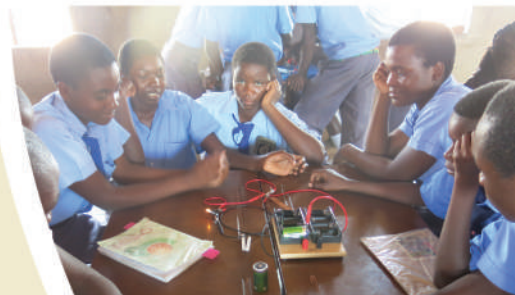




**ZIMBABWE**

**MINISTRY OF PRIMARY  
AND  
SECONDARY EDUCATION**

**ANNUAL STATISTICAL  
REPORT 2013**







ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**ANNUAL STATISTICAL REPORT 2013**



# Preliminary Material

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# Abbreviations and Acronyms

Acronym	Definition		
AIR	Apparent Intake Rate	PTeR	Pupil to Textbooks Ratio
ASER	Age Specific Enrolment Rate	PTR	Pupil to Teacher Ratio
BEAM	Basic Education Assistant Module	PToR	Pupil to Toilet Ratio
DHS	Demographic and Health Survey	PWR	Pupil to Writing Ratio
ECD	Early Childhood Development	PRD	Directorate for Education Policy, Planning, Research and Development
EdCD	Department for Education Coordination and Development	SAC	Sport, Arts and Culture
EFA	Education for All	SDC	School Development Committees
EMIS	Educational Management Information System	TCR	Teacher to Classroom Ratio
EMTP	Education Medium Term Operational Plan	TCR	Teacher to Class Ratio
ETF	Education Transition Fund	TTR	Teacher to Toilet Ratio
GER	Gross Enrolment Rate	UNICEF	United Nations Children's Fund
GoZ	Government of Zimbabwe	UNESCO	United Nations Educational, Scientific and Cultural Organization
GPI	Gender Parity Index	ZimStat	Zimbabwe Statistics Agency
ICT	Information and Communications Technology	ZimSec	Zimbabwe School Education Council
M&E	Monitoring and Evaluation		
MDG	Millenium Development Goals		
MoPSE	Ministry of Primary and Secondary Education		
NER	Net Enrolment Rate		
NIR	Net Intake Rate		
NFE	Non Formal Education		
OVC	Orphans and Vulunurable Children		
PCR	Pupils to Classroom Ratio		
PMU	Programme Management Unit		
PSeR	Pupil to Seating Ratio		
PQTR	Pupil to Qualified Teacher Ratio		

## Foreword

My Ministry considers the Annual Education Statistics Series (AESS) as a vital tool for the management of the primary and secondary education system. With statistics, the status of the primary and secondary education system can be measured and properly contextualized and understood. Informed decisions can be made. Indeed, resources can be allocated equitably, and developmental goals can be monitored effectively.



This publication on educational statistics for 2013 is a Ministry tool for use among its stakeholders for monitoring and evaluating progress and development in the education system, especially as the Ministry endeavours to achieve its strategic priorities that embrace the Millennium Development Goals.

Data tables, graphs and other indicators have been presented in this publication offering a comprehensive analysis of the status of the education system. The publication focuses on indicators pertaining to demand, access, participation and coverage, internal efficiency and the disposition of human resources. This set of indicators may not be exhaustive but they are considered appropriate to facilitate the identification of problem areas. That in turn allows for the magnitude of the problem areas to be measured and suitable interventions to be planned and implemented.

I hope the publication will be a valuable source of information and inspiration to many. Our commitment is to focus efforts on the betterment of the Zimbabwean education system in pursuit of quality education for the learner, and ultimately, the nation.

A handwritten signature in black ink, appearing to read 'L. D. K. Dokora'. The signature is stylized and cursive.

**Hon. Dr L. D. K. Dokora**

**Minister of Primary and Secondary Education**

**Harare, November 2014**

## Preface

This report provides detailed statistics on the primary and secondary education system for the year 2013. The report focuses on key education fundamentals which include details on school identification, pupil enrolments, teaching staff qualifications, facilities, textbooks accessibility, curriculum breadth and education finance levels. The information is based on the 2013 education annual census data produced by the Ministry's Education Management Information System.



The thrust of the report is to provide important timely statistical data to drive evidence-based decision-making. The publication contains data that support planning, resource allocation, education innovation and reporting at all levels. The report presents indicators which demonstrate progress in a number of topical areas which includes gender equity in education and the quality of education.

Ministry values greatly the importance of collecting education data, analyzing it and reporting on it for effective and efficient decision making. Timely and accurate statistics are a critical resource for enhancing the provision of quality and equitable education service delivery.

A handwritten signature in black ink, appearing to read 'S. J. Utete-Masango', written in a cursive style.

**Dr S. J. Utete-Masango**  
**Secretary for Primary and Secondary Education**

# Executive Summary

The report presents statistical information, tables and indicators which include those for demand for education, access to education, participation in education, education staff, gender equity in education and quality of education. The report also provides information that is necessary for the Ministry to work towards the achievement of national goals, Millennium Development Goals (MDGs) and Education for All (EFA) Goals within the Ministry's mandate.

According to the 2012 population census, Zimbabwe had a total population of school going age of 5,342,572 from 3-18 years old. Of this population 2,667,418 were males and 2,675,154 were females.

Enrolment for 2013 is 3,994,773 and the number of schools is 8,179. The distribution of schools in Zimbabwe is based on the following policies viz:

- No primary school child shall walk more than 5 kilometers to a primary school
- No secondary school child shall walk more than 10 km to a secondary school

Currently, there are 5 805 primary schools and 2 374 secondary schools. A total of 5669 of primary schools are offering ECD classes and this is in line with the policy of increasing children's access to ECD. Hence, the number of primary schools offering ECD increased by 0.8% from 5 625 in 2012 to 5 669 in 2013 which shows that only 139 schools are still to have ECD centres. The number of primary and secondary schools increased by 1% and 0.03% respectively between 2012 and 2013. As of 2010 the ministry has collected data for satellite schools separated from that of their mother schools in order to have a clearer picture of the teaching and learning environments at these schools.

The official ECD school entry age is 4 years for ECD A and 5 years for ECD B. In 2013, 85.27% entered grade 1 with preschool background.

The official primary school entry age is six years. However, the 2013 data shows that only 37.58% are entering grade 1 for the first time at the age of 6, 43.34% at the age of 7 and 12.56% at the age of 8.

The official secondary school entry age is 13 years. However, 33.06% are entering form 1 for the first time at the age of 13 years, 35.91% at the age of 14 years and 17.78% at the age of 15 years.

Primary Apparent Intake Rate has constantly been very high in the past 13 years, only recently dropping to below 125%. This may be due to the use of out of date population data. The Primary Net Intake Rate showed a drop in 2012 to 2013 of below 50% which implies that almost half of the children are entering grade 1 at the age of 6 years whereas in secondary school almost 25% of pupils are entering form 1 at the age of 13 years. From 2000 to 2013 there was a constantly high GER of more than 108% and this indicates that there is a significant number of children enrolled in primary education who are above or below the target age group of 6 to 12 years.

There has been a decrease of one percent in the proportion of school age learners that are enrolled at primary school level (96.2% to 93.7% from 2012 to 2013). Participation rates at secondary level remain below 70% since the year 2000. More learners are enrolling for senior secondary and the proportion of females enrolling has increased.

In Primary schools there are presently 9,992 ECD teachers servicing 374,125 ECD pupils of whom 2,716 (27%) are qualified. Coverage is extensive with 5,668 of 5,805 (98%) primary schools facilitated ECD education. However only 34% have at least one qualified ECD teacher. There are 73,148 teachers teaching in primary schools servicing 2,663,187 pupils of whom 62,807 are qualified (86%). Primary teachers have increased by approximately 6 000 teachers since 2009. This has more than exceeded a proportional increase in total number of pupils and has therefore contributed towards reducing to 37 the number of pupils being taught by one teacher. At the secondary level there are 42,585 teachers of whom 31,066 are qualified (73%). The number of pupils being taught by a teacher has remained approximately the same since 2009 at 23 pupils being taught by a teacher.

According to 2012 there is almost 26.2% of Orphans and Vulnerable Children and of these 58.1% of OVC were covered under Basic Education Assistant Module in 2013 which is an increase of 11.6% from 46.5% covered in 2012.

Access to Information Communication Technology (ICT) for pupils and teachers in schools varies significantly between provinces. Schools in Bulawayo and Harare are by far the most progressive areas in terms of computerisation, ICT trained teachers, internet connectivity and advancement of e-learning. Harare and Bulawayo have, on average, 58 and 75 pupils accessing one computer whilst other provinces have on average between 292 and 738 pupils accessing a computer. For secondary schools the ratio is between 35 and 82 pupils per computer. These figures take into account enrolment in all schools including those without computers.

---

Generally, there are only 4% and 11% of primary and secondary schools respectively which are utilising E-learning. Textbooks for core subjects are more readily available in primary schools than secondary schools. There are 1.3 core textbooks for every learner in primary schools but just under one per pupil in secondary schools.

# Chapter 1: Preamble

## 1.1 Data Collection, Processing and Analysis

This annual statistical report presents information on primary and secondary education in Zimbabwe. The Ministry of Primary and Secondary Education compiled this report using data collected during the 2013 annual educational census and censuses for previous years. The data were collected using ED46 C (1) and ED 46 B (1) forms for primary and secondary schools respectively. These forms were completed by school heads during the second term of the school calendar and underwent verification processes at district, provincial and head office levels. The data captured by the survey instruments pertain to the following aspects:

- School identification details
- Enrolments
- Teacher details
- Facilities
- Textbooks and Curriculum
- Education finance

Data capturing was done at a central venue and the analysis was done at Head Office. The data presented in this report enable the Ministry to analyse the education situation and establish a foundation for more effective monitoring and management of the system. It also informs policy and strategic planning. This is reflected in the current Education Medium Term (EMTP) Operational Plan (2011-2015). Also, the report provides commonly requested statistics and an analysis of issues relating to quality and internal efficiency of the education system.

Population data used in the calculation of education indicators were obtained from the Zimbabwe Statistics Agency (ZIMSTAT).

## 1.2 Brief Introduction to Zimbabwe's Education System

### School Structure

The figure below shows the Zimbabwe education structure since 2005 as recommended by the 1999 Presidential Commission of Inquiry into Education and Training (Nziramasanga Commission).

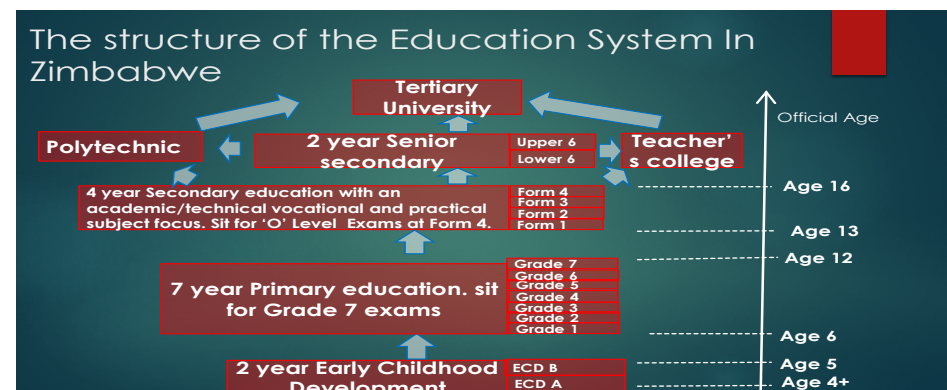


Figure 1: Zimbabwe Education System

## 1.3 Early Childhood Development (ECD A and B)

In order to increase access to Early Childhood Development (ECD) for all children, with effect from 2005 the Ministry adopted a policy to introduce an ECD class at every primary school. As a result, the majority of primary schools offer ECD A and B Classes.

## 1.4 Primary School System (Grade 1-7)

The primary school system is a seven-year cycle, officially for 6 to 12 year olds, and consists of grades 1 to 7. At the end of Grade 7 pupils sit for national public examinations to mark the end of the primary cycle. Because of the policy of automatic promotion, passing or failing the Grade 7 examinations does not prohibit pupils from progressing to the next level, which is the first year of secondary education.

## 1.5 Secondary School System, Lower Secondary (Forms 1-4)

The 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 over the next two years at high school. 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.

## 1.6 Upper Secondary School (Forms 5 and 6)

The two year high school (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 'O' level examinations (5 subjects or more with Grade C or better).

## 1.7 Education Strategic Planning

The Zimbabwe education system is presently guided by a number of government-sanctioned plans and major support programmes. The relationship of these major interventions with the emerging strategy in wider government and within the education sector is reflected in the diagram below:

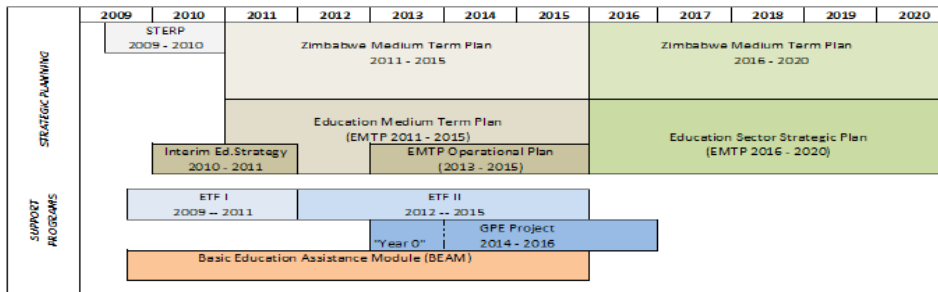


Figure 2: The Strategic Planning Context

## Chapter 2: Demand for Education

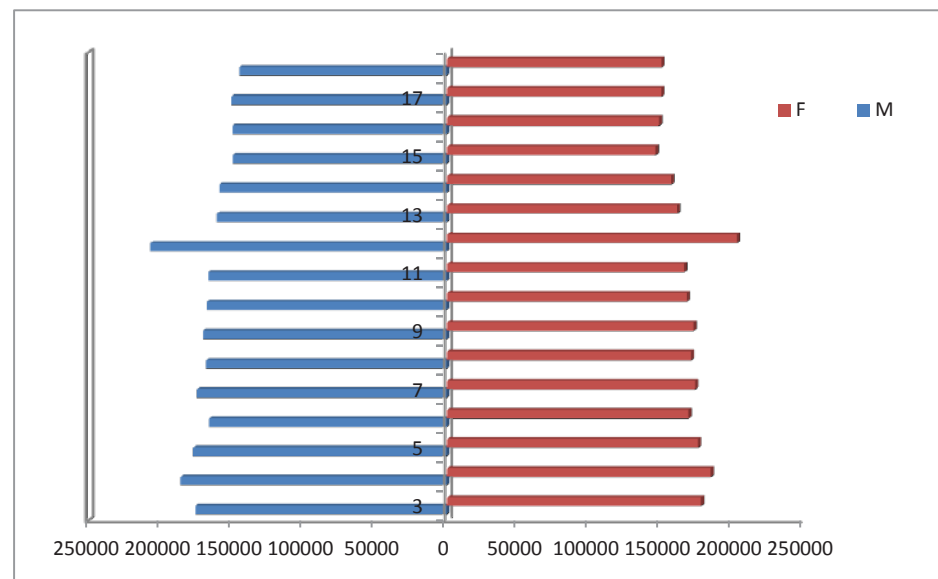
### 2.1 Population Data

According to the 2012 population census, Zimbabwe had a total population of 13,061,239. Of this population 6,280,539 were males and 6,780,700 were females. The Average Annual Inter-Censal Population growth rate was 1.1 percent. The school population age groups in Zimbabwe are 3-5 years, 6-12 years, 13-16 years and 17-18 years for ECD A and B, Primary, Secondary (Forms 1-4) and Upper Secondary (Forms 5-6) respectively. Table 1 below shows the school-age population distribution by single age. The 12 year age group is significantly higher than any other age group.

**Table 1: Distribution of school-age Population by Age and Sex**

Age	M	F	Grand Total
3	175293	177927	353220
4	185537	184841	370378
5	176826	175877	352703
6	165750	169026	334776
7	174102	173878	347980
8	167773	170995	338769
9	169906	172706	342612
10	167245	168026	335271
11	166311	166047	332357
12	206504	203370	409874
13	160237	161073	321310
14	158521	156967	315488
15	149240	145835	295075
16	149492	148415	297906
17	150216	150024	300241
18	144466	150148	294613
<b>Grand Total</b>	<b>2667418</b>	<b>2675154</b>	<b>5342572</b>

Source: Zimstat



**Figure 3: Distribution of school-age Population by Sex and Age**



**Table 2: School-age population by level and province**

	ECD			Primary			Secondary Forms 1-4			Secondary Forms 5-6			Total 3-18 years
	Population age group (3-5 years)			Population age group (6-12 years)			Population age group (13-16 years)			Population age group (17-18 years)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	22134	22477	44610	46931	50106	97037	25897	31338	57235	14402	19108	33510	232391
Harare	72731	74142	146873	148199	157097	305297	74985	89706	164691	39329	54434	93763	710624
Manicaland	78058	78149	156208	176211	176778	352990	89640	85403	175044	40832	38059	78891	763132
Mashonaland Central	49034	48977	98010	112454	111861	224315	55920	51553	107473	26592	23861	50453	480251
Mashonaland East	55627	54671	110298	128629	127316	255945	66871	61648	128518	31314	28136	59450	554211
Mashonaland West	60658	60839	121497	139257	137940	277197	70357	68269	138625	34094	32717	66811	604130
Masvingo	67989	68067	136055	156921	156808	313729	76731	74689	151419	33522	33549	67071	668275
Matabeleland North	33278	32631	65909	79207	77917	157124	39467	37090	76557	18379	16667	35046	334636
Matabeleland South	30558	30466	61025	70833	69620	140453	37188	34698	71885	17989	16028	34017	307380
Midlands	67588	68226	135815	158949	158604	317553	80434	77897	158331	38230	37612	75842	687541
<b>Grand Total</b>	<b>537656</b>	<b>538645</b>	<b>1076300</b>	<b>1217591</b>	<b>1224048</b>	<b>2441639</b>	<b>617489</b>	<b>612289</b>	<b>1229778</b>	<b>294682</b>	<b>300172</b>	<b>594854</b>	<b>5342572</b>

Table 3 shows the provincial percentage distribution of school age population by level. Bulawayo, Matabeleland South and Matabeleland North have the least school age population of 4.35, 5.75 and 6.26 % respectively. Manicaland province has the largest share of school age population constituting 14.28% of the total school age population in Zimbabwe.

**Table 3: Percentage distribution of school-age population by level and province**

	School Age Population distribution				
	3-5 years (ECD)	6-12 years (Primary)	13-16 years (forms 1-4)	17-18 years (forms 5-6)	3-18 years (ECD-Form 6)
Bulawayo	4.14%	3.97%	4.65%	5.63%	4.35%
Harare	13.65%	12.50%	13.39%	15.76%	13.30%
Manicaland	14.51%	14.46%	14.23%	13.26%	14.28%
Mashonaland Central	9.11%	9.19%	8.74%	8.48%	8.99%
Mashonaland East	10.25%	10.48%	10.45%	9.99%	10.37%
Mashonaland West	11.29%	11.35%	11.27%	11.23%	11.31%
Masvingo	12.64%	12.85%	12.31%	11.28%	12.51%
Matabeleland North	6.12%	6.44%	6.23%	5.89%	6.26%
Matabeleland South	5.67%	5.75%	5.85%	5.72%	5.75%
Midlands	12.62%	13.01%	12.87%	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>

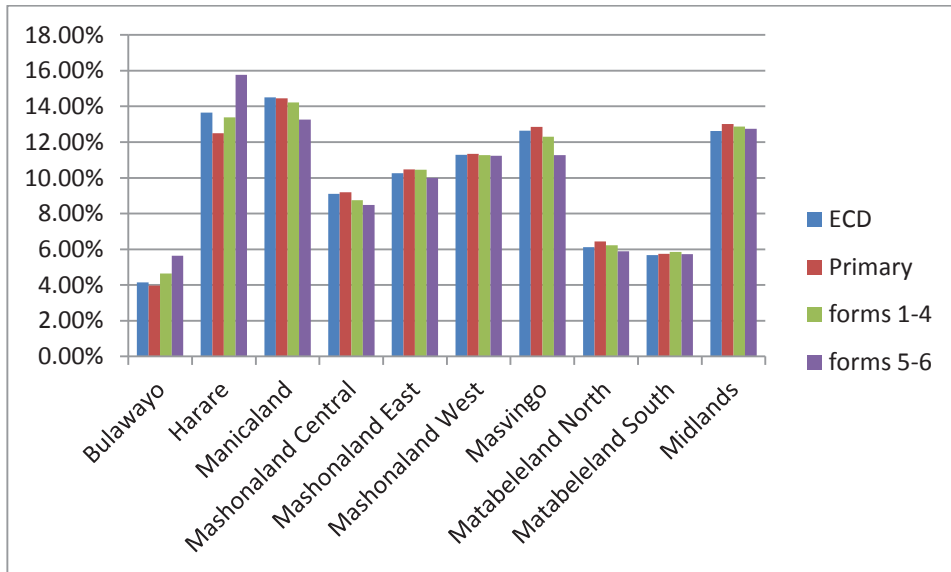


Figure 4: Distribution of school-age population by Province and Level

Table 4: School age population distribution by level and gender

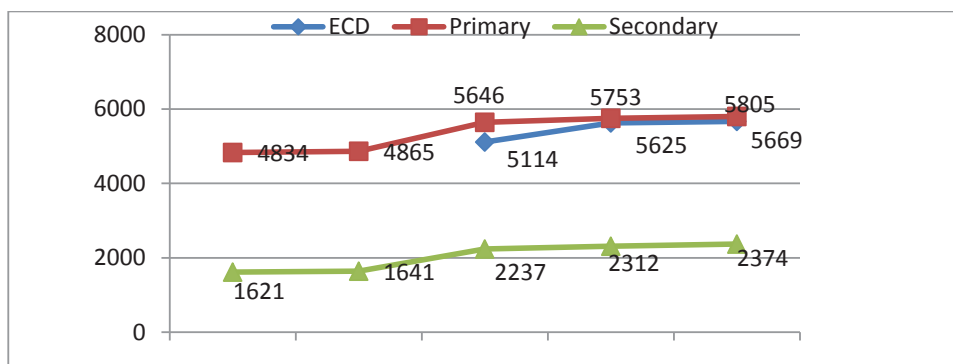
Province	School age population											
	ECD 4-5 years			Primary 6-12 years			Secondary Forms (1-4) 13-16 years			Secondary Forms (5-6) 17-18 years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	4.12%	4.17%	4.14%	3.85%	4.09%	3.97%	4.19%	5.12%	4.65%	4.89%	6.37%	5.63%
Harare	13.53%	13.76%	13.65%	12.17%	12.83%	12.50%	12.14%	14.65%	13.39%	13.35%	18.13%	15.76%
Manicaland	14.52%	14.51%	14.51%	14.47%	14.44%	14.46%	14.52%	13.95%	14.23%	13.86%	12.68%	13.26%
Mashonaland Central	9.12%	9.09%	9.11%	9.24%	9.14%	9.19%	9.06%	8.42%	8.74%	9.02%	7.95%	8.48%
Mashonaland East	10.35%	10.15%	10.25%	10.56%	10.40%	10.48%	10.83%	10.07%	10.45%	10.63%	9.37%	9.99%
Mashonaland West	11.28%	11.29%	11.29%	11.44%	11.27%	11.35%	11.39%	11.15%	11.27%	11.57%	10.90%	11.23%
Masvingo	12.65%	12.64%	12.64%	12.89%	12.81%	12.85%	12.43%	12.20%	12.31%	11.38%	11.18%	11.28%
Matabeleland North	6.19%	6.06%	6.12%	6.51%	6.37%	6.44%	6.39%	6.06%	6.23%	6.24%	5.55%	5.89%
Matabeleland South	5.68%	5.66%	5.67%	5.82%	5.69%	5.75%	6.02%	5.67%	5.85%	6.10%	5.34%	5.72%
Midlands	12.57%	12.67%	12.62%	13.05%	12.96%	13.01%	13.03%	12.72%	12.87%	12.97%	12.53%	12.75%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

## 2.2 Schools

The number of schools in Zimbabwe has continued to grow since independence. Data presented in Table 5 below excludes satellite schools for 2006 and 2009 as the Ministry EMIS was collecting information of these at their mother schools. After realizing that the number of satellite schools continued to grow, and these schools were in great need of resources more than the registered schools, the Ministry as of 2010 decided to collect data from satellite schools separate from that of their mother schools. Other important characteristics of Zimbabwean schools are those of their locations, ownership and classification i.e. whether they are fully government funded or partially/no government funding at all. All authorized schools in Zimbabwe are entitled to receive teachers that are paid by government at a ratio of 1 teacher to 40 pupils and per capita grants.

**Table 5: 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%

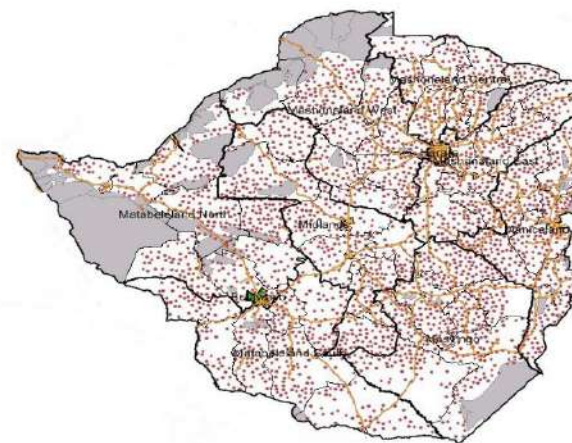


**Figure 5: Number of schools between 2006 and 2013**

The distribution of schools is influenced by population settlement patterns where more schools are expected in rural areas which are more sparsely populated than urban areas. Harare and Bulawayo which are largely urban provinces have the least number of schools.

**Table 6: Distribution of schools by level and province**

Province	Number of Schools		Percentage distribution	
	Primary	Secondary	Primary	Secondary
Bulawayo	128	52	2%	2%
Harare	223	94	4%	4%
Manicaland	859	386	15%	16%
Mashonaland Central	487	208	8%	9%
Mashonaland East	676	317	12%	13%
Mashonaland West	712	341	12%	14%
Masvingo	855	334	15%	14%
Matabeleland North	573	163	10%	7%
Matabeleland South	505	153	9%	6%
Midlands	787	326	14%	14%
Grand Total	5805	2374	100%	100%



**Figure 6: Distribution of Primary and Secondary Schools by Province**

**Table 7: Distribution of schools by level and province**

Province	Primary				Secondary			Grand Total
	ECD only	ECD and Primary	Primary	Total	"O" Level	"A" Level	Total	
Bulawayo	0	120	8	128	13	39	52	180
Harare	1	207	15	223	41	53	94	317
Manicaland	0	848	11	859	249	137	386	1245
Mashonaland Central	0	485	2	487	165	43	208	695
Mashonaland East	0	666	10	676	248	69	317	993
Mashonaland West	0	682	30	712	259	82	341	1053
Masvingo	0	823	32	855	188	146	334	1189
Matabeleland North	0	565	8	573	126	37	163	736
Matabeleland South	0	501	4	505	92	61	153	658
Midlands	0	772	15	787	229	97	326	1113
<b>Grand Total</b>	<b>1</b>	<b>5669</b>	<b>135</b>	<b>5805</b>	<b>1610</b>	<b>764</b>	<b>2374</b>	<b>8179</b>

The distribution of schools in Zimbabwe is based on the following policies:

- No primary school child shall walk more than 5 kilometers to a primary school
- No secondary school child shall walk more than 10 km to a secondary school

Satellite schools were formed to improve access to education and reduce distance walked to school. Table 8 shows that Mashonaland West has the largest number of primary and secondary satellite schools totaling 210 and 171 respectively.

**Table 8: Number of schools by level, registration status and province**

Province	Primary			Secondary			Grand Total
	Registered	Satellite	Total	Registered	Satellite	Total	
Bulawayo	125	3	128	46	6	52	180
Harare	219	4	223	89	5	94	317
Manicaland	793	66	859	266	120	386	1245
Mashonaland Central	382	105	487	127	81	208	695
Mashonaland East	604	72	676	248	69	317	993
Mashonaland West	502	210	712	170	171	341	1053
Masvingo	692	163	855	244	90	334	1189
Matabeleland North	455	118	573	109	54	163	736
Matabeleland South	443	62	505	120	33	153	658
Midlands	664	123	787	239	87	326	1113
<b>Grand Total</b>	<b>4879</b>	<b>926</b>	<b>5805</b>	<b>1658</b>	<b>716</b>	<b>2374</b>	<b>8179</b>

Table 9 below shows distribution of schools by level, location and province. Most of the population in Zimbabwe lives in rural areas and that is where almost 90% of schools are located except for big cities like Bulawayo and Harare where there is a high concentration of schools because of the high population density.

**Table 9: Distribution of schools by level, location and province**

Province	Primary			Secondary			Grand Total
	Rural	Urban	Total	Rural	Urban	Total	
Bulawayo	14	114	128	7	45	52	180
Harare	8	215	223	2	92	94	317
Manicaland	812	47	859	369	17	386	1245
Mashonaland Central	464	23	487	199	9	208	695
Mashonaland East	654	22	676	304	13	317	993
Mashonaland West	628	84	712	303	38	341	1053
Masvingo	827	28	855	319	15	334	1189
Matabeleland North	548	25	573	152	11	163	736
Matabeleland South	486	19	505	143	10	153	658
Midlands	716	71	787	293	33	326	1113
<b>Grand Total</b>	<b>5157</b>	<b>648</b>	<b>5805</b>	<b>2091</b>	<b>283</b>	<b>2374</b>	<b>8179</b>

Table 10 shows schools that have been grouped by classes for the payment of per capita grants as well as the affordability of parents to send children to those schools. P1 and S1 schools are located in urban low density areas and some elite boarding schools regardless of their location. P2 and S2 schools are located in urban high density areas i.e. government schools and some boarding schools belonging to church organisations located in rural areas. P3 and S3 are the remaining schools located in rural areas.

**Table 10: Number of schools by level, type and province**

Province	Primary				Secondary				Grand Total
	P1	P2	P3	Total	S1	S2	S3	Total	
Bulawayo	39	70	19	128	17	26	9	52	180
Harare	68	141	14	223	34	56	4	94	317
Manicaland	20	30	809	859	10	27	349	386	1245
Mashonaland Central	8	17	462	487	5	11	192	208	695
Mashonaland East	13	15	648	676	16	12	289	317	993
Mashonaland West	27	65	620	712	16	27	298	341	1053
Masvingo	8	23	824	855	12	19	303	334	1189
Matabeleland North	4	20	549	573	3	9	151	163	736
Matabeleland South	6	12	487	505	8	10	135	153	658
Midlands	18	67	702	787	17	33	276	326	1113
<b>Grand Total</b>	<b>211</b>	<b>460</b>	<b>5134</b>	<b>5805</b>	<b>138</b>	<b>230</b>	<b>2006</b>	<b>2374</b>	<b>8179</b>

Table 11 shows the percentage of schools categorized by capitation grant classes, provinces and level. Bulawayo and Harare show that most of the Primary and Secondary schools are in P1 and P2 and S1 and S2 compared to other 8 provinces. Matabeleland North Province has very few schools that belong to P1 and S1. 0.70% are P1 schools and 1.84% are S1 schools.

**Table 11: Percentage Distribution of Schools by Type**

Province	Primary				Secondary			
	P1	P2	P3	Total	S1	S2	S3	Total
Bulawayo	30.47%	54.69%	14.84%	100.00%	32.69%	50.00%	17.31%	100.00%
Harare	30.49%	63.23%	6.28%	100.00%	36.17%	59.57%	4.26%	100.00%
Manicaland	2.33%	3.49%	94.18%	100.00%	2.59%	6.99%	90.41%	100.00%
Mashonaland Central	1.64%	3.49%	94.87%	100.00%	2.40%	5.29%	92.31%	100.00%
Mashonaland East	1.92%	2.22%	95.86%	100.00%	5.05%	3.79%	91.17%	100.00%
Mashonaland West	3.79%	9.13%	87.08%	100.00%	4.69%	7.92%	87.39%	100.00%
Masvingo	0.94%	2.69%	96.37%	100.00%	3.59%	5.69%	90.72%	100.00%
Matabeleland North	0.70%	3.49%	95.81%	100.00%	1.84%	5.52%	92.64%	100.00%
Matabeleland South	1.19%	2.38%	96.44%	100.00%	5.23%	6.54%	88.24%	100.00%
Midlands	2.29%	8.51%	89.20%	100.00%	5.21%	10.12%	84.66%	100.00%
<b>Grand Total</b>	<b>3.63%</b>	<b>7.92%</b>	<b>88.44%</b>	<b>100.00%</b>	<b>5.81%</b>	<b>9.69%</b>	<b>84.50%</b>	<b>100.00%</b>

Table 12 shows the number of government and non-government schools by province and educational level. Government schools are those that are owned and managed by government. Non-government schools are those that are owned and run by private individuals or institutions (responsible authorities) but are controlled and partly supported by government hence they are sometimes referred to as 'aided' schools. Responsible authorities of non-government schools include churches, city councils, rural district councils, farms, government departments, mines, private companies, town boards and individuals. Government offers support to non-government schools in the form of infrastructural development, payment of teachers etc. Rural district councils own the majority of schools out of all the responsible authorities in Zimbabwe.

**Table 12: Number of Government and Non-Government Schools**

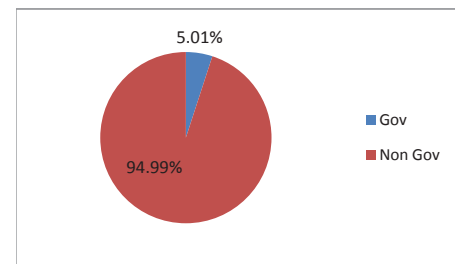
Province	Primary			Secondary			Grand Total
	Government	Non-Government	Total	Government	Non-Government	Total	
Bulawayo	60	68	128	33	19	52	180
Harare	113	110	223	58	36	94	317
Manicaland	19	840	859	19	367	386	1245
Mashonaland Central	4	483	487	11	197	208	695
Mashonaland East	9	667	676	14	303	317	993
Mashonaland West	28	684	712	18	323	341	1053
Masvingo	7	848	855	12	322	334	1189
Matabeleland North	11	562	573	11	152	163	736
Matabeleland South	8	497	505	10	143	153	658
Midlands	32	755	787	30	296	326	1113
Grand Total	291	5514	5805	216	2158	2374	8179

Table 13 shows the percentage distribution of government and non-government schools by level and province. The distribution is almost even in more urbanized provinces and gets skewed towards non-government in provinces that are largely rural. About 95% of primary schools and about 91% of secondary schools are non-government.

