b>	<b>1.14%</b>	<b>1.32%</b>	<b>0.76</b>

Table 104 shows repeaters as a percentage of enrolment in secondary level by sex. The percentage of repeaters was very high in form 4 (4.36%) and form 3 (3.97%) than other forms. Form 4 was taken as benchmark for either to proceed to upper secondary, college, or repeat or move out of the education system. Hence, repetition at these two higher forms was viewed as a method to prevent schools from graduating learners who lack the basic skills necessary to be productive members of the society. Repeaters in all forms except for lower 6 had bias towards the male counterparts.

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	T	M	F	T	M	F	T	
Form 1	206	157	363	127354	129544	256898	0.16%	0.12%	0.14%	0.75
Form 2	458	389	847	118022	120634	238656	0.39%	0.32%	0.35%	0.83
Form 3	5099	4498	9597	121800	120079	241879	4.19%	3.75%	3.97%	0.89
Form 4	4889	4261	9150	107982	101758	209740	4.53%	4.19%	4.36%	0.92
Lower 6	92	86	178	22272	18188	40460	0.41%	0.47%	0.44%	1.14
Upper 6	56	34	90	21274	16702	37976	0.26%	0.20%	0.24%	0.77

Province	ECD A and B			Grade 1-7			Form 1-6		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	32	30	62	528	374	902	605	695	1300
Harare	22	25	47	581	368	949	1170	1119	2289
Manicaland	249	251	500	1220	998	2218	854	770	1624
Mashonaland Central	121	116	237	1319	996	2315	234	157	391
Mashonaland East	292	240	532	3630	2753	6383	1375	1032	2407
Mashonaland West	373	388	761	4116	2990	7106	1662	1199	2861
Masvingo	221	224	445	2371	1782	4153	1058	938	1996
Matabeleland North	190	223	413	2550	1592	4142	902	871	1773
Matabeleland South	64	50	114	907	551	1458	735	802	1537
Midlands	412	454	866	4620	3418	8038	2205	1842	4047
<b>Grand Total</b>	<b>1976</b>	<b>2001</b>	<b>3977</b>	<b>21842</b>	<b>15822</b>	<b>37664</b>	<b>10800</b>	<b>9425</b>	<b>20225</b>

## 8.2 Dropouts

Dropouts are learners who leave school before completing a given grade in the education system. In Zimbabwe the following factors are associated with drop outs: absconded, death, expulsion, illness, marriage, pregnancy and school fees.

**Table 106: 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	0.40%	0.38%	0.39%	0.94	1.00%	0.70%	0.85%	0.7	2.33%	2.37%	2.35%	1.02
Harare	0.17%	0.20%	0.19%	1.16	0.45%	0.28%	0.36%	0.63	1.99%	1.88%	1.94%	0.94
Manicaland	0.55%	0.55%	0.55%	1	0.57%	0.48%	0.53%	0.85	1.04%	1.02%	1.03%	0.98
Mashonaland Central	0.48%	0.46%	0.47%	0.96	1.06%	0.82%	0.94%	0.78	0.56%	0.42%	0.50%	0.75
Mashonaland East	1.01%	0.83%	0.92%	0.82	2.50%	1.97%	2.24%	0.79	2.15%	1.73%	1.95%	0.80
Mashonaland West	1.34%	1.42%	1.38%	1.06	2.56%	1.93%	2.26%	0.75	2.68%	2.17%	2.44%	0.81
Masvingo	0.55%	0.56%	0.55%	1.02	1.33%	1.02%	1.17%	0.77	1.55%	1.44%	1.50%	0.93
Matabeleland North	0.91%	1.08%	1.00%	1.18	2.85%	1.83%	2.35%	0.64	3.55%	2.89%	3.19%	0.81
Matabeleland South	0.34%	0.26%	0.30%	0.78	1.22%	0.76%	0.99%	0.62	2.89%	2.72%	2.80%	0.94
Midlands	1.32%	1.45%	1.38%	1.1	2.62%	1.98%	2.30%	0.76	3.35%	2.77%	3.06%	0.83
<b>Grand Total</b>	<b>0.76%</b>	<b>0.77%</b>	<b>0.77%</b>	<b>1.02</b>	<b>1.62%</b>	<b>1.20%</b>	<b>1.42%</b>	<b>0.74</b>	<b>2.08%</b>	<b>1.86%</b>	<b>1.97%</b>	<b>0.89</b>

**Table 107: Dropouts Trends, 2012 to 2015**

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

**Table 108: Percentage of Dropouts, 2012 to 2015**

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%

Table 108 shows percentage distribution of dropouts, 2012 to 2015. Of the total enrolment in primary level percentage of learners dropping out of the school system were less than or equal to 1% over the period 2012 to 2015 and secondary level showed a decrease of 0.15% from 2012 to 2013 followed by a sharp increase to 3.30% in 2014 and another increase in 2015 to 4.22%.

**Table 109: Primary and Secondary Dropouts by Reasons**

Dropout by reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	8262	6541	14803	6143	4494	10637	25440
Death	802	619	1421	240	241	481	1902
Expulsion	44	59	103	133	63	196	299
Illness	608	609	1217	257	319	576	1793
Marriage	16	453	469	464	4838	5302	5771
Other	2284	2081	4365	1500	1345	2845	7210
Pregnancy	4	215	219	122	3439	3561	3780
School Fees	4885	4305	9190	10675	9071	19746	28936
<b>Grand Total</b>	<b>16905</b>	<b>14882</b>	<b>31787</b>	<b>19534</b>	<b>23810</b>	<b>43344</b>	<b>75131</b>

Table above shows number of primary and secondary school dropouts by reason. Of the total enrolment in primary and secondary level 14,803 and 25,440 learners respectively dropout of school due to absconding.

Grade	Repetition		Promotion		Promotion			Repetition			Dropout		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total
To Grade 2	6233	4629	196190	190338	90.77%	91.84%	91.30%	2.88%	2.23%	2.57%	6.34%	5.92%	6.14%
To Grade 3	3770	2687	186795	181324	94.88%	95.80%	95.33%	1.91%	1.42%	1.67%	3.20%	2.78%	3.00%
To Grade 4	3050	2215	182849	182148	93.89%	95.27%	94.58%	1.57%	1.16%	1.36%	4.54%	3.57%	4.06%
To Grade 5	2456	1765	183304	182252	97.03%	97.83%	97.43%	1.30%	0.95%	1.12%	1.67%	1.22%	1.45%
To Grade 6	2245	1663	181438	180255	98.15%	97.83%	97.99%	1.21%	0.90%	1.06%	0.64%	1.26%	0.95%
To Grade 7	2813	2016	166577	168361	90.86%	92.21%	91.53%	1.53%	1.10%	1.32%	7.61%	6.69%	7.15%
To Form 1	1266	838	124798	126888	77.14%	78.83%	77.98%	0.78%	0.52%	0.65%	22.08%	20.65%	21.37%
To Form 2	175	128	115311	117858	95.01%	93.57%	94.28%	0.14%	0.10%	0.12%	4.85%	6.32%	5.60%
To Form 3	403	339	113743	112155	100.61%	95.62%	98.07%	0.36%	0.29%	0.32%	-0.97%	4.09%	1.61%
To Form 4	4512	3790	99766	93618	85.52%	81.47%	83.51%	3.87%	3.30%	3.59%	10.61%	15.23%	12.90%
To Form 5	3897	3266	19965	16083	19.19%	16.60%	17.94%	3.75%	3.37%	3.57%	77.06%	80.03%	78.49%
To Form 6	35	12	19186	14899	95.97%	94.88%	75.65%	0.18%	0.08%	1.81%	3.86%	5.04%	22.54%

	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

Table to the left shows the trend for transition rates from 2011 to 2017, grade 7 to form 1 and from form 4 to form 5. There were more than 75% learners transitioning from grade 7 to form 1 and less than 21% transitioning from form 4 to form 5.

Table 112 shows 2014 to 2015 transition rates, grade 7 and form 4. There were 79.48% learners who managed to move from grade 7 to form 1 and 20.05% from 4 to form 5. Gender parity Index had bias towards the female group from grade 7 to form 1 and bias towards the male group for learners who moved from form 4 to form 5

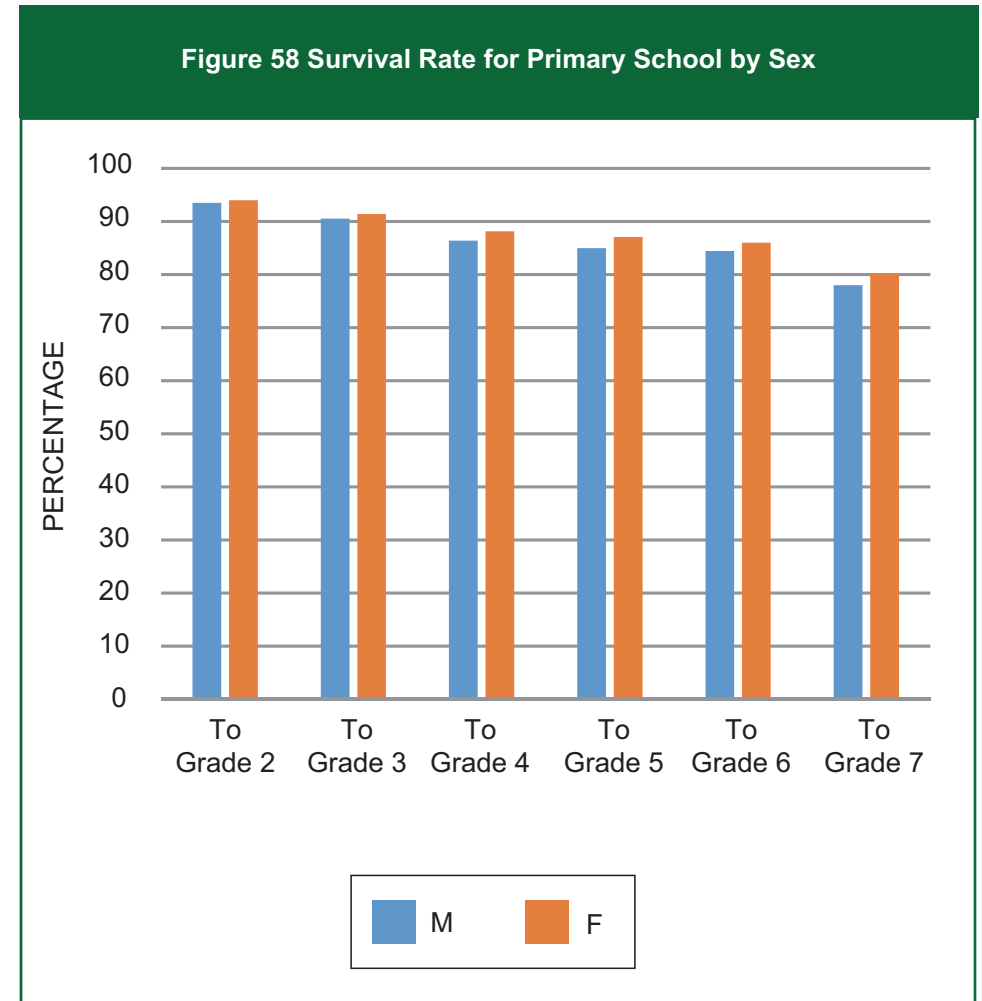
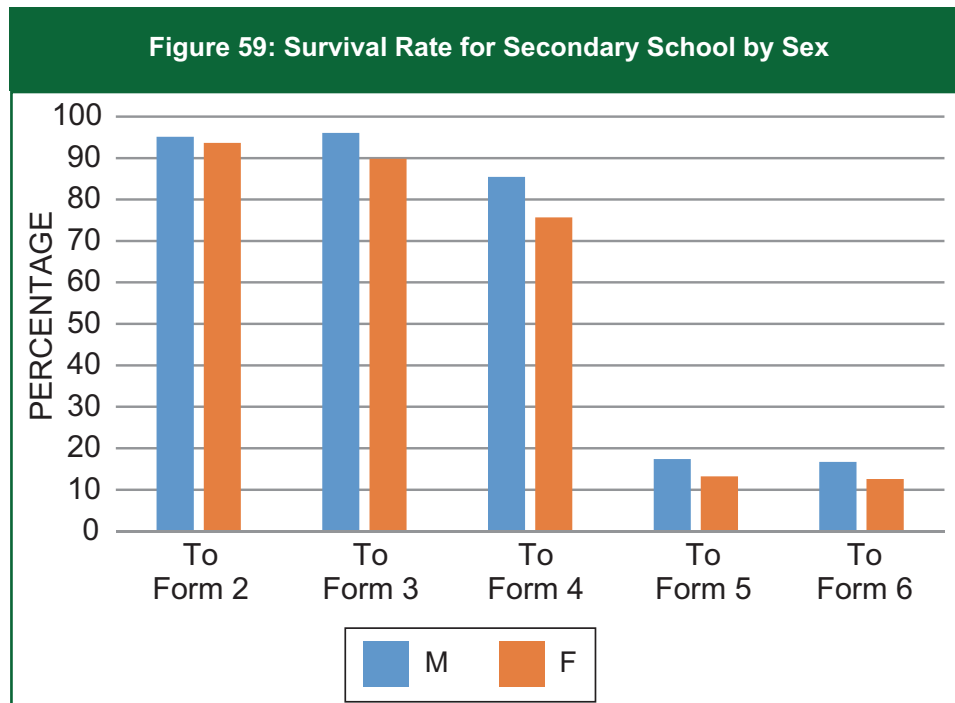
	M	F	T	GPI
From Grade 7 to form 1	78.59%	80.39%	79.48%	1.02
From Form 4 to Form 5	21.32%	18.69%	20.05%	0.88

### 8.3 Survival Rates

Survival rates are percentage of a cohort of learners enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades. The table below shows survival rates for primary school by grade. Nearly, 80% of learners successfully completed the primary cycle from grade 1 to grade 7.

Grade	M	F	T
To Grade 2	93.52%	94.00%	93.76%
To Grade 3	90.52%	91.39%	90.95%
To Grade 4	86.39%	88.13%	87.25%
To Grade 5	84.96%	87.07%	86.00%
To Grade 6	84.45%	85.99%	85.21%
To Grade 7	77.99%	80.22%	79.09%

Table and Figure below shows survival rates for secondary school by sex. Survival rate is declining as we move the higher grades with a significant decline to form 5 (15.25%). However, this may be due to the fact that learners sit for exams that prohibit them from proceeding to lower 6 if they do not pass



Grade	M	F	T
To Form 2	95.14%	93.67%	94.39%
To Form 3	96.07%	89.82%	92.87%
To Form 4	85.48%	75.69%	80.46%
To Form 5	17.37%	13.24%	15.25%
To Form 6	16.72%	12.59%	14.60%

**Table 115: Completion Rate by Level and Sex, 2012-2015**

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%

**Table 116: ECD Completion Rate by Sex and Province**

Province	Enrolment less Repeaters			Population Aged 5			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	5479	5485	10964	7218	7364	14582	75.91%	74.49%	75.19%	0.98
Harare	9481	9195	18676	23309	23799	47108	40.67%	38.64%	39.65%	0.95
Manicaland	25243	25186	50429	25980	25623	51603	97.16%	98.30%	97.72%	1.01
Mashonaland Central	14699	14573	29272	17083	16623	33706	86.05%	87.67%	86.85%	1.02
Mashonaland East	17210	17230	34440	18928	18454	37382	90.92%	93.37%	92.13%	1.03
Mashonaland West	17361	16666	34027	20765	20376	41141	83.61%	81.79%	82.71%	0.98
Masvingo	23177	22772	45949	23388	23304	46692	99.10%	97.72%	98.41%	0.99
Matabeleland North	11479	11190	22669	11287	11118	22405	101.70%	100.65%	101.18%	0.99
Matabeleland South	9964	9827	19791	10239	10364	20603	97.31%	94.82%	96.06%	0.97
Midlands	18994	18631	37625	23077	23276	46353	82.31%	80.04%	81.17%	0.97
<b>Total</b>	<b>153087</b>	<b>150755</b>	<b>303842</b>	<b>181274</b>	<b>180301</b>	<b>361575</b>	<b>84.45%</b>	<b>83.61%</b>	<b>84.03%</b>	<b>0.99</b>

**Table 117: Primary Completion Rate by Sex and Province**

Province	Enrolment less Repeaters			Population Aged 12			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	7002	7202	14204	7725	8402	16127	90.65%	85.71%	88.08%	0.95
Harare	16850	17480	34330	24023	26111	50134	70.14%	66.95%	68.48%	0.95
Manicaland	25686	25356	51042	31090	30345	61435	82.62%	83.56%	83.08%	1.01
Mashonaland Central	14907	14791	29698	20102	19578	39680	74.16%	75.55%	74.84%	1.02
Mashonaland East	18772	18471	37243	22969	22152	45121	81.73%	83.38%	82.54%	1.02
Mashonaland West	20390	19688	40078	24969	24130	49099	81.66%	81.59%	81.63%	1.00
Masvingo	20503	21204	41707	26885	26005	52890	76.26%	81.54%	78.86%	1.07
Matabeleland North	11177	11792	22969	13758	13197	26955	81.24%	89.35%	85.21%	1.10
Matabeleland South	9766	9914	19680	12183	11401	23584	80.16%	86.96%	83.45%	1.08
Midlands	21572	22511	44083	27995	27165	55160	77.06%	82.87%	79.92%	1.08
<b>Total</b>	<b>166625</b>	<b>168409</b>	<b>335034</b>	<b>211699</b>	<b>208486</b>	<b>420185</b>	<b>78.71%</b>	<b>80.78%</b>	<b>79.73%</b>	<b>1.03</b>

## 8.4 Completion Rate

Completion rate shows the percentage of learners finishing a given level of education. The table below shows the trend of completion rate from 2012 to 2015. ECD and Lower secondary completion rate showed an increase from 2012 to 2015. Primary and upper secondary completion rate decreased slightly in 2014 followed by an increase in 2015.

## 8.5 ECD Completion Rate

Table 116 shows ECD completion rate by sex and province. Overall, 84.03% of ECD learners completed ECD level and there were more males enrolled than females.

## 8.6 Primary School Completion Rate

Table 117 shows primary completion rate by sex and province. It can be noted that primary completion rate was at 79.73%. Bulawayo province had the highest percentage of learners (88.08%) completing primary level and Harare province had the least percentage (68.48%). The GPI showed that more girls completed primary level compared to boys.

Province	Enrolment form 4 less Repeaters			Population Aged 16			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	5192	5975	11167	7094	8958	16052	73.18%	66.70%	69.57%	0.91
Harare	11961	11809	23770	19578	25235	44813	61.09%	46.80%	53.04%	0.77
Manicaland	17027	14741	31768	22067	20624	42691	77.16%	71.47%	74.41%	0.93
Mashonaland Central	8484	7150	15634	13499	12210	25709	62.85%	58.56%	60.81%	0.93
Mashonaland East	13108	11503	24611	16992	15021	32013	77.14%	76.58%	76.88%	0.99
Mashonaland West	11924	10430	22354	17278	16709	33988	69.01%	62.42%	65.77%	0.90
Masvingo	13841	12697	26538	18603	18116	36719	74.40%	70.09%	72.27%	0.94
Matabeleland North	4385	5288	9673	9267	8407	17673	47.32%	62.90%	54.73%	1.33
Matabeleland South	4546	5250	9796	9503	8542	18045	47.84%	61.46%	54.29%	1.28
Midlands	12625	12654	25279	19371	18326	37697	65.17%	69.05%	67.06%	1.06
<b>Total</b>	<b>103093</b>	<b>97497</b>	<b>200590</b>	<b>153252</b>	<b>152148</b>	<b>305401</b>	<b>67.27%</b>	<b>64.08%</b>	<b>65.68%</b>	<b>0.95</b>

## 8.7 Secondary School Completion Rate

The table on the left shows lower secondary completion rate by province and sex. Mashonaland East province had the highest number of learners completing lower secondary (76.88%) and Harare province had the lowest percentage (53.04%). At national level, there were more males enrolled in lower secondary than females.

The table to the left shows upper secondary completion rate by sex and province. Generally, there was a very low completion rate in upper secondary (less than 13%). Bulawayo province had the highest completion rate (17.79%) and Matabeleland North province had the lowest (6.45%). All provinces except for Matabeleland South province had a significant number of males completing upper secondary, GPI ranges 0.70 and 0.98.

Province	Enrolment Form 6 less Repeaters			Population Aged 18			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	1485	1620	3105	7468	9988	17456	19.89%	16.22%	17.79%	0.82
Harare	3979	3387	7366	20119	28576	48695	19.78%	11.85%	15.13%	0.60
Manicaland	3515	2648	6163	20250	19175	39425	17.36%	13.81%	15.63%	0.80
Mashonaland Central	1211	812	2023	13463	12462	25925	8.99%	6.52%	7.80%	0.72
Mashonaland East	2126	1693	3819	15640	14212	29851	13.59%	11.91%	12.79%	0.88
Mashonaland West	1947	1279	3226	17330	16805	34135	11.23%	7.61%	9.45%	0.68
Masvingo	3117	2064	5181	16448	16740	33189	18.95%	12.33%	15.61%	0.65
Matabeleland North	604	540	1144	9239	8508	17747	6.54%	6.35%	6.45%	0.97
Matabeleland South	808	880	1688	9107	8115	17222	8.87%	10.84%	9.80%	1.22
Midlands	2426	1745	4171	19036	19344	38380	12.74%	9.02%	10.87%	0.71
<b>Total</b>	<b>21218</b>	<b>16668</b>	<b>37886</b>	<b>148100</b>	<b>153925</b>	<b>302025</b>	<b>14.33%</b>	<b>10.83%</b>	<b>12.54%</b>	<b>0.76</b>



# FACILITIES

## 9.1 Classrooms

The required learner to classroom ratio for ECD is 1:20, primary level 1:40 and secondary level 1:30.

### 9.1.1 Learner to Classroom Ratios

Table below shows primary and secondary school number of classrooms and learner to classroom ratio by province. Mashonaland Central province had the highest number of ECD learners (107) to one teacher followed by Matabeleland North province with one teacher to 94 ECD learners. Generally, all the provinces had a deficit of ECD classrooms. Harare, Mashonaland Central and Mashonaland West provinces with primary LCR of almost 56, 51 and 50 respectively were in great need of additional primary classrooms. Mashonaland West and Mashonaland Central with LCR of almost 44 and 43 were in need of additional classrooms.

Table 120: Primary and Secondary School Enrolments, Number of Classrooms and LCR by Province

Province	ECD Enrolment	Primary Enrolment	Secondary Enrolment	ECD Classrooms	Primary Classrooms	Secondary Classrooms	ECD LCR	Primary LCR	Secondary LCR
Bulawayo	15900	105999	55377	243	2311	1452	65	46	38
Harare	25375	260983	118200	581	4668	3232	44	56	37
Manicaland	90771	419186	157636	1180	10167	4266	77	41	37
Mashonaland Central	50920	245246	78859	476	4765	1828	107	51	43
Mashonaland East	57730	285117	123638	978	6756	3177	59	42	39
Mashonaland West	55130	315119	117286	768	6333	2671	72	50	44
Masvingo	80297	354069	133178	1024	8621	3628	78	41	37
Matabeleland North	41378	176345	55512	441	3985	1416	94	44	39
Matabeleland South	37862	146963	54986	617	4011	1549	61	37	35
Midlands	62587	349388	132312	855	8028	3378	73	44	39
<b>Total</b>	<b>517950</b>	<b>2658415</b>	<b>1026984</b>	<b>7163</b>	<b>59645</b>	<b>26597</b>	<b>72</b>	<b>45</b>	<b>39</b>

## 9.2 Access to Electricity

Table to the right shows primary and secondary schools main source of electricity. There were 41.56% and 57.95% of primary and secondary schools respectively with access to electricity from the national grid. However, there was still a significant number of primary (50.43%) and secondary (28.26%) schools with no electricity. There were very few schools using gas turbine (0.10%), generator (4.04%), solar (4.36%) and other sources (1.31%) as their main source of electricity.

The figure below shows primary and secondary schools source of electricity. The main source of electricity for both primary and secondary schools was from the national grid. It can be noted that there was a significant number of primary and secondary schools without electricity.

Main electricity source	Primary		Secondary		All Total
	No	%	No	%	
Gas Turbine	8	0.13%	1	0.04%	0.10%
Generator	189	3.19%	162	5.96%	4.06%
Grid	2466	41.56%	1575	57.95%	46.71%
None	2992	50.43%	768	28.26%	43.46%
Other	75	1.26%	38	1.40%	1.31%
Solar	203	3.42%	174	6.40%	4.36%

Table below shows the percentage of schools without electricity by school level and province. There were 50.43% and 28.26% of primary and secondary schools respectively without electricity. Urban provinces had very few schools (below 8%) without electricity in both primary and secondary levels. Masvingo province had the highest percentage (65.70%) of primary school without electricity and Mashonaland West province had the highest percentage (36.53%) of secondary schools without electricity.

Figure 60: Primary and Secondary Schools Source of Electricity

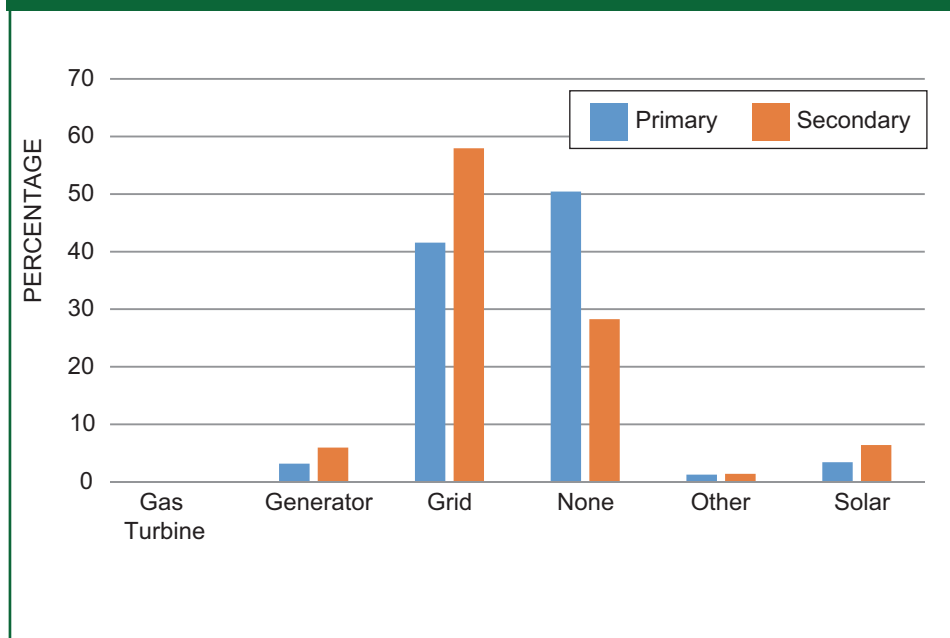


Table 122: Percentage of Schools without Electricity by School Level and Province

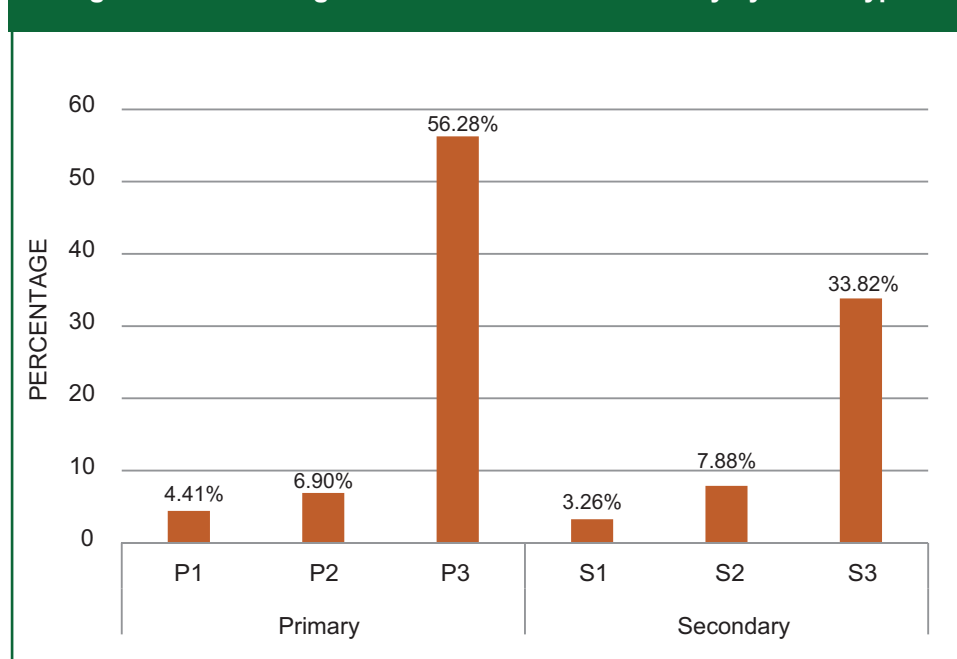
Province	Primary Level			Secondary Level			Grand Total
	Total Number Schools	Schools without electricity	% Schools without	Total Number schools	Schools without electricity	% schools without	
Bulawayo	132	7	5.30%	76	2	2.63%	9
Harare	230	3	1.30%	211	15	7.11%	18
Manicaland	871	415	47.65%	426	126	29.58%	541
Mashonaland Central	495	208	42.02%	228	72	31.58%	280
Mashonaland East	694	322	46.40%	355	101	28.45%	423
Mashonaland West	730	327	44.79%	375	137	36.53%	464
Masvingo	866	569	65.70%	348	109	31.32%	678
Matabeleland North	604	392	64.90%	184	61	33.15%	453
Matabeleland South	511	259	50.68%	161	40	24.84%	299
Midlands	800	490	61.25%	354	105	29.66%	595
<b>Grand Total</b>	<b>5933</b>	<b>2992</b>	<b>50.43%</b>	<b>2718</b>	<b>768</b>	<b>28.26%</b>	<b>3760</b>

**Table 123: Percentage of Schools with and without Electricity by Grant Type**

Source of Power	P1		P2		P3		S1		S2		S3	
	No	%	No	%	No	%	No	%	No	%	No	%
Gas Turbine	4	1.76%	2	0.43%	2	0.04%		0.00%		0.00%	1	0.05%
Generator	17	7.49%	37	7.97%	135	2.58%	12	5.58%	24	7.27%	126	5.80%
Grid	195	85.90%	388	83.62%	1883	35.92%	193	89.77%	272	82.42%	1110	51.08%
None	10	4.41%	32	6.90%	2950	56.28%	7	3.26%	26	7.88%	735	33.82%
Other		0.00%	4	0.86%	71	1.35%	3	1.40%	3	0.91%	32	1.47%
Solar	1	0.44%	1	0.22%	201	3.83%		0.00%	5	1.52%	169	7.78%
<b>Grand Total</b>	<b>227</b>	<b>100.00%</b>	<b>464</b>	<b>100.00%</b>	<b>5242</b>	<b>100.00%</b>	<b>215</b>	<b>100.00%</b>	<b>330</b>	<b>100.00%</b>	<b>2173</b>	<b>100.00%</b>

The figure below shows percentage of schools without electricity by grant type. P3 and S3 schools had the highest percentage of schools without electricity of 56.28% and 33.82% respectively.

**Figure 61: 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 2014 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.

**Table 124: Learner and Teacher to Toilet Ratio by Level of Education, 1999-2015**

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

Figure 62: Primary Learner to Toilet Ratio by Sex, 1999-2015

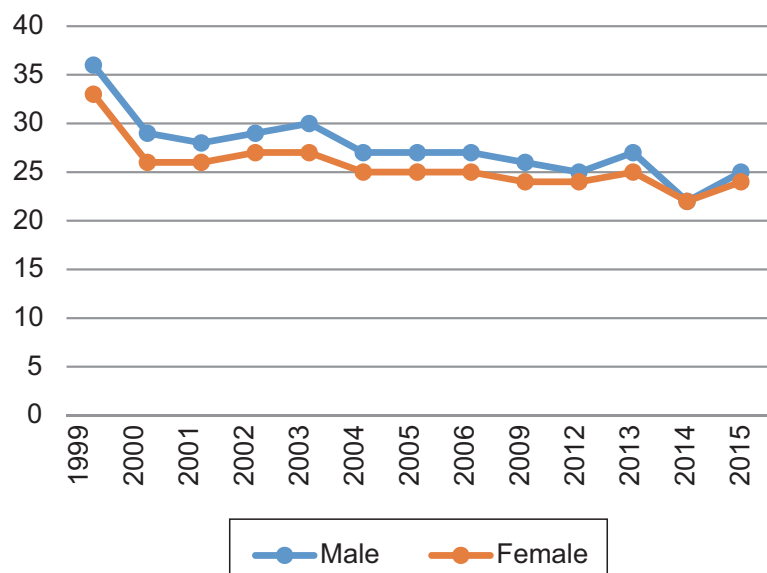


Figure 63: Secondary Learner to Toilet Ratio by Sex, 2000-2015

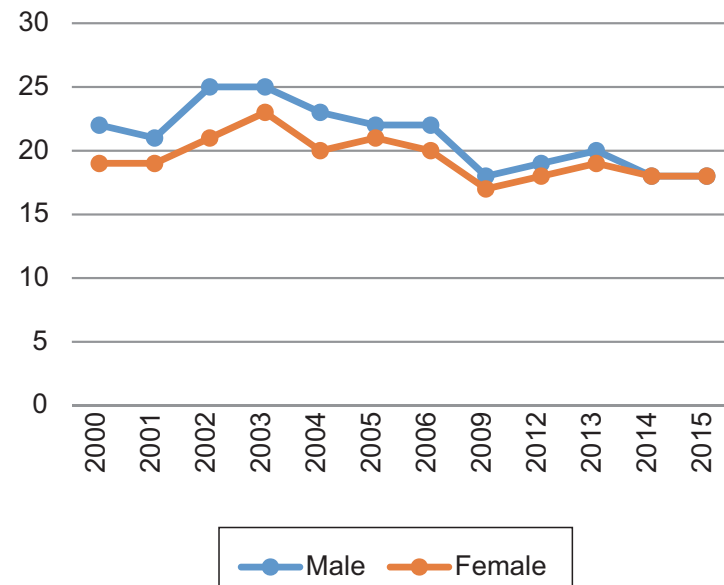


Table 125: ECD and Primary Learner to Toilet Ratios

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	286	312	332	330	1665	1730	2	11	24	24	32	31
Harare	614	586	956	883	3185	3313	2	11	13	14	41	40
Manicaland	2974	2914	1596	1560	9562	9501	2	3	28	29	22	22
Mashonaland Central	1570	1544	737	752	4646	4655	2	3	35	34	27	26
Mashonaland East	2566	2553	1316	1255	6645	6626	1	2	22	23	22	21
Mashonaland West	1612	1550	1187	1176	5889	5885	3	4	23	23	27	26
Masvingo	2715	2727	1443	1460	7753	8044	2	3	28	27	23	22
Matabeleland North	868	942	765	765	4179	4319	3	5	27	27	21	20
Matabeleland South	924	989	714	745	4064	4161	2	4	27	25	18	17
Midlands	2011	2038	1386	1377	6602	6668	2	4	23	23	27	26
<b>Grand Total</b>	<b>16140</b>	<b>16155</b>	<b>10432</b>	<b>10303</b>	<b>54190</b>	<b>54902</b>	<b>2</b>	<b>4</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>24</b>