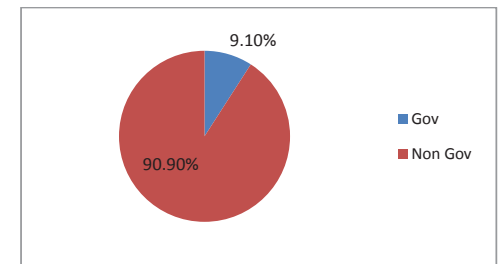
**Table 13: Distribution of government and non-government schools by level and province**

Province	Primary			Secondary		
	Government	Non-Government	Total	Government	Non-Government	Total
Bulawayo	46.88%	53.13%	100.00%	63.46%	36.54%	100.00%
Harare	50.67%	49.33%	100.00%	61.70%	38.30%	100.00%
Manicaland	2.21%	97.79%	100.00%	4.92%	95.08%	100.00%
Mashonaland Central	0.82%	99.18%	100.00%	5.29%	94.71%	100.00%
Mashonaland East	1.33%	98.67%	100.00%	4.42%	95.58%	100.00%
Mashonaland West	3.93%	96.07%	100.00%	5.28%	94.72%	100.00%
Masvingo	0.82%	99.18%	100.00%	3.59%	96.41%	100.00%
Matabeleland North	1.92%	98.08%	100.00%	6.75%	93.25%	100.00%
Matabeleland South	1.58%	98.42%	100.00%	6.54%	93.46%	100.00%
Midlands	4.07%	95.93%	100.00%	9.20%	90.80%	100.00%
<b>Grand Total</b>	<b>5.01%</b>	<b>94.99%</b>	<b>100.00%</b>	<b>9.10%</b>	<b>90.90%</b>	<b>100.00%</b>

**Primary Schools**



**Secondary Schools**

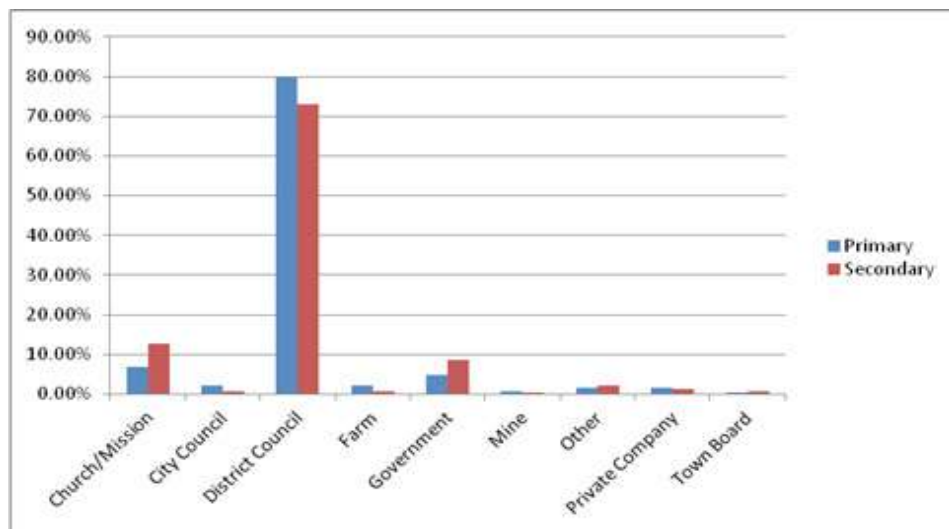


**Figure 7: Distribution of Primary and Secondary Government and Non-Government Schools**

Table 14 and figure 12 below show the distribution of schools by responsible authority of the school. Approximately, 80% and 73% of primary and secondary schools respectively are owned by district councils followed by church/missions owning 7% and 13%. Government is the third owning 5% and 9%. Government is the third owning 5% and 9%

**Table 14: Distribution of Schools by Responsible Authority**

Responsible Authority	Number of schools		Percentage of total		Grand Total
	Primary	Secondary	Primary	Secondary	
Church/Mission	401	305	6.91%	12.85%	706
City Council	119	15	2.05%	0.63%	134
District Council	4626	1732	79.69%	72.96%	6358
Farm	122	17	2.10%	0.72%	139
Government	283	204	4.88%	8.59%	487
Mine	39	8	0.67%	0.34%	47
Other	97	49	1.67%	2.06%	146
Private Company	99	30	1.71%	1.26%	129
Town Board	19	14	0.33%	0.59%	33
Grand Total	5805	2374	100.00%	100.00%	8179



**Figure 8: Distribution of Primary and Secondary Schools by Responsible Authority**

## Chapter 3: Enrolment and Access

### 3.1 ECD Enrolments

**Table 15: ECD Enrolment Trend by Sex**

	ECD			
	Male	Female	Total	% Female
2012	175443	177503	352946	50.3
2013	185557	188568	374125	50.4

**Table 16: ECD Enrolments by Grant Type and Sex**

Grant Class	ECD A			ECD B			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
P1	1467	1470	2937	4211	4355	8566	5678	5825	11503
P2	4134	4237	8371	15064	14835	29899	19198	19072	38270
P3	56536	58679	115215	104145	104992	209137	160681	163671	324352
Grand Total	62137	64386	126523	123420	124182	247602	185557	188568	374125

Table 16 shows that most pupils in ECD are enrolled in P3 schools.

**Table 17: ECD Enrolments by Registration Status and Sex**

Registration	ECD A			ECD B			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Registered	55630	57786	113416	110447	110697	221144	166077	168483	334560
Satellite	6507	6600	13107	12973	13485	26458	19480	20085	39565
Grand Total	62137	64386	126523	123420	124182	247602	185557	188568	374125

**Table 18: ECD Enrolments by Age and Sex**

age	ECD A			ECD B			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Below 3 years	1699	1833	3532	71	64	135	1770	1897	3667
3 years	12956	13914	26870	598	580	1178	13554	14494	28048
4 years	29227	30398	59625	8016	8485	16501	37243	38883	76126
5 years	14198	14380	28578	58499	60580	119079	72697	74960	147657
6 years	3550	3440	6990	48020	47045	95065	51570	50485	102055
7 years	417	351	768	6932	6316	13248	7349	6667	14016
8 years	78	61	139	1032	908	1940	1110	969	2079
9 years	7	5	12	174	129	303	181	134	315
10 years	1	0	1	52	62	114	53	62	115
11 years	3	1	4	17	8	25	20	9	29
12 years	0	0	0	4	5	9	4	5	9
Above 12	1	3	4	5	0	5	6	3	9
Grand Total	62137	64386	126523	123420	124182	247602	185557	188568	374125

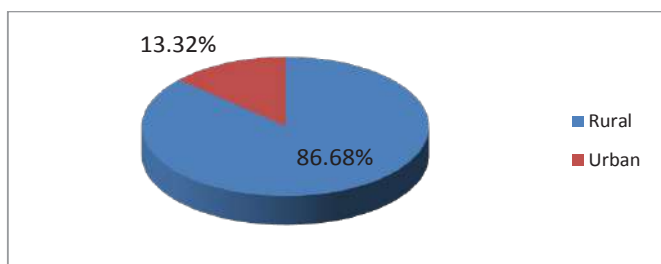
Table 18 shows the distribution of ECD pupils by age and sex. Most pupils in ECD A and ECD B are aged 4 and 5 years respectively. Manicaland Province has more pupils enrolled in ECD as compared to the other 9 provinces as shown in table 19.

**Table 19: ECD Enrolments by Province and Sex**

Province	ECD A			ECD B			Grand Total			% of total
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	739	737	1476	3526	3359	6885	4265	4096	8361	2.23%
Harare	1479	1564	3043	6766	6654	13420	8245	8218	16463	4.40%
Manicaland	12760	13315	26075	20796	21139	41935	33556	34454	68010	18.18%
Mashonaland Central	6462	6508	12970	12048	12279	24327	18510	18787	37297	9.97%
Mashonaland East	6721	7053	13774	13536	13743	27279	20257	20796	41053	10.97%
Mashonaland West	5154	5340	10494	13129	13675	26804	18283	19015	37298	9.97%
Masvingo	10030	10521	20551	19345	19328	38673	29375	29849	59224	15.83%
Matabeleland North	6289	6390	12679	9322	9086	18408	15611	15476	31087	8.31%
Matabeleland South	5517	5643	11160	8969	8808	17777	14486	14451	28937	7.73%
Midlands	6986	7315	14301	15983	16111	32094	22969	23426	46395	12.40%
<b>Grand Total</b>	<b>62137</b>	<b>64386</b>	<b>126523</b>	<b>123420</b>	<b>124182</b>	<b>247602</b>	<b>185557</b>	<b>188568</b>	<b>374125</b>	<b>100.00%</b>

**Table 20: ECD Enrolments by Location and Sex**

Location	ECD A			ECD B			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Rural	56530	58684	115214	104055	105030	209085	160585	163714	324299
Urban	5607	5702	11309	19365	19152	38517	24972	24854	49826
<b>Grand Total</b>	<b>62137</b>	<b>64386</b>	<b>126523</b>	<b>123420</b>	<b>124182</b>	<b>247602</b>	<b>185557</b>	<b>188568</b>	<b>374125</b>



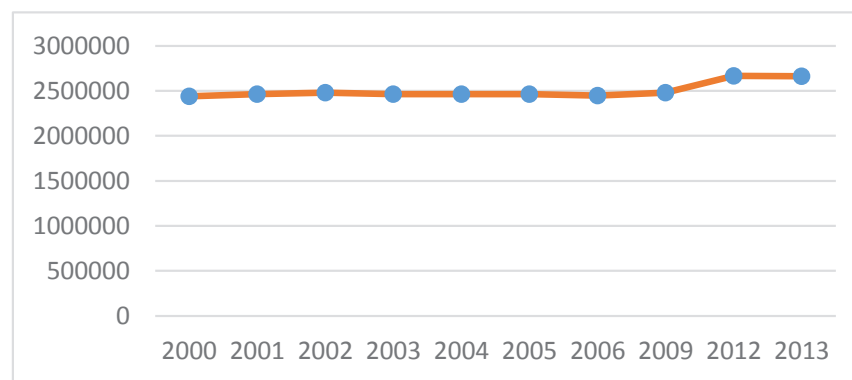
**Figure 9: Distribution of enrolments in ECD A and ECD B by location**

Figure 13 above shows that almost 87% of ECD pupils are enrolled in rural areas. This is mainly due to the fact that most of the population is in rural areas.

### 3.2 Primary Enrolments

**Table 21: Primary Enrolment 2000-2013**

Year	Total No.	% Female	% Change
2000	2439131	49.13	0.58
2001	2461683	49.14	0.92
2002	2480094	49.17	0.75
2003	2462829	49.31	-0.70
2004	2464682	49.48	0.08
2005	2461932	49.43	-0.11
2006	2445520	49.35	-0.67
2009	2478990	49.88	1.37
2012	2666451	49.56	7.56
2013	2663187	49.50	-0.12



**Figure 10: Primary Enrolment Trend**

Table 21 shows that primary enrolment was constant between 2000 and 2006 at approximately 2,450,000 pupils. However, between 2009 and 2013 primary enrolment has grown almost 8% to 2,663,187 pupils. The number of repeaters between 2012 and 2013 has decreased and may be the cause of the slight decrease in enrolment. Gender balance has remained constant, near parity, having almost equal numbers of boys and girls enrolled in the primary level.

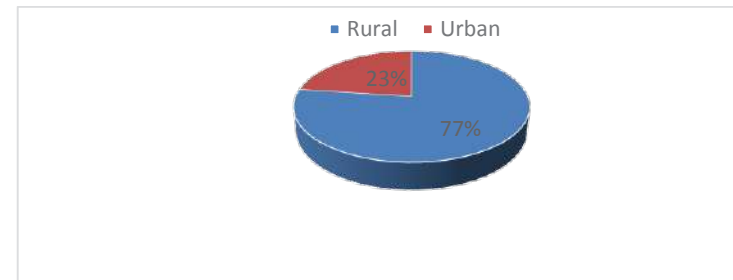
**Table 22: Primary enrolment by sex and grade**

Level	M	F	Total	% Female
Grade 1	214123	205409	419532	48.96%
Grade 2	203169	197437	400606	49.28%
Grade 3	199638	195531	395169	49.48%
Grade 4	190458	188666	379124	49.76%
Grade 5	184408	184902	369310	50.07%
Grade 6	176208	172870	349078	49.52%
Grade 7	159423	161143	320566	50.27%
Auth. Special	15879	11286	27165	41.55%
Res. Unit	1519	1118	2637	42.40%
Total	1344825	1318362	2663187	49.50%

**Table 23: Primary Enrolment by Location, Sex and Grade**

Grade	Rural			Urban			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Grade 1	168481	160599	329080	45642	44810	90452	214123	205409	419532
Grade 2	158287	152336	310623	44882	45101	89983	203169	197437	400606
Grade 3	155808	150632	306440	43830	44899	88729	199638	195531	395169
Grade 4	147843	145014	292857	42615	43652	86267	190458	188666	379124
Grade 5	143076	142153	285229	41332	42749	84081	184408	184902	369310
Grade 6	136074	131320	267394	40134	41550	81684	176208	172870	349078
Grade 7	120565	120457	241022	38858	40686	79544	159423	161143	320566
Res. Unit	824	572	1396	695	546	1241	1519	1118	2637
Auth Special	12147	8859	21006	3732	2427	6159	15879	11286	27165
Grand Total	1043105	1011942	2055047	301720	306420	608140	1344825	1318362	2663187

Distribution of enrolments by grade as shown in table 23 above shows almost equal enrolments between boys and girls except for the authorized special and resourced units where the majority enrolled are males.



**Figure 11: Primary urban rural enrolment**

Table 23 and Figure 11 above shows that 77% of primary pupils (2,055,047) are studying in rural schools. 23% of primary pupils (608,140) are studying in urban schools.

**Table 24: Primary Enrolment by Type, Sex and Grade**

Grade	P1			P2			P3			Grand Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Grade 1	9781	9831	19612	35081	34156	69237	169261	161422	330683	214123	205409	419532
Grade 2	9488	9955	19443	34421	34237	68658	159260	153245	312505	203169	197437	400606
Grade 3	9283	9741	19024	33955	34348	68303	156400	151442	307842	199638	195531	395169
Grade 4	8868	9614	18482	32933	33106	66039	148657	145946	294603	190458	188666	379124
Grade 5	8675	9372	18047	32055	32667	64722	143678	142863	286541	184408	184902	369310
Grade 6	8347	8807	17154	31387	32008	63395	136474	132055	268529	176208	172870	349078
Grade 7	8223	8734	16957	30082	31231	61313	121118	121178	242296	159423	161143	320566
Res. Unit	124	111	235	554	414	968	841	593	1434	1519	1118	2637
Auth Special	940	598	1538	2560	1670	4230	12379	9018	21397	15879	11286	27165
Grand Total	63729	66763	130492	233028	233837	466865	1048068	1017762	2065830	1344825	1318362	2663187

**Table 25: Primary Enrolment by School Registration Status, Sex and Grade**

Grade	Registered			Satellite			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Grade 1	191190	183160	374350	22933	22249	45182	214123	205409	419532
Grade 2	181801	176703	358504	21368	20734	42102	203169	197437	400606
Grade 3	178845	175513	354358	20793	20018	40811	199638	195531	395169
Grade 4	171140	169788	340928	19318	18878	38196	190458	188666	379124
Grade 5	167262	167962	335224	17146	16940	34086	184408	184902	369310
Grade 6	161114	158534	319648	15094	14336	29430	176208	172870	349078
Grade 7	147812	149863	297675	11611	11280	22891	159423	161143	320566
Res. Unit	1512	1118	2630	7	0	7	1519	1118	2637
Auth Special	15715	11166	26881	164	120	284	15879	11286	27165
Grand Total	1216391	1193807	2410198	128434	124555	252989	1344825	1318362	2663187

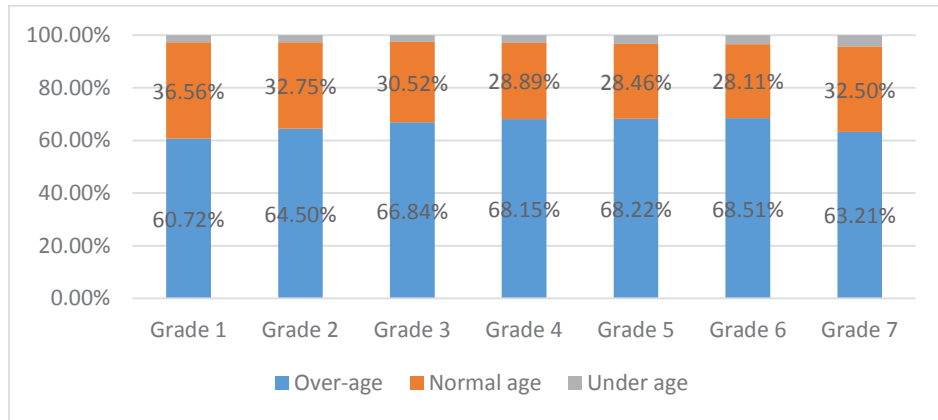
**Table 26: Primary Enrolment by School Classification, Sex and Grade**

Grade	Government			Non-Government			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Grade 1	22155	21757	43912	191968	183652	375620	214123	205409	419532
Grade 2	21780	22041	43821	181389	175396	356785	203169	197437	400606
Grade 3	21694	21832	43526	177944	173699	351643	199638	195531	395169
Grade 4	20780	21408	42188	169678	167258	336936	190458	188666	379124
Grade 5	20478	21402	41880	163930	163500	327430	184408	184902	369310
Grade 6	20263	20997	41260	155945	151873	307818	176208	172870	349078
Grade 7	19694	20762	40456	139729	140381	280110	159423	161143	320566
Res. Unit	382	303	685	1137	815	1952	1519	1118	2637
Auth Special	1707	1053	2760	14172	10233	24405	15879	11286	27165
Grand Total	148933	151555	300488	1195892	1166807	2362699	1344825	1318362	2663187

**Table 27: Primary Enrolment by Age and Grade**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Res. Unit	Auth Special	Grand Total
5 years	11423	0	0	0	0	0	0	7	8	11438
6 years	153373	11015	0	0	0	0	0	31	25	164444
7 years	180326	131201	10421	0	0	0	0	87	148	322183
8 years	56460	169311	120599	11210	145	0	0	173	838	358736
9 years	13111	63340	157762	109546	12148	0	0	224	3826	359957
10 years	3440	18714	70365	145812	105090	11810	0	349	6900	362480
11 years	883	4706	24714	72604	141182	98111	13759	401	6761	363121
12 years	323	1552	8124	27867	74696	135289	104168	416	4742	357177
Above 12	193	767	3184	12085	36049	103868	202639	948	3917	363650
Grand Total	419532	400606	395169	379124	369310	349078	320566	2636	27165	2663186

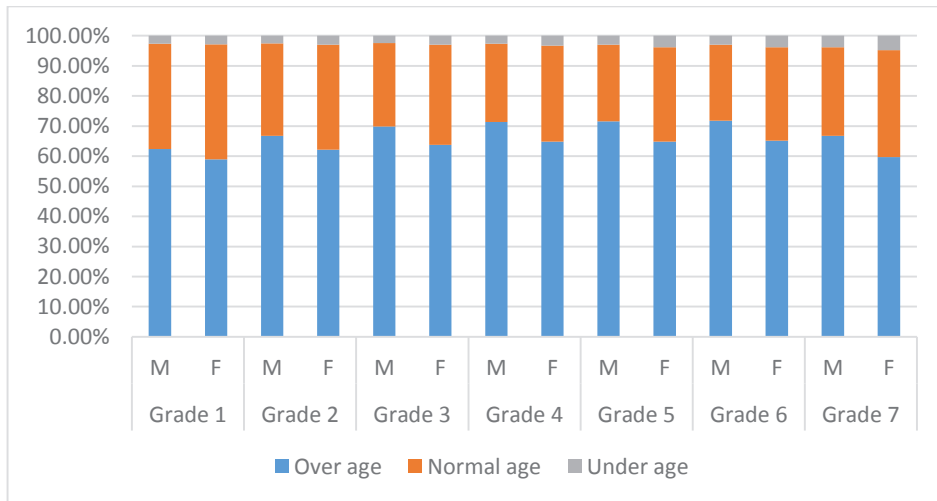
Table 27 above shows the distribution of primary school enrolments by grade and age. Each grade shows a significant number of over-aged enrolments. The figure below shows that over-age enrolments range between 61 and 69 percent across grades.



**Figure 12: Distribution of Enrolments by Grade**

**Table 28: Primary Enrolment by Age, Sex and Grade**

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Res. Unit	Auth Special	Grand Total
5 years	M	5524	0	0	0	0	0	0	5	4	5533
	F	5899	0	0	0	0	0	0	2	4	5905
6 years	M	74954	5101	0	0	0	0	0	17	12	80084
	F	78419	5914	0	0	0	0	0	14	13	84360
7 years	M	92783	62371	4727	0	0	0	0	47	84	160012
	F	87543	68830	5694	0	0	0	0	40	64	162171
8 years	M	30520	86070	55436	4959	71	0	0	88	459	177603
	F	25940	83241	65163	6251	74	0	0	85	379	181133
9 years	M	7489	34563	79194	49521	5267	0	0	125	2044	178203
	F	5622	28777	78568	60025	6881	0	0	99	1782	181754
10 years	M	2002	10731	38826	72336	47036	5253	0	207	3857	180248
	F	1438	7983	31539	73476	58054	6557	0	142	3043	182232
11 years	M	512	2832	14463	39491	69291	44455	6063	216	4007	181330
	F	371	1874	10251	33113	71891	53656	7696	185	2754	181791
12 years	M	215	1005	4898	16501	40680	66666	46962	240	2934	180101
	F	108	547	3226	11366	34016	68623	57206	176	1808	177076
Above 12	M	124	496	2094	7650	22063	59834	106398	573	2478	201710
	F	69	271	1090	4435	13986	44034	96241	375	1439	161940
Grand Total		419532	400606	395169	379124	369310	349078	320566	2636	27165	2663186



**Figure 13: Distribution of enrolments by Age, Grade and Sex**

The figure above shows the distribution of primary pupils by grade, age and sex. There are more over-aged male pupils than female across all grades.

**Table 29: Primary School Enrolment by Province and Grade**

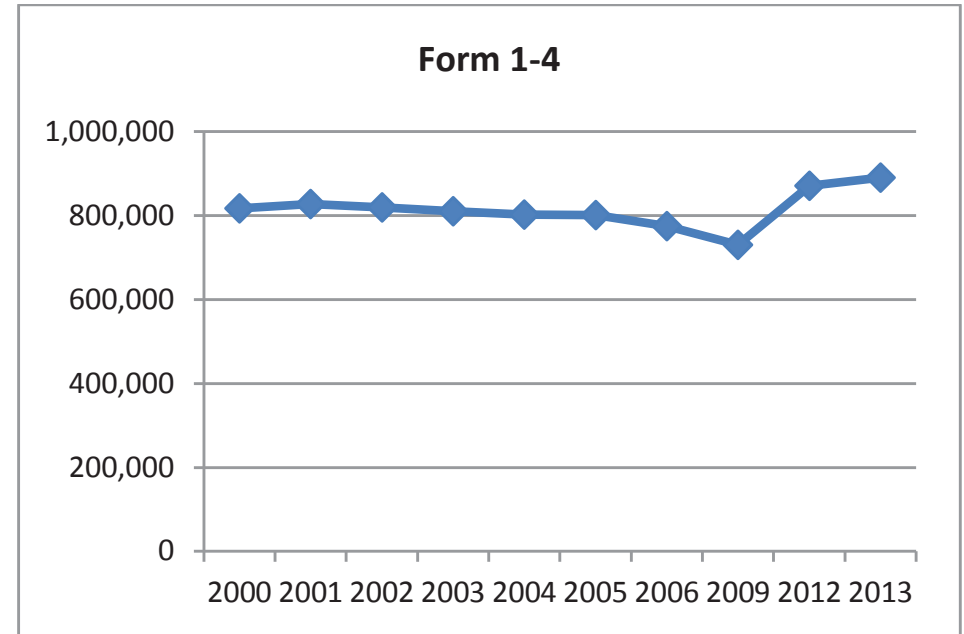
Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Res. Unit	Auth Special	Grand Total	% of total
Bulawayo	15728	15287	15195	14604	14628	14705	14219	180	1562	106108	3.98%
Harare	37216	37669	37613	36536	35356	34522	33946	353	1424	254635	9.56%
Manicaland	68874	63893	61666	59053	57799	52451	47806	579	3421	415542	15.60%
Mashonaland Central	38426	38991	37857	36578	34378	32621	27855	190	2891	249787	9.38%
Mashonaland East	44927	42619	41521	40559	40089	39733	37902	300	1400	289050	10.85%
Mashonaland West	49029	46856	47523	46198	44147	41511	38228	266	3294	317052	11.90%
Masvingo	59922	54105	53266	49188	46649	42490	38683	280	5183	349766	13.13%
Matabeleland North	27223	26713	26085	25469	25356	23023	21191	123	2859	178042	6.69%
Matabeleland South	22381	21228	21231	20329	20829	20405	19717	160	1818	148098	5.56%
Midlands	55806	53245	53212	50610	50079	47617	41019	206	3313	355107	13.33%
<b>Grand Total</b>	<b>419532</b>	<b>400606</b>	<b>395169</b>	<b>379124</b>	<b>369310</b>	<b>349078</b>	<b>320566</b>	<b>2637</b>	<b>27165</b>	<b>2663187</b>	<b>100.00%</b>

### 3.3 Secondary School Enrolments

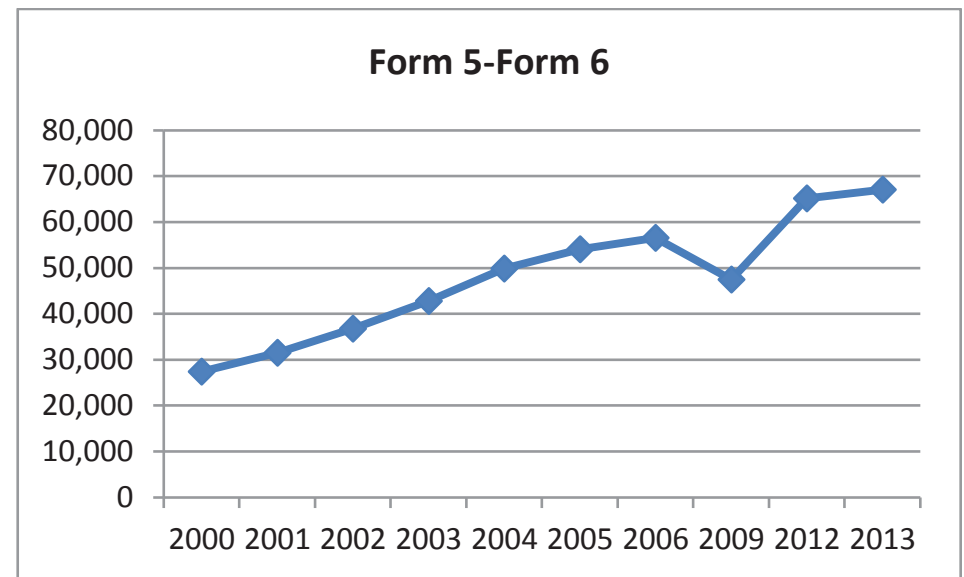
**Table 30: Secondary Enrolment 2000-2013**

Year	Form 1-Form 4			Form 5-Form 6			Form 1- Form 6		
	Total, No.	% Female	% change	Total, No.	% Female	% Change	Total, No.	Female	% change
2000	817830	47.0	1.06	27398	41.5	53.3	845228	46.8	2.2
2001	828002	47.2	1.24	31505	42.3	15.0	859507	47.0	1.7
2002	819130	47.3	-1.07	36771	40.3	16.7	855901	47.0	-0.4
2003	810018	47.9	-1.11	42757	41.2	16.3	852775	47.6	-0.4
2004	802341	48.1	-0.95	49856	39.9	16.6	852197	47.6	-0.1
2005	801700	48.7	-0.08	54067	39.5	8.4	855767	48.1	0.4
2006	774922	48.8	-3.34	56566	38.1	4.6	831488	48.1	-2.8
2009	730766	49.9	-5.70	47469	41.9	-16.1	778235	49.4	-6.4
2012	871557	49.7	19.27	65177	44.1	37.3	936734	49.3	20.4
2013	890383	50.0	2.16	67078	44.4	2.9	957461	49.6	2.2

Secondary enrolment underwent a gradual decline from 828,002 students in 2001 to only 730,776 pupils in 2009. However, since 2009 secondary enrolments have grown over 20% to 890,383 in 2013. A closer look at the data indicates a positive trend for form 1 to form 6 with a 6.4% decline in 2009 but over a 22% recovery to 2013. Another positive trend has been the growth in female student participation in secondary education. Enrolment Gender Parity has grown to almost 50% representation throughout secondary education except for lower and upper six which was less than 45%. Though the trend in figure 5 is showing an increase in gender parity in form 5 and form 6 with 4% from 2009 to 2012 and remained at around 44% in 2013.



**Figure 14: Secondary Forms 1-4 Enrolment Trends**



**Figure 15: Secondary Forms 5-6 Enrolment Trends**

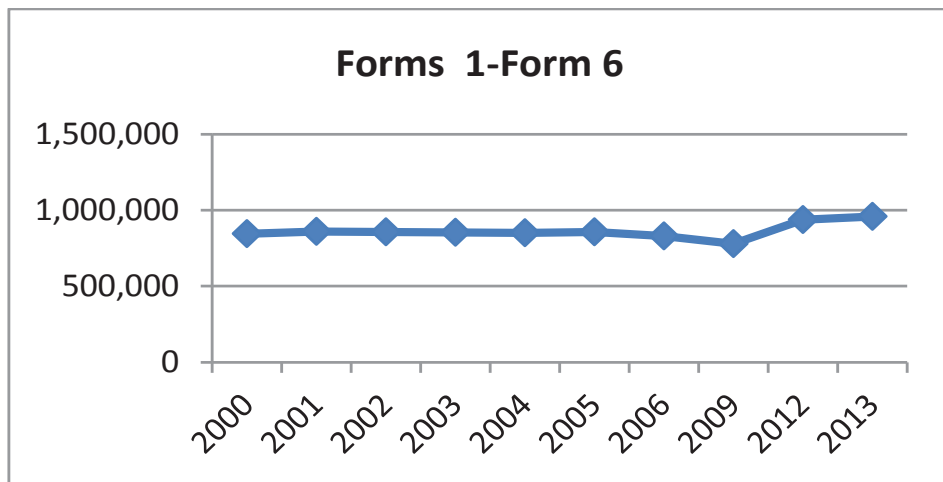


Figure 16: Secondary Enrolment Trend Forms 1-6

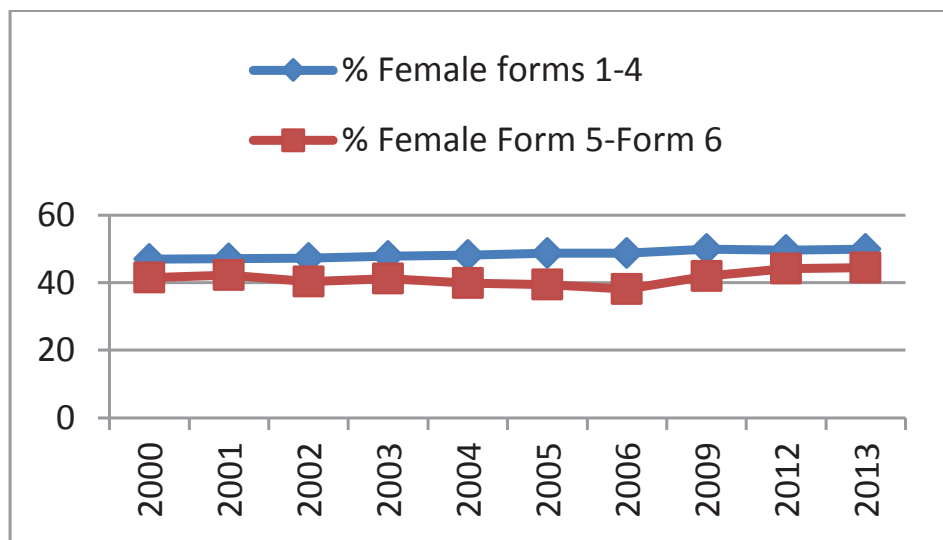


Figure 17: Percentage Female Forms 1-6

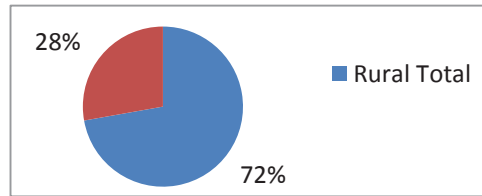
Table 31: Secondary Enrolment by Sex and Form

Grade	Male	Female	Total	% female
Form 1	117958	124256	242214	51.30%
Form 2	110038	113564	223602	50.79%
Form 3	114436	112748	227184	49.63%
Form 4	102415	93845	196260	47.82%
Auth Special	448	350	798	43.86%
Res. Unit	190	135	325	41.54%
Lower 6	18854	14845	33699	44.05%
Upper 6	18464	14915	33379	44.68%
Grand Total	482803	474658	957461	49.57%

As indicated in the tables above, 0.957 million children are enrolled in Secondary Education in 2,374 schools. Enrolments are very high in form 1 and tend to drop as pupils move to the next level. There is a gradual loss of pupils as illustrated in the table above with a small participation in the final years of lower and upper 6.

Table 32: Secondary Enrolment by School Location, Sex and Form

Form	Rural			Urban			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Form 1	89096	92234	181330	28862	32022	60884	117958	124256	242214
Form 2	81935	83066	165001	28103	30498	58601	110038	113564	223602
Form 3	85445	81200	166645	28991	31548	60539	114436	112748	227184
Form 4	74627	65416	140043	27788	28429	56217	102415	93845	196260
Lower 6	11175	8164	19339	7679	6681	14360	18854	14845	33699
Upper 6	10774	7966	18740	7690	6949	14639	18464	14915	33379
Res. Unit	73	66	139	117	69	186	190	135	325
Auth Special	78	71	149	370	279	649	448	350	798
Grand Total	353203	338183	691386	129600	136475	266,075	482803	474658	957461



72% of secondary pupils (691,386) are studying in rural schools while 28% (266,075) are studying in urban schools.