Figure 64: ECD Learner to Toilet Ratio

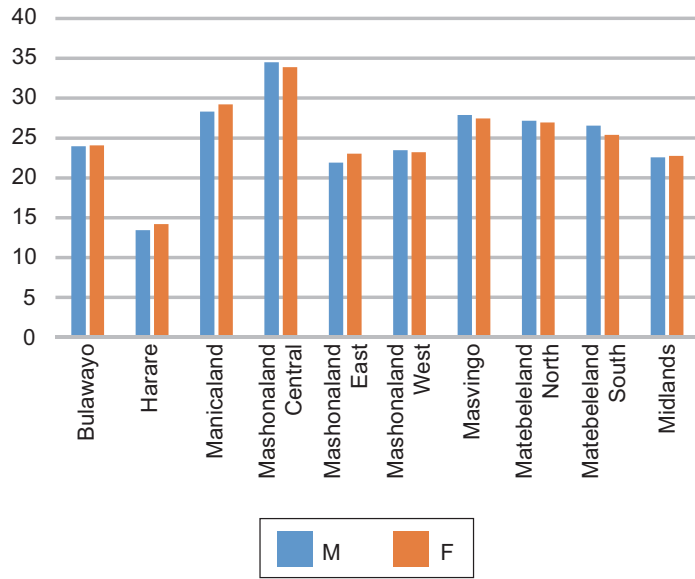


Figure 65: Primary Learner to Toilet Ratio

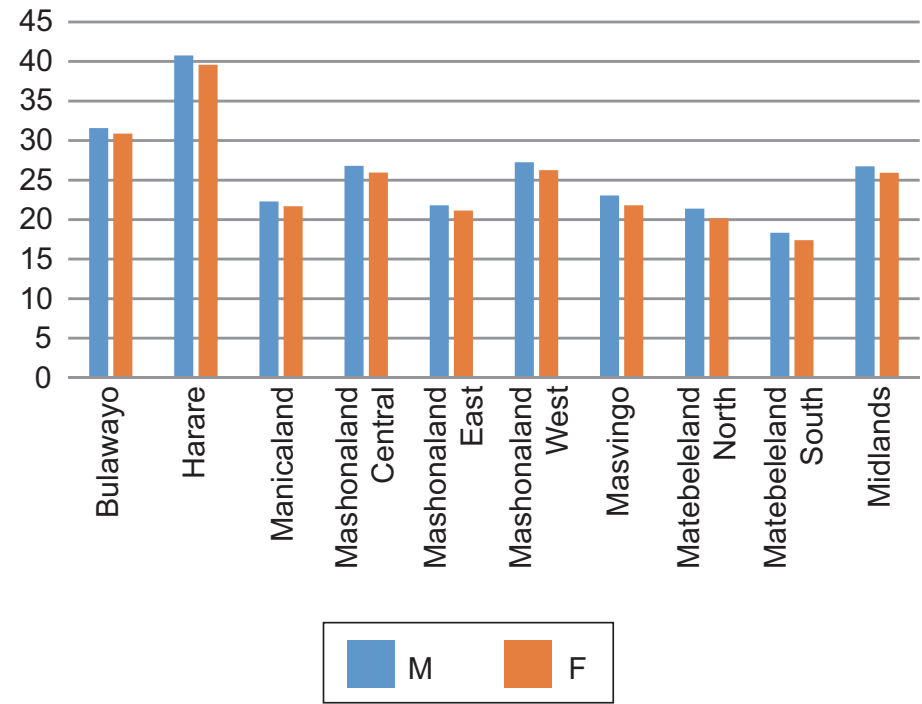
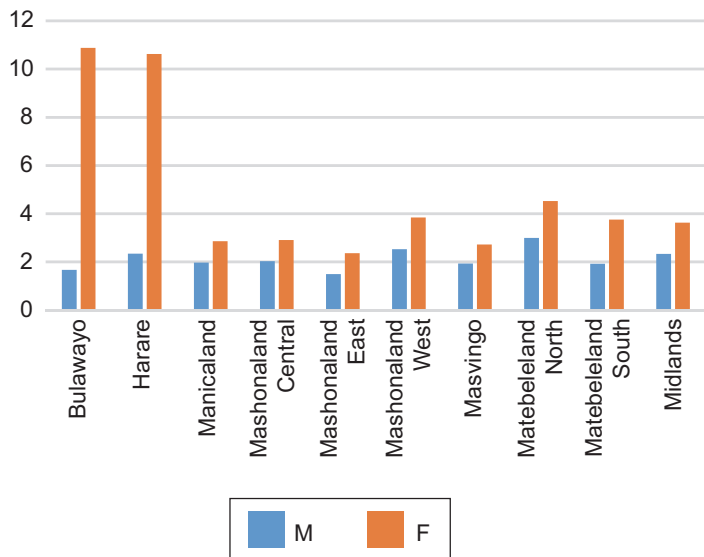
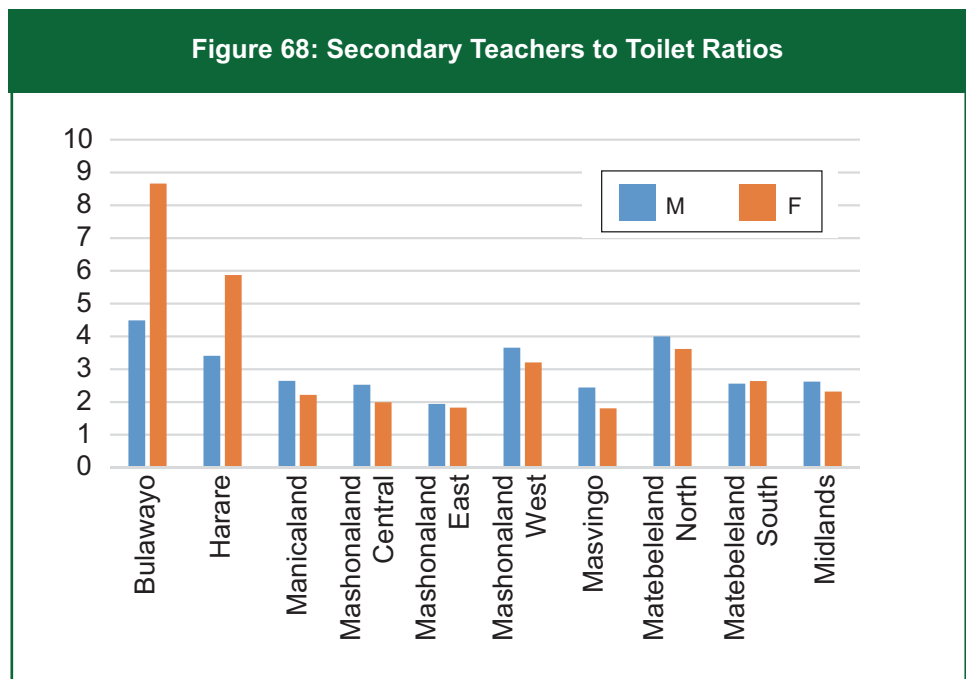
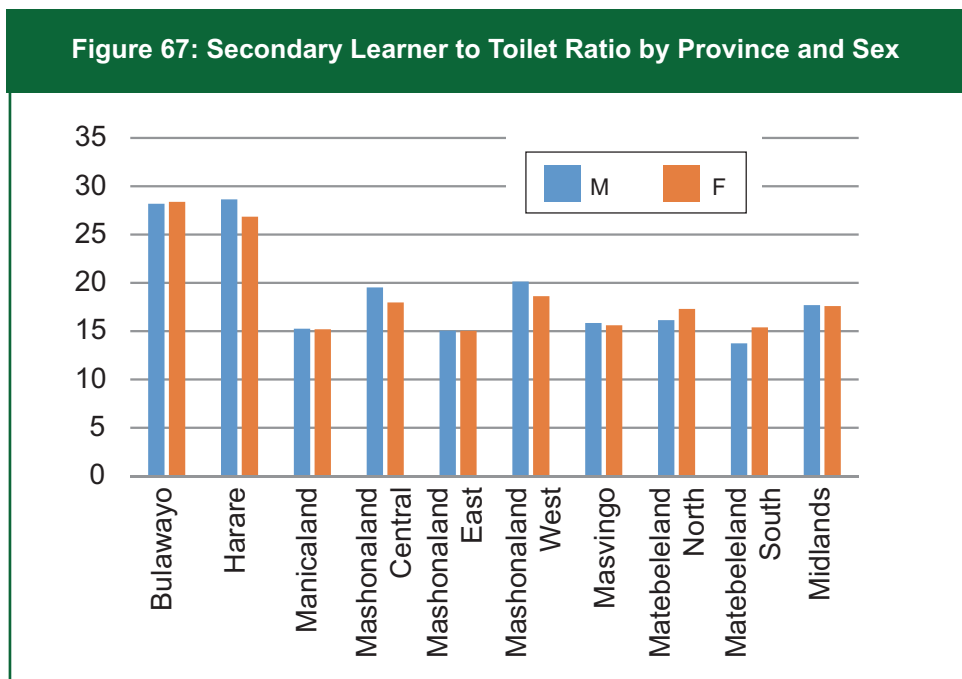


Figure 66: ECD and Primary Teachers to Toilet Ratio by Province and Sex



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	922	1035	233	193	28	28	4	9
Harare	2048	2216	658	525	29	27	3	6
Manicaland	5405	4948	1605	1493	15	15	3	2
Mashonaland Central	2122	2082	737	688	20	18	3	2
Mashonaland East	4253	3962	1481	1373	15	15	2	2
Mashonaland West	3075	2966	785	712	20	19	4	3
Masvingo	4307	4157	1513	1313	16	16	2	2
Matabeleland North	1575	1739	382	354	16	17	4	4
Matabeleland South	1852	1917	488	438	14	15	3	3
Midlands	3716	3782	1243	1120	18	18	3	2
<b>Grand Total</b>	<b>29275</b>	<b>28804</b>	<b>9125</b>	<b>8209</b>	<b>18</b>	<b>18</b>	<b>3</b>	<b>3</b>

Table to the left shows secondary learner and teacher to toilet ratio. Bulawayo and Harare provinces have more than 26 learners using 1 toilet.



Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	11	11	0	1	74	253	312	662
Harare	28	32	9	9	246	689	826	1839
Manicaland	1260	1298	26	33	140	176	223	3156
Mashonaland Central	589	636	16	17	48	86	97	1489
Mashonaland East	1026	1059	25	21	123	145	172	2571
Mashonaland West	869	881	45	57	80	195	236	2363
Masvingo	1241	1289	31	24	54	118	146	2903
Matabeleland North	609	622	6	6	38	119	130	1530
Matabeleland South	606	645	24	23	29	63	69	1459
Midlands	1013	1070	17	19	122	241	281	2763
<b>Grand Total</b>	<b>7252</b>	<b>7543</b>	<b>199</b>	<b>210</b>	<b>954</b>	<b>2085</b>	<b>2492</b>	<b>20735</b>

### 9.3.2 Number of Toilets by Type and Province

The types of toilets used in each province are blair toilets, pit latrines and water closets as shown in the following tables. In all the levels, Harare and Bulawayo provinces mainly use water closets.

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	54	56	1	1	302	1308	1673	3395
Harare	131	150	27	27	566	2466	3131	6498
Manicaland	8196	8535	118	144	567	682	821	19063
Mashonaland Central	3877	3973	94	101	183	492	581	9301
Mashonaland East	5525	5826	124	145	391	607	653	13271
Mashonaland West	4576	4604	152	159	269	900	1114	11774
Masvingo	6918	7270	179	193	146	510	581	15797
Matabeleland North	3860	4031	44	23	69	206	265	8498
Matabeleland South	3646	3808	50	51	98	271	301	8225
Midlands	5376	5579	126	135	366	737	951	13270
<b>Grand Total</b>	<b>42159</b>	<b>43832</b>	<b>915</b>	<b>979</b>	<b>2957</b>	<b>8179</b>	<b>10071</b>	<b>109092</b>

## 9.4 Access to water in schools

Table below shows number of primary schools with access to water and water sources by province. Overall, there were only 0.64% of primary schools with no access to any water source. The main sources of water supply in Harare and Bulawayo provinces in primary schools is piped water and the other eight provinces get water from boreholes. Water sources may be more than one at some schools.

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Grand Total
	M	F	M	F	M	M	F	
Bulawayo	30	47	10	18	185	700	967	1957
Harare	77	104	16	19	467	1489	2092	4264
Manicaland	3700	3565	175	175	393	1137	1208	10353
Mashonaland Central	1560	1588	49	48	101	412	446	4204
Mashonaland East	2607	2554	161	164	371	1114	1244	8215
Mashonaland West	1880	1912	102	102	195	899	951	6041
Masvingo	3152	3222	142	149	189	824	786	8464
Matabeleland North	1133	1253	31	39	90	321	447	3314
Matabeleland South	1145	1244	47	44	167	493	629	3769
Midlands	2362	2464	172	174	258	924	1144	7498
<b>Grand Total</b>	<b>17646</b>	<b>17953</b>	<b>905</b>	<b>932</b>	<b>2416</b>	<b>8313</b>	<b>9914</b>	<b>58079</b>

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	132	132	100.00%	0	0.00%	48.48%	0.00%	0.00%	88.64%	0.76%	0.00%	0.76%
Harare	230	230	100.00%	0	0.00%	59.57%	0.00%	0.43%	72.61%	2.61%	0.00%	0.43%
Manicaland	871	862	98.97%	9	1.03%	63.61%	0.69%	1.03%	25.60%	13.89%	4.48%	4.02%
Mashonaland Central	495	494	99.80%	1	0.20%	71.11%	2.22%	0.20%	16.97%	10.71%	2.63%	5.05%
Mashonaland East	694	686	98.85%	8	1.15%	66.86%	0.86%	0.29%	18.88%	22.33%	2.59%	3.89%
Mashonaland West	730	726	99.45%	4	0.55%	70.27%	2.88%	0.41%	20.00%	8.77%	3.42%	5.21%
Masvingo	866	859	99.19%	7	0.81%	71.71%	2.54%	0.46%	17.21%	5.43%	5.43%	4.39%
Matabeleland North	604	600	99.34%	4	0.66%	67.55%	2.48%	0.83%	15.56%	5.46%	4.97%	7.28%
Matabeleland South	511	509	99.61%	2	0.39%	72.99%	1.96%	1.57%	15.46%	3.13%	6.46%	3.72%
Midlands	800	797	99.63%	3	0.38%	63.75%	1.75%	0.88%	18.88%	10.38%	5.75%	7.50%
<b>Grand Total</b>	<b>5933</b>	<b>5895</b>	<b>99.36%</b>	<b>38</b>	<b>0.64%</b>	<b>67.35%</b>	<b>1.77%</b>	<b>0.67%</b>	<b>22.60%</b>	<b>9.76%</b>	<b>4.23%</b>	<b>4.85%</b>

Figure 69: Percentage of Primary Schools Water Sources

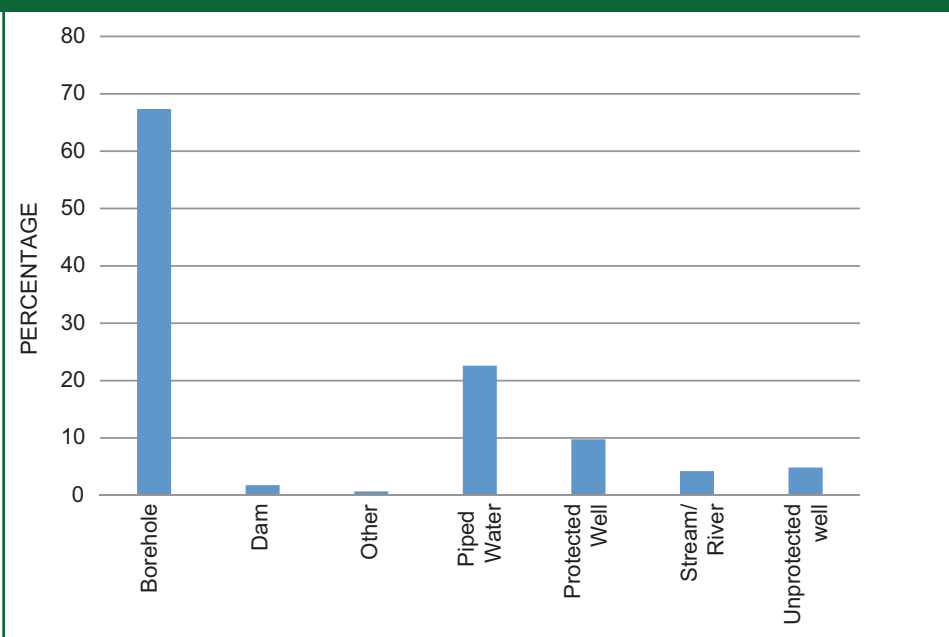


Table below shows number of secondary schools with access to water and water sources by province. Overall, there were only 1.25% of secondary schools with no access to any water source. The main sources of water supply in Harare and Bulawayo provinces in secondary schools is piped water and the other eight provinces get water from boreholes.

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	76	76	100.00%	0	0.00%	32.89%	0.00%	0.00%	90.79%	1.32%	0.00%	0.00%
Harare	211	210	99.53%	1	0.47%	47.39%	0.00%	0.00%	74.88%	7.11%	0.00%	0.47%
Manicaland	426	421	98.83%	5	1.17%	59.86%	0.70%	0.70%	37.09%	11.97%	3.05%	4.69%
Mashonaland Central	228	226	99.12%	2	0.88%	67.11%	2.19%	0.44%	28.51%	11.40%	1.32%	1.75%
Mashonaland East	355	351	98.87%	4	1.13%	63.38%	1.41%	1.13%	27.04%	22.54%	2.25%	2.25%
Mashonaland West	375	367	97.87%	8	2.13%	67.73%	3.73%	0.00%	26.40%	9.60%	2.93%	2.93%
Masvingo	348	344	98.85%	4	1.15%	64.08%	2.59%	0.29%	35.92%	6.32%	3.16%	2.30%
Matabeleland North	184	183	99.46%	1	0.54%	61.96%	1.09%	0.00%	27.72%	7.07%	7.07%	2.72%
Matabeleland South	161	160	99.38%	1	0.62%	68.94%	1.86%	0.62%	31.68%	0.00%	4.35%	0.00%
Midlands	354	346	97.74%	8	2.26%	57.91%	1.41%	0.28%	32.20%	11.02%	4.80%	7.91%
<b>Grand Total</b>	<b>2718</b>	<b>2684</b>	<b>98.75%</b>	<b>34</b>	<b>1.25%</b>	<b>61.26%</b>	<b>1.69%</b>	<b>0.40%</b>	<b>36.28%</b>	<b>10.41%</b>	<b>3.05%</b>	<b>3.13%</b>

Figure 70: Percentage of Secondary Schools Water Sources

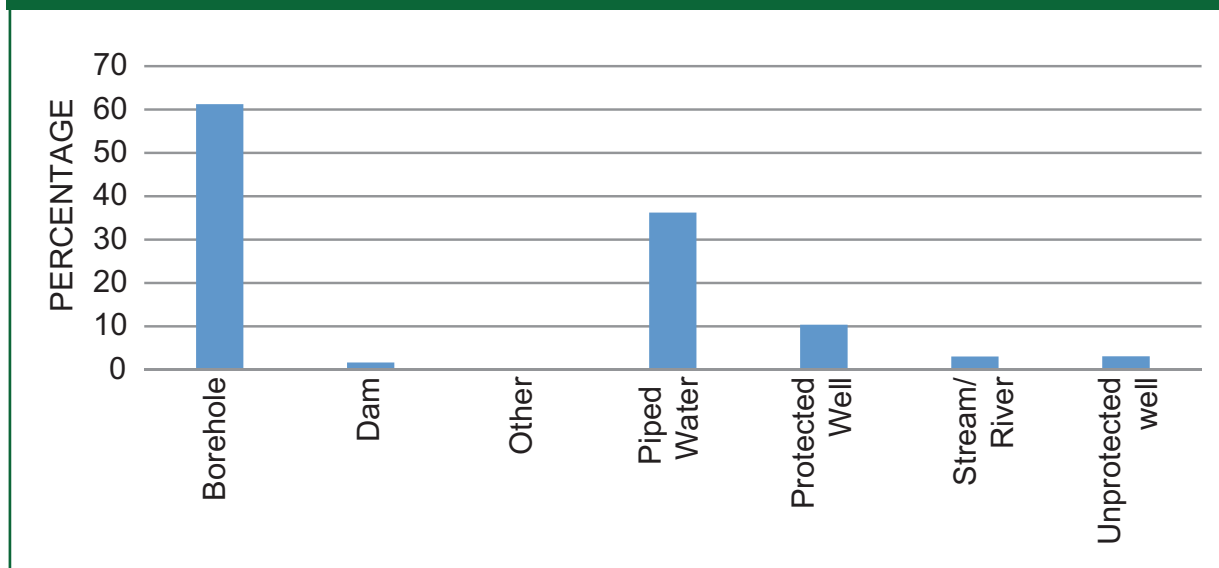


Table 132: Percentage Primary Schools by Access to Water and Use of Water

Province	No. of Schools	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	132	117	15	11.36%	131	99.24%	124	93.94%	117	88.64%	122	92.42%	37	28.03%
Harare	230	203	27	11.74%	229	99.57%	203	88.26%	178	77.39%	194	84.35%	94	40.87%
Manicaland	871	703	168	19.29%	807	92.65%	574	65.90%	627	71.99%	208	23.88%	646	74.17%
Mashonaland Central	495	354	141	28.48%	449	90.71%	302	61.01%	316	63.84%	95	19.19%	384	77.58%
Mashonaland East	694	505	186	26.80%	643	92.65%	473	68.16%	451	64.99%	153	22.05%	505	72.77%
Mashonaland West	730	552	178	24.38%	628	86.03%	438	60.00%	461	63.15%	167	22.88%	523	71.64%
Masvingo	866	590	276	31.87%	761	87.88%	545	62.93%	565	65.24%	184	21.25%	671	77.48%
Matabeleland North	604	452	152	25.17%	498	82.45%	378	62.58%	373	61.75%	117	19.37%	405	67.05%
Matabeleland South	511	363	148	28.96%	433	84.74%	336	65.75%	346	67.71%	77	15.07%	337	65.95%
Midlands	800	552	247	30.88%	666	83.25%	471	58.88%	492	61.50%	165	20.63%	560	70.00%
<b>Total</b>	<b>5933</b>	<b>4391</b>	<b>1538</b>	<b>25.92%</b>	<b>5245</b>	<b>88.40%</b>	<b>3844</b>	<b>64.79%</b>	<b>3926</b>	<b>66.17%</b>	<b>1482</b>	<b>24.98%</b>	<b>4162</b>	<b>70.15%</b>

**Table 133: Percentage Secondary Schools by Access to Water and Use of Water**

Province	No. of Schools	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	76	67	9	11.84%	75	98.68%	74	97.37%	70	92.11%	71	93.42%	14	18.42%
Harare	211	186	25	11.85%	207	98.10%	199	94.31%	182	86.26%	177	83.89%	74	35.07%
Manicaland	426	339	86	20.19%	387	90.85%	287	67.37%	300	70.42%	133	31.22%	266	62.44%
Mashonaland Central	228	174	54	23.68%	207	90.79%	138	60.53%	140	61.40%	62	27.19%	156	68.42%
Mashonaland East	355	267	88	24.79%	327	92.11%	237	66.76%	220	61.97%	101	28.45%	219	61.69%
Mashonaland West	375	279	96	25.60%	334	89.07%	235	62.67%	239	63.73%	110	29.33%	235	62.67%
Masvingo	348	253	95	27.30%	324	93.10%	207	59.48%	220	63.22%	102	29.31%	229	65.80%
Matabeleland North	184	137	47	25.54%	150	81.52%	115	62.50%	105	57.07%	53	28.80%	104	56.52%
Matabeleland South	161	119	42	26.09%	149	92.55%	96	59.63%	99	61.49%	40	24.84%	85	52.80%
Midlands	354	248	106	29.94%	301	85.03%	216	61.02%	218	61.58%	102	28.81%	200	56.50%
<b>Total</b>	<b>2718</b>	<b>2069</b>	<b>648</b>	<b>23.84%</b>	<b>2461</b>	<b>90.54%</b>	<b>1804</b>	<b>66.37%</b>	<b>1793</b>	<b>65.97%</b>	<b>951</b>	<b>34.99%</b>	<b>1582</b>	<b>58.20%</b>

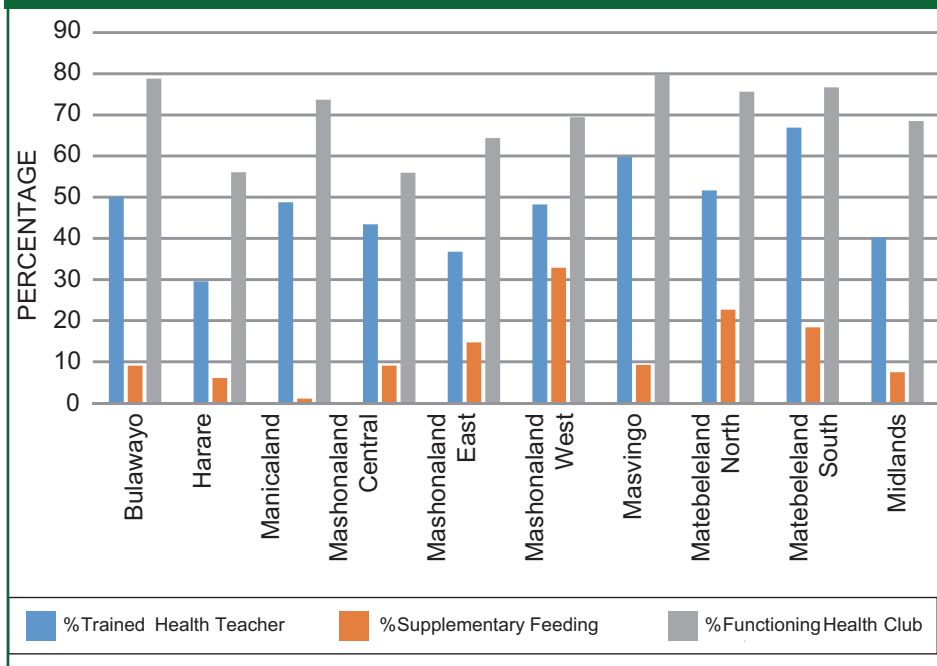
**Table 134: Percentage of Primary School with Health Teachers, Health Clubs and Support Feeding Programmes by School Level and Province**

Province	Trained Health Teacher	Supplementary Feeding Programme	School Health Club	Grand Total	% Trained Health Teacher	% Supplementary Feeding	% Functioning Health club
Bulawayo	66	12	104	132	50.00%	9.09%	78.79%
Harare	68	14	129	230	29.57%	6.09%	56.09%
Manicaland	425	9	642	871	48.79%	1.03%	73.71%
Mashonaland Central	215	45	277	495	43.43%	9.09%	55.96%
Mashonaland East	255	102	447	694	36.74%	14.70%	64.41%
Mashonaland West	352	240	507	730	48.22%	32.88%	69.45%
Masvingo	518	80	692	866	59.82%	9.24%	79.91%
Matabeleland North	312	137	457	604	51.66%	22.68%	75.66%
Matabeleland South	342	94	392	511	66.93%	18.40%	76.71%
Midlands	321	60	548	800	40.13%	7.50%	68.50%
<b>Grand Total</b>	<b>2874</b>	<b>793</b>	<b>4195</b>	<b>5933</b>	<b>48.44%</b>	<b>13.37%</b>	<b>70.71%</b>

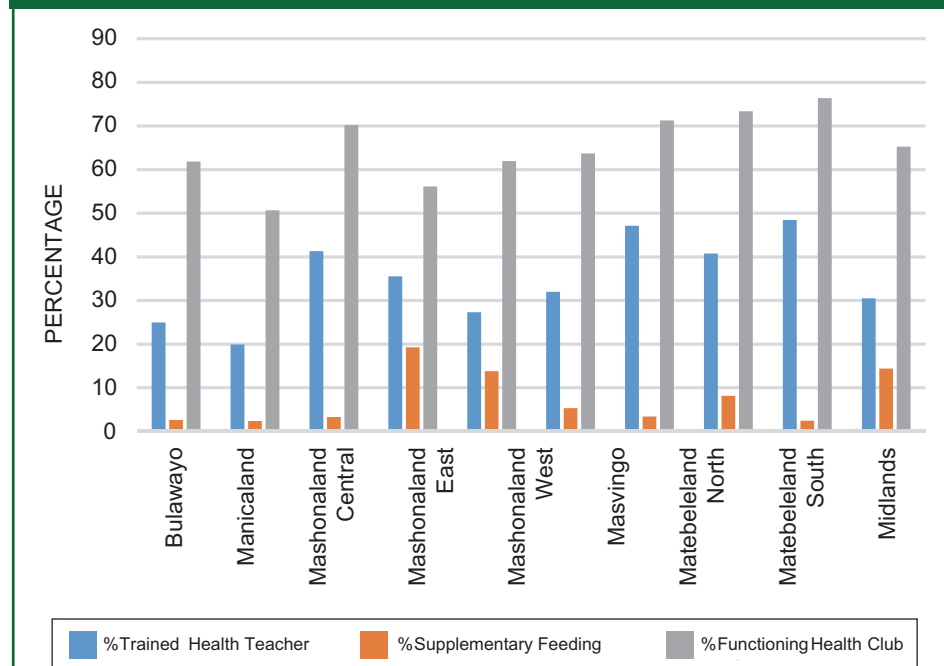
## 9.5 Health and Feeding

The tables below show percentage of primary and secondary schools with health teachers, health clubs and supplementary feeding programmes by school level and province. There were 48.44% and 35.32% of trained health teachers in primary and secondary schools respectively. Matabeleland South province had the highest percentage of trained health teachers in both primary (66.93%) and secondary (48.45%) schools. Overall there were 13.37% and 7.95% of primary and secondary schools respectively with support feeding programmes and 70.71% and 65.38% of primary and secondary schools respectively have functioning health clubs.

**Figure 71: Percentage Primary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province**



**Figure 72: Percentage Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province**



**Table 135: 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	Grand Total	% Trained health teacher	% Supplementary Feeding	% Functioning Health club
Bulawayo	19	2	47	76	25.00%	2.63%	61.84%
Harare	42	5	107	211	19.91%	2.37%	50.71%
Manicaland	176	14	299	426	41.31%	3.29%	70.19%
Mashonaland Central	81	44	128	228	35.53%	19.30%	56.14%
Mashonaland East	97	49	220	355	27.32%	13.80%	61.97%
Mashonaland West	120	20	239	375	32.00%	5.33%	63.73%
Masvingo	164	12	248	348	47.13%	3.45%	71.26%
Matabeleland North	75	15	135	184	40.76%	8.15%	73.37%
Matabeleland South	78	4	123	161	48.45%	2.48%	76.40%
Midlands	108	51	231	354	30.51%	14.41%	65.25%
<b>Grand Total</b>	<b>960</b>	<b>216</b>	<b>1777</b>	<b>2718</b>	<b>35.32%</b>	<b>7.95%</b>	<b>65.38%</b>

## 9.6 Sporting and Specialist Facilities

Sports are considered as essential aspects of schools in Zimbabwe. In order to meet national school standards, primary schools are required to have an athletics field, soccer field and netball fields. In addition to these, secondary schools are supposed to have a rugby field and a cricket pitch. Tables below shows the number of facilities in schools.

**Table 136: Number of Facilities at Primary School**

Room facility	Number	Total capacity
Admin Block	1936	15046
Agriculture	278	13192
Art and Craft room	218	10517
Building	570	22868
Computer room	642	35345
Cookery	103	4517
Hall	316	129804
Library	766	35330
Metalwork	32	1237
Needle work	106	4330
Ordinary classrooms	66798	2723270
Staff room	837	20459
Tool store	2009	19802
Tuckshop	584	12008
woodwork	77	5974
Music room	174	8877

**Room\_Facility**

Room_Facility	Number
Audiological room	37
Basket ball Court	1039
Braile Laboratory	16
Culture Center	1716
Dinning Room	175
Gymnasium	44
Kithchen	821
Netball Court	7481
Pavilion	127
Sick bay room	259
Sports field(e.g football)	7430
Squash court	45
Strong room	1684
Swimming pool	223
Tennis Court	564
Therapy room	46
Volleyball Court	5932

**Table 137: Facilities at Secondary School**

Facility type	Number	Total capacity
Admin Block	2795	19378
Biology Laboratory	306	7684
Chemistry Laboratory	264	6886
Hall	280	123233
Int Science Laboratory	1481	68219
Library	871	48358
Physics Laboratory	287	7127
Staff room	1706	32462
Tool store	1490	14451
Tuck shop	776	30695
Agriculture	670	28410
Art and Craft room	204	6123
Building	364	15052
Computer room	1177	40112
Cookery	420	11151
Metalwork	251	6853
Music room	109	4050
Needle work	949	28675
Ordinary classrooms	26594	971776
woodwork	397	10814

Room Facility	Number
Basketball Court	655
Gymnasium	43
Netball Court	3170
Pavilion	94
Sports field(e.g football)	3497
Squash court	67
Swimming pool	128
Tennis Court	518
Volleyball Court	2910
Audiological room	60
Braille Laboratory	46
Culture Center	600
Dining Room	296
Kitchen	645
Sick bay room	206
Strong room	1500
Therapy room	1219

**Table 138: Number Primary and Secondary Schools facilities and shortfall**

Facility type	Primary		Secondary	
	Number	Shortfall	Number	Shortfall
Caretaker's houses	467	953	341	592
dining rooms	28	89	2	9
Kitchens	5	98	2	26
Matron's houses	81	341	211	223
Nurses' houses	30	310	65	205
Teachers' houses	27477	42418	15884	17605
Warden's houses	52	323	195	208
Workers Flatlets	584	1279	1435	1613

## 9.7 ICT, Computer Access, Use and Connectivity

This section focus on the education system's capacity to incorporate the use of ICTs in teaching and learning. Table below shows primary school computers for learners, teachers and administration Urban provinces had the highest number of primary schools with computers (more than 90%) and computers for learners (more than 74%). Average computers per school ranged between 1 and 4 in eight provinces excluding Harare and Bulawayo provinces with 28 and 19 computers respectively

**Table 139: 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	132	122	98	2492	2001	121899	92.42%	74.24%	19	61
Harare	230	225	202	6503	5301	286358	97.83%	87.83%	28	54
Manicaland	871	427	169	3272	2580	509957	49.02%	19.40%	4	198
Mashonaland Central	495	222	53	1701	1101	296166	44.85%	10.71%	3	269
Mashonaland East	694	380	144	2530	1876	342847	54.76%	20.75%	4	183
Mashonaland West	730	285	87	2043	1497	370249	39.04%	11.92%	3	247
Masvingo	866	444	72	1873	1239	434366	51.27%	8.31%	2	351
Matabeleland North	604	135	37	893	647	217723	22.35%	6.13%	1	337
Matabeleland South	511	192	65	1152	908	184825	37.57%	12.72%	2	204
Midlands	800	427	106	2488	1825	411975	53.38%	13.25%	3	226
<b>Grand Total</b>	<b>5933</b>	<b>2859</b>	<b>1033</b>	<b>24947</b>	<b>18975</b>	<b>3176365</b>	<b>48.19%</b>	<b>17.41%</b>	<b>4</b>	<b>167</b>

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	76	70	63	2075	1569	55377	92.11%	82.89%	27	35
Harare	211	187	154	5585	4119	118200	88.63%	72.99%	26	29
Manicaland	426	307	197	5534	4399	157636	72.07%	46.24%	13	36
Mashonaland Central	228	153	91	2217	1849	78859	67.11%	39.91%	10	43
Mashonaland East	355	269	174	4006	3194	123638	75.77%	49.01%	11	39
Mashonaland West	375	215	127	2735	2136	117286	57.33%	33.87%	7	55
Masvingo	348	254	154	3311	2536	133178	72.99%	44.25%	10	53
Matabeleland North	184	115	94	1645	1245	55512	62.50%	51.09%	9	45
Matabeleland South	161	125	108	2367	1938	54986	77.64%	67.08%	15	28
Midlands	354	263	163	3861	2869	132312	74.29%	46.05%	11	46
<b>Grand Total</b>	<b>2718</b>	<b>1958</b>	<b>1325</b>	<b>33336</b>	<b>25854</b>	<b>1026984</b>	<b>72.04%</b>	<b>48.75%</b>	<b>12</b>	<b>40</b>

Table above shows secondary school computers for learners, teachers and administration. At national level more than 70% of secondary schools reported having a computer irrespective of its use. Urban provinces had more than 88% computers for learners and highest average computers per school (more than 25). On average there were 40 computers per learner.