**Figure 18: Secondary urban rural enrolment**

**Table 33: Secondary Enrolment by Type, Sex and Form**

Form	S1			S2			S3			Grand Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Form 1	10390	10888	21278	23953	27457	51410	83615	85911	169526	117958	124256	242214
Form 2	9939	10568	20507	23464	26277	49741	76635	76719	153354	110038	113564	223602
Form 3	9974	10589	20563	24263	26745	51008	80199	75414	155613	114436	112748	227184
Form 4	9535	9735	19270	23001	23889	46890	69879	60221	130100	102415	93845	196260
Lower 6	4198	4093	8291	5924	5169	11093	8732	5583	14315	18854	14845	33699
Upper 6	4406	4218	8624	5717	5211	10928	8341	5486	13827	18464	14915	33379
Res. Unit	65	50	115	73	31	104	52	54	106	190	135	325
Auth Special	127	81	208	239	195	434	82	74	156	448	350	798
<b>Grand Total</b>	<b>48634</b>	<b>50222</b>	<b>98856</b>	<b>106634</b>	<b>114974</b>	<b>221608</b>	<b>327535</b>	<b>309462</b>	<b>636997</b>	<b>482803</b>	<b>474658</b>	<b>957461</b>

**Table 34: Secondary Enrolment by School Registration Status, Sex and Form**

Form	Registered			Satellite			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Form 1	99380	105420	204800	18578	18836	37414	117958	124256	242214
Form 2	94473	98418	192891	15565	15146	30711	110038	113564	223602
Form 3	99949	100137	200086	14487	12611	27098	114436	112748	227184
Form 4	91161	84954	176115	11254	8891	20145	102415	93845	196260
Lower 6	18797	14805	33602	57	40	97	18854	14845	33699
Upper 6	18415	14881	33296	49	34	83	18464	14915	33379
Res. Unit	190	135	325	0	0	0	190	135	325
Auth Special	444	349	793	4	1	5	448	350	798
<b>Grand Total</b>	<b>422809</b>	<b>419099</b>	<b>841908</b>	<b>59994</b>	<b>55559</b>	<b>115553</b>	<b>482803</b>	<b>474658</b>	<b>957461</b>

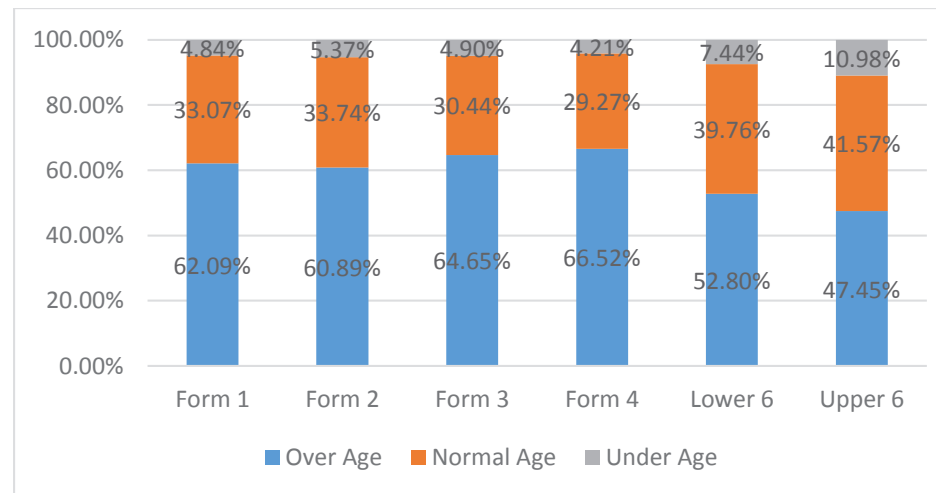
**Table 35: Secondary Enrolment by School Classification, Sex and Form**

Form	Government			Non-Government			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
Form 1	24512	26248	50760	93446	98008	191454	117958	124256	242214
Form 2	23787	25090	48877	86251	88474	174725	110038	113564	223602
Form 3	24566	25614	50180	89870	87134	177004	114436	112748	227184
Form 4	23041	22756	45797	79374	71089	150463	102415	93845	196260
Lower 6	6183	4771	10954	12671	10074	22745	18854	14845	33699
Upper 6	6213	5063	11276	12251	9852	22103	18464	14915	33379
Res. Unit	15	14	29	175	121	296	190	135	325
Auth Special	237	151	388	211	199	410	448	350	798
Grand Total	108554	109707	218261	374249	364951	739200	482803	474658	957461

**Table 36: Secondary Enrolment by Age and Form**

	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Res. Unit	Auth Special	Grand Total
Below 13	11735	0	0	0	0	0	0	11	11746
13 years	80091	12002	0	0	0	0	23	120	92236
14 years	86872	75446	11136	0	0	0	40	195	173689
15 years	43002	79239	69164	8262	0	0	87	174	199928
16 years	15312	39934	76321	57442	2508	0	70	110	191697
17 years	3821	12740	44232	67631	13399	3664	35	98	145620
18 years	989	3173	18384	40088	10626	13876	32	34	87202
above 18	392	1068	7947	22837	7166	15839	38	56	55343
Grand Total	242214	223602	227184	196260	33699	33379	325	798	957461

Table 36 above shows the distribution of secondary school enrolments by form and age. Each form shows a significant number of over-aged enrolments. The figure below shows that over-age enrolments range between 47 and 67 percent across forms.

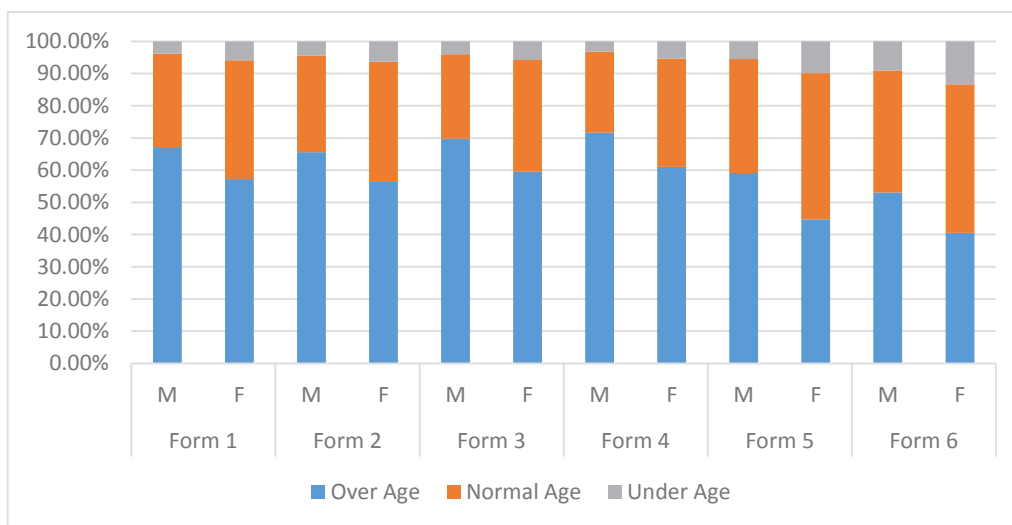


**Figure 19: Distribution of Enrolments by Form**



**Table 37: Secondary Enrolment by Age, Sex and Form**

		Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Res. Unit	Auth Special	Grand Total
Below 13	M	4445	0	0	0	0	0	0	8	4453
	F	7290	0	0	0	0	0	0	3	7293
13 years	M	34261	4843	0	0	0	0	11	64	39179
	F	45830	7159	0	0	0	0	12	56	53057
14 years	M	42005	33033	4637	0	0	0	19	112	79806
	F	44867	42413	6499	0	0	0	21	83	93883
15 years	M	23698	38542	30003	3243	0	0	45	94	95625
	F	19304	40697	39161	5019	0	0	42	80	104303
16 years	M	9662	22267	37809	25824	1043	0	44	57	96706
	F	5650	17667	38512	31618	1465	0	26	53	94991
17 years	M	2796	8244	25086	34848	6656	1677	25	56	79388
	F	1025	4496	19146	32783	6743	1987	10	42	66232
18 years	M	783	2299	11540	23323	6216	6997	20	23	51201
	F	206	874	6844	16765	4410	6879	12	11	36001
above 18	M	308	810	5361	15177	4939	9790	26	34	36445
	F	84	258	2586	7660	2227	6049	12	22	18898
Grand Total		242214	223602	227184	196260	33699	33379	325	798	957461



The figure to the left shows the distribution of secondary pupils by form, age and sex. There are more over-aged male pupils than female across all grades.

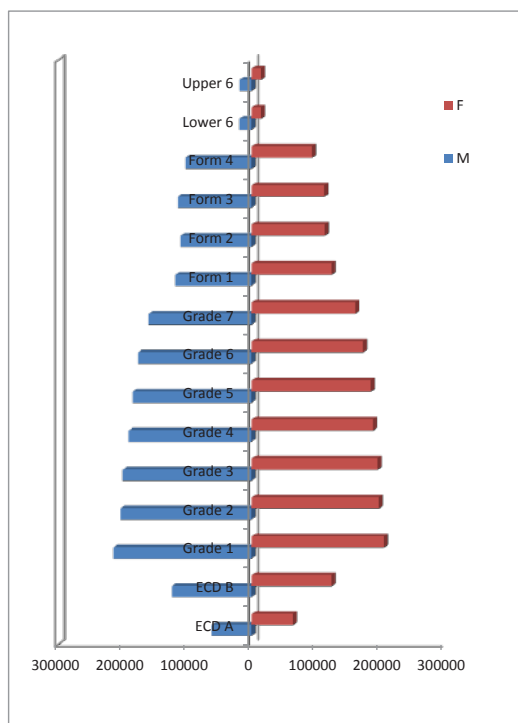
**Figure 20: Distribution of Enrolments by Age, Form and Sex**

**Table 38: Secondary School Enrolments by Province and Form**

Province	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Res. Unit	Auth Special	Grand Total	% of total
Bulawayo	12137	11682	11808	10929	2685	2651	0	78	51970	5.43%
Harare	22473	21326	21867	20174	4827	4856	88	380	95991	10.03%
Manicaland	37549	34978	35160	30820	5327	5184	66	234	149318	15.60%
Mashonaland Central	20026	18011	17687	15150	1891	1859	0	0	74624	7.79%
Mashonaland East	29518	27508	27937	25519	3528	3441	18	0	117469	12.27%
Mashonaland West	28628	27114	26441	22757	3206	3153	95	19	111413	11.64%
Masvingo	31232	28967	31185	26482	5109	5135	9	22	128141	13.38%
Matabeleland North	14437	12657	12033	9571	1165	1038	4	60	50965	5.32%
Matabeleland South	14033	12487	12393	9981	1856	1713	22	0	52485	5.48%
Midlands	32181	28872	30673	24877	4105	4349	23	5	125085	13.06%
<b>Grand Total</b>	<b>242214</b>	<b>223602</b>	<b>227184</b>	<b>196260</b>	<b>33699</b>	<b>33379</b>	<b>325</b>	<b>798</b>	<b>957461</b>	<b>100.00%</b>

**Table 39: Total Enrolment ECD, Primary and Secondary by Grade and Sex**

	M	F	Grand Total	% Female
ECD A	62137	64386	126523	50.89%
ECD B	123420	124182	247602	50.15%
Grade 1	214123	205409	419532	48.96%
Grade 2	203169	197437	400606	49.28%
Grade 3	199638	195531	395169	49.48%
Grade 4	190458	188666	379124	49.76%
Grade 5	184408	184902	369310	50.07%
Grade 6	176208	172870	349078	49.52%
Grade 7	159423	161143	320566	50.27%
Form 1	117958	124256	242214	51.30%
Form 2	110038	113564	223602	50.79%
Form 3	114436	112748	227184	49.63%
Form 4	102415	93845	196260	47.82%
Lower 6	18854	14845	33699	44.05%
Upper 6	18464	14915	33379	44.68%
Res. Unit	1709	1253	2962	42.30%
Auth Special	16327	11636	27963	41.61%
<b>Grand Total</b>	<b>2013185</b>	<b>1981588</b>	<b>3994773</b>	<b>49.60%</b>



**Figure 21: Distribution of enrolments by Grade and Form**

As indicated in the table above, 3.994 million children are presently enrolled within the primary and secondary education system which constitutes ECD A and ECD B (Preprimary), Primary (Grades 1-7), Lower Secondary (Forms 1-4) and Upper Secondary (Lower 6 and Upper 6). A total of 3.037 million children are enrolled in 5 805 primary education schools and these children include those enrolled in ECD. However, 0.957 million children are enrolled in secondary Education, in 2,374 schools.

### 3.4 New Entrants into Grade 1

**Table 40: New Entrants by Province, Sex and Enrolment**

Province	With Pre School Background			Without Pre School Background			Grand Total		
	M	F	T	M	F	T	M	F	T
Bulawayo	5647	5814	11461	2058	1972	4030	7705	7786	15491
Harare	12103	11865	23968	6518	6443	12961	18621	18308	36929
Manicaland	30059	28743	58802	4709	4237	8946	34768	32980	67748
Mashonaland Central	17101	16468	33569	1802	1731	3533	18903	18199	37102
Mashonaland East	20381	19679	40060	1522	1477	2999	21903	21156	43059
Mashonaland West	19826	19488	39314	3516	3178	6694	23342	22666	46008
Masvingo	24287	23346	47633	5487	5022	10509	29774	28368	58142
Matabeleland North	11338	11191	22529	1767	1565	3332	13105	12756	25861
Matabeleland South	10628	10359	20987	437	375	812	11065	10734	21799
Midlands	23899	23312	47211	3150	2705	5855	27049	26017	53066
<b>Grand Total</b>	<b>175269</b>	<b>170265</b>	<b>345534</b>	<b>30966</b>	<b>28705</b>	<b>59671</b>	<b>206235</b>	<b>198970</b>	<b>405205</b>

**Table 41: Percentage of New Entrants by Province, Level and GPI**

Province	With Pre School Background				Without Pre School Background			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	73.29%	74.67%	73.98%	1.02	26.71%	25.33%	26.02%	0.95
Harare	65.00%	64.81%	64.90%	1.00	35.00%	35.19%	35.10%	1.01
Manicaland	86.46%	87.15%	86.80%	1.01	13.54%	12.85%	13.20%	0.95
Mashonaland Central	90.47%	90.49%	90.48%	1.00	9.53%	9.51%	9.52%	1.00
Mashonaland East	93.05%	93.02%	93.04%	1.00	6.95%	6.98%	6.96%	1.00
Mashonaland West	84.94%	85.98%	85.45%	1.01	15.06%	14.02%	14.55%	0.93
Masvingo	81.57%	82.30%	81.93%	1.01	18.43%	17.70%	18.07%	0.96
Matabeleland North	86.52%	87.73%	87.12%	1.01	13.48%	12.27%	12.88%	0.91
Matabeleland South	96.05%	96.51%	96.28%	1.00	3.95%	3.49%	3.72%	0.88
Midlands	88.35%	89.60%	88.97%	1.01	11.65%	10.40%	11.03%	0.89
<b>Grand Total</b>	<b>84.99%</b>	<b>85.57%</b>	<b>85.27%</b>	<b>1.01</b>	<b>15.01%</b>	<b>14.43%</b>	<b>14.73%</b>	<b>0.96</b>

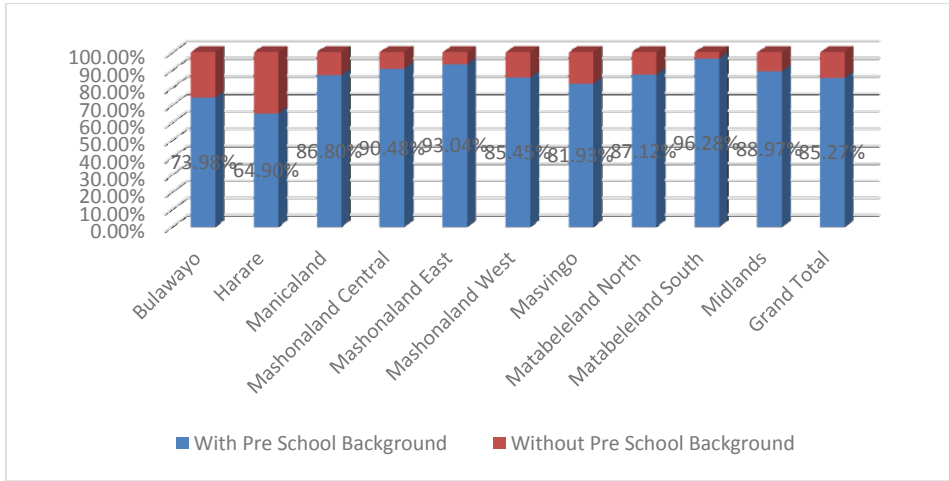


Figure 22: Distribution of New Entrants into Grade 1 by Pre School Background

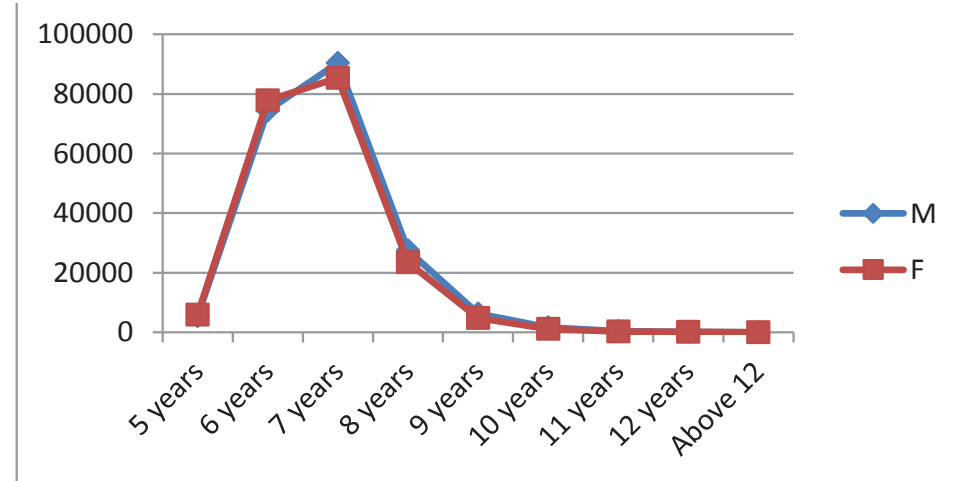


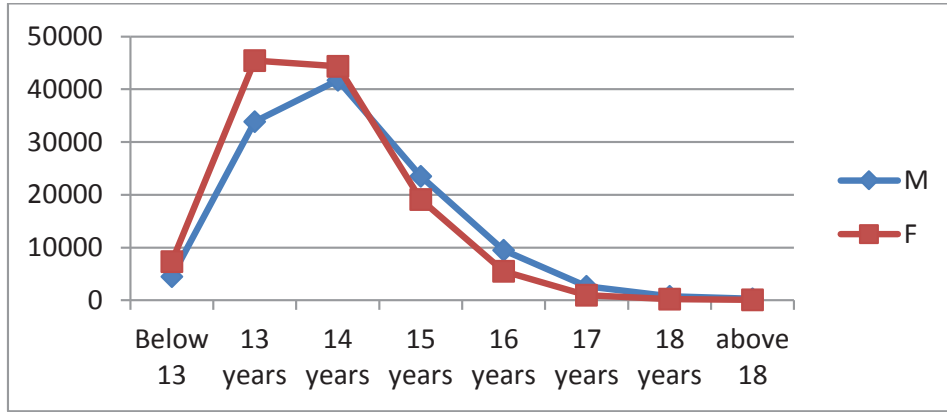
Figure 23: New Entrants into Grade 1 by Age and Sex

Table 42: New Entrants into Grade 1 by Age and Sex

Age	M	F	Grand Total	% female	% total
5 years	5406	5986	11392	52.55%	2.81%
6 years	74439	77848	152287	51.12%	37.58%
7 years	90315	85284	175599	48.57%	43.34%
8 years	27448	23433	50881	46.05%	12.56%
9 years	6273	4794	11067	43.32%	2.73%
10 years	1661	1188	2849	41.70%	0.70%
11 years	420	294	714	41.18%	0.18%
12 years	220	115	335	34.33%	0.08%
Above 12	53	28	81	34.57%	0.02%
<b>Total</b>	<b>206235</b>	<b>198970</b>	<b>405205</b>	<b>49.10%</b>	<b>100.00%</b>

Table 43: New Entrants into Form 1 by Age and Sex

	M	F	Grand Total	% female	% total
Below 13	4519	7348	11867	61.92%	4.95%
13 years	33837	45413	79250	57.30%	33.06%
14 years	41699	44378	86077	51.56%	35.91%
15 years	23535	19087	42622	44.78%	17.78%
16 years	9474	5508	14982	36.76%	6.25%
17 years	2666	947	3613	26.21%	1.51%
18 years	742	201	943	21.31%	0.39%
above 18	278	77	355	21.69%	0.15%
<b>Total</b>	<b>116750</b>	<b>122959</b>	<b>239709</b>	<b>51.30%</b>	<b>100.00%</b>

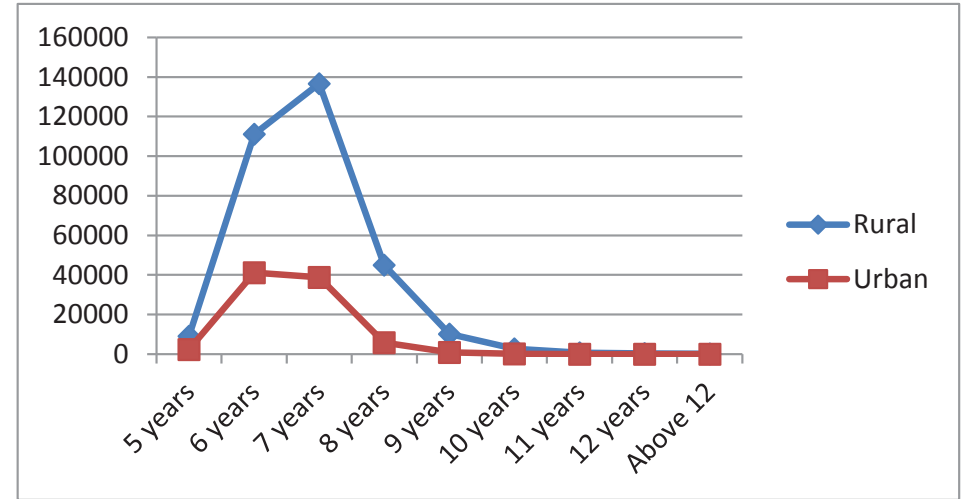


**Figure 24: New Entrants into Form 1 by Age and Sex**

The official entry age into form 1 is 13 years. Figure 24 above shows that most of the pupils entering form 1 for the first time are aged 14 years. More females than males enter form 1 at the right age. Most male students enter form 1 at the age of 14. The majority of females are entering at the age of 13 and 14 years. However, the majority of new entrants into form 1 are between 13 and 15 years old.

**Table 44: New Entrants by Age, Location and Sex**

	Rural			Urban			Grand Total
	M	F	Total	M	F	Total	
5 years	4349	4759	9108	1057	1227	2284	11392
6 years	54388	56813	111201	20051	21035	41086	152287
7 years	70281	66442	136723	20034	18842	38876	175599
8 years	24271	20734	45005	3177	2699	5876	50881
9 years	5758	4427	10185	515	367	882	11067
10 years	1555	1114	2669	106	74	180	2849
11 years	377	272	649	43	22	65	714
12 years	191	102	293	29	13	42	335
Above 12	48	24	72	5	4	9	81
<b>Total</b>	<b>161218</b>	<b>154687</b>	<b>315905</b>	<b>45017</b>	<b>44283</b>	<b>89300</b>	<b>405205</b>

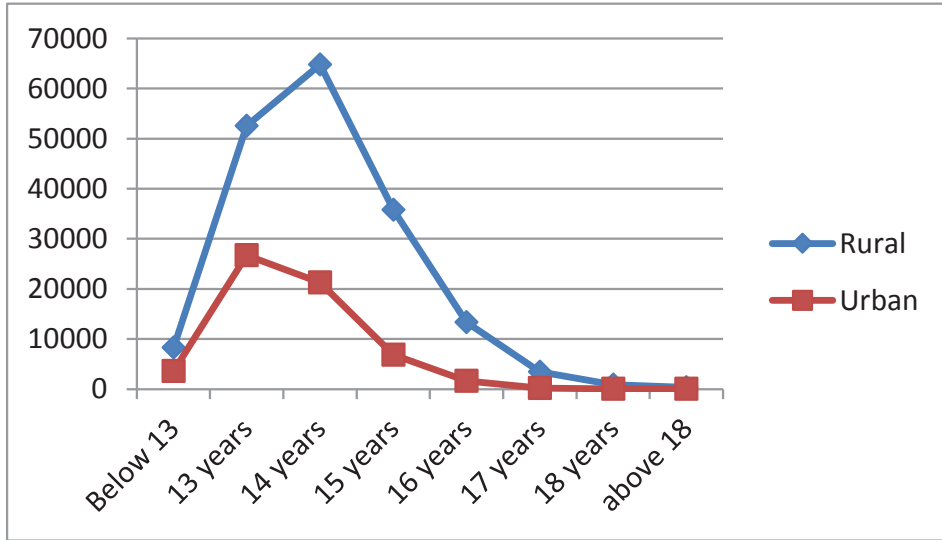


**Figure 25: New Entrants by age, location and sex**

Figure 25 above shows that the majority of new entrants into Grade 1 in rural areas are aged seven years. To the contrary, the majority of new entrants into Grade 1 in urban areas are aged six years.

**Table 45: New Entrants by Age, Location and Sex**

	Rural			Urban			Grand Total
	M	F	Total	M	F	Total	
Below 13	3077	5162	8239	1442	2186	3628	11867
13 years	22231	30300	52531	11606	15113	26719	79250
14 years	31057	33757	64814	10642	10621	21263	86077
15 years	19716	16031	35747	3819	3056	6875	42622
16 years	8524	4826	13350	950	682	1632	14982
17 years	2529	881	3410	137	66	203	3613
18 years	709	183	892	33	18	51	943
above 18	266	71	337	12	6	18	355
<b>Total</b>	<b>88109</b>	<b>91211</b>	<b>179320</b>	<b>28641</b>	<b>31748</b>	<b>60389</b>	<b>239709</b>



**Figure 26: Distribution of Secondary School New Entrants by Age and Location**

Figure 26 above shows that more new entrants in form 1 in rural areas are aged 14 years. However, there is also a reasonable number at the age of 13 years entering form 1 for the first time. In urban areas the majority of students entering form 1 for the first time are concentrated between the ages of 13 and 14 years old.

## Chapter 4: Access and Participation Rates

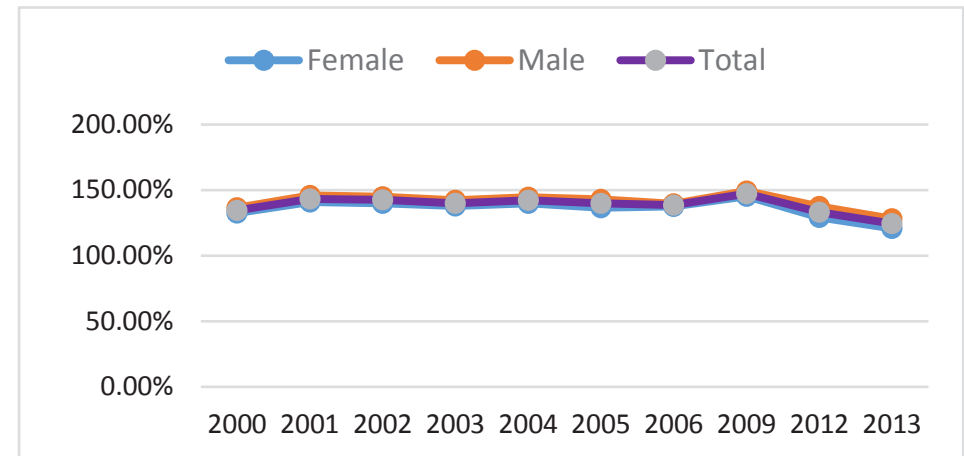
### 4.1 Primary Apparent and Net Intake Rates

Primary Apparent Intake Rate (AIR) and Net Intake Rate (NIR) showed in table 46 below show the trend over a period of 13 years. For the past 13 years of data, the AIR has consistently been high, only recently dropping to below 125%. Such a high intake rate over a sustained period may be due to the use of out-of-date population data. The low Net Intake Rate of close to 50% indicates that only approximately half of the children aged 6 years old throughout Zimbabwe are being taught in grade 1 for the first time. Both AIR and NIR have dropped in recent years by approximately the same amount. This suggests that fewer children are enrolling in Grade 1 overall, which may be appropriate given the recent trends in very high AIRs. However, the recent trend to normalise AIR is encouraging.

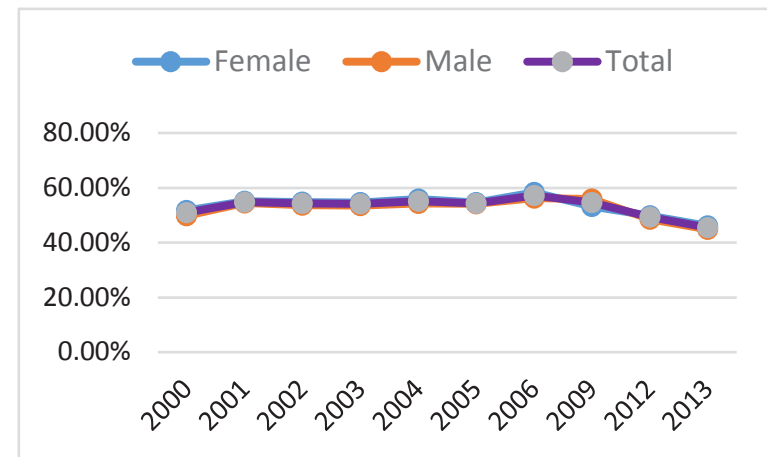
The primary net intake rate shows that the rate remained constant at around 54% between 2000 and 2009 however has undergone a sharp drop between 2009 and 2013 as a result of more pupils entering the system who are not of the correct age for primary Grade 1. Presently only 45.5% of children are entering primary level at the correct age of six.

**Table 46: Apparent and Net Intake Rates Trends for Primary**

year	Apparent Intake Rate (AIR)				Net Intake Rate (NIR)			
	Female	Male	Total	GPI AIR	Female	Male	Total	GPI NIR
2000	132.7%	136.5%	134.6%	0.97	51.8%	49.9%	50.9%	1.04
2001	140.8%	146.0%	143.4%	0.96	55.2%	54.5%	54.8%	1.01
2002	140.1%	144.9%	142.5%	0.97	54.8%	53.7%	54.3%	1.02
2003	137.8%	142.3%	140.1%	0.97	54.7%	53.5%	54.1%	1.02
2004	139.8%	144.8%	142.3%	0.96	55.9%	54.4%	55.2%	1.03
2005	136.6%	143.0%	139.8%	0.96	54.6%	54.1%	54.4%	1.01
2006	137.7%	139.7%	138.7%	0.99	58.4%	56.2%	57.3%	1.04
2009	145.4%	149.2%	147.3%	0.97	53.2%	55.9%	54.6%	0.95
2012	129.2%	137.5%	133.3%	0.94	49.9%	48.6%	49.3%	1.03
2013	120.7%	128.3%	124.5%	0.94	46.1%	44.9%	45.5%	1.03



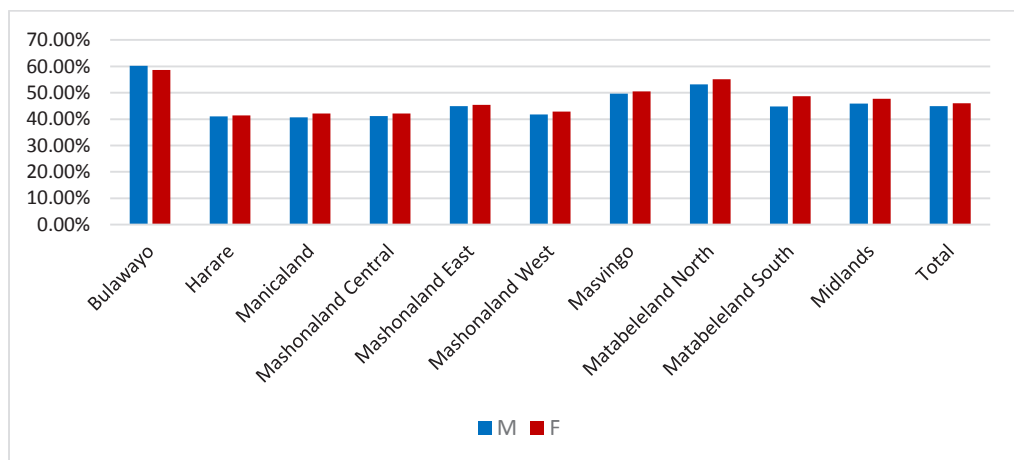
**Figure 27: Primary Apparent Intake Rate (AIR)**



**Figure 28: Primary Net Intake Rate (NIR)**

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

Province	New Entrants Aged 6			Population Aged 6			Net Intake rates			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	3938	4118	8056	6538	7018	13556	60.23%	58.67%	59.43%	0.97
Harare	8967	9369	18336	21874	22648	44522	40.99%	41.37%	41.18%	1.01
Manicaland	9691	10248	19939	23856	24360	48216	40.62%	42.07%	41.35%	1.04
Mashonaland Central	6373	6551	12924	15495	15557	31052	41.13%	42.11%	41.62%	1.02
Mashonaland East	7807	7958	15765	17396	17544	34940	44.88%	45.36%	45.12%	1.01
Mashonaland West	7765	8126	15891	18600	18976	37577	41.75%	42.82%	42.29%	1.03
Masvingo	10396	10851	21247	20936	21508	42444	49.66%	50.45%	50.06%	1.02
Matabeleland North	5571	5803	11374	10469	10521	20990	53.21%	55.15%	54.19%	1.04
Matabeleland South	4220	4528	8748	9410	9295	18706	44.84%	48.71%	46.77%	1.09
Midlands	9711	10296	20007	21176	21597	42773	45.86%	47.67%	46.77%	1.04
<b>Total</b>	<b>74439</b>	<b>77848</b>	<b>152287</b>	<b>165750</b>	<b>169026</b>	<b>334776</b>	<b>44.91%</b>	<b>46.06%</b>	<b>45.49%</b>	<b>1.03</b>



**Figure 29: Primary School Net Intake Rates by Province**

Table 47 and Figure 29 above show Primary Net Intake Rates by Province. Bulawayo, Matabeleland North and Masvingo are the only provinces that are recording a higher percentage on the proportion of girls entering Grade 1 at the right age than other provinces. The Net Intake Rates of most Provinces is at around 45%.

In table 48 below, Harare province recorded the least Apparent Intake Rate. Generally, there are more entrance into grade 1 as compared to the actual population that is supposed to be in grade 1.

**Table 48: Primary Apparent Intake Rates By Province**

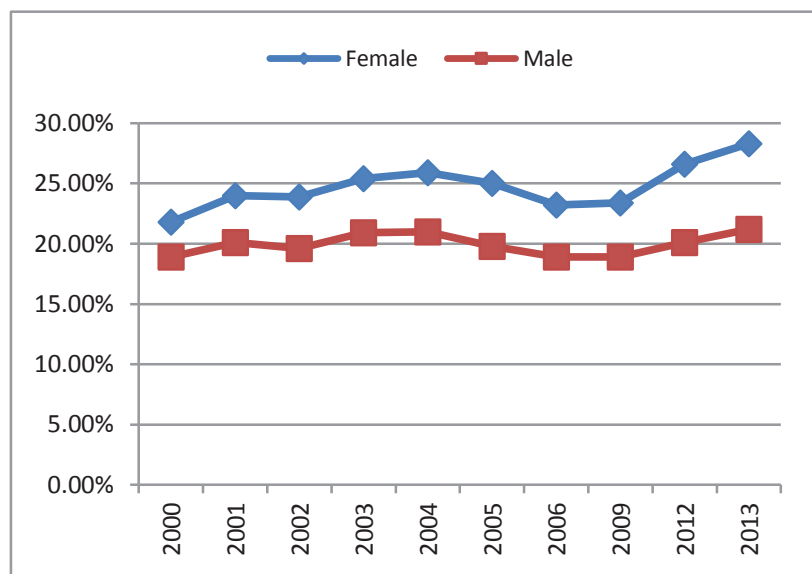
Province	New Entrants into Grade 1			Population Aged 6			Apparent Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	7705	7786	15491	6538	7018	13556	117.85%	110.94%	114.27%	0.94
Harare	18621	18308	36929	21874	22648	44522	85.13%	80.84%	82.94%	0.95
Manicaland	34768	32980	67748	23856	24360	48216	145.74%	135.39%	140.51%	0.93
Mashonaland Central	18903	18199	37102	15495	15557	31052	122.00%	116.98%	119.48%	0.96
Mashonaland East	21903	21156	43059	17396	17544	34940	125.91%	120.59%	123.24%	0.96
Mashonaland West	23342	22666	46008	18600	18976	37577	125.49%	119.44%	122.44%	0.95
Masvingo	29774	28368	58142	20936	21508	42444	142.22%	131.90%	136.99%	0.93
Matabeleland North	13105	12756	25861	10469	10521	20990	125.18%	121.24%	123.20%	0.97
Matabeleland South	11065	10734	21799	9410	9295	18706	117.58%	115.48%	116.54%	0.98
Midlands	27049	26017	53066	21176	21597	42773	127.73%	120.47%	124.06%	0.94
Total	206235	198970	405205	165750	169026	334776	124.43%	117.72%	121.04%	0.95

## 4.2 Secondary Apparent and Net Intake Rates

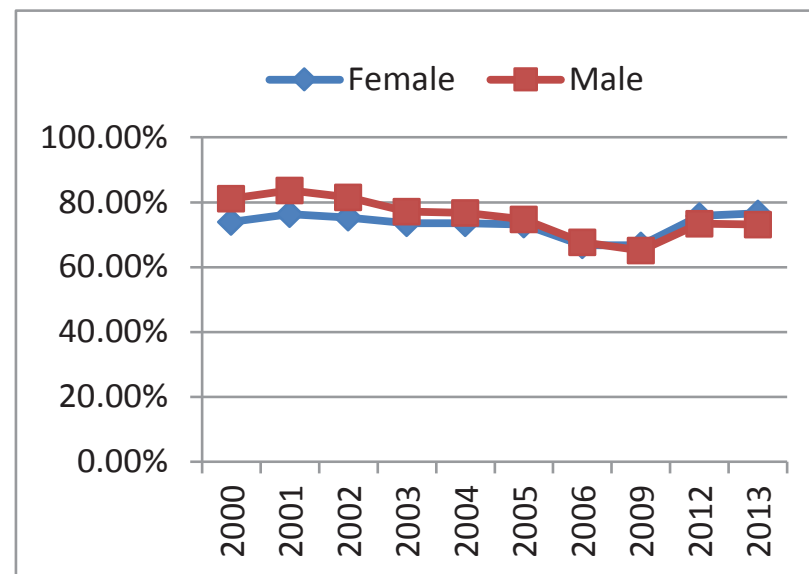
**Table 49: Secondary Apparent Intake Rate (AIR) and Net Intake Rate (NIR)**

Year	AIR				NIR			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2000	81.1%	74.0%	77.5%	0.91	18.9%	21.8%	20.3%	1.15
2001	83.7%	76.3%	80.0%	0.91	20.1%	24.0%	22.1%	1.19
2002	81.5%	75.3%	78.4%	0.92	19.6%	23.9%	21.8%	1.22
2003	77.2%	73.6%	75.4%	0.95	20.9%	25.4%	23.2%	1.21
2004	76.8%	73.6%	75.2%	0.96	21.0%	25.9%	23.5%	1.23
2005	74.7%	73.2%	73.9%	0.98	19.8%	25.0%	22.4%	1.27
2006	67.7%	66.8%	67.3%	0.99	18.9%	23.2%	21.0%	1.23
2009	65.1%	66.7%	65.9%	1.02	18.9%	23.4%	21.1%	1.24
2012	73.4%	75.8%	74.6%	1.03	20.1%	26.6%	23.4%	1.32
2013	73.1%	76.6%	74.9%	1.05	21.2%	28.3%	24.8%	1.33

Table 49 and figures below show the AIR and NIR for secondary education. The data in this table shows an increase in participation of pupils in Form 1 as a percentage of the population including a proportional increase in the percentage of correctly aged children. This indicates that there are a greater number of pupils transitioning from Grade 7 through to Form 1. It also indicates that more pupils of the correct age are now enrolled in Secondary education. There are significantly more girls of the correct age studying in Form 1 than boys proportional to the general population of each (AIR GPI 1.03 2012 and 1.05 in 2013).



**Figure 30: Secondary Apparent Intake Rate**



**Figure 31: Secondary Net Intake Rate**

**Table 50: Net Intake Rates for Secondary by Province and Sex**

Province	New Entrants into Form 1 aged 13			Population Aged 13			Net Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	2373	2970	5343	6337	7122	13459	37.45%	41.70%	39.70%	1.11
Harare	4864	6158	11022	19056	21028	40084	25.52%	29.29%	27.50%	1.15
Manicaland	4609	6076	10685	23292	22985	46278	19.79%	26.43%	23.09%	1.34
Mashonaland Central	2349	3321	5670	14797	14381	29178	15.87%	23.09%	19.43%	1.45
Mashonaland East	4613	5784	10397	17603	16897	34499	26.21%	34.23%	30.14%	1.31
Mashonaland West	3590	4833	8423	18405	18344	36749	19.51%	26.35%	22.92%	1.35
Masvingo	3969	5501	9470	20171	19839	40010	19.68%	27.73%	23.67%	1.41
Matabeleland North	1532	2472	4004	10343	10186	20528	14.81%	24.27%	19.50%	1.64
Matabeleland South	1937	2738	4675	9621	9290	18911	20.13%	29.47%	24.72%	1.46
Midlands	4001	5560	9561	20612	21000	41613	19.41%	26.48%	22.98%	1.36
Total	33837	45413	79250	160237	161073	321310	21.12%	28.19%	24.66%	1.34

Table above shows Net Intake Rates for secondary education by province and sex. In all provinces the proportion of girls entering Form 1 for the first time at the right age is higher than that of boys. Bulawayo recorded the highest proportions of learners of 39.70% while Matabeleland North and Mashonaland Central Provinces recorded 19.50% and 19.43%, respectively, of pupils who are entering form 1 at the right age.

Bulawayo also recorded the highest Apparent Intake Rate of 90.11% and Harare has the lowest of 55.95% as shown in table 51 below. This indicates that the participation of pupils as new entrants in form 1 regardless of age is very high in Bulawayo and low in Harare.

**Table 51: Apparent Intake Rates for Secondary by Province**

Province	New Entrants into Form 1			Population Aged 13			Apparent Intake Rate			GPI
	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	5776	6352	12128	6337	7122	13459	91.15%	89.18%	90.11%	0.98
Harare	10864	11564	22428	19056	21028	40084	57.01%	54.99%	55.95%	0.96
Manicaland	18627	18387	37014	23292	22985	46278	79.97%	80.00%	79.98%	1.00
Mashonaland Central	9889	10030	19919	14797	14381	29178	66.83%	69.74%	68.27%	1.04
Mashonaland East	14527	14566	29093	17603	16897	34499	82.53%	86.21%	84.33%	1.04
Mashonaland West	14086	14354	28440	18405	18344	36749	76.53%	78.25%	77.39%	1.02
Masvingo	15032	16060	31092	20171	19839	40010	74.52%	80.95%	77.71%	1.09
Matabeleland North	6247	7691	13938	10343	10186	20528	60.40%	75.51%	67.90%	1.25
Matabeleland South	6476	7481	13957	9621	9290	18911	67.31%	80.53%	73.80%	1.20
Midlands	15226	16474	31700	20612	21000	41613	73.87%	78.45%	76.18%	1.06
Total	116750	122959	239709	160237	161073	321310	72.86%	76.34%	74.60%	1.05

## Chapter 5: Participation Rate

### 5.1 ECD Participation Rates

**Table 52: ECD Population data and Enrolment by Province and Sex**

Province	Population 3-5 years			Total Enrolment ECD			Enrolment 3-5 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	22134	22477	44610	4265	4096	8361	3246	3192	6438
Harare	72731	74142	146873	8245	8218	16463	5894	5967	11861
Manicaland	78058	78149	156208	33556	34454	68010	22034	23020	45054
Mashonaland Central	49034	48977	98010	18510	18787	37297	11571	11920	23491
Mashonaland East	55627	54671	110298	20257	20796	41053	13044	13672	26716
Mashonaland West	60658	60839	121497	18283	19015	37298	11375	12033	23408
Masvingo	67989	68067	136055	29375	29849	59224	20924	21846	42770
Matabeleland North	33278	32631	65909	15611	15476	31087	11358	11728	23086
Matabeleland South	30558	30466	61025	14486	14451	28937	9567	9789	19356
Midlands	67588	68226	135815	22969	23426	46395	14481	15170	29651
Grand Total	537656	538645	1076300	185557	188568	374125	123494	128337	251831

A comparison of provincial ECD NER is shown in Table 53 below. Harare and Bulawayo report only 8.08% and 14.43% respectively of children aged 4 and 5 years old enrolled in ECD. These low figures are likely because enrolments in dedicated ECD centers were not captured in the 2013 school census. Only ECD enrolments in primary schools were captured on the 2013 census. ECD GER and NER indicate that in many provinces less than half the number of children is enrolled in ECD and the number of incorrectly aged children in ECD level is quite high.

**Table 53: ECD NER and GER**

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	19.27%	18.22%	18.74%	0.95	14.67%	14.20%	14.43%	0.97
Harare	11.34%	11.08%	11.21%	0.98	8.10%	8.05%	8.08%	0.99
Manicaland	42.99%	44.09%	43.54%	1.03	28.23%	29.46%	28.84%	1.04
Mashonaland Central	37.75%	38.36%	38.05%	1.02	23.60%	24.34%	23.97%	1.03
Mashonaland East	36.42%	38.04%	37.22%	1.04	23.45%	25.01%	24.22%	1.07
Mashonaland West	30.14%	31.25%	30.70%	1.04	18.75%	19.78%	19.27%	1.05
Masvingo	43.21%	43.85%	43.53%	1.01	30.78%	32.10%	31.44%	1.04
Matabeleland North	46.91%	47.43%	47.17%	1.01	34.13%	35.94%	35.03%	1.05
Matabeleland South	47.40%	47.43%	47.42%	1.00	31.31%	32.13%	31.72%	1.03
Midlands	33.98%	34.34%	34.16%	1.01	21.43%	22.23%	21.83%	1.04
Grand Total	34.51%	35.01%	34.76%	1.01	22.97%	23.83%	23.40%	1.04

Participation Rate

## 5.2 Primary Participation Rates

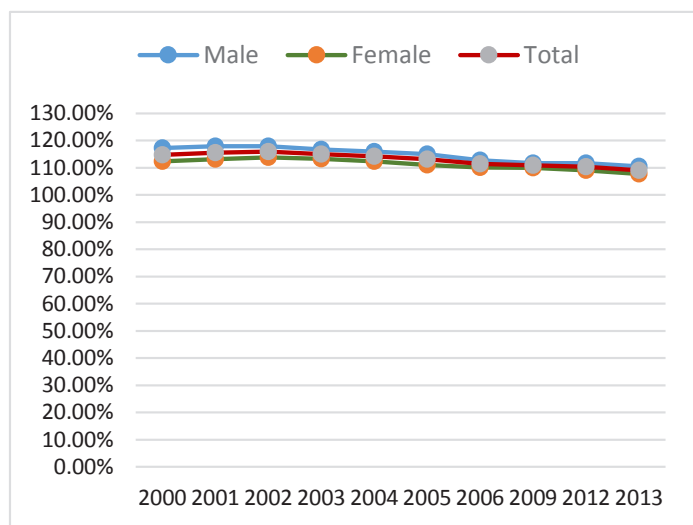
**Table 54: Primary Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) by Sex, 2000-2013**

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

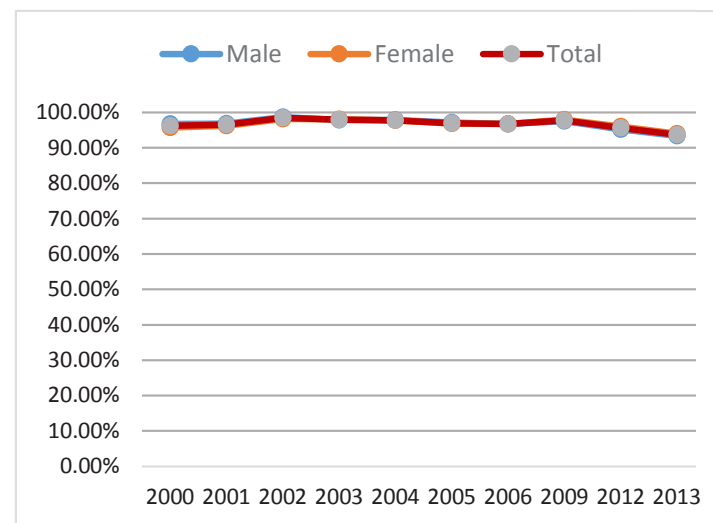
The trend for Gross Enrolment Rate (GER) in primary education is shown in the table 54 to the left. Data is not yet available for the years 2007, 2008, 2010, 2011. The data indicate a consistently high GER over the trend period of more than 108%. This suggests that there was a significant number of children enrolled in primary education who are above or below the target age group of 6-12 years.

The trend for primary Net Enrolment Rate (NER) is also shown in Table 54 on the left. When compared with the primary GER the data gives some indication of the normalisation of the education system. The data indicate that almost all children aged between 6 and 12 years of age inclusively are enrolled in the education system.

GER GPI indicates a rise in the relative participation of girls between 2000 and 2009 from 0.96 to 0.98.



**Figure 32: Primary Gross Enrolment Rate (GER) by Sex 2000 to 2013**

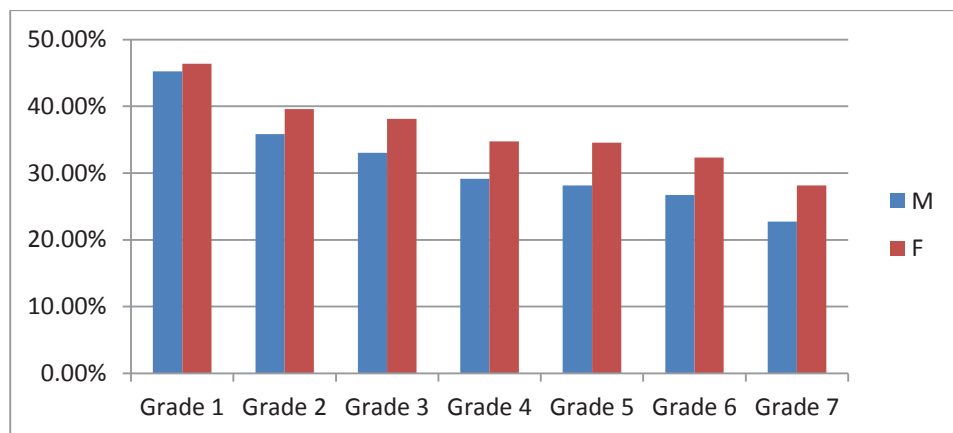


**Figure 33: Primary Net Enrolment Rate (NER) by Sex 2000 to 2013**

**Table 55: Grade Specific Net Enrolment Rate (NER) by Sex**

	Grade-Age Enrolment			Grade-Age Population			Grade NER		
	M	F	T	M	F	T	M	F	T
Grade 1	74,954	78,419	153,373	165750	169026	334776	45.22%	46.39%	45.81%
Grade 2	62,371	68,830	131,201	174102	173878	347980	35.82%	39.59%	37.70%
Grade 3	55,436	65,163	120,599	167773	170995	338769	33.04%	38.11%	35.60%
Grade 4	49,521	60,025	109,546	169906	172706	342612	29.15%	34.76%	31.97%
Grade 5	47,036	58,054	105,090	167245	168026	335271	28.12%	34.55%	31.34%
Grade 6	44,455	53,656	98,111	166311	166047	332357	26.73%	32.31%	29.52%
Grade 7	46,962	57,206	104,168	206504	203370	409874	22.74%	28.13%	25.41%

As indicated by the data in table 55 above children aged between 6 and 12 are enrolled in primary education. The efficiency of the system is also quite low as represented by the low grade NER of between 25% and 45%. This indicates that pupils are starting at a late age. Approximately, only 1 in 3 children in any grade is correctly aged for the grade they are attending.



**Figure 34: Primary Pupil Grade Specific NER**

**Table 56: Grade Specific GER**

	Grade- Age Enrolment			Grade-Age Population			Grade GER		
	M	F	T	M	F	T	M	F	T
Grade 1	214,123	205,409	419,532	165750	169026	334776	129.18%	121.53%	125.32%
Grade 2	203,169	197,437	400,606	174102	173878	347980	116.70%	113.55%	115.12%
Grade 3	199,638	195,531	395,169	167773	170995	338769	118.99%	114.35%	116.65%
Grade 4	190,458	188,666	379,124	169906	172706	342612	112.10%	109.24%	110.66%
Grade 5	184,408	184,902	369,310	167245	168026	335271	110.26%	110.04%	110.15%
Grade 6	176,208	172,870	349,078	166311	166047	332357	105.95%	104.11%	105.03%
Grade 7	159,423	161,143	320,566	206504	203370	409874	77.20%	79.24%	78.21%

Table 57 below shows ASER in Primary Education. However, a breakdown of ASER reveals that this figure is primarily comprised of over representation of children aged 8 years to 11 years whose ASER range between 105% and 108%. These figures indicate a possible error in age of enrolled pupils or in the population data. Almost all children aged 7 are enrolled in the system (ASER 92.59%) however only approximately half the children aged 6 in Zimbabwe are enrolled in primary education (49.12%).

**Table 57: ASER Primary by Age and Sex**

Age	Grade-Age Enrolment			Grade-Age Population			ASER		
	M	F	T	M	F	T	M	F	T
6 years	80,084	84,360	164,444	165750	169026	334776	48.32%	49.91%	49.12%
7 years	160,012	162,171	322,183	174102	173878	347980	91.91%	93.27%	92.59%
8 years	177,603	181,133	358,736	167773	170995	338769	105.86%	105.93%	105.89%
9 years	178,203	181,754	359,957	169906	172706	342612	104.88%	105.24%	105.06%
10 years	180,248	182,232	362,480	167245	168026	335271	107.78%	108.45%	108.12%
11 years	181,330	181,791	363,121	166311	166047	332357	109.03%	109.48%	109.26%
12 years	180,101	177,076	357,177	206504	203370	409874	87.21%	87.07%	87.14%

**Table 58: Primary School-Age Population Data and Enrolment by Province and Sex**

Province	Population 6-12 years			Total Enrolment Primary			Enrolment 6-12 years		
	M	F	Total	M	F	Grand Total	M	F	Total
Bulawayo	46931	50106	97037	52377	53731	106108	46595	48695	95290
Harare	148199	157097	305297	126481	128154	254635	115380	118907	234287
Manicaland	176211	176778	352990	210748	204794	415542	176781	177425	354206
Mashonaland Central	112454	111861	224315	126580	123207	249787	104173	105353	209526
Mashonaland East	128629	127316	255945	146808	142242	289050	123552	124124	247676
Mashonaland West	139257	137940	277197	161543	155509	317052	133303	132900	266203
Masvingo	156921	156808	313729	175921	173845	349766	149108	151873	300981
Matabeleland North	79207	77917	157124	89852	88190	178042	75129	75650	150779
Matabeleland South	70833	69620	140453	75229	72869	148098	63501	63769	127270
Midlands	158949	158604	317553	179286	175821	355107	150059	151821	301880
Grand Total	1217591	1224048	2441639	1344825	1318362	2663187	1137581	1150517	2288098

**Table 59: Primary GER and NER by Province and Sex**

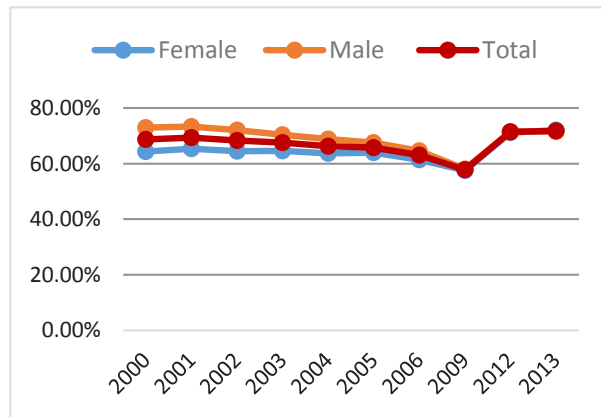
Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	111.61%	107.23%	109.35%	0.96	99.28%	97.18%	98.20%	0.98
Harare	85.35%	81.58%	83.41%	0.96	77.85%	75.69%	76.74%	0.97
Manicaland	119.60%	115.85%	117.72%	0.97	100.32%	100.37%	100.34%	1.00
Mashonaland Central	112.56%	110.14%	111.36%	0.98	92.64%	94.18%	93.41%	1.02
Mashonaland East	114.13%	111.72%	112.93%	0.98	96.05%	97.49%	96.77%	1.01
Mashonaland West	116.00%	112.74%	114.38%	0.97	95.72%	96.35%	96.03%	1.01
Masvingo	112.11%	110.86%	111.49%	0.99	95.02%	96.85%	95.94%	1.02
Matabeleland North	113.44%	113.18%	113.31%	1.00	94.85%	97.09%	95.96%	1.02
Matabeleland South	106.21%	104.67%	105.44%	0.99	89.65%	91.60%	90.61%	1.02
Midlands	112.79%	110.86%	111.83%	0.98	94.41%	95.72%	95.06%	1.01
Grand Total	110.45%	107.71%	109.07%	0.98	93.43%	93.99%	93.71%	1.01

Primary level NER and GER are more consistent and indicate that in most provinces almost all children who should be in primary school (aged 6 to 12) are presently enrolled in primary school. Harare, with a primary NER of 76.74% and GER of just 83.41% is an exception. The population data for children aged 12 years old is higher than may be expected. Primary participation is also relatively low in Matabeleland South (NER 90.61%) and Mashonaland Central (NER 93.41%).

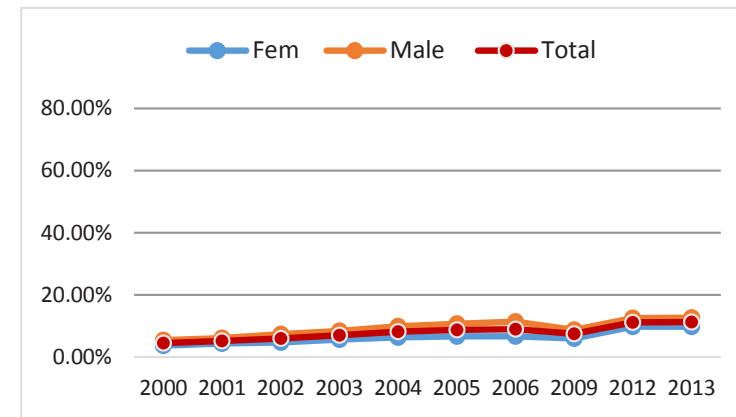
### 5.3 Secondary Participation Rates

**Table 60: Secondary Gross Enrolment Rate (GER) by Sex, 2000-2013**

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



**Figure 35: Secondary Gross Enrolment Rate (GER) Forms 1-4**



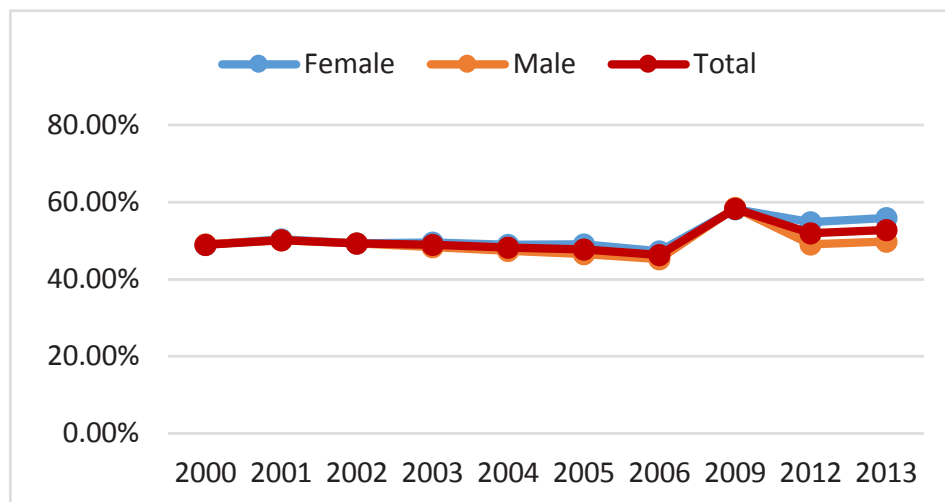
**Figure 36: Secondary Net Enrolment Rate (NER) Forms 5-6**

Gross Enrolment Rate (GER) for Secondary education for levels Form 1-4 and Form 5-6 are shown in the figures above. Secondary education has seen a marked increase in participation of approximately 14% for secondary level form 1-4 and 4% for form 5-6 in the past four years for GER. This is a positive sign as the GER recorded in 2009 indicates a significant drop in participation in the secondary education sector. However, the figures for 2013 appear to restore participation above its former levels.

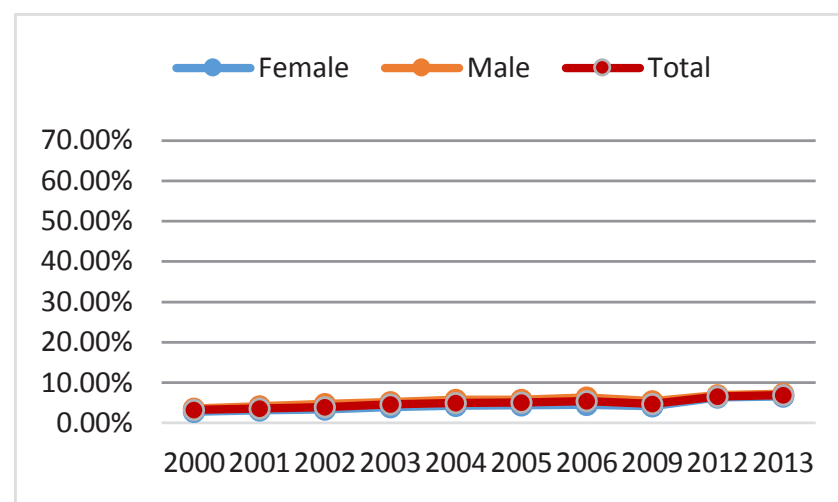
**Table 61: Secondary Net Enrolment Rate (NER) by year**

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

In recent years, NER for Forms 1-4 has dropped from 58.3% in 2009 to 52.8% in 2013, a drop of 6.1%. However, the present trend is encouraging showing slight rises in NER for all levels of secondary. During the period, GER for Forms 1-4 has increased from 57.8% in 2009 to 71.8% in 2013, a rise of 14.0%. This indicates that the past few years have seen incorrectly aged pupils, possibly older children or young adults, re-enter the education system, possibly with the objective of completing 'O' level exams.



**Figure 37: Secondary NER Enrolment Rate (NER) Forms 1-4**



**Figure 38: Secondary Net Enrolment Rate (NER) Forms 5-6**

**Table 62: Grade Specific Net Enrolment Rate**

	Grade-Age Enrolment			Grade-Age Population			Grade NER		
	M	F	T	M	F	T	M	F	T
Form 1	34,261	45,830	80,091	160237	161073	321310	21.38%	28.45%	24.93%
Form 2	33,033	42,413	75,446	158521	156967	315488	20.84%	27.02%	23.91%
Form 3	30,003	39,161	69,164	149240	145835	295075	20.10%	26.85%	23.44%
Form 4	25,824	31,618	57,442	149492	148415	297906	17.27%	21.30%	19.28%
Lower 6	6,656	6,743	13,399	150216	150024	300240	4.43%	4.49%	4.46%
Upper 6	6,997	6,879	13,876	144466	150148	294613	4.84%	4.58%	4.71%

Table above shows percentages of correctly aged pupils by form. Form 1 has the highest percentage (25%) while form 5 has the least (4%).

**Table 63: Grade Specific GER**

	Grade-Age Enrolment			Grade-Age Population			Grade GER		
	M	F	T	M	F	T	M	F	T
Form 1	117,958	124,256	242,214	160237	161073	321310	73.61%	77.14%	75.38%
Form 2	110,038	113,564	223,602	158521	156967	315488	69.42%	72.35%	70.88%
Form 3	114,436	112,748	227,184	149240	145835	295075	76.68%	77.31%	76.99%
Form 4	102,415	93,845	196,260	149492	148415	297906	68.51%	63.23%	65.88%
Lower 6	18,854	14,845	33,699	150216	150024	300240	12.55%	9.90%	11.22%
Upper 6	18,464	14,915	33,379	144466	150148	294613	12.78%	9.93%	11.33%

**Table 64: ASER Secondary**

Age	Grade-Age Enrolment			Grade-Age Population			ASER		
	M	F	T	M	F	T	M	F	T
13 years	39,179	53,057	92,236	160237	161073	321310	24.45%	32.94%	28.71%
14 years	79,806	93,883	173,689	158521	156967	315488	50.34%	59.81%	55.05%
15 years	95,625	104,303	199,928	149240	145835	295075	64.07%	71.52%	67.76%
16 years	96,706	94,991	191,697	149492	148415	297906	64.69%	64.00%	64.35%
17 years	79,388	66,232	145,620	150216	150024	300240	52.85%	44.15%	48.50%
18 years	51,201	36,001	87,202	144466	150148	294613	35.44%	23.98%	29.60%

**Table 65: Secondary Population data and enrolment by sex**

Province	Population 13-16 years			Total Enrolment form 1-4			Enrolment 13-16 years		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	25897	31338	57235	21940	24694	46634	17108	19803	36911
Harare	74985	89706	164691	42354	43954	86308	33752	36968	70720
Manicaland	89640	85403	175044	72018	66789	138807	48799	51061	99860
Mashonaland Central	55920	51553	107473	36985	33889	70874	23971	25949	49920
Mashonaland East	66871	61648	128518	56966	53534	110500	40106	42340	82446
Mashonaland West	70357	68269	138625	54688	50366	105054	37037	39130	76167
Masvingo	76731	74689	151419	58706	59191	117897	39592	44128	83720
Matabeleland North	39467	37090	76557	22124	26638	48762	14697	19867	34564
Matabeleland South	37188	34698	71885	22637	26279	48916	16685	20613	37298
Midlands	80434	77897	158331	57067	59564	116631	38526	44910	83436
Grand Total	617489	612289	1229778	445485	444898	890383	310273	344769	655042

**Table 66: Secondary Form 1-4 NER and GER by Province and Sex**

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	84.72%	78.80%	81.48%	0.93	66.06%	63.19%	64.49%	0.96
Harare	56.48%	49.00%	52.41%	0.87	45.01%	41.21%	42.94%	0.92
Manicaland	80.34%	78.20%	79.30%	0.97	54.44%	59.79%	57.05%	1.10
Mashonaland Central	66.14%	65.74%	65.95%	0.99	42.87%	50.33%	46.45%	1.17
Mashonaland East	85.19%	86.84%	85.98%	1.02	59.98%	68.68%	64.15%	1.15
Mashonaland West	77.73%	73.78%	75.78%	0.95	52.64%	57.32%	54.94%	1.09
Masvingo	76.51%	79.25%	77.86%	1.04	51.60%	59.08%	55.29%	1.15
Matabeleland North	56.06%	71.82%	63.69%	1.28	37.24%	53.56%	45.15%	1.44
Matabeleland South	60.87%	75.74%	68.05%	1.24	44.87%	59.41%	51.89%	1.32
Midlands	70.95%	76.47%	73.66%	1.08	47.90%	57.65%	52.70%	1.20
Grand Total	72.14%	72.66%	72.40%	1.01	50.25%	56.31%	53.27%	1.12

The provincial disparities between correctly aged participation in the secondary education system are in table 66 above. There is a significant difference between provinces. The province that recorded the highest NER was Bulawayo (65%) while Harare (43%) recorded the least.