## 9.8 Seating and Writing Places

The table and figures below show primary school seating and writing places by provinces. Overall, primary level had a shortage of 996,513 seating places and 1,230,285 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	99097	1.23	22802	18.71%	81819	1.49	40080	32.88%
Harare	231449	1.24	54909	19.17%	195118	1.47	91240	31.86%
Manicaland	357307	1.43	152650	29.93%	328209	1.55	181748	35.64%
Mashonaland Central	189564	1.56	106602	35.99%	177477	1.67	118689	40.08%
Mashonaland East	243775	1.41	99072	28.90%	223546	1.53	119301	34.80%
Mashonaland West	230772	1.60	139477	37.67%	212295	1.74	157954	42.66%
Masvingo	285761	1.52	148605	34.21%	259312	1.68	175054	40.30%
Matabeleland North	132789	1.64	84934	39.01%	112263	1.94	105460	48.44%
Matabeleland South	146501	1.26	38324	20.74%	123150	1.50	61675	33.37%
Midlands	262837	1.57	149138	36.20%	232891	1.77	179084	43.47%
<b>Grand Total</b>	<b>2179852</b>	<b>1.46</b>	<b>996513</b>	<b>31.37%</b>	<b>1946080</b>	<b>1.63</b>	<b>1230285</b>	<b>38.73%</b>

Figure 73: Primary Schools without Seating

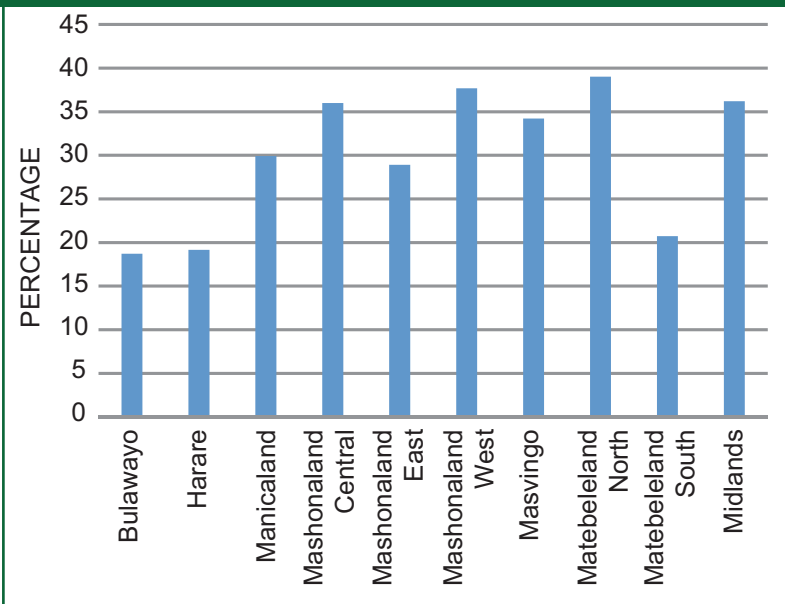
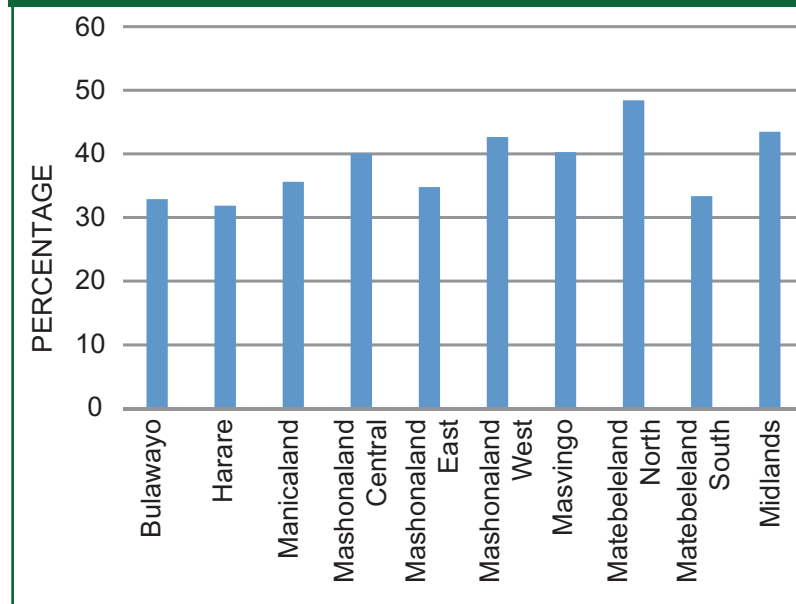


Figure 74: Primary Schools without Writing Places



The table and figures below show primary school seating and writing places by provinces. Overall, secondary level had a shortage of 175,714 seating places and 194,313 writing places.

Table 142: Secondary School Teachers 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	47643	1.16	7734	13.97%	46011	1.20	9366	16.91%
Harare	115226	1.03	2974	2.52%	113611	1.04	4589	3.88%
Manicaland	134817	1.17	22819	14.48%	136750	1.15	20886	13.25%
Mashonaland Central	59714	1.32	19145	24.28%	57496	1.37	21363	27.09%
Mashonaland East	103917	1.19	19721	15.95%	98330	1.26	25308	20.47%
Mashonaland West	85950	1.36	31336	26.72%	83440	1.41	33846	28.86%
Masvingo	109274	1.22	23904	17.95%	107466	1.24	25712	19.31%
Matabeleland North	42335	1.31	13177	23.74%	40148	1.38	15364	27.68%
Matabeleland South	45488	1.21	9498	17.27%	45670	1.20	9316	16.94%
Midlands	106906	1.24	25406	19.20%	103749	1.28	28563	21.59%
<b>Grand Total</b>	<b>851270</b>	<b>1.21</b>	<b>175714</b>	<b>17.11%</b>	<b>832671</b>	<b>1.23</b>	<b>194313</b>	<b>18.92%</b>

Figure 75: % Secondary Pupils without Seating Places

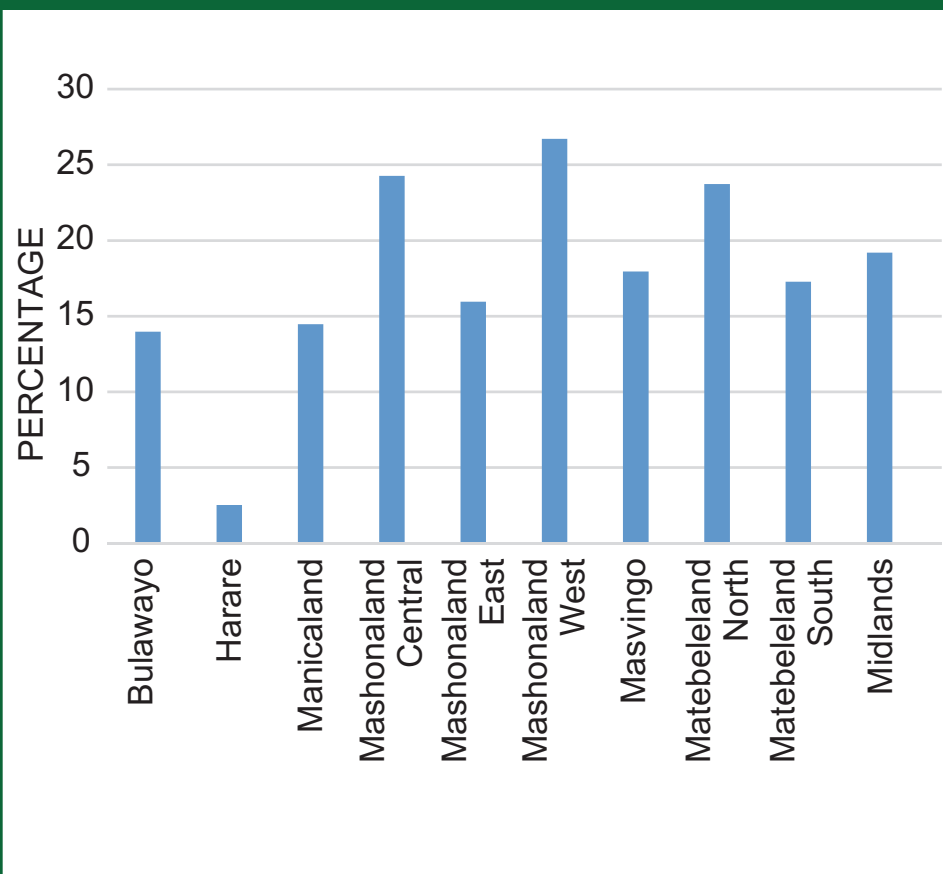
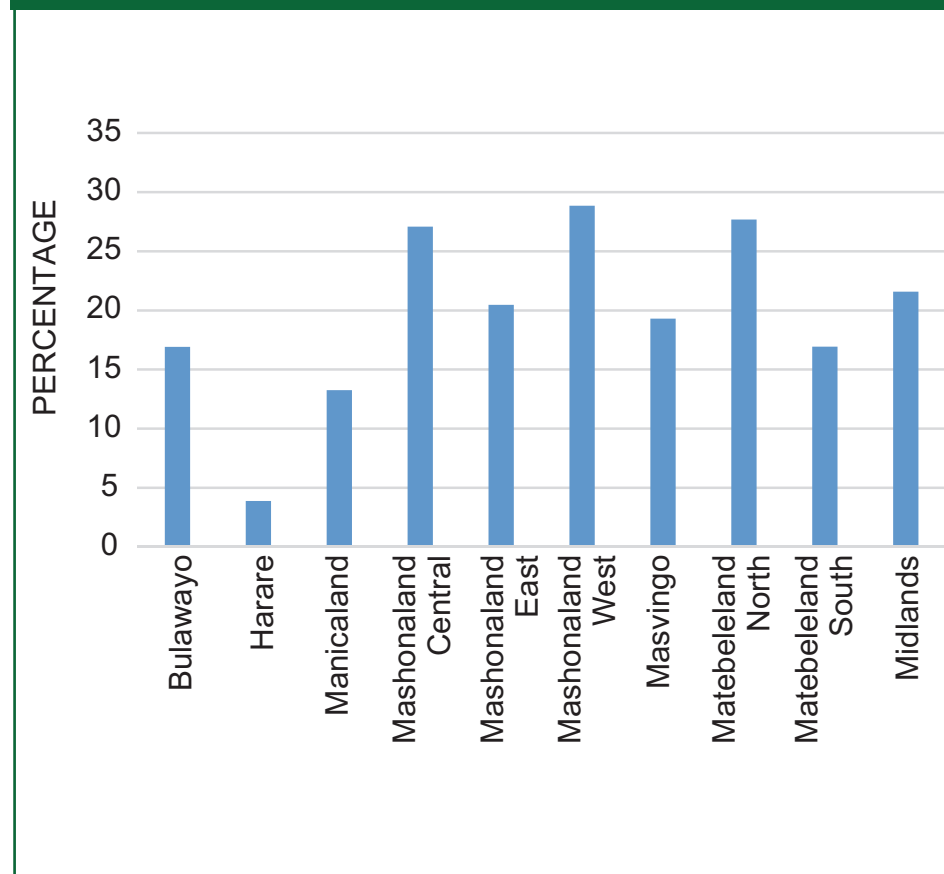


Figure 76: % Secondary Learners without Writing Places





# 10 NON-FORMAL EDUCATION

Non Formal Education refers to planned educational programmes for adults, learners, youths and out-of-school-children that aim at improving skills and competences, outside but supplementary to the formal education curriculum. It encompasses several programmes such as adult education, continuing education, on-the-job training, accelerated learning, extension services, second chance education and life-long education. Non-Formal Education provided the following programmes:

- Basic Literacy which covers reading, writing and arithmetic. It is meant for those who never had a chance to attend school
- Functional Literacy which is an application of Basic Literacy skills required for everyday activities
- Zimbabwe Adult Basic Education Course (ZABEC) which is a primary school programme for adults leading to grade 7 examinations sat together with formal candidates
- Part-Time Continuing Education (PTCE) which is for afternoon or evening classes for those pursuing secondary education
- Open and Distance Learning (ODL) which is a correspondence programme for those pursuing secondary education. It is intended to serve learners who are separated by time and distance. It also serves learners who are disadvantaged socially and economically.

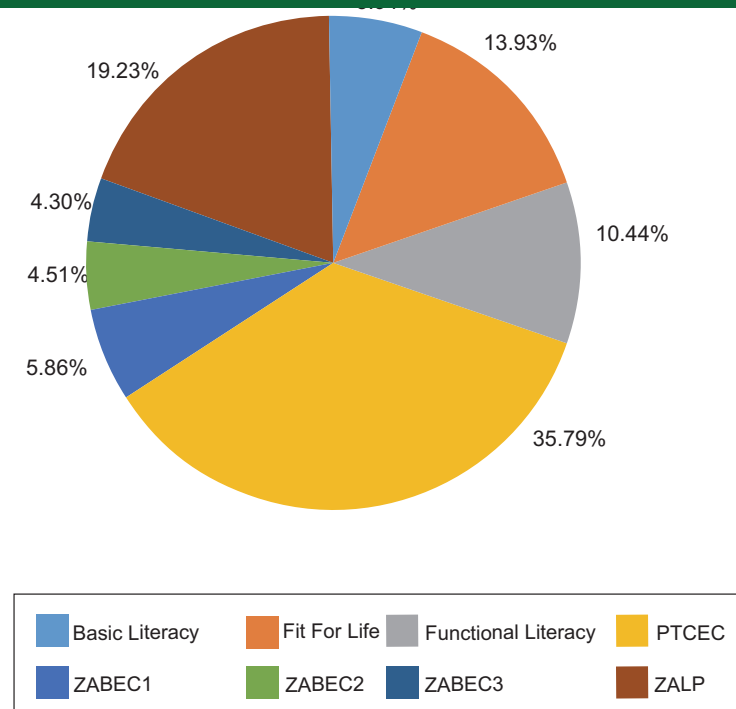
Table below shows enrolment in non-formal education programmes by province, sex and level. Overall, most learners (above 50%) participating in NFE programmes were enrolled in primary schools. Masvingo was the only province with the highest number of learners enrolled in secondary level than other provinces.

**Table 143: Enrolment in NFE Programmes by Province, Sex and Level**

Province	Primary			Secondary			Grand Total	% Primary	% Secondary
	M	F	T	M	F	T			
Bulawayo	794	734	1528	421	822	1243	2771	55.14%	44.86%
Harare	309	305	614	254	331	585	1199	51.21%	48.79%
Manicaland	2378	3155	5533	840	1101	1941	7474	74.03%	25.97%
Mashonaland Central	2775	2534	5309	650	526	1176	6485	81.87%	18.13%
Mashonaland East	1951	1561	3512	607	766	1373	4885	71.89%	28.11%
Mashonaland West	1199	1032	2231	550	680	1230	3461	64.46%	35.54%
Masvingo	2967	3213	6180	3372	4270	7642	13822	44.71%	55.29%
Matabeleland North	1258	1463	2721	658	1101	1759	4480	60.74%	39.26%
Matabeleland South	2039	2446	4485	592	1025	1617	6102	73.50%	26.50%
Midlands	1724	1243	2967	308	546	854	3821	77.65%	22.35%
<b>Grand Total</b>	<b>17394</b>	<b>17686</b>	<b>35080</b>	<b>8252</b>	<b>11168</b>	<b>19420</b>	<b>54500</b>	<b>64.37%</b>	<b>35.63%</b>

Non Formal Level	M	F	Grand Total	% Female	% Total
Basic Literacy	1386	1849	3235	57.16%	5.94%
Fit For Life	4456	3134	7590	41.29%	13.93%
Functional Literacy	2210	3481	5691	61.17%	10.44%
PTCEC	8105	11403	19508	58.45%	35.79%
ZABEC 1	1368	1828	3196	57.20%	5.86%
ZABEC 2	1207	1251	2458	50.90%	4.51%
ZABEC 3	1138	1205	2343	51.43%	4.30%
ZALP	5776	4703	10479	44.88%	19.23%
<b>Grand Total</b>	<b>25646</b>	<b>28854</b>	<b>54500</b>	<b>52.94%</b>	<b>100.00%</b>

Figure 77 Percentage Distribution of Non-Formal Programme by Sex



The table below shows enrolment in non-formal programmes by level and sex. Of the total enrolment in non-formal programmes, very few learners, below 3%, participating in ZALP and ZABEC programmes were enrolled in primary level and in PTCEC programme the highest number were enrolled in secondary level.

NFE Level	Primary			Secondary			Grand Total	% Primary Total	% Secondary Total
	M	F	T	M	F	T			
Basic Literacy	1047	1437	2484	339	412	751	3235	76.79%	23.21%
Fit For Life	3756	2544	6300	700	590	1290	7590	83.00%	17.00%
Functional Literacy	1783	2887	4670	427	594	1021	5691	82.06%	17.94%
PTCEC	1455	1964	3419	6650	9439	16089	19508	17.53%	82.47%
ZABEC 1	1305	1822	3127	63	6	69	3196	97.84%	2.16%
ZABEC 2	1183	1206	2389	24	45	69	2458	97.19%	2.81%
ZABEC 3	1137	1198	2335	1	7	8	2343	99.66%	0.34%
ZALP	5728	4628	10356	48	75	123	10479	98.83%	1.17%
<b>Grand Total</b>	<b>17394</b>	<b>17686</b>	<b>35080</b>	<b>8252</b>	<b>11168</b>	<b>19420</b>	<b>54500</b>	<b>64.37%</b>	<b>35.63%</b>

The table below shows enrolment in NFE Programmes by province, sex and registration status. We also have learners enrolled in satellite schools who are participating in NFE programmes.

Province	Primary						Secondary					
	Registered			Satellite			Registered			Satellite		
	M	F	T	M	F	T	M	F	T	M	F	T
Bulawayo	794	734	1528	0	0	0	421	822	1243	0	0	0
Harare	264	261	525	45	44	89	239	309	548	15	22	37
Manicaland	2208	2913	5121	170	242	412	751	971	1722	89	130	219
Mashonaland Central	2560	2343	4903	215	191	406	565	451	1016	85	75	160
Mashonaland East	1838	1484	3322	113	77	190	593	756	1349	14	10	24
Mashonaland West	1031	873	1904	168	159	327	503	654	1157	47	26	73
Masvingo	2630	2936	5566	337	277	614	3142	3984	7126	230	286	516
Matabeleland North	1203	1387	2590	55	76	131	637	1051	1688	21	50	71
Matabeleland South	1937	2288	4225	102	158	260	523	967	1490	69	58	127
Midlands	1679	1196	2875	45	47	92	293	534	827	15	12	27
<b>Grand Total</b>	<b>16144</b>	<b>16415</b>	<b>32559</b>	<b>1250</b>	<b>1271</b>	<b>2521</b>	<b>7667</b>	<b>10499</b>	<b>18166</b>	<b>585</b>	<b>669</b>	<b>1254</b>





# LEARNING OUTCOMES

The Zimbabwe School Examination Council (ZIMSEC) is responsible for the administration of Grade 7, Form 4 and Form 6 public examinations in Zimbabwean schools. There are two standards used by the Ministry of Primary and Secondary Education for the grade 7 pass rate. The first one is whereby a student obtains a total score less than 24 units after combining units obtained in each of the four subjects taken at grade 7. The second one counts students who obtain at most 6 units in each of the four subjects taken. The first standard was used up to 2014. Starting 2015 the ministry has decided to use the second pass rate standard. A pass at 'O' level is obtaining a minimum of 5 subjects with grade C or better and lastly a pass at A level is passing at least 2 subjects with grade E or better.

Table below shows the trend of examination pass rates for Grade 7, 'O' level and 'A' level examinations from 2007 to 2014. Grade 7 and 'O' Level pass rates are showing an upward trend from 2010 to 2014 of 42.0% to 55.2 % and 19.0% to 23.8% respectively. In 2015 the ministry decided to use the ZIMSEC pass rate standard that requires a pass in each of the four subjects. This has led to a significant decrease in the grade 7 pass rate.