**Table 67: Secondary Form 5 to 6 School-age Population and Enrolments 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	14402	19108	33510	2450	2886	5336	1628	1955	3583
Harare	39329	54434	93763	5121	4562	9683	3439	3358	6797
Manicaland	40832	38059	78891	6167	4344	10511	3397	2801	6198
Mashonaland Central	26592	23861	50453	2216	1534	3750	1265	1127	2392
Mashonaland East	31314	28136	59450	3847	3122	6969	2429	2310	4739
Mashonaland West	34094	32717	66811	3906	2453	6359	1963	1522	3485
Masvingo	33522	33549	67071	6009	4235	10244	3303	2752	6055
Matabeleland North	18379	16667	35046	1120	1083	2203	409	557	966
Matabeleland South	17989	16028	34017	1687	1882	3569	953	1117	2070
Midlands	38230	37612	75842	4795	3659	8454	2760	2520	5280
Grand Total	294682	300172	594854	37318	29760	67078	21546	20019	41565

**Table 68: Secondary Form 5-6 GER and NER by Province and Sex**

Province	GER				NER			
	M	F	T	GPI	M	F	T	GPI
Bulawayo	17.01%	15.10%	15.92%	0.89	11.30%	10.23%	10.69%	0.91
Harare	13.02%	8.38%	10.33%	0.64	8.74%	6.17%	7.25%	0.71
Manicaland	15.10%	11.41%	13.32%	0.76	8.32%	7.36%	7.86%	0.88
Mashonaland Central	8.33%	6.43%	7.43%	0.77	4.76%	4.72%	4.74%	0.99
Mashonaland East	12.29%	11.10%	11.72%	0.90	7.76%	8.21%	7.97%	1.06
Mashonaland West	11.46%	7.50%	9.52%	0.65	5.76%	4.65%	5.22%	0.81
Masvingo	17.93%	12.62%	15.27%	0.70	9.85%	8.20%	9.03%	0.83
Matabeleland North	6.09%	6.50%	6.29%	1.07	2.23%	3.34%	2.76%	1.50
Matabeleland South	9.38%	11.74%	10.49%	1.25	5.30%	6.97%	6.09%	1.32
Midlands	12.54%	9.73%	11.15%	0.78	7.22%	6.70%	6.96%	0.93
Grand Total	12.66%	9.91%	11.28%	0.78	7.31%	6.67%	6.99%	0.91

Table 68 above shows GER and NER for Forms 5-6. Bulawayo recorded the highest NER (almost 11%) while Matabeleland North recorded the least (almost 3%).

## 5.4 Primary Completion Rate

The age of completion at primary level is 12 years. There is a significant disparity in primary completion rates between provinces as indicated in Table 69 below. Harare province has the lowest completion rate of almost 69% indicating a comparatively low retention rate at primary level. By comparison Bulawayo has a completion rate of almost 90% which indicates that a large proportion of pupils are completing primary school level.

**Table 69: Primary Completion Rate, GPI by Province**

Province	Enrolment grade 7 less repeaters			Population aged 12			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	6842	7327	14169	7535	8196	15731.16	90.80%	89.40%	90.07%	0.98
Harare	16685	17245	33930	23434	25470	48904.092	71.20%	67.71%	69.38%	0.95
Manicaland	23904	23715	47619	30327	29600	59927.025	78.82%	80.12%	79.46%	1.02
Mashonaland Central	13931	13645	27576	19608	19098	38706.135	71.05%	71.45%	71.24%	1.01
Mashonaland East	19034	18359	37393	22406	21608	44013.885	84.95%	84.96%	84.96%	1.00
Mashonaland West	18771	18598	37369	24356	23538	47894.103	77.07%	79.01%	78.02%	1.03
Masvingo	18925	19525	38450	26225	25367	51592.341	72.16%	76.97%	74.53%	1.07
Matabeleland North	9981	10749	20730	13420	12873	26293.077	74.37%	83.50%	78.84%	1.12
Matabeleland South	9686	9849	19535	11884	11121	23005.305	81.50%	88.56%	84.92%	1.09
Midlands	19863	20790	40653	27308	26498	53806.431	72.74%	78.46%	75.55%	1.08
Total	157622	159802	317424	206504	203370	409873.55	76.33%	78.58%	77.44%	1.03

## 5.5 Secondary Completion Rate

Provincial comparisons for completion rates for Secondary education forms 4 and upper 6 are shown in the Tables 70 and 71 below. The age at which completion rate is measured for Form 4 and Upper 6 is 16 and 18 years respectively. As indicated, there is a significant disparity between provinces for completion rate at form 4 and the differences are accentuated for form 6. Matabeleland North, Mashonaland Central and Mashonaland West have the lowest completion rates for form 6 whilst Masvingo and Bulawayo have comparatively high completion rates

**Table 70: Secondary Completion Rate, GPI by Province**

Province	Enrolment form 4 less repeaters			Population aged 16			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	4903	5403	10306	6920	8738	15658	70.85%	61.83%	65.82%	0.87
Harare	9830	9804	19634	19098	24616	43714	51.47%	39.83%	44.92%	0.77
Manicaland	16381	13758	30139	21525	20118	41643	76.10%	68.39%	72.37%	0.90
Mashonaland Central	8136	6581	14717	13167	11911	25078	61.79%	55.25%	58.69%	0.89
Mashonaland East	13079	11388	24467	16575	14652	31228	78.91%	77.72%	78.35%	0.98
Mashonaland West	11615	9618	21233	16854	16299	33154	68.91%	59.01%	64.04%	0.86
Masvingo	13572	12266	25838	18146	17671	35818	74.79%	69.41%	72.14%	0.93
Matabeleland North	4178	4778	8956	9039	8200	17240	46.22%	58.27%	51.95%	1.26
Matabeleland South	4400	5054	9454	9270	8333	17603	47.47%	60.65%	53.71%	1.28
Midlands	12096	11586	23682	18896	17877	36772	64.01%	64.81%	64.40%	1.01
Total	98190	90236	188426	149492	148415	297906	65.68%	60.80%	63.25%	0.93

**Table 71: Secondary Completion Rate, GPI by Province**

Province	Enrolment form 6 less repeaters			Population aged 18			Completion Rate			GPI
	M	F	T	M	F	T	M	F	T	
Bulawayo	1182	1463	2645	7284	9743	17027	16.23%	15.02%	15.53%	0.93
Harare	2568	2282	4850	19626	27874	47500	13.08%	8.19%	10.21%	0.63
Manicaland	3011	2170	5181	19753	18705	38457	15.24%	11.60%	13.47%	0.76
Mashonaland Central	1114	744	1858	13133	12156	25289	8.48%	6.12%	7.35%	0.72
Mashonaland East	1941	1495	3436	15256	13863	29119	12.72%	10.78%	11.80%	0.85
Mashonaland West	1936	1210	3146	16905	16392	33297	11.45%	7.38%	9.45%	0.64
Masvingo	2930	2191	5121	16045	16330	32374	18.26%	13.42%	15.82%	0.73
Matabeleland North	531	500	1031	9012	8299	17311	5.89%	6.02%	5.96%	1.02
Matabeleland South	768	939	1707	8884	7916	16800	8.65%	11.86%	10.16%	1.37
Midlands	2439	1906	4345	18569	18869	37438	13.13%	10.10%	11.61%	0.77
Total	18420	14900	33320	144466	150148	294613	12.75%	9.92%	11.31%	0.78

# Chapter 6: Equity

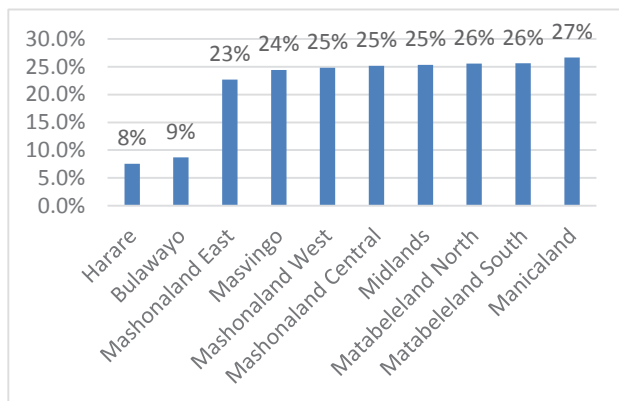
## 6.1 Orphaned and Vulnerable Children (OVC)

**Table 72: ECD Orphaned and Vulnerable Children (OVC) by Enrolment**

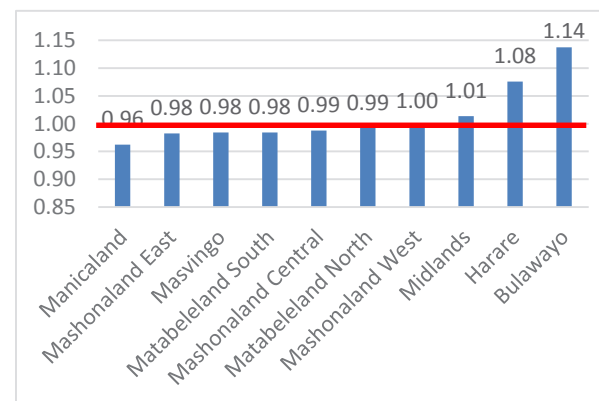
Province	Total OVC			% Pupils OVC			
	Male	Female	Total	Male	Female	Total	GPI
Bulawayo	347	379	726	8.1%	9.3%	8.7%	1.15
Harare	598	641	1239	7.3%	7.8%	7.5%	1.07
Manicaland	9115	9008	18123	27.2%	26.1%	26.6%	0.96
Mashonaland Central	4685	4696	9381	25.3%	25.0%	25.2%	0.99
Mashonaland East	4634	4673	9307	22.9%	22.5%	22.7%	0.98
Mashonaland West	4548	4707	9255	24.9%	24.8%	24.8%	1.00
Masvingo	7228	7228	14456	24.6%	24.2%	24.4%	0.98
Matabeleland North	4005	3939	7944	25.7%	25.5%	25.6%	0.98
Matabeleland South	3736	3668	7404	25.8%	25.4%	25.6%	0.98
Midlands	5781	5975	11756	25.2%	25.5%	25.3%	1.01
<b>Total</b>	<b>44677</b>	<b>44914</b>	<b>89591</b>	<b>24.1%</b>	<b>23.8%</b>	<b>23.9%</b>	<b>0.99</b>

As indicated by the table to the left, on average nearly one quarter (24%) of pupils in ECD are Orphaned and Vulnerable Children (OVC). There is considerable difference between the urbanized provinces, Harare and Bulawayo, each having only 7.5% and 8.7% of pupils respectively being OVC, and other provinces which range between 23% (Mashonaland East) and 27% (Manicaland) of children being considered OVC. Manicaland has more boys than girls whilst Mashonaland West and Midlands Provinces have far more girls than boys considered OVC in ECD.

Equity



**Figure 39: ECD % pupils who are OVC**



**Figure 40: ECD GPI ECD % pupils who are OVC**

**Table 73: Primary Orphaned and Vulnerable Children (OVC) by Enrolment**

Province	Total OVC			% Pupils OVC			
	Male	Female	Total	Male	Female	Total	GPI
Bulawayo	9,562	9,991	19,553	18.3%	18.6%	18.4%	1.02
Harare	16,946	17,580	34,526	13.4%	13.7%	13.6%	1.02
Manicaland	61,253	60,721	121,974	29.1%	29.6%	29.4%	1.02
Mashonaland Central	35,206	34,670	69,876	27.8%	28.1%	28.0%	1.01
Mashonaland East	40,093	39,083	79,176	27.3%	27.5%	27.4%	1.01
Mashonaland West	43,525	43,004	86,529	26.9%	27.7%	27.3%	1.03
Masvingo	51,048	49,660	100,708	29.0%	28.6%	28.8%	0.98
Matabeleland North	28,885	28,255	57,140	32.1%	32.0%	32.1%	1.00
Matabeleland South	25,160	24,574	49,734	33.4%	33.7%	33.6%	1.01
Midlands	48,478	47,253	95,731	27.0%	26.9%	27.0%	0.99
<b>Total</b>	<b>360,156</b>	<b>354,791</b>	<b>714,947</b>	<b>26.8%</b>	<b>26.9%</b>	<b>26.8%</b>	<b>1.00</b>

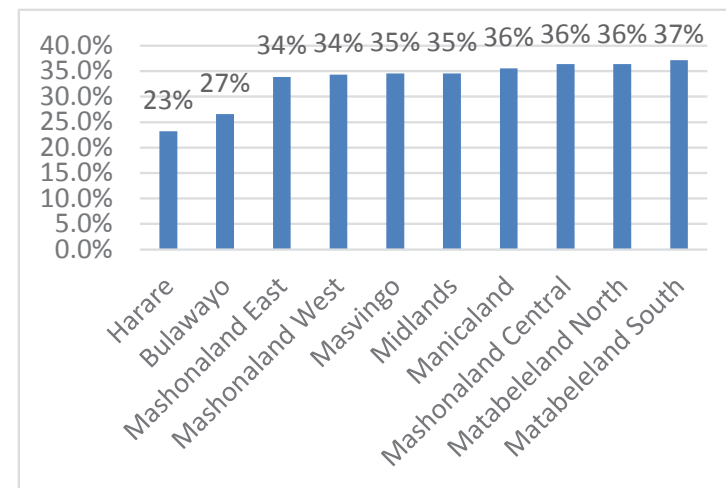


**Figure 41: Primary % pupils who are OVC**

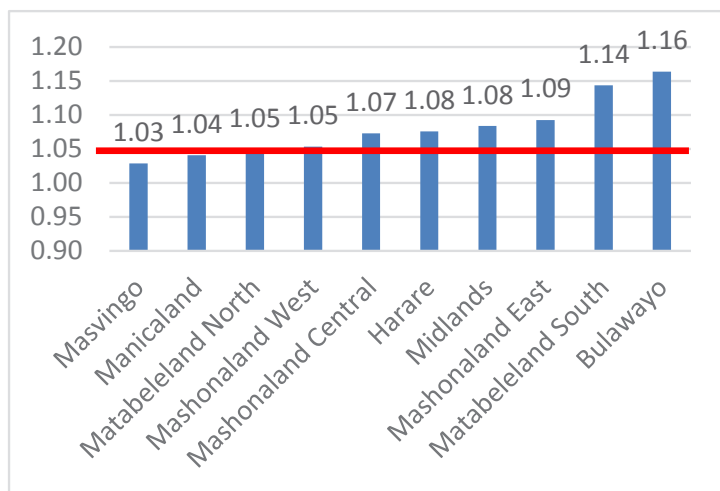
The graph above shows the % pupils in Primary school considered OVC by province. The pattern is similar to that of ECD level with the urbanized provinces of Harare and Bulawayo showing far fewer pupils considered OVC as a ratio of enrolments. Matabeleland South and North have the greatest proportion of OVC children, almost 34% and 32% respectively, considered OVC.

**Table 74: Secondary Orphaned and Vulnerable Children (OVC) by Enrolment**

Province	Total OVC			% Pupils OVC			
	Male	Female	Total	Male	Female	Total	GPI
Bulawayo	5,958	7,841	13,799	24.4%	28.4%	26.6%	1.16
Harare	10,596	11,647	22,243	22.3%	24.0%	23.2%	1.08
Manicaland	27,267	25,816	53,083	34.9%	36.3%	35.6%	1.04
Mashonaland Central	13,793	13,373	27,166	35.2%	37.8%	36.4%	1.07
Mashonaland East	19,729	20,081	39,810	32.4%	35.4%	33.9%	1.09
Mashonaland West	19,604	18,613	38,217	33.5%	35.2%	34.3%	1.05
Masvingo	22,025	22,202	44,227	34.0%	35.0%	34.5%	1.03
Matabeleland North	8,248	10,316	18,564	35.5%	37.2%	36.4%	1.05
Matabeleland South	8,385	11,102	19,487	34.5%	39.4%	37.1%	1.14
Midlands	20,515	22,718	43,233	33.2%	35.9%	34.6%	1.08
<b>Total</b>	<b>156,120</b>	<b>163,709</b>	<b>319,829</b>	<b>32.3%</b>	<b>34.5%</b>	<b>33.4%</b>	<b>1.07</b>



**Figure 42: Secondary % pupils who are OVC**



**Figure 43: Secondary GPI Secondary % pupils who are OVC**

The urbanized provinces of Harare and Bulawayo have almost one quarter of secondary students considered OVC whilst other provinces have over one in three students considered OVC ranging between 34% and 37%. However, all provinces report a greater proportion of girls being OVC than boys. Bulawayo has the highest relative proportion of girls considered OVC with a GPI of 1.16 whilst Masvingo has almost an equal proportion of girls and boys being considered OVC with a GPI of 1.03.

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

The Basic Education Assistance Module (BEAM) of the Enhanced Social Protection Programme provides financial support to vulnerable children through a basic education package that covers levies, tuition and examination fees for indigent children. Between 2009 and 2013 BEAM has been jointly financed by government, the National AIDS Council and donors. BEAM is a joint programme between MoPSE and Ministry of Public Service, Labour and Social Services (MPSLSS) and managed by MPSLSS through a Programme Management Unit (PMU). MoPSE provides the information on the schools through the EMIS, monitoring of disbursements of the funds and access to school.

The target population of the fund is the in and out of school OVC population. According to the 2012 school census there are 1,034,776 million children out of 3.994 million in total enrolments throughout Zimbabwe classified as OVC and participating in the formal education system. This is equivalent to 26.2% of OVC

in school or just over one in four. Of these, 601,564 pupils (58.1%) covered under BEAM during 2013 which is an increase of 11.6% from 530,701 (46.5%) covered under BEAM in 2012. 373,438 pupils representing 52.2% of OVC are covered under BEAM at primary level and 228,126 students representing 71.3% are covered under BEAM at secondary level. Therefore, 41.9% of pupils are OVC and are not currently covered under BEAM. 47.8% of OVC in primary schools are not covered under BEAM and 28.7% of OVC in secondary schools are not covered under BEAM.

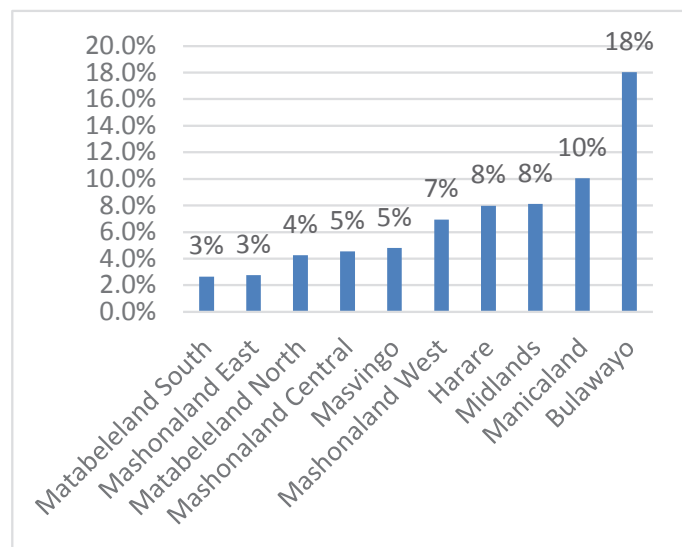
**Table 75: Primary % OVC on BEAM**

Province	Total on BEAM			% Students on BEAM	% OVC on BEAM			
	Male	Female	Total		Male	Female	Total	GPI
Bulawayo	4,119	4,239	8,358	7.9%	43.1%	42.4%	42.7%	0.98
Harare	7,350	7,584	14,934	5.9%	43.4%	43.1%	43.3%	0.99
Manicaland	30,664	33,174	63,838	15.4%	50.1%	54.6%	52.3%	1.09
Mashonaland Central	21,580	21,463	43,043	17.2%	61.3%	61.9%	61.6%	1.01
Mashonaland East	22,393	22,405	44,798	15.5%	55.9%	57.3%	56.6%	1.03
Mashonaland West	24,551	24,355	48,906	15.4%	56.4%	56.6%	56.5%	1.00
Masvingo	25,614	26,127	51,741	14.8%	50.2%	52.6%	51.4%	1.05
Matabeleland North	14,175	13,916	28,091	15.8%	49.1%	49.3%	49.2%	1.00
Matabeleland South	10,643	10,851	21,494	14.5%	42.3%	44.2%	43.2%	1.04
Midlands	23,990	24,245	48,235	13.6%	49.5%	51.3%	50.4%	1.04
<b>Total</b>	<b>185,079</b>	<b>188,359</b>	<b>373,438</b>	<b>14.0%</b>	<b>51.4%</b>	<b>53.1%</b>	<b>52.2%</b>	<b>1.03</b>

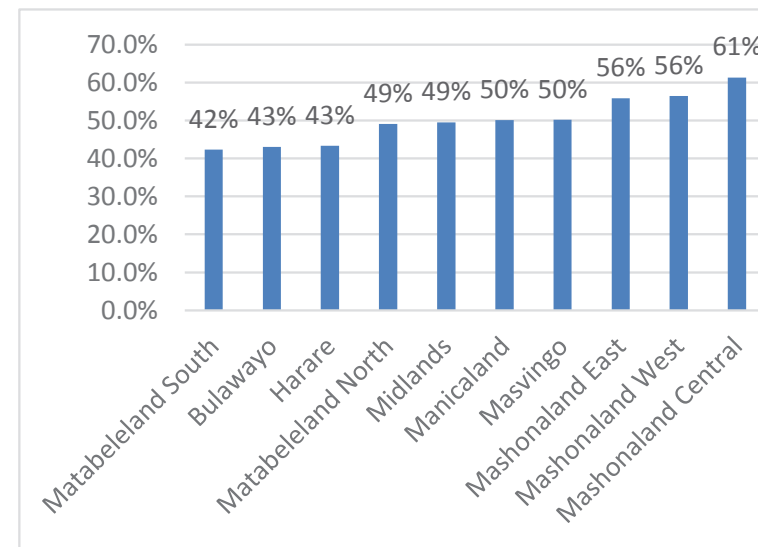
As indicated in the table above more than half the identified Primary school Orphans and Vulnerable Children (52.2%) presently receive support from BEAM. The steady growth in school levies may mean that fewer children are covered by the allocation to each school. This varies also by province, as in some provinces the proportion not receiving support is closer to 60% whilst in others it is closer to 40%.

**Table 76: Primary BEAM claims outstanding and paid**

Province	Claim Still outstanding			Paid by BEAM			% Claim Outstanding
	Male	Female	Total	Male	Female	Total	
Bulawayo	749	757	1,506	3,370	3,482	6,852	18.0%
Harare	589	604	1,193	6,761	6,980	13,741	8.0%
Manicaland	3,007	3,412	6,419	27,657	29,762	57,419	10.1%
Mashonaland Central	992	959	1,951	20,588	20,504	41,092	4.5%
Mashonaland East	603	629	1,232	21,790	21,776	43,566	2.8%
Mashonaland West	1,751	1,649	3,400	22,800	22,706	45,506	7.0%
Masvingo	1,232	1,252	2,484	24,382	24,875	49,257	4.8%
Matabeleland North	645	553	1,198	13,530	13,363	26,893	4.3%
Matabeleland South	291	280	571	10,352	10,571	20,923	2.7%
Midlands	1,954	1,957	3,911	22,036	22,288	44,324	8.1%
<b>Total</b>	<b>11,813</b>	<b>12,052</b>	<b>23,865</b>	<b>173,266</b>	<b>176,307</b>	<b>349,573</b>	<b>6.4%</b>



**Figure 44: Primary BEAM % claims outstanding by province**



**Figure 45: Primary % OVC on BEAM by province**

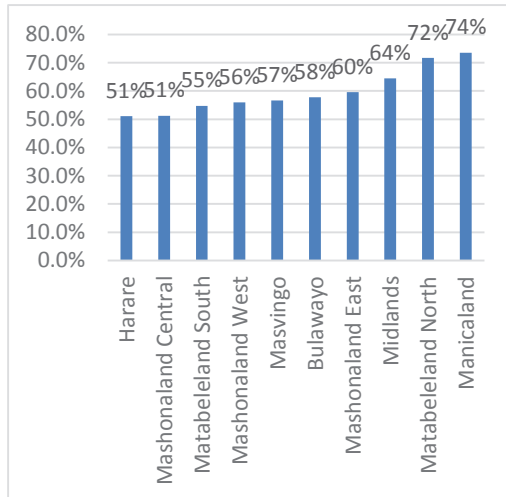
Outstanding claims still represent a challenge to the BEAM programme as indicated by the tables and graph above. 6.4% of claims were still outstanding by census day however this percentage varied considerably between provinces from over one in six (18%) in Bulawayo to only 2.8% in Mashonaland East.

**Table 77: Secondary % OVC on BEAM**

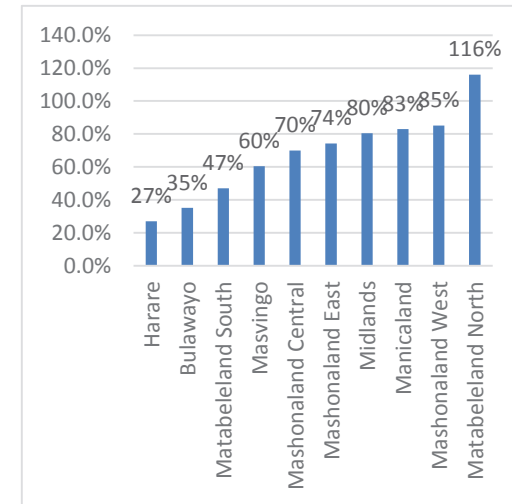
Province	Total on BEAM			% Students on BEAM	% OVC on BEAM			
	Female	Male	Total		Female	Male	Total	GPI
Bulawayo	2,405	2,429	4,834	9.3%	30.7%	40.8%	35.0%	0.75
Harare	3,171	2,824	5,995	6.2%	27.2%	26.7%	27.0%	1.02
Manicaland	20,571	23,507	44,078	29.5%	79.7%	86.2%	83.0%	0.92
Mashonaland Central	8,803	10,194	18,997	25.5%	65.8%	73.9%	69.9%	0.89
Mashonaland East	13,959	15,594	29,553	25.2%	69.5%	79.0%	74.2%	0.88
Mashonaland West	15,539	16,962	32,501	29.2%	83.5%	86.5%	85.0%	0.96
Masvingo	13,433	13,247	26,680	20.8%	60.5%	60.1%	60.3%	1.01
Matabeleland North	12,458	9,079	21,537	42.3%	120.8%	110.1%	116.0%	1.10
Matabeleland South	5,163	3,986	9,149	17.4%	46.5%	47.5%	46.9%	0.98
Midlands	17,662	17,140	34,802	27.8%	77.7%	83.5%	80.5%	0.93
<b>Total</b>	<b>113,164</b>	<b>114,962</b>	<b>228,126</b>	<b>23.8%</b>	<b>69.1%</b>	<b>73.6%</b>	<b>71.3%</b>	<b>0.94</b>

**Table 78: Secondary BEAM claims outstanding and paid**

Province	Claim Still outstanding			Paid by BEAM			% Claim Outstanding
	Female	Male	Total	Female	Male	Total	
Bulawayo	1,317	1,474	2,791	1,088	955	2,043	57.7%
Harare	1,611	1,448	3,059	1,560	1,376	2,936	51.0%
Manicaland	14,828	17,590	32,418	5,743	5,917	11,660	73.5%
Mashonaland Central	4,490	5,238	9,728	4,313	4,956	9,269	51.2%
Mashonaland East	8,344	9,261	17,605	5,615	6,333	11,948	59.6%
Mashonaland West	8,513	9,689	18,202	7,026	7,273	14,299	56.0%
Masvingo	7,585	7,517	15,102	5,848	5,730	11,578	56.6%
Matabeleland North	9,073	6,358	15,431	3,385	2,721	6,106	71.6%
Matabeleland South	2,759	2,245	5,004	2,404	1,741	4,145	54.7%
Midlands	11,363	11,054	22,417	6,299	6,086	12,385	64.4%
<b>Total</b>	<b>69,883</b>	<b>71,874</b>	<b>141,757</b>	<b>43,281</b>	<b>43,088</b>	<b>86,369</b>	<b>62.1%</b>



**Figure 46: Secondary BEAM % claims outstanding by province**



**Figure 47: Secondary % OVC on BEAM by province**

71.3% of pupils at secondary level are covered under BEAM. However, the figure varies considerably between provinces. In Harare and Bulawayo 27.0% and 35.0% OVC respectively are covered under BEAM whilst other provinces percentage OVC on BEAM range between 47% and 116%.

More concerning is the high rate of claims unpaid at the secondary level. On average, 62.1% of claims for BEAM payment are unpaid. Matabeleland North and Manicaland provinces have more than 70% of BEAM claims outstanding.

## Chapter 7: Teaching cadre

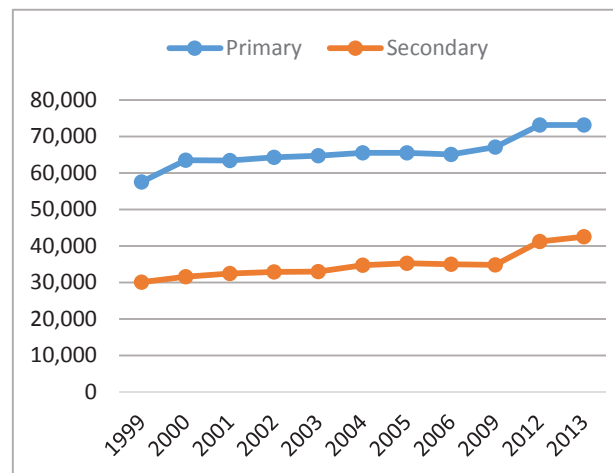
### 7.1 Teacher Trends

Primary teacher numbers have increased by approximately 6 000 teachers since 2009. This has more than exceeded a proportional increase in total number of pupils and has therefore contributed towards reducing the Pupil to Teacher Ratio (PTR) in primary schools to 36.4 pupils per teacher (see Figures below). Of note however is the increase in the ratio of pupils to qualified teachers since 2006 indicating proportionally fewer qualified teachers teaching at the primary level.

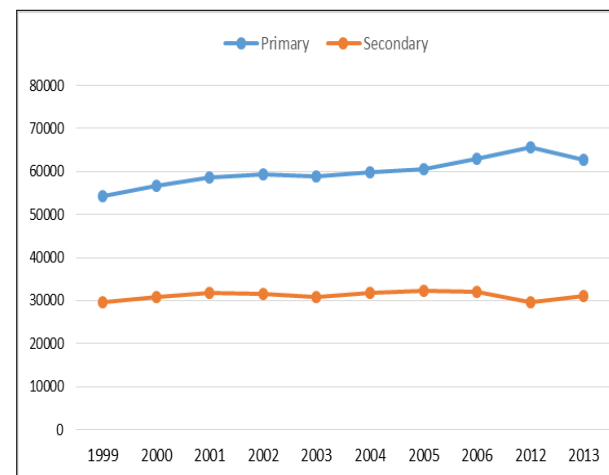
At the secondary level there are 42,585 teachers of whom 31,066 are qualified (73%). As the figures below indicate, the PTR at the secondary level has remained approximately the same since 2009 at 22.5 pupils per teacher. However, the ratio of students to qualified teachers has increased since 2006 from 25.85 to 30.8. Taken together, this demonstrates there are significantly fewer trained teachers in secondary schools as a proportion of the total teaching staff suggesting that a major focus of investment in teachers at the secondary level should be targeted at attracting, training or upgrading suitably qualified persons to secondary level teaching.

**Table 79: Primary and Secondary Teachers and PTR 1999-2013**

Year	Primary				Secondary			
	Teachers		PTR		Teachers		PTR	
	Total Teachers	Trained Teachers	All	Trained	Total Teachers	Trained Teachers	All	Trained
1999	57,556	54,230	42.14	44.72	30,103	29,737	27.47	27.81
2000	63,499	56,688	38.41	43.03	31,637	30,758	26.71	27.47
2001	63,452	58,593	38.80	42.01	32,443	31,712	26.49	27.10
2002	64,309	59,417	38.57	41.74	32,908	31,648	26.00	27.04
2003	64,801	58,907	38.01	41.81	32,994	30,816	25.84	27.67
2004	65,548	59,755	37.60	41.25	34,809	31,719	24.47	26.86
2005	65,585	60,630	37.54	40.61	35,321	32,222	24.22	26.55
2006	65,098	62,914	37.57	38.87	34,992	32,165	23.76	25.85
2009	67,115		37.00		34,854		22.34	
2012	73,160	65,547	36.45	40.68	41,272	29,687	22.70	31.55
2013	73,148	62,807	36.41	42.40	42,585	31,066	22.48	30.82

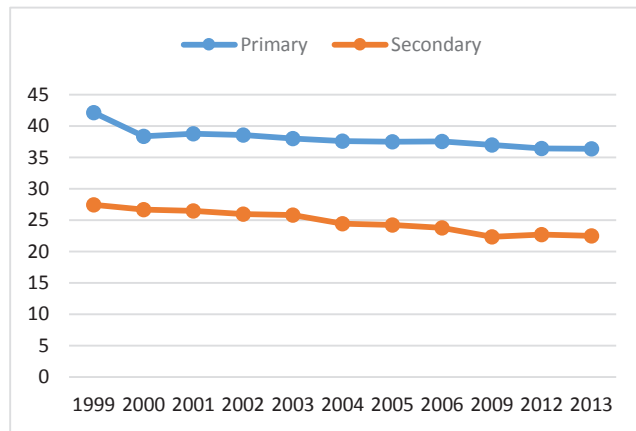


**Figure 48: Number of Primary and Secondary School Teachers**

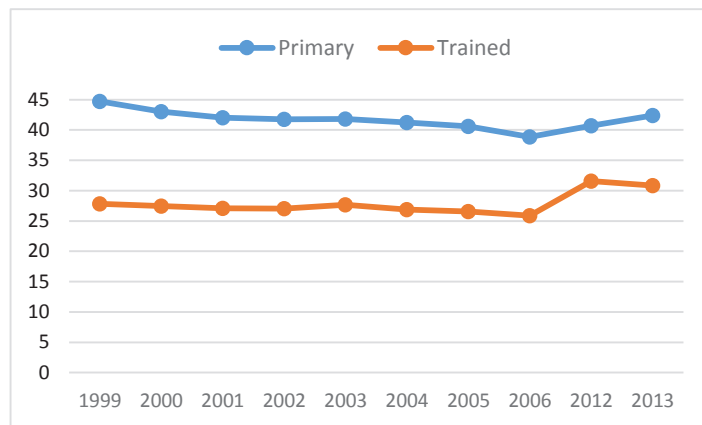


**Figure 49: Number of Qualified Primary and Secondary School Teachers**

The number of teachers in both primary and secondary levels have continued to grow over the trend period with insignificant declines in certain years. Similarly the number of qualified teachers have also grown over the same period with minor declines in 2003 for both primary and secondary teachers.



**Figure 50: Pupil to Teacher Ratios for Primary and Secondary Schools**



**Figure 51: Pupil to Qualified Teacher Ratios for Primary and Secondary Schools**

## 7.2 ECD Teachers

The 2013 EMIS indicates that there are presently 9,992 ECD teachers servicing 374,125 ECD pupils in 5,670 ECD schools of whom 2,716 (27.2%) are qualified. Most ECD teachers operate unaided by the government and fully funded through School Development Committees (SDC).

**Table 80: Number of ECD Teachers by Location, Qualification Status and Sex**

Location	Qualified to Teach			Unqualified to teach			Grand Total			% qualified to teach
	M	F	Total	M	F	Total	M	F	Total	
Rural	278	1589	1867	371	6261	6632	649	7850	8499	21.97%
Urban	66	783	849	28	616	644	94	1399	1493	56.87%
Grand Total	344	2372	2716	399	6877	7276	743	9249	9992	27.18%

Only 27% of all the ECD teachers are qualified to teach. Urban ECD centers in urban areas have a higher percentage of qualified teachers than the rural schools.

**Table 81: Number of ECD Teachers by Qualification and Sex**

Qualification	M	F	Total	% of Total	% Female
Diploma or Certificate in Education	308	2193	2501	25.03%	87.68%
Graduate with teaching qualification	36	179	215	2.15%	83.26%
ECD Para Professional	272	6221	6493	64.98%	95.81%
Graduate without teaching qualification	2	10	12	0.12%	83.33%
Non-Teaching Degree	3	25	28	0.28%	89.29%
Other Unqualified	122	621	743	7.44%	83.58%
Grand Total	743	9249	9992	100.00%	92.56%

Most teachers teaching ECD are para-professionals (almost 65%) followed by Diploma or certificate in education holders who constitute 25.03%. The majority of the teachers are females (92.56%)

**Table 82: Number of ECD Teachers by Province, Qualification Status and Sex**

Province	Qualified to Teach			Unqualified to teach			Grand Total			% qual-ified to teach	% Female
	M	F	Total	M	F	Total	M	F	Total		
Bulawayo	11	150	161	4	158	162	15	308	323	49.85%	95.36%
Harare	22	271	293	14	201	215	36	472	508	57.68%	92.91%
Manicaland	66	396	462	59	1094	1153	125	1490	1615	28.61%	92.26%
Mashonaland Central	17	122	139	51	748	799	68	870	938	14.82%	92.75%
Mashonaland East	32	220	252	33	957	990	65	1177	1242	20.29%	94.77%
Mashonaland West	38	246	284	68	585	653	106	831	937	30.31%	88.69%
Masvingo	71	465	536	41	786	827	112	1251	1363	39.33%	91.78%
Matabeleland North	11	76	87	40	843	883	51	919	970	8.97%	94.74%
Matabeleland South	7	66	73	21	723	744	28	789	817	8.94%	96.57%
Midlands	69	360	429	68	782	850	137	1142	1279	33.54%	89.29%
Grand Total	344	2372	2716	399	6877	7276	743	9249	9992	27.18%	92.56%

The percentages of qualified teachers are least in the Matabeleland provinces which recorded almost 9% while the highest percentage was recorded in Harare with almost 58%. The percentage of female teachers is above 88% in all provinces.

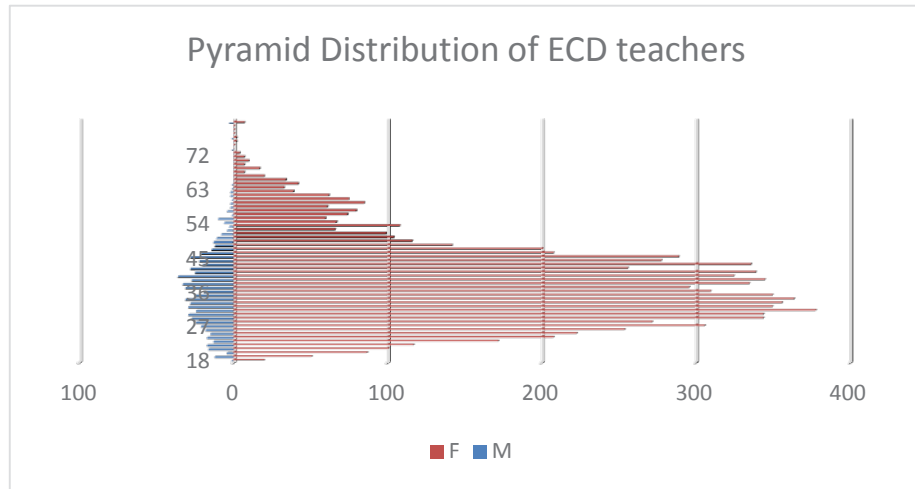


Figure 52: ECD Teachers Distribution by Age and Sex

The pyramid age distribution of teachers show that there are more females than males. The majority of teachers are between 25 and 50 years.

### 7.3 ECD Pupil Teacher Ratios

Table 83: ECD Pupil to Teacher Ratios by Location

	Qualified	Total Teachers	Learners	PTR	PtoQTR
Rural	1867	8499	324299	38	174
Urban	849	1493	49826	33	59
Grand Total	2716	9992	374125	37	138

The national Pupil to a teacher ratio is 37. In urban schools there are fewer students to a teacher than in rural schools. Owing to the large number of untrained teachers at ECD level the Pupils to a qualified teacher ratio is 138.

Table 84: ECD Teachers and Enrolments by School and Grant classification

		Total Pupils	Total Teachers	PTR
Government	P1	6,740	215	31.3
	P2	13,265	397	33.4
	P3	1,441	49	29.4
	Total	21,446	661	32.4
Non-Government	P1	4,763	199	23.9
	P2	25,005	684	36.6
	P3	322,911	8448	38.2
	Total	352,679	9331	37.8
Grand Total		374,125	9992	37.4

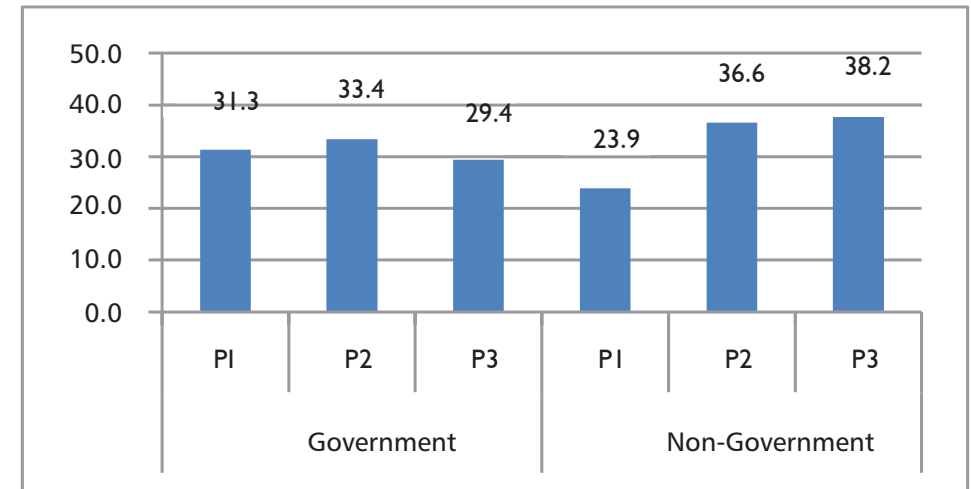


Figure 53: ECD Pupil to Teacher Ratio by School and Grant Classification

The lowest pupil to teacher ratios for ECD pupils are in non-government P1 schools. Government schools classified under different grant classifications have similar pupil to teacher ratios whilst non government schools tend to progressively worsen from P1 to P3. P3 non-government schools have a PTR of 38.2 as compared with government P3 schools which have a PTR of 29.4.

**Table 85: ECD Teachers Qualified and Unqualified**

Province	Qualified to teach	Total Teachers	Number of ECD pupils	Pupil to Teacher Ratio (PTR)	Pupil to Qualified Teacher Ratio
Bulawayo	161	323	8,361	25.9	51.9
Harare	293	508	16,463	32.4	56.2
Manicaland	462	1,615	68,010	42.1	147.2
Mashonaland Central	139	938	37,297	39.8	268.3
Mashonaland East	252	1,242	41,053	33.1	162.9
Mashonaland West	284	937	37,298	39.8	131.3
Masvingo	536	1,363	59,224	43.5	110.5
Matabeleland North	87	970	31,087	32.0	357.3
Matabeleland South	73	817	28,937	35.4	396.4
Midlands	429	1,279	46,395	36.3	108.1
Total	2,716	9,992	374,125	37.4	137.7

## 7.4 Primary School Teachers

**Table 86: Primary School Teachers by Location, Qualification Status and Sex**

Location	Qualified to Teach			Unqualified to teach			Total Teachers			Percent Qualified		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Rural	23760	23633	47393	4922	4277	9199	28682	27910	56592	82.84%	84.68%	83.75%
Urban	3328	12086	15414	420	722	1142	3748	12808	16556	88.79%	94.36%	93.10%
Grand Total	27088	35719	62807	5342	4999	10341	32430	40718	73148	83.53%	87.72%	85.86%

As shown in the table above almost 86% of the primary school teachers in Zimbabwe are qualified to teach. Urban schools have a greater percentage (93.10%) of qualified teachers than rural schools (83.75%). Furthermore, the percentage of qualified teachers is higher for female teachers.

**Table 87: Primary School Teachers by Qualification and Sex**

Qualification	M	F	Grand Total	% of total	% Female
Diploma or Certificate in Education	22961	31387	54348	74.30%	57.75%
Graduate with teaching qualification	4127	4332	8459	11.56%	51.21%
Graduate without teaching qualification	204	289	493	0.67%	58.62%
Non-Teaching Degree	221	207	428	0.59%	48.36%
Other Unqualified	4917	4503	9420	12.88%	47.80%
Grand Total	32430	40718	73148	100.00%	55.67%

The majority of primary school teachers are holders of a certificate or Diploma in primary education constituting 74.3%, followed by unqualified teachers constituting 12.88% while graduate qualified teachers constitute around 12%. The majority of primary school teachers are female.

**Table 88: Number of Government Employed Teachers by Qualification, Type of Employment and Sex**

Qualification	Contract employment			Permanent employment			Total Govt employed		
	M	F	Total	M	F	Total	M	F	Total
Diploma or Certificate in Education	347	368	715	22360	30565	52925	22707	30933	53640
Graduate with teaching qualification	55	52	107	3971	4094	8065	4026	4146	8172
Graduate without teaching qualification	30	43	73	161	230	391	191	273	464
Non-Teaching Degree	81	67	148	118	119	237	199	186	385
Other Unqualified	3898	3407	7305	688	759	1447	4586	4166	8752
Grand Total	4411	3937	8348	27298	35767	63065	31709	39704	71413

**Table 89: Number of Teachers by Qualification, Employer and Sex**

Qualification	Govt employed			Non-Govt employed			Employer not stated			Grand Total		
	M	F	Total	M	F	total	M	F	Total	M	F	Total
Diploma or Certificate in Education	22707	30933	53640	192	372	564	62	82	144	22961	31387	54348
Graduate with teaching qualification	4026	4146	8172	70	139	209	31	47	78	4127	4332	8459
Graduate without teaching qualification	191	273	464	8	12	20	5	4	9	204	289	493
Non-Teaching Degree	199	186	385	16	14	30	6	7	13	221	207	428
Other Unqualified	4586	4166	8752	285	301	586	46	36	82	4917	4503	9420
Grand Total	31709	39704	71413	571	838	1409	150	176	326	32430	40718	73148

Government employs 97.6% of all primary school teachers.

**Table 90: Number of Primary Teachers by Teaching Experience and Sex**

Experience	M	F	Grand Total	% of total
Error data	33	32	65	0.09%
less than 1 year	4522	4795	9317	12.74%
1 year	896	1734	2630	3.60%
2 years	1015	1946	2961	4.05%
3 years	1382	2070	3452	4.72%
4 years	1594	1988	3582	4.90%
5 years	1363	1857	3220	4.40%
6 years	1229	1774	3003	4.11%
7 years	876	1427	2303	3.15%
8 years	1953	2517	4470	6.11%
9 years	1222	1791	3013	4.12%
10 years and above	16345	18787	35132	48.03%
Grand Total	32430	40718	73148	100.00%

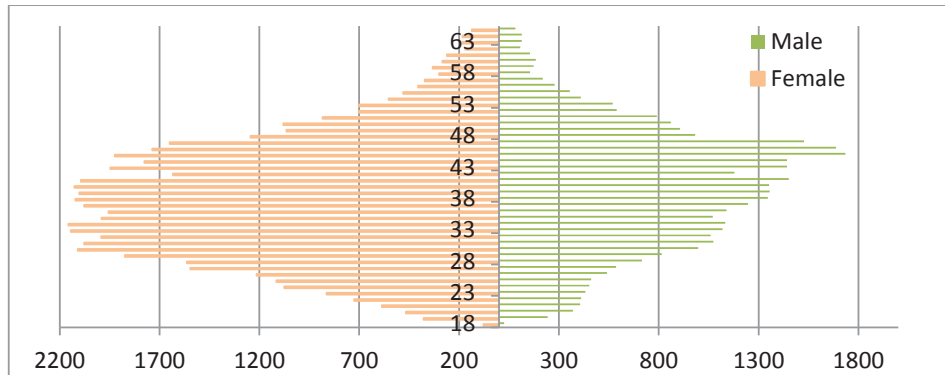
Almost 13% of the teaching force in primary education has less than one year teaching experience while 48.03% has 10 years or more.

**Table 91: Number of Primary School Teachers by Province, Qualification Status and Sex**

Province	Qualified to Teach			Unqualified to teach			Total Teachers			Percent Qualified			% Female
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Bulawayo	381	2476	2857	101	196	297	482	2672	3154	79.05%	92.66%	90.58%	84.72%
Harare	1161	4845	6006	163	262	425	1324	5107	6431	87.69%	94.87%	93.39%	79.41%
Manicaland	5379	5370	10749	378	420	798	5757	5790	11547	93.43%	92.75%	93.09%	50.14%
Mashonaland Central	2401	2178	4579	1178	675	1853	3579	2853	6432	67.09%	76.34%	71.19%	44.36%
Mashonaland East	3117	3576	6693	484	502	986	3601	4078	7679	86.56%	87.69%	87.16%	53.11%
Mashonaland West	3124	3601	6725	884	698	1582	4008	4299	8307	77.94%	83.76%	80.96%	51.75%
Masvingo	4840	5154	9994	245	246	491	5085	5400	10485	95.18%	95.44%	95.32%	51.50%
Matabeleland North	1272	1568	2840	961	992	1953	2233	2560	4793	56.96%	61.25%	59.25%	53.41%
Matabeleland South	1411	1986	3397	211	366	577	1622	2352	3974	86.99%	84.44%	85.48%	59.18%
Midlands	4002	4965	8967	737	642	1379	4739	5607	10346	84.45%	88.55%	86.67%	54.19%
Grand Total	27088	35719	62807	5342	4999	10341	32430	40718	73148	83.53%	87.72%	85.86%	55.67%

Masvingo Province recorded the highest percentage of qualified teachers in Zimbabwe with 95.32% while Matabeleland North recorded the least with 59.25%. Bulawayo and Harare which are largely urban provinces have the highest percentages of female teachers 84.72% and 79.41% respectively. Mashonaland Central is the only province with more male than female teachers.

The age and gender demographic pyramids are shown below for primary level. Most teachers are aged between 30 and 50 and constitute 70.4% of all primary school teachers.

**Figure 54: Demographic Age pyramid Primary Teachers**

**Table 92: Primary level substantive grade by gender**

Substantive Grade	Male	Female	Total	% Female
Head	2,305	785	3,090	25.40%
Deputy Head	2,340	1,134	3,474	32.64%
Senior Teacher	20,111	30,153	50,264	59.99%
Teacher	3,822	7,400	11,222	65.94%
Teacher in-Charge	563	1,610	2,173	74.09%
Temporary	3,700	3,468	7,168	48.38%
Student teacher	1,313	3,825	5,138	74.45%
Relief	1,342	1,704	3,046	55.94%
ECD Para Professional	273	6,226	6,499	95.80%
Other	101	212	313	67.73%
No response	66	59	125	47.20%
<b>Total</b>	<b>35,936</b>	<b>56,576</b>	<b>92,512</b>	<b>61.16%</b>

The table above shows number of primary and ECD teachers by their substantive grades. Almost 25% of the substantive heads and 33% of substantive deputy heads are females. Furthermore if these heads are all heading schools then about 46% of schools in Zimbabwe did not have school heads in 2013.

## 7.5 Primary School Pupil/Teacher Ratios

**Table 93: Primary School Teachers by Qualification Status, and School Location**

Location	Qualified Teachers	Total Teachers	Total enrolment	PTR	Pupil to qualified teacher ratio
Rural	47393	56592	2055047	36	43
Urban	15414	16556	608140	37	39
<b>Grand Total</b>	<b>62807</b>	<b>73148</b>	<b>2663187</b>	<b>36</b>	<b>42</b>

The average pupil to teacher ratio for primary education is 36. The ratio is lower for rural than urban schools. The average pupil to qualified teacher ratio is 42 and it is lower for urban than rural schools.

**Table 94: Primary School Teachers by Qualification Status and School Type**

School type	Qualified to Teach Total	Unqualified to teach Total	Pupils	% Qualified	Pupils	PTR	Pupil/Qualified teacher ratio
Government	7235	545	7780	92.99%	300488	39	42
Non-Government	55572	9796	65368	85.01%	2362699	36	43
<b>Grand Total</b>	<b>62807</b>	<b>10341</b>	<b>73148</b>	<b>85.86%</b>	<b>2663187</b>	<b>36</b>	<b>42</b>

The pupil to teacher ratio for government schools was 39 while for non-government schools was 36. To the contrary there were more pupils to a qualified teacher in non-government than in government schools.

**Table 95: Primary School Teachers by Responsible Authority and Qualification Status**

Responsible Authority	Qualified to Teach Total	Unqualified to teach Total	Total teachers	% qualified	Pupils	PTR	PQTR
Church/Mission	5336	589	5925	90.06%	205740	35	39
City Council	3597	248	3845	93.55%	152966	40	43
District Council	41770	8523	50293	83.05%	1839733	37	44
Farm	1022	110	1132	90.28%	41048	36	40
Government	7242	545	7787	93.00%	297933	38	41
Mine	627	44	671	93.44%	23547	35	38
Other	1534	113	1647	93.14%	43745	27	29
Private Company	1179	130	1309	90.07%	36664	28	31
Town Board	500	39	539	92.76%	21811	40	44
<b>Grand Total</b>	<b>62807</b>	<b>10341</b>	<b>73148</b>	<b>85.86%</b>	<b>2663187</b>	<b>36</b>	<b>42</b>

**Table 96: Qualified to unqualified teachers, and Pupil to Teacher Ratio (PTR) in primary Schools by Province**

Province	Qualified to teach	Unqualified to teach	Total teachers	Number of pupils	Pupil to Teacher Ratio (PTR)	Pupil to Qualified Teacher Ratio
Bulawayo	2857	297	3154	106108	34	37
Harare	6006	425	6431	254635	40	42
Manicaland	10749	798	11547	415542	36	39
Mashonaland Central	4579	1853	6432	249787	39	55
Mashonaland East	6693	986	7679	289050	38	43
Mashonaland West	6725	1582	8307	317052	38	47
Masvingo	9994	491	10485	349766	33	35
Matabeleland North	2840	1953	4793	178042	37	63
Matabeleland South	3397	577	3974	148098	37	44
Midlands	8967	1379	10346	355107	34	40
<b>Total</b>	<b>62807</b>	<b>10341</b>	<b>73148</b>	<b>2663187</b>	<b>36</b>	<b>42</b>

## 7.6 Secondary School Teachers

**Table 97: Secondary School Teachers by Location, Qualification Status and Sex**

Location	Qualified to Teach			Unqualified			Grand Total			% Qualified			% Female
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Rural	12846	9038	21884	5330	3598	8928	18176	12636	30812	70.68%	71.53%	71.02%	41.01%
Urban	3603	5579	9182	1336	1255	2591	4939	6834	11773	72.95%	81.64%	77.99%	58.05%
Grand Total	16449	14617	31066	6666	4853	11519	23115	19470	42585	71.16%	75.07%	72.95%	45.72%

In 2013, 72.95% of the secondary school teaching force was qualified to teach. The proportions of female qualified teachers were higher than those of males in both urban and rural schools. However, there were more female teachers in urban schools than males.

**Table 98: Secondary School Teachers by Qualification and Sex**

Qualification	M	F	Grand Total	% Total	% Female
Diploma or Certificate	10494	10468	20962	49.22%	49.94%
Graduate with Teaching Qualification	5955	4149	10104	23.73%	41.06%
Graduate without Teaching Qualification	4357	3285	7642	17.95%	42.99%
Other (unqualified)	2309	1568	3877	9.10%	40.44%
Grand Total	23115	19470	42585	100.00%	45.72%

49.22% of secondary school Teachers in Zimbabwe were holders of a Diploma or Certificate in education while 23.73% were graduates with teaching qualification.

**Table 99: Secondary School Government Employed Teachers by Qualification and Type of Employment**

Qualification	Contract employed			Permanent employed			Total employed		
	M	F	Total	M	F	Total	M	F	Total
Diploma or Certificate in Education	147	96	243	10164	10198	20362	10311	10294	20605
Graduate with teaching qualification	56	25	81	5722	3912	9634	5778	3937	9715
Graduate without teaching qualification	138	103	241	4068	3034	7102	4206	3137	7343
Other Unqualified	1199	741	1940	882	678	1560	2081	1419	3500
Grand Total	1540	965	2505	20836	17822	38658	22376	18787	41163

**Table 100: Government Employed Secondary School Teachers by Qualification and Sex**

Qualification	Total Govt employed			Non-Govt employed			Employer not stated			Grand Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Diploma or Certificate in Education	10311	10294	20605	131	125	256	52	49	101	10494	10468	20962
Graduate with teaching qualification	5778	3937	9715	117	142	259	60	70	130	5955	4149	10104
Graduate without teaching qualification	4206	3137	7343	114	78	192	37	70	107	4357	3285	7642
Other Unqualified	2081	1419	3500	189	125	314	39	24	63	2309	1568	3877
Grand Total	22376	18787	41163	551	470	1021	188	213	401	23115	19470	42585

**Table 101: Secondary School Qualified Teachers for Maths, Science and Languages by Province**

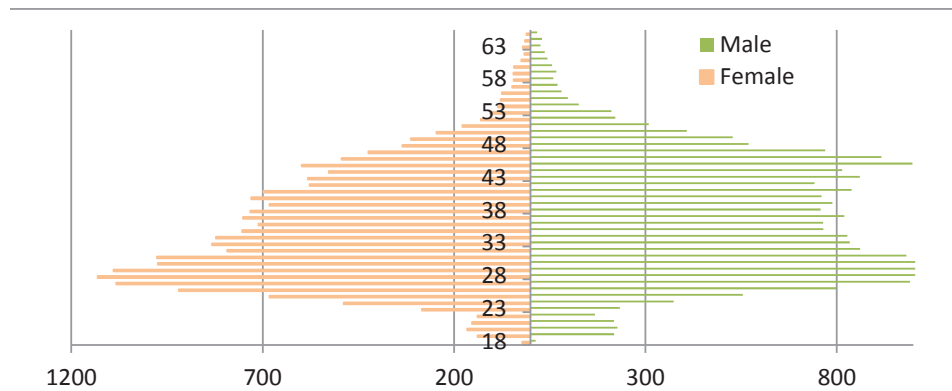
Province	Qualified Teachers by subject			
	Mathematics	Science	English	Local Language
Bulawayo	208	176	423	438
Harare	392	396	618	538
Manicaland	696	648	884	1044
Mashonaland Central	228	212	266	271
Mashonaland East	406	399	492	493
Mashonaland West	337	350	433	402
Masvingo	556	482	615	875
Matabeleland North	121	104	388	520
Matabeleland South	125	111	411	620
Midlands	451	379	639	780
Grand Total	3520	3257	5169	5981

In 2013 there were a total of 3 520, 3 257, 5 169 and 5 981 qualified teachers for Mathematics, Science, English and Local Languages (Shona/Ndebele) respectively. There were more qualified teachers for languages than for Mathematics and Sciences.

**Table 102: Secondary level substantive grade by gender**

Substantive Grade	Male	Female	Total	% Female
Head	1016	185	1201	15.40%
Deputy Head	894	256	1150	22.26%
Senior Teacher	12284	11369	23653	48.07%
Teacher	6926	6964	13890	50.14%
Teacher in-Charge	700	470	1170	40.17%
Temporary	1144	654	1798	36.37%
Student teacher	355	336	691	48.63%
Relief	734	561	1295	43.32%
Other	22	15	37	40.54%
No response	31	16	47	34.04%
<b>Total</b>	<b>24106</b>	<b>20826</b>	<b>44932</b>	<b>46.35%</b>

The age and gender demographic pyramids are shown below for secondary level. Most teachers are aged between 30 and 50 and constitute 67.3% of all secondary school teachers.



**Figure 55: Distribution of Secondary School Teachers by Age and Sex**

## 7.7 Secondary School Pupil Teacher Ratios

**Table 103: Secondary School Pupil to Teacher and Pupils to Qualified Teacher Ratios by Location**

Location	Qualified to Teach	Unqualified	Total	Pupils	PTR	PQTR
Rural	21884	8928	30812	691386	22	32
Urban	9182	2591	11773	266075	23	29
<b>Grand Total</b>	<b>31066</b>	<b>11519</b>	<b>42585</b>	<b>957461</b>	<b>22</b>	<b>31</b>

The pupil to teacher ratio for secondary schools is 22 and the pupil to qualified teacher ratio is 31. Rural schools had a better overall pupil to teacher ratios than urban schools. However urban schools have better pupil to qualified teacher ratios.

**Table 104: Secondary School Pupil to Teacher and Pupils to Qualified Teacher Ratios by Responsible Authority**

Responsible Authority	Qualified to Teach	Unqualified to teach	Grand Total	Pupils	PTR	PQTR
Church/Mission	4951	1715	6666	146878	22	30
City Council	478	174	652	14676	23	31
District Council	15940	6868	22808	521677	23	33
Farm	170	49	219	4883	22	29
Government	7274	2041	9315	216737	23	30
Mine	118	44	162	3629	22	31
Other	1057	311	1368	21787	16	21
Private Company	639	202	841	13718	16	21
Town Board	439	115	554	13476	24	31
<b>Grand Total</b>	<b>31066</b>	<b>11519</b>	<b>42585</b>	<b>957461</b>	<b>22</b>	<b>31</b>

Pupil to teacher ratios and pupil to qualified teacher ratios are shown in the table above by responsible authority. Other and Private company responsible authorities have the least ratios for both PTR and PQTR of 16 and 21 respectively.

Table 105: Secondary Teachers Qualified and Unqualified

Province	Qualified to teach	Unqualified to teach	Pupils	Pupil to Teacher Ratio (PTR)	Pupil to Qualified Teacher Ratio
Bulawayo	1865	598	51970	21	28
Harare	3314	865	95991	23	29
Manicaland	5739	1260	149318	21	26
Mashonaland Central	1960	1164	74624	24	38
Mashonaland East	3367	1600	117469	24	35
Mashonaland West	3363	1435	111413	23	33
Masvingo	4257	1529	128141	22	30
Matabeleland North	1591	904	50965	20	32
Matabeleland South	1620	524	52485	25	32
Midlands	3990	1640	125085	22	31
Total	31066	11519	957461	23	31

As indicated by the table and figures above, all provinces fall well within the acceptable range of 30 pupils per secondary teacher. However, only Masvingo, Harare, Bulawayo and Manicaland fall within the acceptable range of 30 pupils per qualified teacher. Mashonaland Central and Mashonaland East are in most need of suitably qualified secondary teachers. Consideration should be given to supporting secondary teachers to obtain suitable qualifications in these provinces.



Table 106: Secondary School Pupils to Qualified Teacher Ratios by Subject and Province

Province	Pupils	Mathematics		English		Science		Local Language	
		Teachers	PTR	Teachers	PTR	Teachers	PTR	Teachers	PTR
Bulawayo	51970	208	250	423	123	176	295	438	119
Harare	95991	392	245	618	155	396	242	538	178
Manicaland	149318	696	215	884	169	648	230	1044	143
Mashonaland Central	74624	228	327	266	281	212	352	271	275
Mashonaland East	117469	406	289	492	239	399	294	493	238
Mashonaland West	111413	337	331	433	257	350	318	402	277
Masvingo	128141	556	230	615	208	482	266	875	146
Matabeleland North	50965	121	421	388	131	104	490	520	98
Matabeleland South	52485	125	420	411	128	111	473	620	85
Midlands	125085	451	277	639	196	379	330	780	160
Grand Total	957461	3520	272	5169	185	3257	294	5981	160

Max	421		281		490		277
Min	215		123		230		85
Range	206		158		260		192

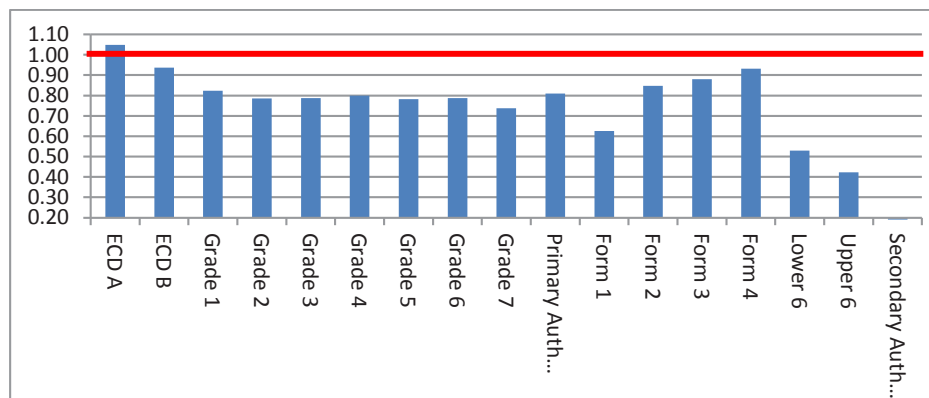
The table above shows pupil to subject teacher ratios for Mathematics, English, Science and a local language. There is a significant variation of these ratios among provinces and subject area. Mathematics and Science have 272 and 294 students to a qualified teacher respectively.

# Chapter 8: Efficiency

## 8.1 Repetition

**Table 107: Repeaters as a percentage of enrolment Primary level by Gender and Grade**

Grade Level	Repeaters			Percentage of Repeaters			GPI
	Male	Female	Total	Male	Female	Total	
ECD A	590	641	1231	0.95%	1.00%	0.97%	1.05
ECD B	1721	1622	3343	1.39%	1.31%	1.35%	0.94
Grade 1	7749	6122	13871	3.62%	2.98%	3.31%	0.82
Grade 2	4701	3585	8286	2.31%	1.82%	2.07%	0.78
Grade 3	3768	2902	6670	1.89%	1.48%	1.69%	0.79
Grade 4	3259	2581	5840	1.71%	1.37%	1.54%	0.8
Grade 5	3051	2394	5445	1.65%	1.29%	1.47%	0.78
Grade 6	3617	2793	6410	2.05%	1.62%	1.84%	0.79
Grade 7	1801	1341	3142	1.13%	0.83%	0.98%	0.74
Primary Auth Special	506	291	797	3.19%	2.58%	2.93%	0.81
<b>Total Primary</b>	<b>30763</b>	<b>24272</b>	<b>55035</b>	<b>2.12%</b>	<b>1.67%</b>	<b>1.91%</b>	<b>0.79</b>

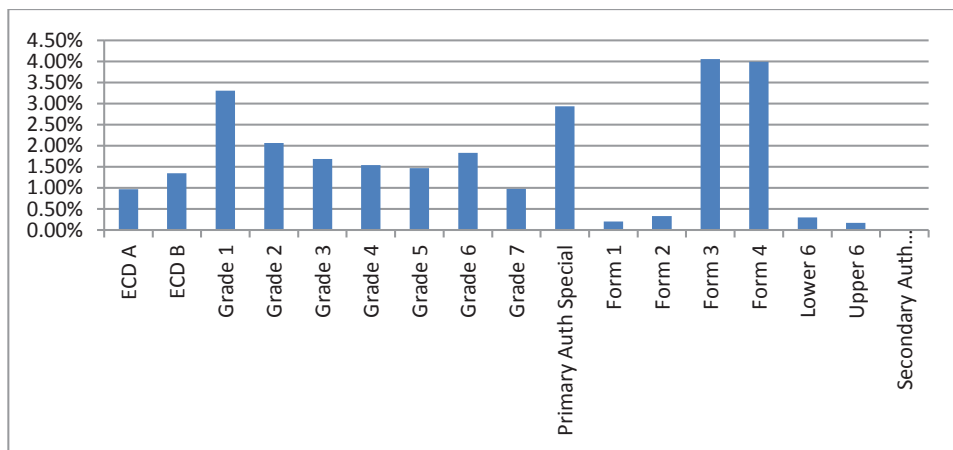


**Figure 57: % Repeaters GPI all school levels by Grade**

**Table 108: Repeaters as a Percentage of Form Enrolment Secondary level by Sex and Form**

School Level	Repeaters			% Repeaters			GPI % Repeaters
	Male	Female	Total	Male	Female	Total	
Form 1	299	197	496	0.25%	0.16%	0.20%	0.63
Form 2	400	350	750	0.36%	0.31%	0.34%	0.85
Form 3	4937	4281	9218	4.31%	3.80%	4.06%	0.88
Form 4	4225	3609	7834	4.13%	3.85%	3.99%	0.93
Lower 6	72	30	102	0.38%	0.20%	0.30%	0.53
Upper 6	44	15	59	0.24%	0.10%	0.18%	0.42
Secondary Auth Special	0	0	0	0.00%	0.00%	0.00%	0
<b>Total Secondary</b>	<b>10074</b>	<b>8556</b>	<b>18630</b>	<b>2.09%</b>	<b>1.80%</b>	<b>1.95%</b>	<b>0.86</b>

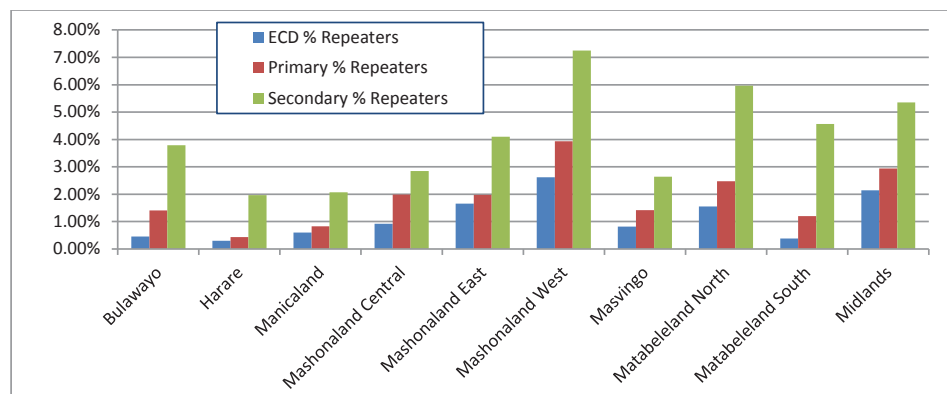
The tables above detail repeaters and % repeaters for both primary and secondary levels of education. As indicated in Figure 56 above, repetition is greatest in grade 1 and Forms 3 and 4. Grade 1 is likely high because parents in many schools enroll children at a young age into grade 1 in lieu of adequate ECD facilities. Forms 3 and 4 likely contain high repetition as some pupils may have failed to sit for the exams or may have failed.