**Table 147: Examination pass rates for grade 7, O' level and A' level examinations 2007-2013**

Year	Grade 7				O Level				A Level			
	Male	Female	GPI Results	Total	Male	Female	GPI Results	Total	Male	Female	GPI Results	Total
2007				70.50%	16.90%	19.60%	1.16	11.90%	83.20%	80.70%	0.97	83.30%
2008				51.50%	11.00%	14.10%	1.29	12.60%	72.10%	74.60%	1.03	73.10%
2009				39.70%	21.90%	17.40%	0.8	19.70%	78.30%	83.50%	1.07	80.90%
2010				42.00%	16.70%	21.10%	1.27	19.00%	79.90%	83.83%	1.05	81.53%
2011	42.30%	49.20%	1.16	45.70%	23.90%	20.30%	0.85	22.10%	88.40%	90.28%	1.02	89.37%
2012	46.70%	56.40%	1.21	49.60%	22.70%	19.30%	0.85	21.00%	85.58%	88.33%	1.03	87.20%
2013	47.90%	52.58%	1.10	50.20%	25.10%	21.80%	0.87	23.50%	85.81%	87.60%	1.02	85.47%
2014	52.02%	59.30%	1.14	55.68%	25.54%	22.07%	0.86	23.80%	79.95%	86.49%	1.08	82.76%
2015	39.40%	44.90%	1.14	41.82%	30.48%	25.32%	0.83	27.86%	85.35%	90.53%	1.06	87.59%

Figure 78 Examination Pass Rates 2007-2013

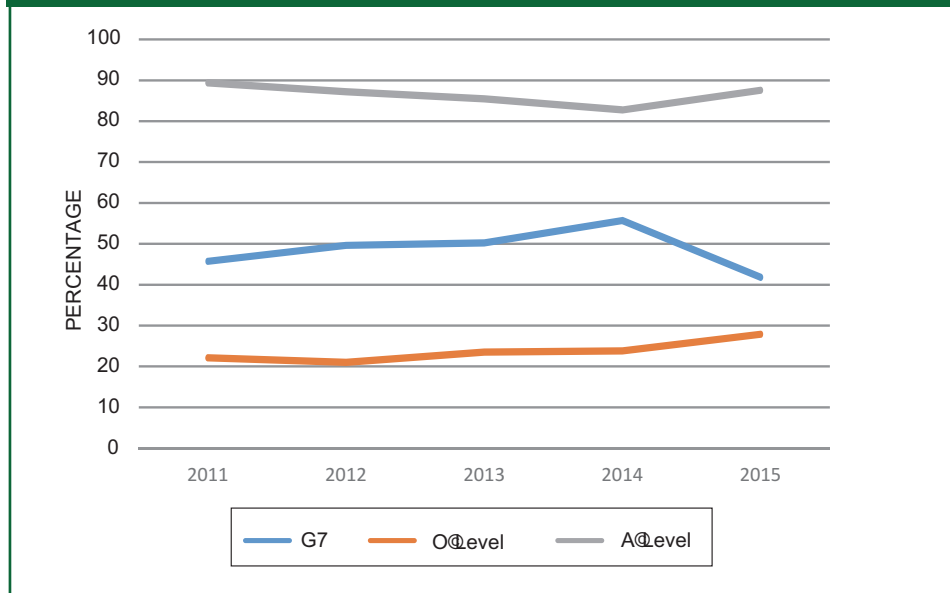
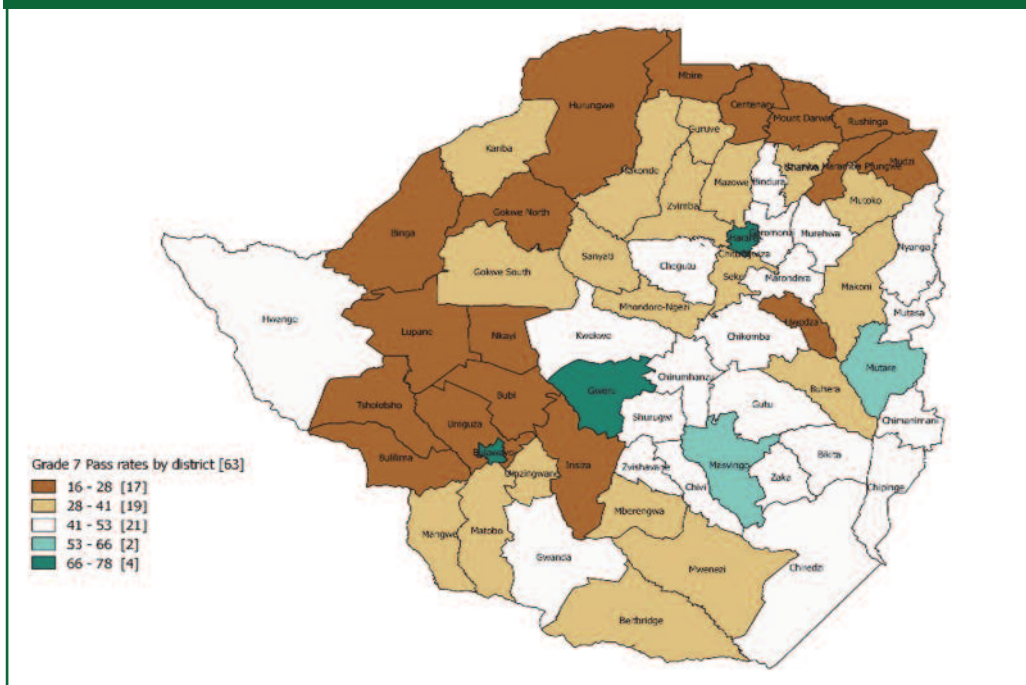


Table 148: Number of Learners who sat and Passed Grade 7 Examination 2015

Province	Candidates			Passed			Pass Rates		
	M	F	T	M	F	T	M	F	T
Bulawayo	6553	7227	13780	4502	5431	9933	68.70%	75.15%	72.08%
Harare	16212	17169	33381	10638	12116	22754	65.62%	70.57%	68.16%
Manicaland	22629	21924	44553	7710	8225	15935	34.07%	37.52%	35.77%
Mashonaland Central	13514	13643	27157	3870	3941	7811	28.64%	28.89%	28.76%
Mashonaland East	18344	17575	35919	5072	5734	10806	27.65%	32.63%	30.08%
Mashonaland West	18915	17991	36906	5183	5393	10576	27.40%	29.98%	28.66%
Masvingo	17950	18910	36860	6904	7741	14645	38.46%	40.94%	39.73%
Matabeleland North	9836	10327	20163	1824	2713	4537	18.54%	26.27%	22.50%
Matabeleland South	9242	9359	18601	1953	2997	4950	21.13%	32.02%	26.61%
Midlands	20173	20472	40645	7348	8197	15545	36.42%	40.04%	38.25%
<b>Total</b>	<b>153368</b>	<b>154597</b>	<b>307965</b>	<b>55004</b>	<b>62488</b>	<b>117492</b>	<b>35.86%</b>	<b>40.42%</b>	<b>38.15%</b>

Figure 79: Grade 7 Pass Rate by District



The table above shows Ordinary level examinations 2015 pass rate by province and sex. Manicaland province had the highest pass rate of almost 30.27% followed by Masvingo with almost 29.98% against a National pass rate of 27.86%.

Table 149: Number of Learners who sat and Passed 'O' Level Examinations 2015

Province	Number of candidates who wrote 5 or more subjects			Number of candidates who passed 5 or more subjects with Grade C or better			% Provincial pass rates		
	M	F	T	M	F	T	M	F	T
Harare	8475	8853	17328	2498	2486	4984	29.47%	28.08%	28.76%
Manicaland	12839	12100	24939	4066	3482	7548	31.67%	28.78%	30.27%
Mashonaland East	16377	9579	25956	3033	2629	5662	18.52%	27.45%	21.81%
Matabeleland North	3398	4523	7921	951	901	1852	27.99%	19.92%	23.38%
Midlands	7117	10529	17646	3123	2092	5215	43.88%	19.87%	29.55%
Masvingo	11329	10144	21473	3645	2792	6437	32.17%	27.52%	29.98%
Mashonaland Central	6262	5868	12130	1740	1209	2949	27.79%	20.60%	24.31%
Mashonaland West	9105	8417	17522	2435	1707	4142	26.74%	20.28%	23.64%
Matabeleland South	3343	4460	7803	953	988	1941	28.51%	22.15%	24.88%
Bulawayo	3759	4899	8658	937	1236	2173	24.93%	25.23%	25.10%

Figure 80: O' Level Pass Rates

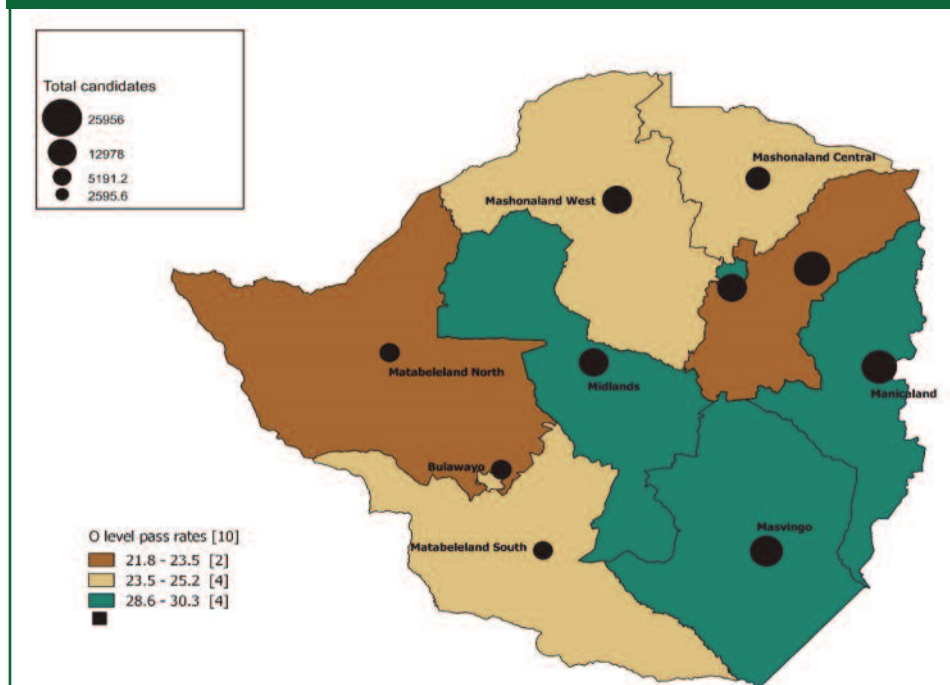


Figure 81: 'A' Level pass rates by province

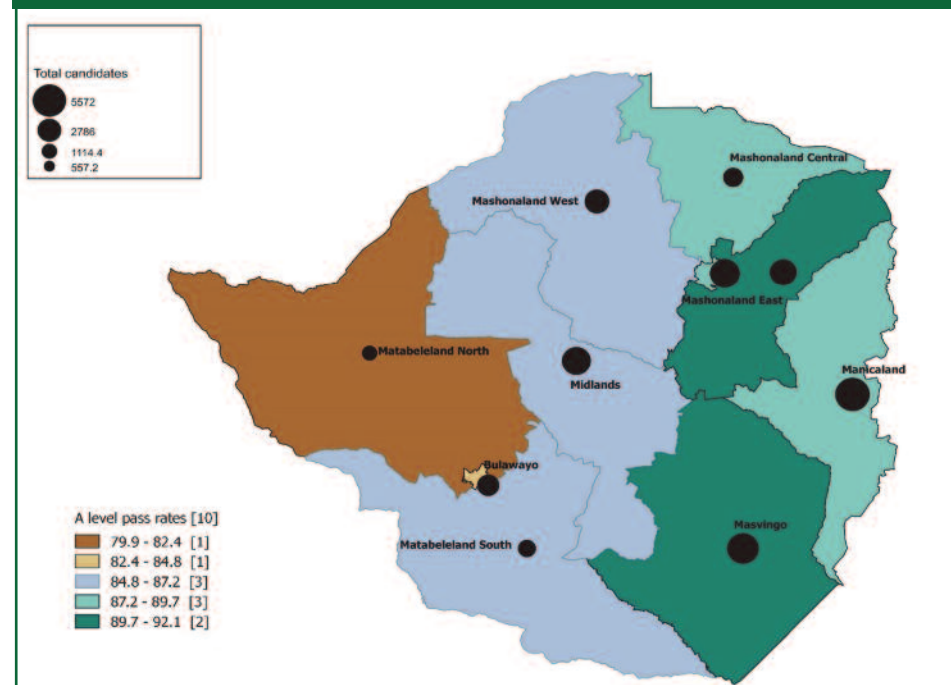


Table 150: Number of Learners who Sat and Passed 'A' Level Examinations 2015

Province	Number of candidates who wrote 2 or more subjects			Number of candidates who passed 2 or more subjects			% Provincial pass rates		
	M	F	T	M	F	T	M	F	T
Harare	2337	1998	4335	1862	1935	3797	79.67%	96.85%	87.59%
Manicaland	3348	2446	5794	2934	2226	5160	87.63%	91.01%	89.06%
Mashonaland East	1932	1544	3476	1747	1455	3202	90.42%	94.24%	92.12%
Matabeleland North	582	538	1120	445	450	895	76.46%	83.64%	79.91%
Midlands	2361	1686	4047	1962	1495	3457	83.10%	88.67%	85.42%
Masvingo	2972	1823	4795	2686	1697	4383	90.38%	93.09%	91.41%
Mashonaland Central	1178	783	1961	1026	726	1752	87.10%	92.72%	89.34%
Mashonaland West	1833	1156	2989	1528	1033	2561	83.36%	89.36%	85.68%
Matabeleland South	733	860	1593	609	760	1369	83.08%	88.37%	85.94%
Bulawayo	1192	1212	2404	962	1048	2010	80.70%	86.47%	83.61%
<b>Total</b>	<b>18479</b>	<b>14071</b>	<b>32550</b>	<b>15772</b>	<b>12738</b>	<b>28510</b>	<b>85.35%</b>	<b>90.53%</b>	<b>87.59%</b>

# ANNEX 1

**Table 151: Bulawayo Primary Enrolment and Number of Teachers**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Bulawayo Central	46		314	320	489	587	920	1048	906	958	927	964	829	993	875	993	803	982	836	964	191	138	7090	7947	15037	58	440	498
Imbizo	34	4	359	327	880	836	1178	1110	1111	1066	1045	1044	1010	919	981	960	1014	976	923	961	98	69	8599	8268	16867	80	575	655
Khami	35	6	476	490	948	991	1436	1343	1350	1355	1294	1297	1247	1336	1341	1345	1300	1331	1349	1279	158	108	10899	10875	21774	92	601	693
Mzilikazi	40		683	662	1792	1683	2453	2360	2269	2405	2181	2206	2171	2232	2148	2227	2214	2285	2153	2217	267	192	18331	18469	36800	134	952	1086
Reigate	42	1	630	639	1389	1405	2224	2190	1961	1907	1987	1937	1751	1931	1859	1965	1774	1890	1761	1791	282	148	15618	15803	31421	112	826	938
<b>Total</b>	<b>197</b>	<b>11</b>	<b>2462</b>	<b>2438</b>	<b>5498</b>	<b>5502</b>	<b>8211</b>	<b>8051</b>	<b>7597</b>	<b>7691</b>	<b>7434</b>	<b>7448</b>	<b>7008</b>	<b>7411</b>	<b>7204</b>	<b>7490</b>	<b>7105</b>	<b>7464</b>	<b>7022</b>	<b>7212</b>	<b>996</b>	<b>655</b>	<b>60537</b>	<b>61362</b>	<b>121899</b>	<b>476</b>	<b>3394</b>	<b>3870</b>

**Table 152: Harare Primary Enrolment and Number of Teachers**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Chitungwiza	67	1	628	657	1710	1631	3756	3635	3558	3660	3612	3446	3480	3640	3513	3584	3419	3518	3270	3353	225	143	27171	27267	54438	239	1073	1312
Glenview Mufakose	57		479	474	1778	1741	3169	3082	2964	2939	2944	2843	2853	2859	2881	2819	2785	2884	2655	2778	82	70	22590	22489	45079	202	937	1139
High Glen	59	4	441	353	1298	1334	2548	2613	2464	2483	2475	2418	2586	2401	2448	2476	2376	2482	2145	2290	179	121	18960	18971	37931	204	819	1023
Mabvuku Tafara	49	1	364	327	925	872	2395	2411	2449	2485	2501	2613	2420	2595	2610	2639	2549	2639	2363	2384	120	70	18696	19035	37731	222	743	965
Mbare Hatfield	68	1	393	423	1164	1112	2284	2334	2272	2305	2193	2264	2160	2313	2057	2291	2058	2248	1954	2203	139	84	16674	17577	34251	145	749	894
Northern Central	56	1	409	419	1038	966	1694	1515	1593	1522	1604	1486	1592	1489	1630	1523	1514	1387	1481	1276	86	62	12641	11645	24286	154	709	863
Warren Park Mabelreign	75	2	626	659	1590	1564	3816	3699	3513	3528	3265	3488	3535	3620	3270	3483	3166	3356	3012	3214	158	80	25951	26691	52642	268	1199	1467
<b>Total</b>	<b>431</b>	<b>10</b>	<b>3340</b>	<b>3312</b>	<b>9503</b>	<b>9220</b>	<b>19662</b>	<b>19289</b>	<b>18813</b>	<b>18922</b>	<b>18594</b>	<b>18558</b>	<b>18626</b>	<b>18917</b>	<b>18409</b>	<b>18815</b>	<b>17867</b>	<b>18514</b>	<b>16880</b>	<b>17498</b>	<b>989</b>	<b>630</b>	<b>142683</b>	<b>143675</b>	<b>286358</b>	<b>1434</b>	<b>6229</b>	<b>7663</b>

**Table 153: Manicaland Primary Enrolment and Number of Teachers**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Chimanimani	90	11	1991	2055	2251	2091	2764	2655	2524	2357	2300	2227	2222	2217	2301	2112	2269	2214	2097	1955	150	150	20869	20033	40902	492	624	1116
Chipinge	144	51	3956	4040	5513	5626	9231	8752	7952	7361	7233	6602	6473	6338	6005	5913	5475	5484	4380	4367	171	155	56389	54638	111027	1317	1500	2817
Makoni	233	45	3293	3200	4066	4019	5504	5143	4913	4526	4685	4438	4653	4647	4801	4532	4906	4531	4657	4477	261	190	41739	39703	81442	949	1361	2310
Mutare	223	35	3990	4183	5223	5326	7587	7111	6793	6723	6023	5831	6153	6330	6160	6071	6207	6145	5679	5566	593	496	54408	53782	108190	939	2052	2991
Mutasa	115	17	1813	1935	2284	2222	3060	2975	2778	2735	2644	2551	2642	2626	2694	2662	2811	2671	2547	2485	365	259	23638	23121	46759	595	938	1533
Nyanga	107	12	1693	1690	2078	2119	2563	2405	2296	2320	2216	2179	2078	2089	2288	2205	2109	2052	2164	2055	227	168	19712	19282	38994	527	666	1193
Buhera	179	35	3064	3182	3958	3910	6029	5666	5129	5029	4711	4565	4581	4553	4706	4748	5023	4796	4222	4488	150	133	41573	41070	82643	1052	1173	2225
<b>Grand Total</b>	<b>1091</b>	<b>206</b>	<b>19800</b>	<b>20285</b>	<b>25373</b>	<b>25313</b>	<b>36738</b>	<b>34707</b>	<b>32385</b>	<b>31051</b>	<b>29812</b>	<b>28393</b>	<b>28802</b>	<b>28800</b>	<b>28955</b>	<b>28243</b>	<b>28800</b>	<b>27893</b>	<b>25746</b>	<b>25393</b>	<b>1917</b>	<b>1551</b>	<b>258328</b>	<b>251629</b>	<b>509957</b>	<b>5871</b>	<b>8314</b>	<b>14185</b>