**Figure 56: % Repeaters all school levels by Grade**

**Table 109: Repeaters as a Percentage of Enrolment by Province and Level of Education**

Province	ECD		Primary		Secondary	
	% Repeaters	GPI % Repeaters	% Repeaters	GPI % Repeaters	% Repeaters	GPI % Repeaters
Bulawayo	0.45%	0.54	1.40%	0.65	3.79%	1.04
Harare	0.30%	0.73	0.43%	0.68	1.96%	0.79
Manicaland	0.60%	0.89	0.83%	0.83	2.07%	0.82
Mashonaland Central	0.92%	0.98	1.98%	0.78	2.85%	0.75
Mashonaland East	1.66%	0.91	1.98%	0.83	4.10%	0.73
Mashonaland West	2.62%	0.96	3.93%	0.81	7.25%	0.81
Masvingo	0.82%	0.96	1.42%	0.84	2.64%	0.96
Matabeleland North	1.55%	0.98	2.47%	0.72	5.96%	0.89
Matabeleland South	0.39%	1	1.20%	0.79	4.56%	1.04
Midlands	2.15%	1.03	2.94%	0.79	5.35%	0.89
Total	1.22%	0.96	1.91%	0.79	1.95%	0.86



**Figure 58: % Repeaters by Province and Level of Education**

The Table and Figure above shows the % repetition by province. Secondary repetition is higher for all provinces than primary repetition. Harare, Masvingo Manicaland have comparatively very low levels of repetition for all levels of education whilst Mashonaland West, Matabeleland North and Midlands have the highest with over 5% repetition rate at the secondary level. This may indicate a high application of rigor in assessing students for promotion to the next year level.

## 8.2 Dropouts

**Table 110: Drop outs by reason**

Reason	Males	Females	Total	% Female	% total
Absconded	591	440	1031	42.68%	17.35%
Death	318	207	525	39.43%	8.84%
Expulsion	110	24	134	17.91%	2.26%
Illness	208	115	323	35.60%	5.44%
Marriage	126	110	236	46.61%	3.97%
Other	396	288	684	42.11%	11.51%
Pregnancy	154	71	225	31.56%	3.79%
School Fees	1646	1138	2784	40.88%	46.85%
Total	3549	2393	5942	40.27%	100.00%

The table above shows national dropouts by reason for primary education. About 40% of all dropouts are females. School fees, abscondment and other are the major reasons for dropout.

**Table 111: Secondary Drop outs by reason**

Reason	Males	Females	Total	% Female	% total
Absconded	499	402	901	44.62%	15.16%
Death	268	224	492	45.53%	8.28%
Expulsion	178	126	304	41.45%	5.12%
Illness	253	208	461	45.12%	7.76%
Marriage	390	801	1191	67.25%	20.04%
Other	427	390	817	47.74%	13.75%
Pregnancy	293	563	856	65.77%	14.41%
School Fees	1226	1063	2289	46.44%	38.52%
Total	3534	3777	7311	51.66%	100%

The table above shows national secondary school dropouts by reason and sex. About 52% of secondary dropouts are females. School fees, marriage, and abscondment are the major reasons for student dropout.

**Table 112: Enrolments, Repeaters, Promotion by Grade,<sup>1</sup>**

	Numbers: Enrolments						Repetition			Promotion	
	2012			2013			2013			2012	
	F	M	Total	F	M	Total	F	M	Total	F	M
Grade 1	212771	222140	434911	205409	214123	419532	6122	7749	13871	193852	198468
Grade 2	198991	204712	403703	197437	203169	400606	3585	4701	8286	192629	195870
Grade 3	193632	197235	390867	195531	199638	395169	2902	3768	6670	186085	187199
Grade 4	185893	185895	371788	188666	190458	379124	2581	3259	5840	182508	181357
Grade 5	170777	173258	344035	184902	184408	369310	2394	3051	5445	170077	172591
Grade 6	172326	172847	345173	172870	176208	349078	2793	3617	6410	159802	157622
Grade 7	156151	153135	309286	161143	159423	320566	1341	1801	3142	124059	117659
<b>Total Primary</b>	<b>1290541</b>	<b>1309222</b>	<b>2599763</b>	<b>1305958</b>	<b>1327427</b>	<b>2633385</b>	<b>21718</b>	<b>27946</b>	<b>49664</b>	<b>1209012</b>	<b>1210766</b>
Form 1	119334	114780	234114	124256	117958	242214	197	299	496	113214	109638
Form 2	109500	106798	216298	113564	110038	223602	350	400	750	108467	109499
Form 3	108821	113052	221873	112748	114436	227184	4281	4937	9218	90236	98190
Form 4	89507	96865	186372	93845	102415	196260	3609	4225	7834	14815	18782
<b>Total 1-4</b>	<b>427162</b>	<b>431495</b>	<b>858657</b>	<b>444413</b>	<b>444847</b>	<b>889260</b>	<b>8437</b>	<b>9861</b>	<b>18298</b>	<b>326732</b>	<b>336109</b>
Lower 6	15161	18923	34084	14845	18854	33699	30	72	102	14900	18420
Upper 6	13310	17205	30515	14915	18464	33379	15	44	59	15000	15000
<b>Total 5-6</b>	<b>28471</b>	<b>36128</b>	<b>64599</b>	<b>29760</b>	<b>37318</b>	<b>67078</b>	<b>45</b>	<b>116</b>	<b>161</b>	<b>29900</b>	<b>33420</b>
<b>Total Secondary</b>	<b>455633</b>	<b>467623</b>	<b>923256</b>	<b>474173</b>	<b>482165</b>	<b>956338</b>	<b>8482</b>	<b>9977</b>	<b>18459</b>	<b>356632</b>	<b>369529</b>

Efficiency

**Table 113: Repetition rates, dropout and Transition rates by grade**

	Promotion 2012 to 2013			Repetition 2012			Dropout 2012		
	M	F	Total	M	F	Total	M	F	Total
To Grade 2	89.3%	91.1%	90.21%	3.5%	2.9%	3.19%	7.2%	6.0%	6.60%
To Grade 3	95.7%	96.8%	96.23%	2.3%	1.8%	2.05%	2.0%	1.4%	1.71%
To Grade 4	94.9%	96.1%	95.50%	1.9%	1.5%	1.71%	3.2%	2.4%	2.79%
To Grade 5	97.6%	98.2%	97.87%	1.8%	1.4%	1.57%	0.7%	0.4%	0.56%
To Grade 6	99.6%	99.6%	99.60%	1.8%	1.4%	1.58%	-1.4%	-1.0%	-1.19%
To Grade 7	91.2%	92.7%	91.96%	2.1%	1.6%	1.86%	6.7%	5.6%	6.18%
To Form 1	76.8%	79.4%	78.15%	1.2%	0.9%	1.02%	22.0%	19.7%	20.83%
To Form 2	95.5%	94.9%	95.19%	0.3%	0.2%	0.21%	4.2%	5.0%	4.60%
To Form 3	102.5%	99.1%	100.77%	0.4%	0.3%	0.35%	-2.9%	0.6%	-1.12%
To Form 4	86.9%	82.9%	84.93%	4.4%	3.9%	4.15%	8.8%	13.1%	10.92%
To Lower 6	19.4%	16.6%	18.03%	4.4%	4.0%	4.20%	76.2%	79.4%	77.77%
To Upper 6	97.3%	98.3%	97.80%	0.4%	0.2%	0.30%	2.3%	1.5%	1.90%

<sup>1</sup> Calculated using cohort analysis

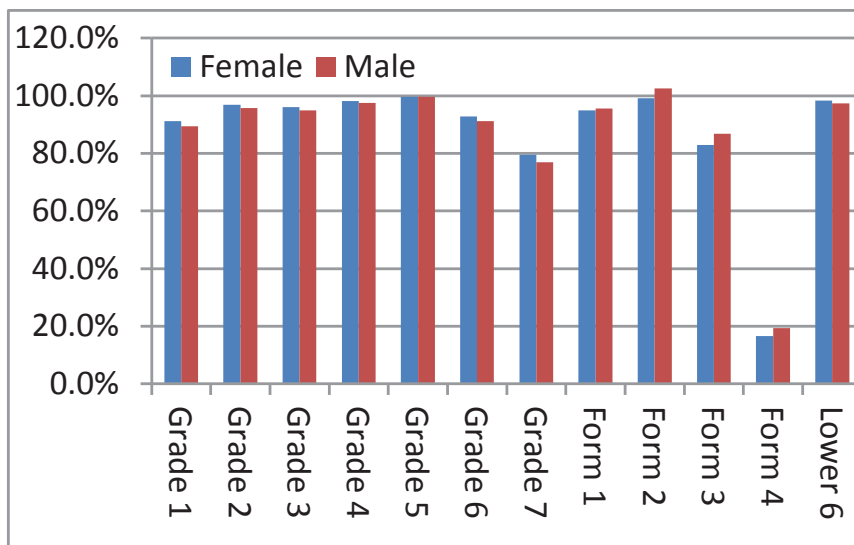


Figure 59: Promotion Rate by Grade

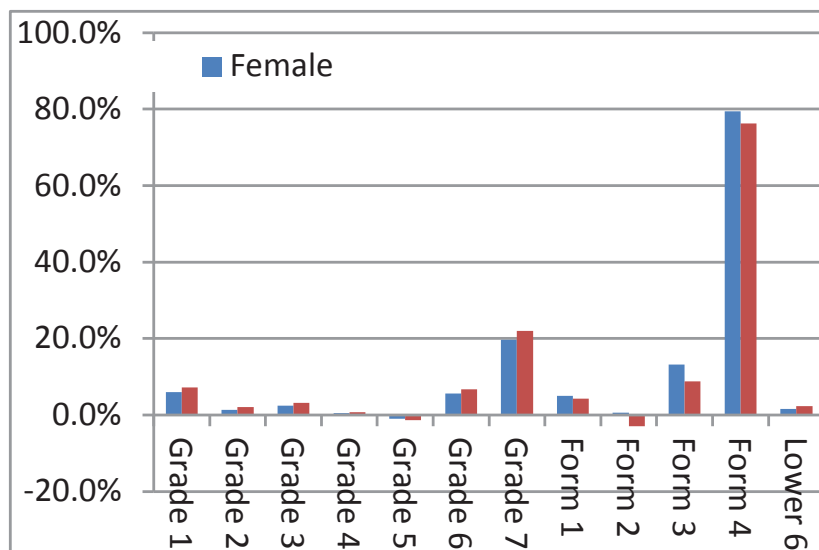


Figure 60: Calculated Dropout Rate by Grade

Table 114: 2012 to 2013 Transition Rates Grade 7 and Form 4

	Male	Female	Total	GPI
From Grade 7 to Form 1	79.4%	76.8%	78.15%	1.03
From Form 4 to Form 5 (lower)	16.6%	19.4%	18.03%	0.85

(Source: EMIS 2013)

The above calculations use the two year cohort to calculate dropout and promotion. As indicated above, the main points of dropout are from grade 7 to form 1 (20.8%) and from form 4 to lower 6 (77.8%).

### 8.3 Primary Survival Rates

Nearly 70% of pupils successfully complete the cycle from Primary Grade 1 to Primary Grade 7. Each pupil wastes 0.61 years leading through to obtainment of Grade 7 (leading to a wastage ratio of 1.11 and coefficient of efficiency of 90%). The main source of wastage is attributable to dropouts (81.5% of total wastage). The average pupil drops out of the education system after only 3.00 years of education. The main reason given for dropping out was 'school fees' (43%). This was higher than 2012 in which 23% of pupils dropped out because of high school fees. Repetition rates are comparatively low. However, still contribute significantly to inefficiency (18.5% of total wastage).

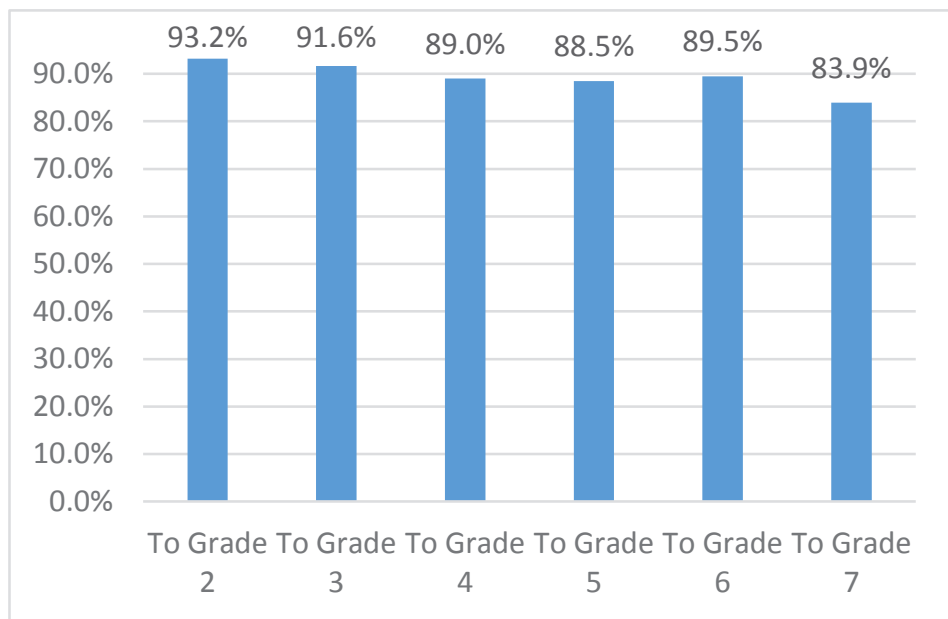


Figure 61: Primary Survival Rates by Grade

**Survival Rates:**

To Grade 2	93.2%
To Grade 3	91.6%
To Grade 4	89.0%
To Grade 5	88.5%
To Grade 6	89.5%
To Grade 7	83.9%

The figure above shows that loss of pupils owing to dropout is gradual from Grade 1 through Grade 7. The average pupil takes 7.12 years to complete Grade 7. If dropouts and graduates are taken together, the average pupil participates in primary education for only 6.5 years of the full 7 year cycle up from 4.78 years calculated for 2012.

## 8.4 Secondary Survival Rates

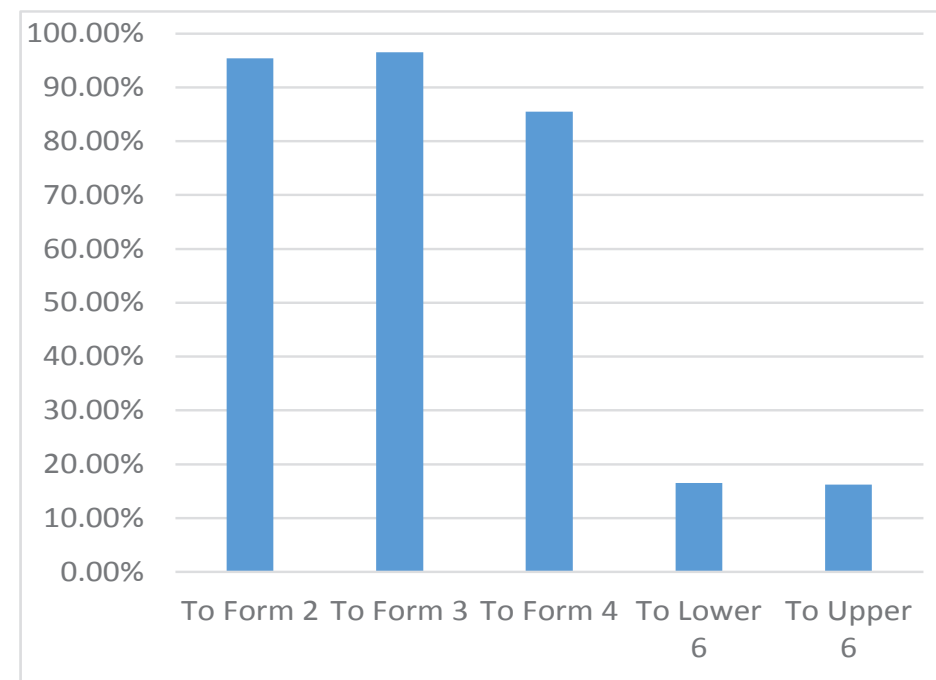


Figure 62: Secondary Survival Rates by Form

**Survival Rates:**

To Form 2	95.4%
To Form 3	96.5%
To Form 4	85.5%
To Lower 6	16.5%
To Upper 6	16.2%

The average number of years a student invests into secondary education is only 3.85 years which is down from 4.19 years calculated for 2012.

Only 157 in every 1 000 pupils successfully progresses from Form 1 to Upper 6 which is down from 168 calculated from 2012 data. If successful completion of Upper 6 were taken as the objective of secondary education then there is a great deal invested in a large number of pupils for a small return (wastage ratio of 4.45 and a low coefficient of efficiency of 22%).

## Chapter 9: Facilities

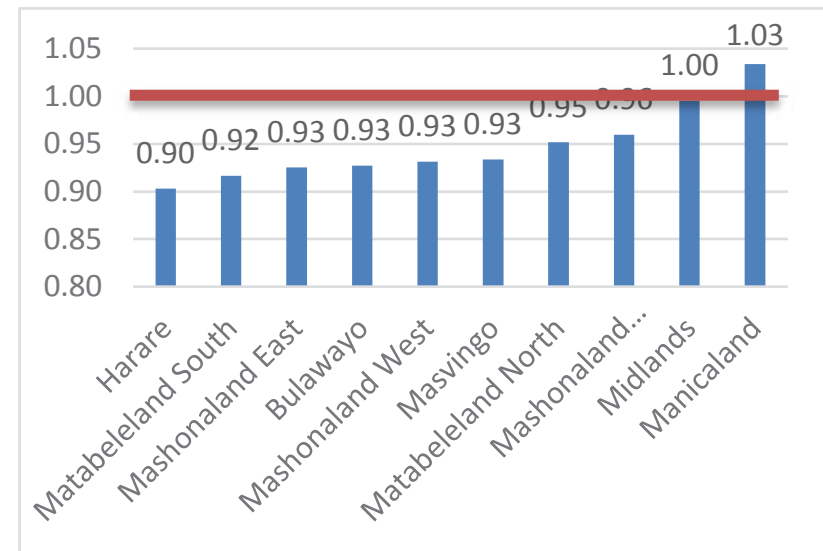
### 9.1 Textbooks

Textbooks for core subjects are more readily available in primary schools than secondary schools. There are 1.3 core textbooks for every learner in primary schools but just under one per pupil in secondary schools.

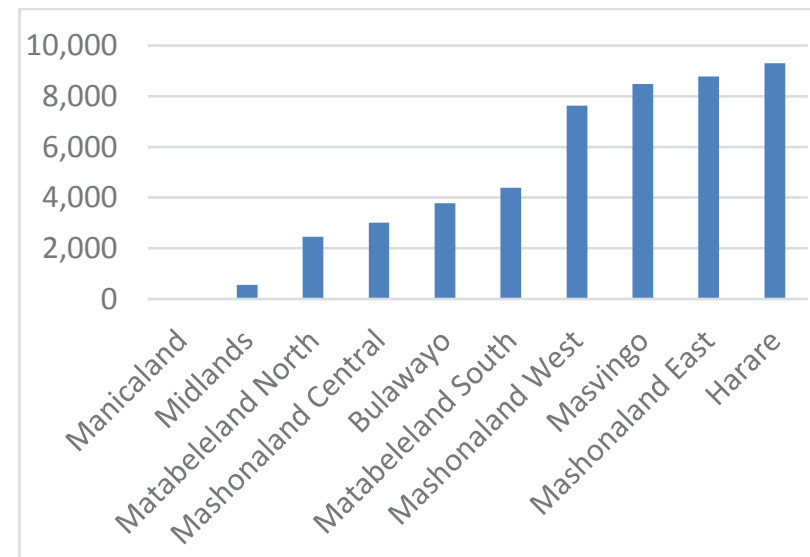
**Table 115: Core textbooks per subject available per pupil**

Province	Number of sets of core text books for Primary	Sets of core textbooks to learner ratio, primary	Number of sets of core text books for Secondary	Sets of core textbooks to learner ratio, secondary
Bulawayo	132330	1	48191	0.93
Harare	316646	1	86689	0.9
Manicaland	516199	1	154359	1.03
Mashonaland Central	314732	1	71615	0.96
Mashonaland East	368142	1	108691	0.93
Mashonaland West	407086	1	103786	0.93
Masvingo	460114	1	119665	0.93
Matabeleland North	241357	1	48501	0.95
Matabeleland South	210341	1	48099	0.92
Midlands	445031	1	124529	1
<b>Total</b>	<b>3411977</b>	<b>1</b>	<b>914124</b>	<b>0.95</b>

The table above indicates the number of core textbooks available for each learner broken down by province. 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.



**Figure 63: Secondary schools core textbooks set to pupil ratio**



**Figure 64: Secondary schools number of core sets of textbooks required**

## 9.2 Classrooms and Blocks

### 9.2.1 Pupil to Classroom Ratios

**Table 116: Classrooms and Classes**

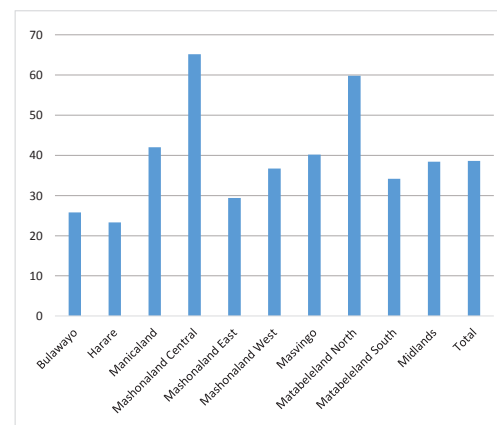
Level	Pupil to Classroom Ratio	Number of Classrooms	
		Classrooms in use	No Classrooms Required
ECD	38.4	9,684	2,787
Primary	42.6	62,469	26,304
Secondary	46.3	20,675	11,240

The adjacent table shows the Pupil To Classroom Ratio (PCR), number of classrooms in use and required at each level of the education system. The ECD Primary Pupil to Classroom Ratios (PCR) is 38.4, primary schools is 42.6 while secondary schools have 46.3 students per classroom. These values are above the national targets of 20 pupils per classroom for ECD, 40 pupils per classroom for primary school and 30 students per classroom for secondary schools.

The number of ECD classrooms per school and pupil to ECD classroom ratio are shown in the tables and figures below. Mashonaland Central with an ECD PCR of 65 and Matabeleland North with a PCR of 60 are most in need of additional classrooms in order to reduce overcrowding.

**Table 117: ECD Enrolments, Number of Classrooms and PCR**

Province	Enrolment	No. of Classrooms	PCR
Bulawayo	8361	324	26
Harare	16463	708	23
Manicaland	68010	1618	42
Mashonaland Central	37297	572	65
Mashonaland East	41053	1397	29
Mashonaland West	37298	1016	37
Masvingo	59224	1474	40
Matabeleland North	31087	520	60
Matabeleland South	28937	846	34
Midlands	46395	1209	38
<b>Total</b>	<b>374125</b>	<b>9684</b>	<b>39</b>

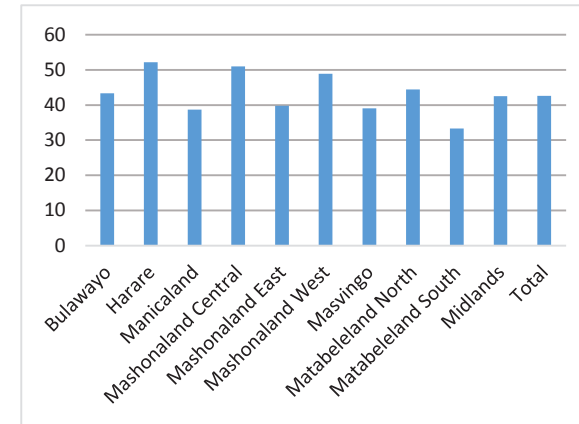


**Figure 65: ECD Pupil Classroom Ratios**

The table below shows the number of classrooms, pupils and pupil to classroom ratios for primary schools by province. Harare and Mashonaland Central with primary PCR of 52 and 51 respectively are most in need of additional classrooms.

**Table 118: Primary Enrolment, Number of Classrooms and PCR**

Province	No. of Classrooms	Enrolment	Capacity	PCR
Bulawayo	2452	106108	84557	43
Harare	4875	254635	186378	52
Manicaland	10731	415542	391708	39
Mashonaland Central	4901	282951	198115	51
Mashonaland East	7259	306584	279396	40
Mashonaland West	6480	266354	258686	49
Masvingo	8967	349766	337949	39
Matabeleland North	4012	178042	152888	44
Matabeleland South	4444	148098	168928	33
Midlands	8348	355107	303831	43
Total	62469	2663187	2362436	43

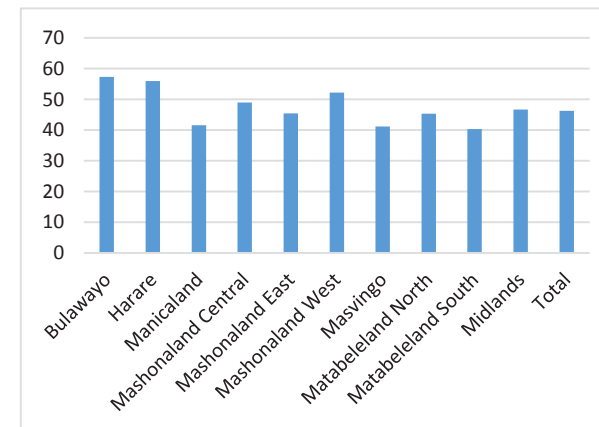


**Figure 66: Primary School PCR**

The number of classrooms per school and pupil to classroom ratio for secondary schools are shown in the tables and figures below. Harare and Bulawayo secondary PCR of 56 and 57 respectively are most in need of additional classrooms in order to reduce overcrowding.

**Table 119: Secondary Enrolments, Number of Classrooms and PCR**

Province	No. of Classrooms	Enrolment	Capacity	PCR
Bulawayo	907	51970	31850	57
Harare	1713	95991	54164	56
Manicaland	3592	149318	132271	42
Mashonaland Central	1523	74624	53615	49
Mashonaland East	2587	117469	91584	45
Mashonaland West	2133	111413	74725	52
Masvingo	3113	128141	111813	41
Matabeleland North	1124	50965	41407	45
Matabeleland South	1303	52485	45298	40
Midlands	2680	125085	100627	47
Total	20675	957461	737354	46



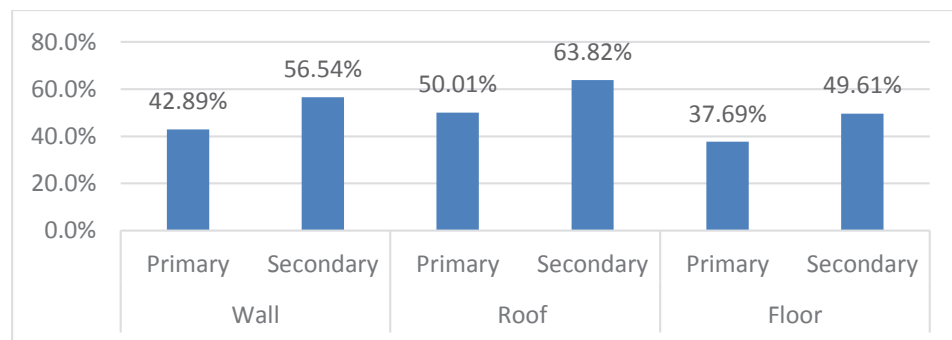
**Figure 67: Secondary Schools PCR**

## 9.2.2 Condition of Blocks

The condition of the walls, roofs and floors of school blocks in primary and secondary schools is shown in the tables and graphs below. Approximately half of all blocks are in good condition, and the remainder need repairs.

**Table 120: Condition of blocks (walls, roofs and floor) for Primary and Secondary Schools**

Part of Block	Level of School	Good (needs no repair)		In need of minor repairs		Bad, needs major renovations/ replacement		Currently derelict/ dangerous	
		No.	%	No.	%	No.	%	No.	%
Wall	Primary	20,293	42.9%	19,763	41.8%	6,304	13.3%	952	2.0%
	Secondary	13,964	56.5%	9,414	38.1%	1,177	4.8%	143	0.6%
Roof	Primary	23,663	50.0%	16,529	34.9%	5,905	12.5%	1,215	2.6%
	Secondary	15,762	63.8%	7,709	31.2%	1,052	4.3%	175	0.7%
Floor	Primary	17,831	37.7%	20,384	43.1%	8,199	17.3%	898	1.9%
	Secondary	12,252	49.6%	9,469	38.3%	2,806	11.4%	171	0.7%



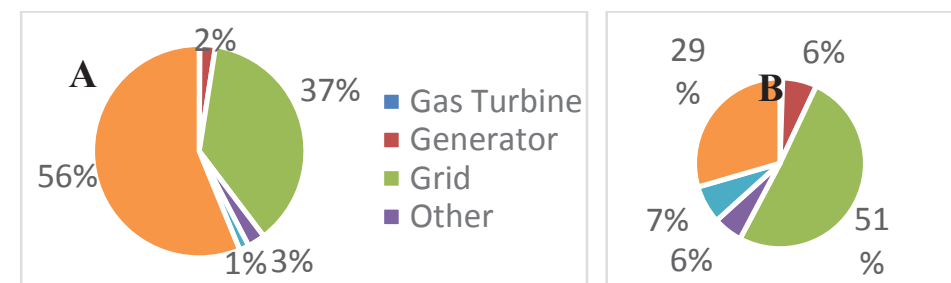
**Figure 68: Blocks in good condition (wall, roof and floor) in Primary and Secondary Schools**

## 9.3 Access to Electricity

The figures below show the percentage of schools having access to electricity broken down by source of electrical power. Almost half of schools have no access to electricity (48.44%).

**Table 121: Primary and Secondary Schools main source of electricity**

Main Source of Electricity	Primary schools		Secondary Schools		All Total
	No.	%	No.	%	
Gas Turbine	6	0.10%	12	0.51%	0.22%
Generator	137	2.36%	154	6.49%	3.56%
Grid	2160	37.21%	1205	50.76%	41.14%
Other	155	2.67%	132	5.56%	3.51%
Solar	85	1.46%	171	7.20%	3.13%
None	3262	56.19%	700	29.49%	48.44%



**Figure 69: (A) Primary and (B) Secondary Schools source of electricity**



The main source of electricity for both primary and secondary schools is from the national grid.

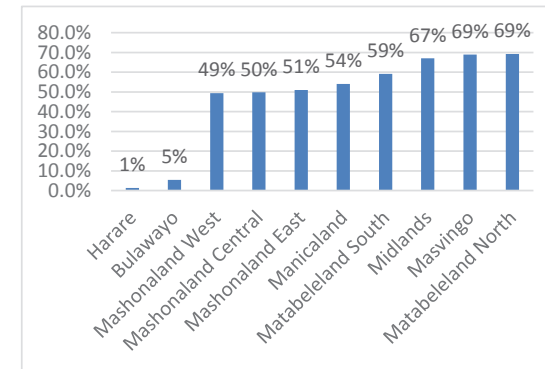
The table and graphs below highlight the large disparity in access to electricity between schools. Harare and Bulawayo have very few schools without electricity. Provinces such as Masvingo and Matabeleland North have around 69% of primary schools and over 30% of secondary schools without electricity.

**Table 122: % schools without electricity by school level and province**

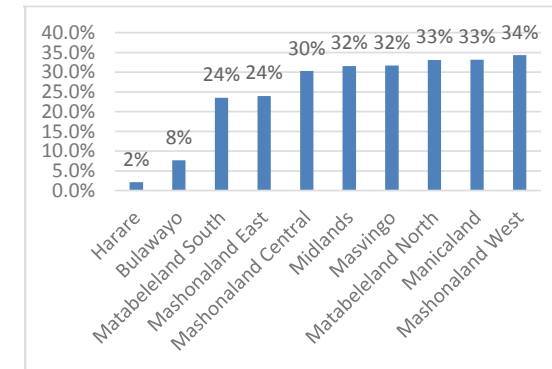
Province	Primary			Secondary			Grand Total
	Total Number of schools	Schools without electricity	%	Total Number of schools	Schools without electricity	%	
Bulawayo	128	7	5.50%	52	4	7.70%	7
Harare	223	3	1.30%	94	2	2.10%	3
Manicaland	859	464	54.00%	386	128	33.20%	464
Mashonaland Central	487	243	49.90%	208	63	30.30%	243
Mashonaland East	676	345	51.00%	317	76	24.00%	345
Mashonaland West	712	352	49.40%	341	117	34.30%	352
Masvingo	855	590	69.00%	334	106	31.70%	590
Matabeleland North	573	397	69.30%	163	54	33.10%	397
Matabeleland South	505	299	59.20%	153	36	23.50%	299
Midlands	787	528	67.10%	326	103	31.60%	528
<b>Grand Total</b>	<b>5805</b>	<b>3228</b>	<b>55.60%</b>	<b>2374</b>	<b>689</b>	<b>29.00%</b>	<b>3228</b>

**Table 123: % 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	1	0.5%	1	0.2%	4	0.1%	4	2.9%	4	1.7%	4	0.2%
Generator	21	10.0%	34	7.4%	82	1.6%	19	13.8%	23	10.0%	112	5.6%
Grid	172	81.5%	359	78.0%	1629	31.7%	100	72.5%	190	82.6%	915	45.6%
Other	3	1.4%	8	1.7%	144	2.8%	2	1.4%	2	0.9%	128	6.4%
Solar	2	0.9%	0	0.0%	83	1.6%	4	2.9%	1	0.4%	166	8.3%
None	12	5.7%	58	12.6%	3192	62.2%	9	6.5%	10	4.3%	681	33.9%
<b>Grand Total</b>	<b>211</b>	<b>100%</b>	<b>460</b>	<b>100%</b>	<b>5134</b>	<b>100%</b>	<b>138</b>	<b>100%</b>	<b>230</b>	<b>100%</b>	<b>2006</b>	<b>100%</b>

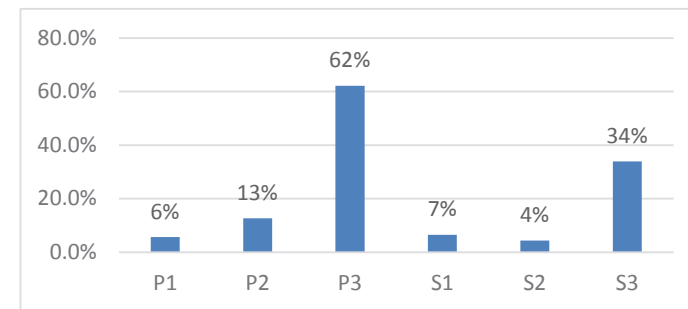


**Figure 70: % Primary Schools without Electricity**



**Figure 71: % Secondary Schools without Electricity**

P3 schools have the greatest percentage of schools and the greatest number without access to electricity, 62%, compared to just 6% of P1 schools as shown in the figure below.