**Table 154: Mashonaland Central Primary Enrolment and Number of Teachers**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Bindura	61	23	1282	1329	2081	2067	2754	2652	2551	2447	2496	2414	2369	2352	2459	2320	2333	2247	2008	1974	302	203	20635	20005	40640	365	700	1065
Guruve	61	23	1718	1651	1784	1728	2077	1948	2021	1854	1933	1843	1898	1893	1906	1830	2052	1880	1730	1618	361	238	17480	16483	33963	426	476	902
Mazowe	99	45	1843	1794	2773	2657	3649	3657	3702	3601	3565	3372	3406	3348	3382	3304	3323	3189	3133	2997	189	121	28965	28040	57005	620	836	1456
Mbire	36	18	717	740	972	907	1482	1419	1417	1358	1343	1288	1419	1311	1195	1169	1099	1092	940	885	77	76	10661	10245	20906	245	332	577
Mt. Darwin	111	24	1815	1976	2646	2688	3809	3639	3555	3419	3414	3271	3387	3318	3131	3260	3312	3340	2718	2988	302	239	28089	28138	56227	620	837	1457
Muzarabani	47	34	1274	1213	1503	1552	2087	1972	2004	1791	2035	1797	1684	1746	1790	1715	1703	1635	1459	1429	116	97	15655	14947	30602	318	463	781
Rushinga	56	14	753	780	1170	1126	1525	1489	1351	1307	1243	1286	1272	1211	1383	1444	1388	1335	1323	1324	221	157	11629	11459	23088	269	326	595
Shamva	50	21	1256	1343	1851	1931	2112	2059	2003	2098	1919	1946	1934	1940	1904	1897	1880	1920	1669	1610	273	190	16801	16934	33735	327	518	845
<b>Grand Total</b>	<b>521</b>	<b>202</b>	<b>10658</b>	<b>10826</b>	<b>14780</b>	<b>14656</b>	<b>19495</b>	<b>18835</b>	<b>18604</b>	<b>17875</b>	<b>17948</b>	<b>17217</b>	<b>17369</b>	<b>17119</b>	<b>17150</b>	<b>16939</b>	<b>17090</b>	<b>16638</b>	<b>14980</b>	<b>14825</b>	<b>1841</b>	<b>1321</b>	<b>149915</b>	<b>146251</b>	<b>296166</b>	<b>3190</b>	<b>4488</b>	<b>7678</b>

**Table 155: Mashonaland East Primary Enrolment by District**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Chikomba	134	40	1442	1464	1699	1704	2149	1949	1936	1718	1760	1709	1684	1724	1876	1821	1884	1758	1978	1793	72	49	16480	15689	32169	429	583	1012
Goromonzi	112	14	1542	1522	2714	2672	3890	3631	3446	3310	3236	3401	3423	3421	3218	3226	3436	3296	3110	3128	108	77	28123	27684	55807	476	1045	1521
Hwedza	79	15	747	807	1042	1035	1353	1247	1238	1132	1217	1072	1119	1102	1163	1164	1150	1143	1287	1210	109	78	10425	9990	20415	259	364	623
Marondera	124	19	1318	1289	1908	1891	2699	2509	2586	2465	2523	2351	2469	2565	2474	2435	2568	2542	2511	2423	125	102	21181	20572	41753	391	865	1256
Mudzi	80	12	1447	1405	2004	1960	2525	2476	2470	2272	2247	2284	2306	2254	2266	2217	2203	2141	1909	1990	31	19	19408	19018	38426	529	608	1137
Murehwa	110	23	1813	1857	2949	2819	3871	3599	3272	3139	3308	3067	3176	3181	3370	3154	3367	3265	3040	2960	22	14	28188	27055	55243	575	908	1483
Mutoko	115	14	1206	1277	1972	2020	2975	2837	2712	2406	2452	2357	2470	2391	2528	2458	2458	2417	2273	2241	76	43	21122	20447	41569	491	670	1161
Seke	55	13	814	761	1359	1345	1543	1514	1507	1396	1420	1454	1432	1358	1447	1318	1414	1418	1306	1357	39	26	12281	11947	24228	243	464	707
UMP	71	19	1071	1127	1782	1946	2377	2257	2229	2091	1869	1923	1874	1861	1841	1853	1917	1881	1621	1554	88	75	16669	16568	33237	422	506	928
<b>Grand Total</b>	<b>880</b>	<b>169</b>	<b>11400</b>	<b>11509</b>	<b>17429</b>	<b>17392</b>	<b>23382</b>	<b>22019</b>	<b>21396</b>	<b>19929</b>	<b>20032</b>	<b>19618</b>	<b>19953</b>	<b>19857</b>	<b>20183</b>	<b>19646</b>	<b>20397</b>	<b>19861</b>	<b>19035</b>	<b>18656</b>	<b>670</b>	<b>483</b>	<b>173877</b>	<b>168970</b>	<b>342847</b>	<b>3815</b>	<b>6013</b>	<b>9828</b>

**Table 156: Mashonaland West Primary Enrolments by District**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Chegutu	146	53	1504	1406	3121	2980	4471	4250	4062	3859	3965	3701	3823	3690	3950	3828	3992	3775	3618	3583	216	149	32722	31221	63943	630	1104	1734
Hurungwe	161	109	2129	2303	4385	4323	6263	6169	5773	5647	5656	5428	5466	5457	5750	5713	6048	5678	5338	5070	250	186	47058	45974	93032	1161	1249	2410
Kariba	31	32	579	555	773	783	1200	1162	955	1000	1012	954	1077	1066	988	1033	1031	941	904	878	193	166	8712	8538	17250	296	278	574
Makonde	80	89	1289	1273	2592	2479	3762	3598	3717	3596	3570	3311	3451	3493	3575	3470	3662	3563	3377	3308	368	273	29363	28364	57727	580	857	1437
Mhondoro Ngezi	68	25	1022	1042	1579	1541	2222	2153	1999	2007	1930	1747	1871	1879	1913	1920	1924	1826	1667	1596	213	144	16340	15855	32195	331	563	894
Sanyati	83	31	1496	1595	2360	2120	2885	2731	2723	2685	2511	2453	2518	2431	2630	2456	2536	2391	2173	2130	203	198	22035	21190	43225	414	739	1153
Zvimba	135	62	2184	2168	2817	2732	4109	4066	3830	3689	3916	3728	3692	3571	3616	3466	3927	3638	3554	3295	545	334	32190	30687	62877	654	1165	1819
<b>Grand Total</b>	<b>704</b>	<b>401</b>	<b>10203</b>	<b>10342</b>	<b>17627</b>	<b>16958</b>	<b>24912</b>	<b>24129</b>	<b>23059</b>	<b>22483</b>	<b>22560</b>	<b>21322</b>	<b>21898</b>	<b>21587</b>	<b>22422</b>	<b>21886</b>	<b>23120</b>	<b>21812</b>	<b>20631</b>	<b>19860</b>	<b>1988</b>	<b>1450</b>	<b>188420</b>	<b>181829</b>	<b>370249</b>	<b>4066</b>	<b>5955</b>	<b>10021</b>

**Table 157: Masvingo Primary Enrolment by District**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Bikita	118	11	2038	2058	2914	2778	3490	3349	3244	3014	2992	2792	2908	2889	2939	2934	2766	2826	2643	2646	283	206	26217	25492	51709	610	765	1375
Chiredzi	116	73	3723	3754	4778	4596	6335	5992	5435	5417	5059	5038	4654	4641	4543	4688	4015	4426	3166	3617	221	205	41929	42374	84303	959	1290	2249
Chivi	123	11	2112	2084	2489	2427	3547	3184	3101	2974	2845	2691	2683	2633	2773	2716	2790	2652	2583	2617	546	486	25469	24464	49933	587	804	1391
Gutu	208	33	2070	2263	3357	3382	3932	3746	3663	3500	3554	3410	3526	3364	3453	3419	3449	3457	3479	3300	96	68	30579	29909	60488	902	1234	2136
Masvingo	183	29	2154	2148	3654	3573	5140	4696	4522	4341	4186	3984	4184	4097	4016	4190	3973	4009	3577	3690	366	295	35772	35023	70795	711	1514	2225
Mwenezi	67	105	2596	2634	2961	2930	4388	4322	3788	3634	3442	3255	3290	3141	3135	3124	2796	3049	2088	2358	60	51	28544	28498	57042	652	780	1432
Zaka	131	6	2176	2208	3189	3251	4241	3937	3833	3659	3493	3403	3529	3385	3506	3462	3324	3305	3047	3035	62	51	30400	29696	60096	816	1035	1851
<b>Grand Total</b>	<b>946</b>	<b>268</b>	<b>16869</b>	<b>17149</b>	<b>23342</b>	<b>22937</b>	<b>31073</b>	<b>29226</b>	<b>27586</b>	<b>26539</b>	<b>25571</b>	<b>24573</b>	<b>24774</b>	<b>24150</b>	<b>24365</b>	<b>24533</b>	<b>23113</b>	<b>23724</b>	<b>20583</b>	<b>21263</b>	<b>1634</b>	<b>1362</b>	<b>218910</b>	<b>215456</b>	<b>434366</b>	<b>5237</b>	<b>7422</b>	<b>12659</b>

**Table 158: Matabeland North Primary by District**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Binga	70	92	1622	1706	2141	2133	3154	3067	3149	3082	2969	2975	2997	2989	2814	2984	3069	2945	2486	2617	166	137	24567	24635	49202	864	569	1433
Bubi	38	33	577	599	996	998	1075	979	1092	955	1029	941	980	932	981	965	944	1016	861	975	71	35	8606	8395	17001	178	408	586
Hwange	109	29	1233	1203	1615	1604	1859	1768	1888	1834	1734	1703	1765	1748	1658	1632	1839	1825	1634	1757	217	111	15442	15185	30627	298	705	1003
Lupane	119	12	1586	1609	1840	1793	2044	2029	2103	1923	1942	1808	1851	1890	1989	2000	2020	2020	1747	1796	305	181	17427	17049	34476	417	696	1113
Nkayi	107	7	1297	1389	1860	1849	2233	2070	2239	2039	1993	2022	2094	1978	2037	2035	1937	2100	1970	2148	284	160	17944	17790	35734	394	648	1042
Tsholotsho	103	7	2325	2269	2424	2263	2417	2177	2168	1943	1965	1898	2255	1953	1906	1880	1892	1927	1962	1964	10	17	19324	18291	37615	318	909	1227
Umguza	48	14	534	479	735	699	911	755	783	753	736	711	683	639	682	660	785	726	757	682	224	134	6830	6238	13068	127	325	452
<b>Grand Total</b>	<b>594</b>	<b>194</b>	<b>9174</b>	<b>9254</b>	<b>11611</b>	<b>11339</b>	<b>13693</b>	<b>12845</b>	<b>13422</b>	<b>12529</b>	<b>12368</b>	<b>12058</b>	<b>12625</b>	<b>12129</b>	<b>12067</b>	<b>12156</b>	<b>12486</b>	<b>12559</b>	<b>11417</b>	<b>11939</b>	<b>1277</b>	<b>775</b>	<b>110140</b>	<b>107583</b>	<b>217723</b>	<b>2596</b>	<b>4260</b>	<b>6856</b>

**Table 159: Matabeleland South Primary Enrolment by District**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
BeitBridge	71	15	1406	1476	1871	1867	2089	1898	1938	1908	1703	1692	1522	1593	1561	1523	1573	1568	1368	1420	225	143	15256	15088	30344	271	597	868
Bulilima	72	10	1289	1272	1330	1262	1601	1568	1462	1533	1526	1499	1385	1416	1359	1376	1300	1365	1343	1361	54	41	12649	12693	25342	239	482	721
Gwanda	123	22	1899	1877	1975	1912	2365	2197	2308	2134	2135	2075	2031	1936	2074	1995	1996	1980	1908	1987	94	44	18785	18137	36922	344	784	1128
Insiza	98	25	1396	1444	1549	1536	1782	1785	1762	1677	1671	1584	1719	1602	1698	1638	1686	1664	1597	1651	78	47	14938	14628	29566	311	615	926
Mangwe	57	6	1066	1118	1208	1166	1277	1229	1260	1169	1236	1188	1180	1209	1162	1137	1126	1157	1142	1220	145	66	10802	10659	21461	206	374	580
Matobo	92	18	1121	1087	1238	1270	1597	1491	1454	1379	1503	1377	1393	1310	1430	1367	1402	1358	1465	1397	229	136	12832	12172	25004	253	504	757
Umzingwane	53	10	753	762	849	863	948	924	942	935	939	935	832	794	949	879	907	903	1015	940	62	55	8196	7990	16186	149	355	504
<b>Grand Total</b>	<b>566</b>	<b>106</b>	<b>8930</b>	<b>9036</b>	<b>10020</b>	<b>9876</b>	<b>11659</b>	<b>11092</b>	<b>11126</b>	<b>10735</b>	<b>10713</b>	<b>10350</b>	<b>10062</b>	<b>9860</b>	<b>10233</b>	<b>9915</b>	<b>9990</b>	<b>9995</b>	<b>9838</b>	<b>9976</b>	<b>887</b>	<b>532</b>	<b>93458</b>	<b>91367</b>	<b>184825</b>	<b>1773</b>	<b>3711</b>	<b>5484</b>

**Table 160: Midlands Primary Enrolment by District**

District	Schools		ECD A		ECD B		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Chirumanzu	67	36	1192	1226	1322	1181	1546	1469	1373	1300	1263	1200	1235	1236	1382	1272	1430	1301	1206	1237	157	114	12106	11536	23642	271	467	738
Gokwe North	109	67	1686	1783	2803	2850	4731	4550	4382	4444	4045	3962	4022	4086	4035	3924	3876	3886	3319	3402	333	227	33232	33114	66346	994	889	1883
Gokwe South	183	16	2438	2578	4476	4380	6497	6085	5833	5618	5553	5401	5606	5470	5437	5417	5375	5082	4797	4862	65	47	46077	44940	91017	1175	1193	2368
Gweru	104	32	727	839	2069	2032	3430	3382	3360	3143	3127	3130	3012	3087	3056	3105	2964	3060	2834	3005	261	153	24840	24936	49776	314	1302	1616
Kwekwe	162	34	1272	1315	3012	3008	4916	4560	4344	4371	4504	4197	4167	4156	4217	4242	4216	4156	3942	4119	194	153	34784	34277	69061	638	1537	2175
Mberengwa	139	15	2436	2415	2810	2796	3980	3761	3503	3294	3327	3169	3184	3171	3325	3327	3325	3255	2784	3052	232	145	28906	28385	57291	732	840	1572
Shurugwi	87	11	1100	1054	1489	1382	1803	1729	1599	1587	1485	1379	1502	1429	1591	1503	1530	1490	1397	1444	149	82	13645	13079	26724	311	547	858
Zvishavane	75	17	1139	1120	1320	1337	1806	1728	1684	1622	1604	1650	1526	1526	1585	1557	1638	1642	1484	1508	389	253	14175	13943	28118	259	619	878
<b>Grand Total</b>	<b>926</b>	<b>228</b>	<b>11990</b>	<b>12330</b>	<b>19301</b>	<b>18966</b>	<b>28709</b>	<b>27264</b>	<b>26078</b>	<b>25379</b>	<b>24908</b>	<b>24088</b>	<b>24254</b>	<b>24161</b>	<b>24628</b>	<b>24347</b>	<b>24354</b>	<b>23872</b>	<b>21763</b>	<b>22629</b>	<b>1780</b>	<b>1174</b>	<b>207765</b>	<b>204210</b>	<b>411975</b>	<b>4694</b>	<b>7394</b>	<b>12088</b>

**Table 161: Bulawayo Secondary enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		Grand Total
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	
Bulawayo Central	77		873	1242	932	1136	1039	1354	1086	1453	436	717	438	658	14	7	4818	6567	11385	261	421	682
Imbizo	69	4	825	740	809	742	759	814	749	720	295	195	238	189	16	10	3691	3410	7101	170	248	418
Khami	74	6	837	999	891	953	963	980	757	908	197	221	173	221			3818	4282	8100	166	245	411
Mzilikazi	80		1700	2118	1812	1924	1778	2125	1691	1882	363	366	368	329			7712	8744	16456	247	421	668
Reigate	82	1	1380	1440	1379	1523	1370	1536	1254	1380	297	277	274	225			5954	6381	12335	202	337	539
<b>Grand Total</b>	<b>382</b>	<b>11</b>	<b>5615</b>	<b>6539</b>	<b>5823</b>	<b>6278</b>	<b>5909</b>	<b>6809</b>	<b>5537</b>	<b>6343</b>	<b>1588</b>	<b>1776</b>	<b>1491</b>	<b>1622</b>	<b>30</b>	<b>17</b>	<b>25993</b>	<b>29384</b>	<b>55377</b>	<b>1046</b>	<b>1672</b>	<b>2718</b>

**Table 162: Harare Secondary Enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		Grand Total
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	
Chitungwiza	112	1	2607	2811	2640	2804	2729	2831	2580	2488	772	652	660	475	60	43	12048	12104	24152	431	478	909
Glenview Mufakose	100		2070	2152	2121	2126	2265	2463	2332	2168	609	504	474	476	34	17	9905	9906	19811	345	504	849
High Glen	103	4	1605	1791	1594	1725	1760	1753	1664	1683	433	369	395	277	25	13	7476	7611	15087	270	360	630
Mabvuku Tafara	90	1	1596	1854	1513	1769	1540	1673	1402	1475	290	289	220	218			6561	7278	13839	199	373	572
Mbare Hatfield	111	1	1490	1508	1476	1532	1715	1671	1590	1727	793	835	934	809	41	43	8039	8125	16164	343	480	823
Northern Central	100	1	1174	1080	1161	1125	1246	1125	1294	1091	788	581	712	582	65	25	6440	5609	12049	318	438	756
Warren Park Mabelreign	138	2	1599	1906	1827	1964	1644	1990	1755	1807	747	645	610	574	20	10	8202	8896	17098	338	451	789
<b>Grand Total</b>	<b>754</b>	<b>10</b>	<b>12141</b>	<b>13102</b>	<b>12332</b>	<b>13045</b>	<b>12899</b>	<b>13506</b>	<b>12617</b>	<b>12439</b>	<b>4432</b>	<b>3875</b>	<b>4005</b>	<b>3411</b>	<b>245</b>	<b>151</b>	<b>58671</b>	<b>59529</b>	<b>118200</b>	<b>2244</b>	<b>3084</b>	<b>5328</b>

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Chimanimani	191	11	1544	1497	1456	1419	1467	1334	1397	1159	256	282	236	226			6356	5917	12273	365	236	601
Chipinge	338	51	3201	3097	2872	2687	2911	2643	2379	2260	513	400	468	334	71	84	12415	11505	23920	726	401	1127
Makoni	504	45	3629	3395	3455	3244	3536	2985	3315	2484	653	431	636	471			15224	13010	28234	742	656	1398
Mutare	463	35	4387	4216	4067	3901	4321	3933	3780	3331	883	719	960	732	30	33	18428	16865	35293	850	843	1693
Mutasa	246	17	2073	2150	1922	1985	1958	1937	1876	1840	362	449	362	422	11	9	8564	8792	17356	484	447	931
Nyanga	225	12	1557	1361	1527	1379	1545	1345	1492	1197	327	174	327	144			6775	5600	12375	366	210	576
Buhera	393	35	3548	3438	3292	3360	3600	3229	3173	2820	530	327	528	321	9	10	14680	13505	28185	716	520	1236
<b>Grand Total</b>	<b>2360</b>	<b>206</b>	<b>19939</b>	<b>19154</b>	<b>18591</b>	<b>17975</b>	<b>19338</b>	<b>17406</b>	<b>17412</b>	<b>15091</b>	<b>3524</b>	<b>2782</b>	<b>3517</b>	<b>2650</b>	<b>121</b>	<b>136</b>	<b>82442</b>	<b>75194</b>	<b>157636</b>	<b>4249</b>	<b>3313</b>	<b>7562</b>

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Bindura	142	23	1433	1369	1375	1268	1299	1183	1161	969	230	172	261	196			5759	5157	10916	203	242	445
Guruve	144	23	1242	1182	1247	1211	1218	1124	1081	923	158	104	140	88	12	14	5098	4646	9744	252	153	405
Mazowe	242	45	2319	2193	2304	1906	2150	1859	1890	1497	283	176	264	182			9210	7813	17023	375	301	676
Mbire	90	18	758	661	559	530	506	460	421	345	26	24	31	18			2301	2038	4339	125	71	196
Mt. Darwin	246	24	1845	1866	1670	1683	1558	1621	1516	1384	186	135	172	112			6947	6801	13748	331	235	566
Muzarabani	128	34	974	907	737	684	764	618	617	511	84	67	77	55	7	1	3260	2843	6103	155	73	228
Rushinga	126	14	856	905	790	867	878	731	775	676	82	43	91	45			3472	3267	6739	169	125	294
Shamva	121	21	1391	1333	1282	1212	1248	1150	1112	907	183	138	175	116			5391	4856	10247	250	172	422
<b>Grand Total</b>	<b>1239</b>	<b>202</b>	<b>10818</b>	<b>10416</b>	<b>9964</b>	<b>9361</b>	<b>9621</b>	<b>8746</b>	<b>8573</b>	<b>7212</b>	<b>1232</b>	<b>859</b>	<b>1211</b>	<b>812</b>	<b>19</b>	<b>15</b>	<b>41438</b>	<b>37421</b>	<b>78859</b>	<b>1860</b>	<b>1372</b>	<b>3232</b>

**Table 165: Mashonaland East Secondary Enrolment and Staffing**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Chikomba	308	40	1963	1885	1861	1823	1948	1878	1859	1771	275	184	272	155			8178	7696	15874	425	277	702
Goromonzi	232	14	2531	2450	2374	2332	2351	2260	2211	1841	447	344	415	319			10329	9546	19875	370	444	814
Hwedza	173	15	1271	1231	1086	1087	1337	1194	1153	1132	162	129	182	123			5191	4896	10087	242	192	434
Marondera	260	19	2143	2162	2156	2143	2177	2044	2014	1890	562	539	538	565	3	5	9593	9348	18941	451	423	874
Mudzi	171	12	1392	1328	1404	1414	1236	1243	1161	962	72	53	84	52			5349	5052	10401	259	186	445
Murehwa	241	23	2754	2576	2439	2257	2337	2109	2103	1720	275	215	330	251	1		10239	9128	19367	419	354	773
Mutoko	244	14	1804	1758	1718	1620	1543	1503	1524	1309	195	181	199	150	2	2	6985	6523	13508	335	276	611
Seke	123	13	904	901	911	922	889	775	798	642	45	41	36	39			3583	3320	6903	122	163	285
UMP	161	19	1173	1145	1094	1072	1192	996	974	782	88	53	74	39			4595	4087	8682	252	193	445
<b>Grand Total</b>	<b>1913</b>	<b>169</b>	<b>15935</b>	<b>15436</b>	<b>15043</b>	<b>14670</b>	<b>15010</b>	<b>14002</b>	<b>13797</b>	<b>12049</b>	<b>2121</b>	<b>1739</b>	<b>2130</b>	<b>1693</b>	<b>6</b>	<b>7</b>	<b>64042</b>	<b>59596</b>	<b>123638</b>	<b>2875</b>	<b>2508</b>	<b>5383</b>

**Table 166: Mashonaland West Secondary Enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Chegutu	338	53	3025	2836	2822	2656	2797	2642	2412	2259	438	390	437	373	6	6	11937	11162	23099	519	471	990
Hurungwe	431	109	3874	3563	3291	3315	3626	3225	2766	2499	411	186	355	156			14323	12944	27267	767	407	1174
Kariba	89	32	694	571	579	583	605	507	536	498	57	23	70	22			2541	2204	4745	165	87	252
Makonde	245	89	2524	2400	2259	2121	2442	2149	2034	1704	386	251	359	272			10004	8897	18901	422	363	785
Mhondoro Ngezi	160	25	1427	1377	1224	1236	1206	1125	1161	1063	149	128	161	121	127	111	5455	5161	10616	242	221	463
Sanyati	191	31	1596	1648	1468	1508	1492	1480	1353	1291	250	208	266	177	25	29	6450	6341	12791	301	278	579
Zvimba	327	62	2745	2427	2671	2219	2771	1962	2422	1666	369	157	300	158			11278	8589	19867	453	456	909
<b>Grand Total</b>	<b>1781</b>	<b>401</b>	<b>15885</b>	<b>14822</b>	<b>14314</b>	<b>13638</b>	<b>14939</b>	<b>13090</b>	<b>12684</b>	<b>10980</b>	<b>2060</b>	<b>1343</b>	<b>1948</b>	<b>1279</b>	<b>158</b>	<b>146</b>	<b>61988</b>	<b>55298</b>	<b>117286</b>	<b>2869</b>	<b>2283</b>	<b>5152</b>

**Table 167: Masvingo Secondary Enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Bikita	247	11	2284	2200	2252	2194	2429	2142	2218	1821	527	285	464	312			10174	8954	19128	532	279	811
Chiredzi	305	73	1848	2093	1539	1694	1498	1630	1208	1405	287	210	289	200	2	6	6671	7238	13909	360	295	655
Chivi	257	11	2031	2087	1881	1808	2044	2086	1833	1485	389	231	334	193	9	10	8521	7900	16421	485	264	749
Gutu	446	33	2952	3035	2817	2807	3037	2801	2754	2512	612	450	607	412	8	10	12787	12027	24814	732	455	1187
Masvingo	391	29	3079	3053	2925	2942	3336	3218	3105	2901	855	619	799	621	111	100	14210	13454	27664	716	590	1306
Mwenezi	239	105	1552	1822	1267	1552	1306	1441	942	1139	235	167	185	129			5487	6250	11737	322	193	515
Zaka	267	6	2528	2412	2257	2143	2493	2303	2235	1812	426	250	445	201			10384	9121	19505	547	296	843
<b>Grand Total</b>	<b>2152</b>	<b>268</b>	<b>16274</b>	<b>16702</b>	<b>14938</b>	<b>15140</b>	<b>16143</b>	<b>15621</b>	<b>14295</b>	<b>13075</b>	<b>3331</b>	<b>2212</b>	<b>3123</b>	<b>2068</b>	<b>130</b>	<b>126</b>	<b>68234</b>	<b>64944</b>	<b>133178</b>	<b>3694</b>	<b>2372</b>	<b>6066</b>

**Table 168: Matabeleland North Secondary Enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Binga	232	92	1529	1642	1355	1403	1298	1321	944	974	111	66	139	60			5376	5466	10842	368	180	548
Bubi	109	33	571	675	511	580	433	474	285	299	57	38	78	54	9	10	1944	2130	4074	113	113	226
Hwange	229	29	1366	1299	1197	1233	1334	1390	1119	1056	153	163	144	140	1	1	5314	5282	10596	263	282	545
Lupane	250	12	985	1172	720	1060	755	1030	616	854	63	87	68	67			3207	4270	7477	204	171	375
Nkayi	220	7	1169	1384	872	1333	956	1317	703	963	58	44	70	62			3828	5103	8931	223	179	402
Tsholotsho	213	7	1016	1391	977	1257	824	1191	673	870	88	117	79	86			3657	4912	8569	217	233	450
Umguza	109	14	605	722	514	708	513	733	404	604	34	86	28	72			2098	2925	5023	141	122	263
<b>Grand Total</b>	<b>1362</b>	<b>194</b>	<b>7241</b>	<b>8285</b>	<b>6146</b>	<b>7574</b>	<b>6113</b>	<b>7456</b>	<b>4744</b>	<b>5620</b>	<b>564</b>	<b>601</b>	<b>606</b>	<b>541</b>	<b>10</b>	<b>11</b>	<b>25424</b>	<b>30088</b>	<b>55512</b>	<b>1529</b>	<b>1280</b>	<b>2809</b>

**Table 169: Matabeleland South Secondary Enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
BeitBridge	156	15	857	971	766	911	653	844	558	661	75	77	37	59			2946	3523	6469	113	147	260
Bulilima	154	10	798	1137	767	1027	646	922	522	682	131	179	104	171			2968	4118	7086	179	148	327
Gwanda	268	22	1478	1658	1332	1517	1354	1587	1178	1274	202	218	209	224			5753	6478	12231	254	237	491
Insiza	221	25	1077	1199	941	1087	886	1054	705	855	129	118	101	110	10	6	3849	4429	8278	199	167	366
Mangwe	120	6	734	804	641	792	627	786	526	562	132	171	101	117			2761	3232	5993	166	132	298
Matobo	202	18	1088	1105	1027	1240	890	1221	743	1053	119	142	116	148			3983	4909	8892	183	185	368
Umzingwane	116	10	801	782	716	720	718	700	682	525	151	47	143	52			3211	2826	6037	155	140	295
<b>Grand Total</b>	<b>1237</b>	<b>106</b>	<b>6833</b>	<b>7656</b>	<b>6190</b>	<b>7294</b>	<b>5774</b>	<b>7114</b>	<b>4914</b>	<b>5612</b>	<b>939</b>	<b>952</b>	<b>811</b>	<b>881</b>	<b>10</b>	<b>6</b>	<b>25471</b>	<b>29515</b>	<b>54986</b>	<b>1249</b>	<b>1156</b>	<b>2405</b>

**Table 170: Midlands Secondary Enrolment and Staffing by District**

District	Schools		Form 1		Form 2		Form 3		Form 4		Lower 6		Upper 6		Non-grade Specific		Grand Total			Teachers		
	Reg	Sat	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	M	F	Grand Total
Chirumanzu	170	36	1039	950	890	886	1041	887	981	811	130	100	182	81			4263	3715	7978	203	156	359
Gokwe North	285	67	2481	2465	2105	1954	2183	1985	1485	1553	166	71	156	47			8576	8075	16651	485	220	705
Gokwe South	378	16	3010	3436	2702	2986	2805	2908	2231	2201	257	138	232	151			11237	11820	23057	581	371	952
Gweru	240	32	2301	2543	2124	2361	2190	2470	2075	2183	694	759	740	686	15	16	10139	11018	21157	461	576	1037
Kwekwe	351	34	2974	3040	2730	2944	2930	3047	2460	2521	526	489	590	431			12210	12472	24682	516	569	1085
Mberengwa	293	15	2250	2467	1915	2125	2432	2525	1967	1874	369	217	248	138			9181	9346	18527	486	304	790
Shurugwi	183	11	1346	1225	1121	1152	1187	1148	1130	1113	182	142	137	103			5103	4883	9986	276	210	486
Zvishavane	162	17	1272	1306	1094	1251	1286	1359	1080	1081	157	133	147	108			5036	5238	10274	251	192	443
<b>Grand Total</b>	<b>2062</b>	<b>228</b>	<b>16673</b>	<b>17432</b>	<b>14681</b>	<b>15659</b>	<b>16054</b>	<b>16329</b>	<b>13409</b>	<b>13337</b>	<b>2481</b>	<b>2049</b>	<b>2432</b>	<b>1745</b>	<b>15</b>	<b>16</b>	<b>65745</b>	<b>66567</b>	<b>132312</b>	<b>3259</b>	<b>2598</b>	<b>5857</b>

# ANNEX 2

	M	F	T
Enrolment in ECD	259310	258640	517950
Gross Enrolment Rate, ECD	47.05%	46.84%	46.94%
Net Enrolment Rate, ECD	28.54%	29.36%	28.95%
Completion Rate, ECD	84.45%	83.61%	84.03%
Teachers, ECD	1609	13651	15260
Pupil Trained Teacher Ratio, ECD	34		
% of repeaters, ECD A	0.55%	0.56%	0.56%
% of repeaters, ECD B	0.90%	0.92%	0.91%
Pupil to Classroom Ratio, ECD	72		
Pupil to toilet ratio, ECD	25	25	
Number of Primary Schools with ECD Centres	5889		

	M	F	T
Enrolment in Primary	1344626	1313789	2658415
Gross Enrolment rate, Primary	107.73%	104.69%	106.21%
Net Enrolment Rate, Primary	88.04%	88.89%	88.46%
Completion Rate, Primary	78.71%	80.78%	79.73%
Apparent Intake Rate, Primary	124.25%	116.95%	120.57%
Net Intake Rate, Primary	35.20%	37.25%	36.23%
Teachers on duty, Primary	31543	43529	75072
Pupil trained Teacher Ratio, Primary	38		
Repetition rate, Grade 2	2.88%	2.23%	2.57%
Repetition rate, Grade 3	1.91%	1.42%	1.67%
Repetition rate, Grade 4	1.57%	1.16%	1.36%
Repetition rate, Grade 5	1.30%	0.95%	1.12%
Repetition rate, Grade 6	1.22%	0.90%	1.06%
Repetition rate, Grade 7	1.54%	1.11%	1.32%
Dropout rate, Grade 2	6.30%	5.87%	6.09%
Dropout rate, Grade 3	3.15%	2.74%	2.95%
Dropout rate, Grade 4	4.51%	3.53%	4.02%
Dropout rate, Grade 5	1.63%	1.19%	1.42%
Dropout rate, Grade 6	0.60%	1.23%	0.91%
Dropout rate, Grade 7	7.58%	6.66%	7.12%
Transition rate to Secondary	78.59%	80.39%	79.48%
Progression rate, Grade 2	90.82%	91.90%	91.35%
Progression rate, Grade 3	94.93%	95.84%	95.38%
Progression rate, Grade 4	93.93%	95.31%	94.61%
Progression rate, Grade 5	97.07%	97.86%	97.46%
Progression rate, Grade 6	98.18%	97.87%	98.03%
Progression rate, grade 7	90.89%	92.23%	91.56%
Exam pass rate, Grade 7	39.40%	44.90%	41.82%
Pupil to toilet ratio, Primary	24	25	
Pupil to classroom Ratio, Primary	45		
Pupil to Seating Ratio, Primary	1.46		
Pupil to Writing Ratio, Primary	1.63		
Number of schools, Primary	5933		

# ANNEX 3

Table 173: Secondary Level Indicators			
	M	F	T
Enrolment in Secondary	519448	507536	1026984
Gross Enrolment Rate, Lower Secondary	75.06%	75.20%	75.13%
Gross Enrolment Rate, Upper Secondary	14.41%	11.34%	12.86%
Gross Enrolment Rate, Total Secondary	55.47%	54.19%	54.83%
Net Enrolment Rate, Lower Secondary	51.05%	57.25%	54.13%
Net Enrolment Rate, Upper Secondary	8.27%	7.75%	8.01%
Net Enrolment Rate, Total Secondary	50.36%	51.13%	50.74%
Completion Rate, Lower Secondary	67.27%	64.08%	65.68%
Completion Rate, Upper Secondary	14.33%	10.83%	12.54%
Apparent Intake Rate, Secondary	76.96%	77.78%	77.37%
Net Intake Rate, Secondary	16.55%	22.60%	19.58%
Teachers on duty, Secondary	24874	21638	46512
Pupil Trained Teacher Ratio, Secondary	29		
Repetition rate, Form 1	0.78%	0.52%	0.65%
Repetition rate, Form 2	0.17%	0.12%	0.15%
Repetition rate, Form 3	0.41%	0.33%	0.37%
Repetition rate, Form 4	4.37%	3.91%	4.14%
Repetition rate, Lower 6	4.70%	4.40%	4.55%
Repetition rate, Upper 6	0.46%	0.55%	2.19%
Dropout rate, Form 1	20.63%	19.09%	19.86%
Dropout rate, Form 2	2.96%	4.40%	3.70%
Dropout rate, Form 3	-3.64%	1.12%	-1.21%
Dropout rate, form 4	7.25%	11.24%	9.23%
Dropout rate, Lower 6	73.98%	76.91%	75.39%
Dropout rate, Upper 6	-6.61%	-6.72%	19.69%
Transition Rate to Upper Secondary	21.32%	18.69%	20.05%
Progression rate, Form 1	78.59%	80.39%	79.48%
Progression rate, Form 2	96.87%	95.48%	96.16%
Progression rate, Form 3	103.23%	98.54%	100.84%
Progression rate, form 4	88.38%	84.85%	86.63%
Progression rate, Lower 6	21.32%	18.69%	20.05%
Progression rate, Upper 6	106.15%	106.17%	78.12%
Exam pass rate, O Level	30.48%	25.32%	27.86%
Exam pass rate, A Level	85.35%	90.53%	87.59%
Pupil to toilet ratio, Secondary	18	18	
Pupil to Classroom Ratio, Secondary	39		
Pupil to Seating Ratio, Secondary	1.21		
Pupil to Writing Ratio, Secondary	1.23		
Number of Schools, Secondary	2718		

## 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.