**Figure 72: % schools without electricity by grant type**

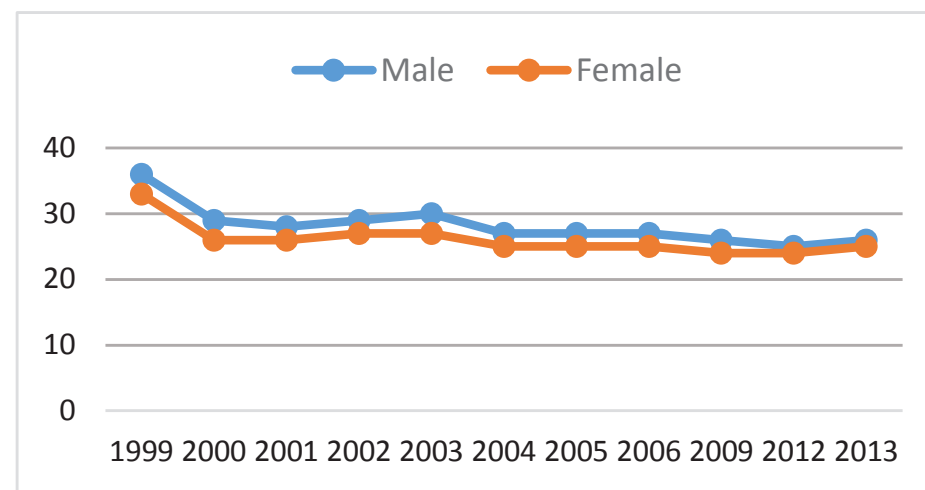
## 9.4 WASH Facilities

### 9.4.1 Pupil and Teacher to Toilet Ratios

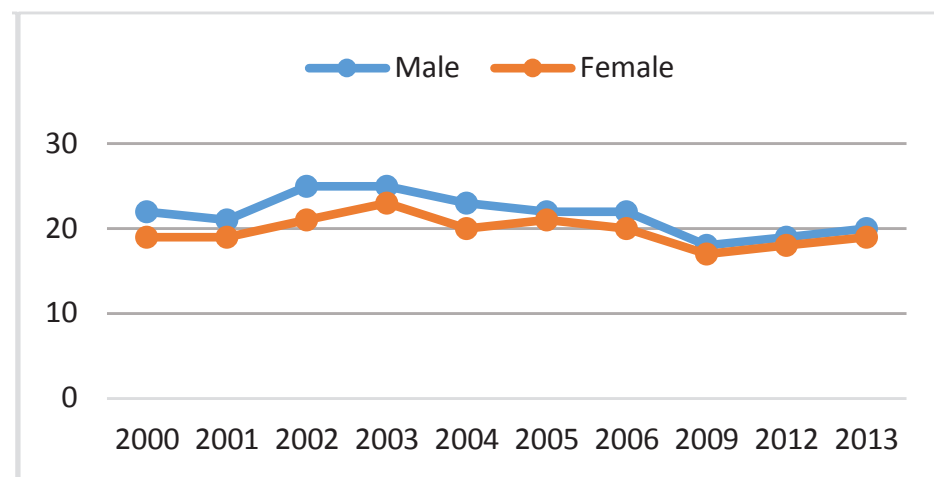
Pupil to toilet ratio for both levels of education has undergone a progressive reduction in the past 13 years at both levels of education indicating decreased crowding. This is likely owing to the continuous attention to increasing resources available for WASH including construction of toilets. Secondary Pupil to Toilet Ratio (PTR) has increased slightly from 2009 to 2013 as indicated in the table below. There has been a slight increase in the Primary PTR between 2012 and 2013. This may be due to increased enrolments as pupils continue to return to the education system.

**Table 124: Pupil and Teacher to Toilet Ratio by level of education 1999-2013**

Year	Primary School Pupil and Teacher Toilet Ratio by Sex				Secondary school Pupil and Teacher Toilet Ratio by sex			
	Pupil		Teachers		Pupil		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	4	19	18	3	3
2013	26	25	2	3	20	19	3	3



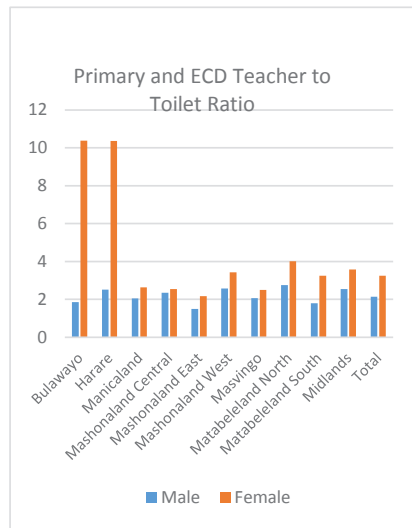
**Figure 73: Primary Pupil to Toilet ratio (PTR) 1999-2013**



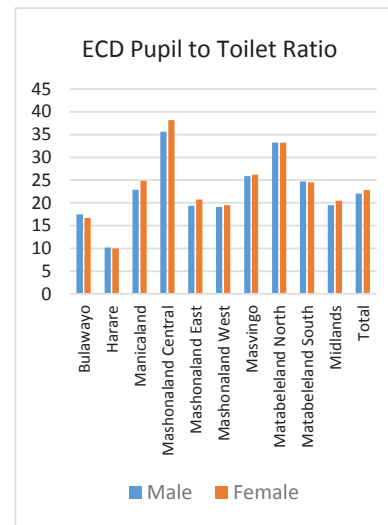
**Figure 74: Secondary Pupil to Toilet ratio (PTR) 1999-2013**

**Table 125: ECD and Primary Pupil and Teacher to Toilet Ratios**

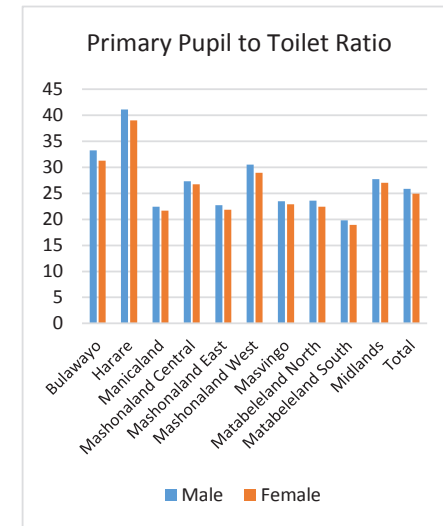
Province	Toilets for Teachers		Toilets for ECD Pupils		Toilets for Primary Pupils		Teacher to Toilet Ratio		ECD Pupil to Toilet Ratio		Primary Pupil to Toilet Ratio	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bulawayo	268	287	244	245	1576	1719	2	10	17	17	33	31
Harare	540	538	812	825	3076	3285	3	10	10	10	41	39
Manicaland	2878	2773	1468	1387	9403	9457	2	3	23	25	22	22
Mashonaland Central	1553	1461	519	492	4629	4604	2	3	36	38	27	27
Mashonaland East	2451	2423	1048	1002	6460	6513	1	2	19	21	23	22
Mashonaland West	1598	1498	958	977	5297	5373	3	3	19	19	30	29
Masvingo	2522	2671	1134	1139	7485	7596	2	2	26	26	24	23
Matabeleland North	832	867	470	466	3804	3931	3	4	33	33	24	22
Matabeleland South	923	966	587	589	3795	3847	2	3	25	25	20	19
Midlands	1917	1889	1178	1146	6468	6509	3	4	19	20	28	27
Total	15482	15373	8418	8268	51993	52834	2	3	22	23	26	25



**Figure 75: ECD and Primary Teacher to Toilet Ratio**



**Figure 76: ECD Pupil to Toilet Ratio**

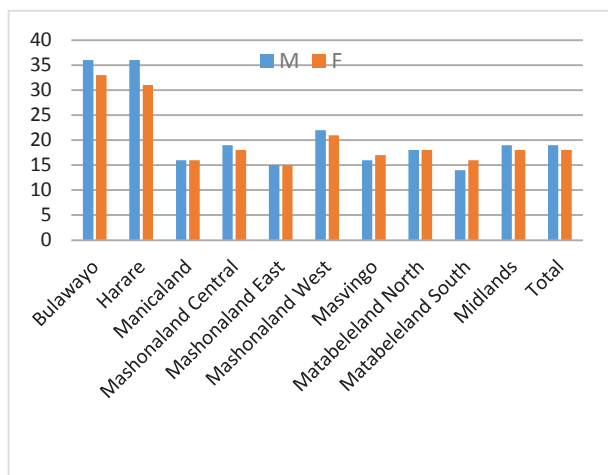


**Figure 77: Primary Pupil to Toilet Ratio**

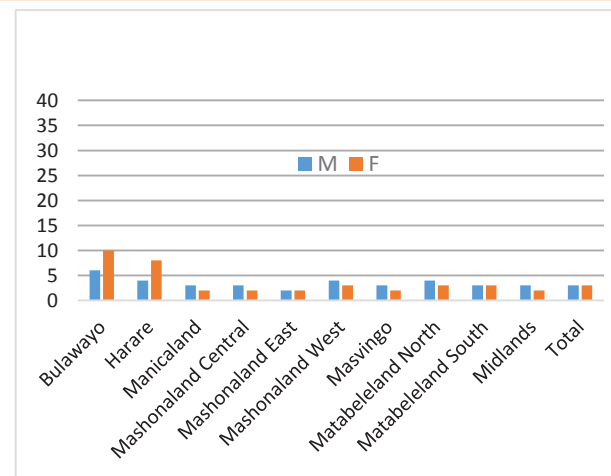
The table and figures above depict the Teacher to Toilet Ratio (TTR) and Pupil to Toilet Ratio (PTR) for ECD and primary levels of education. There is considerable variation between provinces for the PTR for both ECD and Primary. For ECD level Harare and Bulawayo have very low PTR however they also have very low ECD enrolments, possibly because dedicated ECD centres are not captured in the census.

**Table 126: Secondary Student and Teacher to Toilet Ratios**

Province	Toilets for Students		Toilets for Teachers		Pupil to Toilet Ratio		Teacher to Toilet Ratio	
	M	F	M	F	M	F	M	F
Bulawayo	670	844	166	149	36	33	6	10
Harare	1334	1580	399	317	36	31	4	8
Manicaland	4760	4493	1507	1414	16	16	3	2
Mashonaland Central	2034	1945	658	614	19	18	3	2
Mashonaland East	4194	3843	1531	1414	15	15	2	2
Mashonaland West	2685	2562	725	688	22	21	4	3
Masvingo	3940	3752	1429	1302	16	17	3	2
Matabeleland North	1326	1511	332	336	18	18	4	3
Matabeleland South	1689	1718	424	397	14	16	3	3
Midlands	3310	3430	1139	1058	19	18	3	2
Total	25942	25678	8310	7689	19	18	3	3



**Figure 78: Secondary Pupil to Toilet Ratio (PTR)**



**Figure 79: Secondary Teacher to Toilet Ratio (TTR)**

Secondary school PTR are shown for each province and sex in the table and figures above. There is need for more ablution facilities in Harare and Bulawayo for both pupils and teachers.

#### 9.4.2 Number of Toilets by Type and Province

The types of toilets used in each province by school levels are shown in the tables below. Harare and Bulawayo mainly use water closets while other provinces use mostly blair toilets.

**Table 127: ECD schools, number of toilets for pupils by type and province**

Province	Blair Toilets		Pit Latrines		Water Closets		Total
	Female	Male	Female	Male	Female	Male	
Bulawayo	10	10	1	0	234	190	445
Harare	29	27	10	11	786	602	1,465
Manicaland	1,147	1,134	62	64	178	149	2,734
Mashonaland Central	440	430	11	10	41	45	977
Mashonaland East	880	869	34	31	88	83	1,985
Mashonaland West	744	688	53	48	180	151	1,864
Masvingo	971	942	64	60	104	94	2,235
Matabeleland North	372	362	11	12	83	75	915
Matabeleland South	521	510	11	12	57	54	1,165
Midlands	897	845	58	55	191	168	2,214
Grand Total	6,011	5,817	315	303	1,942	1,611	15,999

**Table 128: Primary schools, number of toilets for students by type and province**

Province	Blair Toilets		Pit Latrines		Water Closets		Total
	Female	Male	Female	Male	Female	Male	
Bulawayo	65	68	5	5	1,649	1,298	3,090
Harare	130	122	45	46	3,110	2,375	5,828
Manicaland	8,105	7,718	427	404	925	812	18,391
Mashonaland Central	4,028	3,960	62	78	514	429	9,071
Mashonaland East	5,721	5,419	216	226	576	523	12,681
Mashonaland West	4,028	3,904	295	282	1,050	840	10,399
Masvingo	6,627	6,455	309	316	660	561	14,928
Matabeleland North	3,593	3,478	75	74	263	202	7,685
Matabeleland South	3,514	3,421	86	88	247	234	7,590
Midlands	5,369	5,196	241	240	899	680	12,625
Grand Total	41,180	39,741	1,761	1,759	9,893	7,954	102,288

**Table 129: Secondary schools, number of toilets for students by type and province**

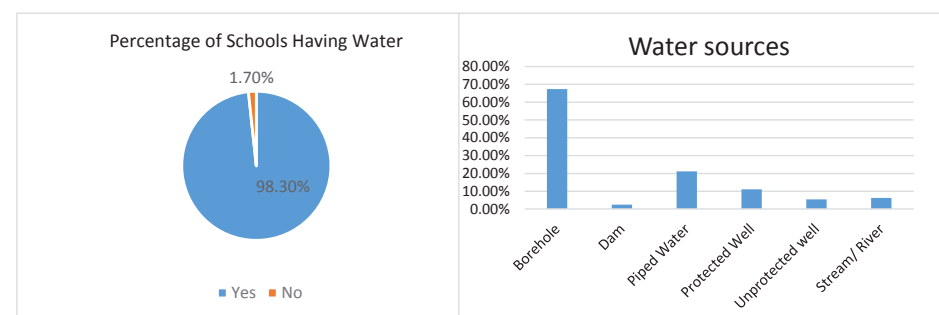
Province	Blair Toilets		Pit Latrines		Urinals	Water Closets		Total
	Female	Male	Female	Male	Male	Female	Male	
Bulawayo	51	34	13	5	112	780	519	1,514
Harare	41	36	6	6	244	1,533	1,048	2,914
Manicaland	3,451	3,448	193	187	306	849	819	9,253
Mashonaland Central	1,430	1,491	86	73	92	429	378	3,979
Mashonaland East	2,551	2,671	121	121	315	1,171	1,087	8,037
Mashonaland West	1,623	1,629	86	88	153	853	815	5,247
Masvingo	2,754	2,758	204	209	158	794	815	7,692
Matabeleland North	1,022	935	43	39	68	446	284	2,837
Matabeleland South	1,057	990	50	53	118	611	528	3,407
Midlands	2,239	2,145	136	122	218	1,055	825	6,740
Grand Total	16,219	16,137	938	903	1,784	8,521	7,118	51,620

### 9.4.3 Access to water in Schools

Water is available in most schools with only 1.7% of primary schools throughout Zimbabwe reporting no access to any water source. The main sources of water supply are boreholes in 67.4% of schools. Tap water is available in 21.2% of primary schools and 11.1% of primary schools utilise a protected well.

**Table 130: Primary schools percentage type of access to water**

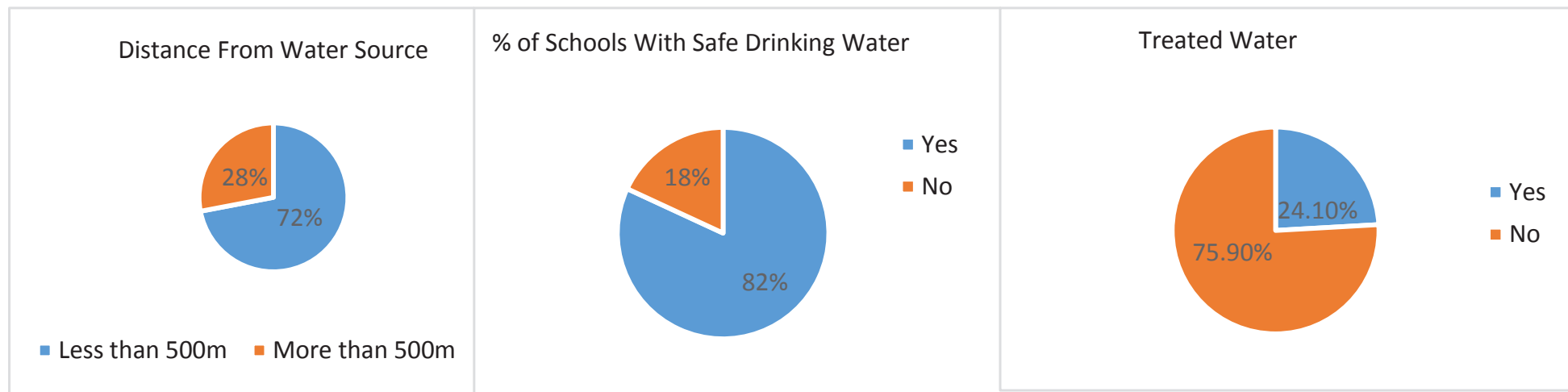
Province	No. of Schools	Having water		No Water		Water Source					
		No.	%	No.	%	Bore-hole	Dam	Piped Water	Protected Well	Unprotected well	Stream/River
Bulawayo	128	124	96.9%	4	3.1%	60.9%	0.0%	90.6%	0.0%	0.0%	0.0%
Harare	223	223	100.0%	0	0.0%	66.8%	0.0%	83.9%	3.6%	0.4%	0.0%
Manicaland	859	856	99.7%	3	0.3%	67.4%	0.8%	22.9%	14.0%	4.9%	7.1%
Mashonaland Central	487	479	98.4%	8	1.6%	70.0%	3.3%	13.1%	13.3%	6.2%	5.1%
Mashonaland East	676	662	97.9%	14	2.1%	67.3%	1.9%	16.0%	25.9%	6.2%	3.0%
Mashonaland West	712	696	97.8%	16	2.2%	69.0%	3.5%	18.8%	11.0%	5.6%	4.8%
Masvingo	855	844	98.7%	11	1.3%	69.7%	3.9%	16.5%	7.8%	3.9%	7.7%
Matabeleland North	573	552	96.3%	21	3.7%	68.6%	3.1%	12.9%	4.7%	7.2%	8.2%
Matabeleland South	505	497	98.4%	8	1.6%	69.1%	2.4%	13.9%	3.6%	4.0%	8.9%
Midlands	787	775	98.5%	12	1.5%	61.4%	3.0%	17.8%	10.8%	8.4%	8.8%
Total	5805	5708	98.3%	97	1.7%	67.4%	2.5%	21.2%	11.1%	5.4%	6.3%

**Figure 80: Percentage of Schools Having Water and Water Sources**

The figure above shows percentages of schools with and without water and their water sources. Approximately, 98% of primary schools in Zimbabwe have water. The most common source of water is the borehole.

**Table 131: Schools Percentage Access to 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 meter	>500 meter	% > 500 meter	No.	%	No.	%	No.	%	No.	%	No.	%
Bulawayo	128	119	9	7.0%	121	94.5%	113	88.3%	91	71.1%	117	91.4%	34	26.6%
Harare	223	196	27	12.1%	210	94.2%	184	82.5%	165	74.0%	194	87.0%	82	36.8%
Manicaland	859	644	211	24.6%	742	86.4%	542	63.1%	588	68.5%	200	23.3%	618	71.9%
Mashonaland Central	487	363	118	24.2%	414	85.0%	278	57.1%	295	60.6%	87	17.9%	376	77.2%
Mashonaland East	676	491	183	27.1%	580	85.8%	459	67.9%	408	60.4%	140	20.7%	466	68.9%
Mashonaland West	712	498	211	29.6%	575	80.8%	412	57.9%	420	59.0%	166	23.3%	483	67.8%
Masvingo	855	563	288	33.7%	695	81.3%	491	57.4%	477	55.8%	188	22.0%	644	75.3%
Matabeleland North	573	402	167	29.1%	417	72.8%	343	59.9%	327	57.1%	74	12.9%	373	65.1%
Matabeleland South	505	348	154	30.5%	393	77.8%	305	60.4%	293	58.0%	68	13.5%	319	63.2%
Midlands	787	528	255	32.4%	610	77.5%	432	54.9%	435	55.3%	165	21.0%	528	67.1%
<b>Total</b>	<b>5805</b>	<b>4152</b>	<b>1623</b>	<b>28.0%</b>	<b>4757</b>	<b>81.9%</b>	<b>3559</b>	<b>61.3%</b>	<b>3499</b>	<b>60.3%</b>	<b>1399</b>	<b>24.1%</b>	<b>3923</b>	<b>67.6%</b>



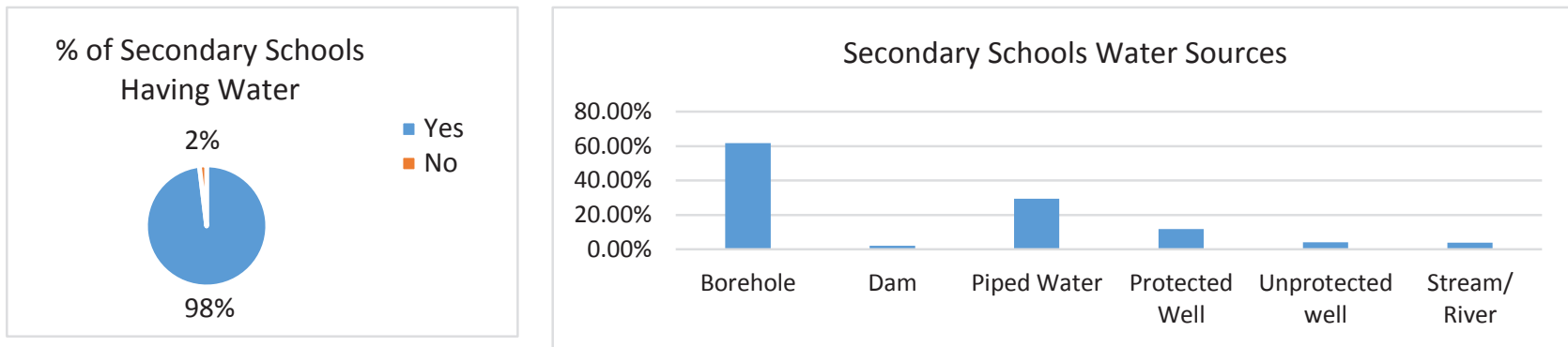
**Figure 81: Distance of School from Water Source and Safeness of Water for Drinking**

The table and figure above show the distances of water sources from schools and, number of schools with safe drinking water and number of schools with treated water. 72% of schools indicated a water source that is within 500 metres from the school. 82% of primary schools reported their water as safe to drink. Of the water that has been reported as safe to drink only 24.10% is treated water.

**Table 132: % of Secondary Schools by Type of Access to Water**

Province	No. of Schools	Having water		No Water		Water Source					
		No.	%	No.	%	Borehole	Dam	Piped Water	Protected Well	Unprotected well	Stream/ River
Bulawayo	52	52	100.0%	0	0.0%	32.7%	0.0%	88.5%	7.7%	0.0%	1.9%
Harare	94	94	100.0%	0	0.0%	70.2%	0.0%	71.3%	6.4%	1.1%	1.1%
Manicaland	386	376	97.4%	10	2.6%	57.5%	0.8%	30.6%	16.8%	5.2%	4.4%
Mashonaland Central	208	202	97.1%	6	2.9%	64.4%	2.4%	20.2%	11.1%	2.4%	5.3%
Mashonaland East	317	313	98.7%	4	1.3%	61.8%	2.5%	23.7%	23.0%	6.6%	2.2%
Mashonaland West	341	331	97.1%	10	2.9%	65.4%	3.2%	21.7%	10.6%	2.9%	3.8%
Masvingo	334	331	99.1%	3	0.9%	65.6%	3.3%	31.7%	7.5%	3.0%	3.3%
Matabeleland North	163	159	97.5%	4	2.5%	58.9%	1.2%	27.6%	5.5%	4.3%	5.5%
Matabeleland South	153	153	100.0%	0	0.0%	67.3%	2.0%	27.5%	4.6%	2.0%	5.2%
Midlands	326	318	97.5%	8	2.5%	57.7%	1.8%	25.5%	9.8%	7.1%	5.2%
<b>Total</b>	<b>2374</b>	<b>2329</b>	<b>98.1%</b>	<b>45</b>	<b>1.9%</b>	<b>61.7%</b>	<b>2.1%</b>	<b>29.4%</b>	<b>11.8%</b>	<b>4.2%</b>	<b>4.0%</b>

The table above shows the breakdown of water supply by schools in each province. More than 20% of schools in every province have tap water. However, use of tap water is particularly predominant in the urbanised provinces of Bulawayo and Harare where more than 70% of schools report using tap water.



**Figure 82: Secondary Schools With Access to Water and Water Sources**

Over 98% of secondary schools have access to water where 61.7% have access to borehole water while 4.0% have access to streams/rivers.

**Table 133: % of 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 meter	>500 meter	% > 500 meter	No.	%	No.	%	No.	%	No.	%	No.	%
Bulawayo	52	47	5	9.6%	52	100.0%	46	88.5%	37	71.2%	41	78.8%	10	19.2%
Harare	94	78	15	16.0%	89	94.7%	76	80.9%	61	64.9%	83	88.3%	31	33.0%
Manicaland	386	299	81	21.0%	336	87.0%	232	60.1%	247	64.0%	95	24.6%	235	60.9%
Mashonaland Central	208	149	58	27.9%	182	87.5%	108	51.9%	108	51.9%	51	24.5%	146	70.2%
Mashonaland East	317	240	74	23.3%	274	86.4%	192	60.6%	168	53.0%	67	21.1%	187	59.0%
Mashonaland West	341	229	110	32.3%	289	84.8%	197	57.8%	207	60.7%	82	24.0%	213	62.5%
Masvingo	334	232	99	29.6%	295	88.3%	188	56.3%	184	55.1%	100	29.9%	214	64.1%
Matabeleland North	163	113	49	30.1%	137	84.0%	106	65.0%	97	59.5%	35	21.5%	84	51.5%
Matabeleland South	153	103	50	32.7%	125	81.7%	85	55.6%	80	52.3%	38	24.8%	87	56.9%
Midlands	326	217	102	31.3%	255	78.2%	182	55.8%	189	58.0%	79	24.2%	197	60.4%
<b>Total</b>	<b>2374</b>	<b>1707</b>	<b>643</b>	<b>27.1%</b>	<b>2034</b>	<b>85.7%</b>	<b>1412</b>	<b>59.5%</b>	<b>1378</b>	<b>58.0%</b>	<b>671</b>	<b>28.3%</b>	<b>1404</b>	<b>59.1%</b>

85.7% of schools have access to safe water and 28.3% of the schools have access to treated water.

## 9.5 Health and Feeding

The percentage of schools with health teachers, health clubs, support feeding programmes and distance from the nearest health provider are shown in the table below for both primary and secondary schools by province.

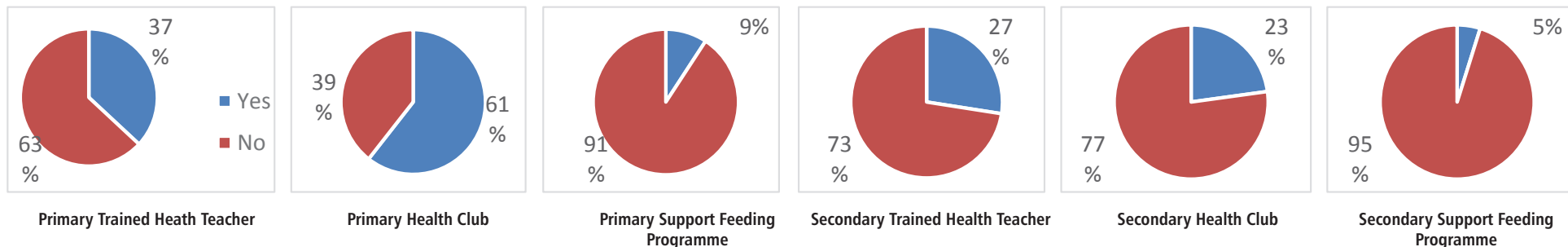
A trained school health teacher might alleviate inconvenience of the distance to some extent. 36.9% and 27.5% of primary and secondary schools respectively have at least one trained health teacher. However the proportion varies considerably between provinces with only 18.2% of secondary schools in Mashonaland West having a trained health teacher compared to 38.6% in Manicaland. Generally, 60.6% and 22.8% of primary and secondary schools respectively have a health club.

Only 4.8% of schools in Zimbabwe are engaged in a supplementary school feeding programme. Mashonaland Central Province has the least number of schools which are operating a school feeding programme both for primary and secondary schools of 3.3% and 1.0% respectively.

Most schools have poor access to a health provider. Nationally, primary and secondary schools are located on average 9.2km and 6.9km respectively from a health care provider. However, the average distance varies significantly between provinces. Schools in Harare province are located only 2.2km from a health care provider whilst at the other extreme primary schools in Matabeleland North are located on average 13.0km from a health care provider. Such a large distance prohibits urgent medical attention in many circumstances.

**Table 134: % schools with health teachers, health clubs and support feeding programmes by school level and province**

Province	Total No. of Schools		Trained Health Teacher				Health Club				Support Feeding Programme				Average distance to nearest health provider	
	Primary	Secondary	Primary		Secondary		Primary		Secondary		Primary		Secondary		Primary	Secondary
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Bulawayo	128	52	60	46.9%	17	32.7%	97	75.8%	33	25.8%	12	9.4%	4	7.7%	3.6	3.3
Harare	223	94	55	24.7%	24	25.5%	121	54.3%	53	23.8%	25	11.2%	3	3.2%	2.2	2.2
Manicaland	859	386	368	42.8%	149	38.6%	608	70.8%	256	29.8%	32	3.7%	32	8.3%	6.1	4.8
Mashonaland Central	487	208	153	31.4%	52	25.0%	250	51.3%	108	22.2%	16	3.3%	2	1.0%	8.1	6.5
Mashonaland East	676	317	194	28.7%	60	18.9%	419	62.0%	189	28.0%	43	6.4%	20	6.3%	8.8	6.6
Mashonaland West	712	341	194	27.2%	62	18.2%	385	54.1%	158	22.2%	131	18.4%	14	4.1%	8.3	8.8
Masvingo	855	334	427	49.9%	127	38.0%	578	67.6%	183	21.4%	51	6.0%	10	3.0%	11.6	6.9
Matabeleland North	573	163	190	33.2%	42	25.8%	315	55.0%	90	15.7%	134	23.4%	5	3.1%	13.0	11.2
Matabeleland South	505	153	286	56.6%	54	35.3%	302	59.8%	89	17.6%	54	10.7%	4	2.6%	12.5	8.1
Midlands	787	326	216	27.4%	65	19.9%	442	56.2%	166	21.1%	37	4.7%	21	6.4%	9.4	7.5
<b>Total</b>	<b>5805</b>	<b>2374</b>	<b>2143</b>	<b>36.9%</b>	<b>652</b>	<b>27.5%</b>	<b>3517</b>	<b>60.6%</b>	<b>1325</b>	<b>22.8%</b>	<b>535</b>	<b>9.2%</b>	<b>115</b>	<b>4.8%</b>	<b>9.2</b>	<b>6.9</b>



**Figure 83: % Schools with health teachers, health clubs and support feeding programmes**

Efficiency

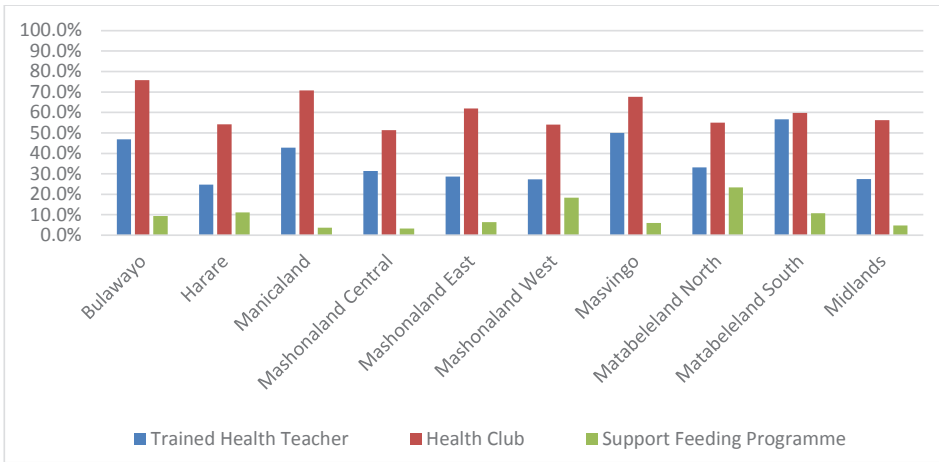


Figure 84: % Primary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province

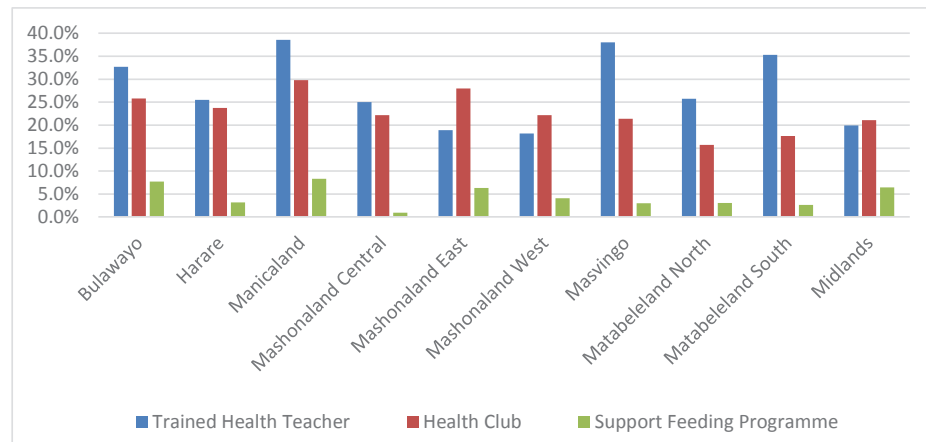


Figure 85: % Secondary Schools with Health Teachers, Health Clubs and Support Feeding Programmes by Province

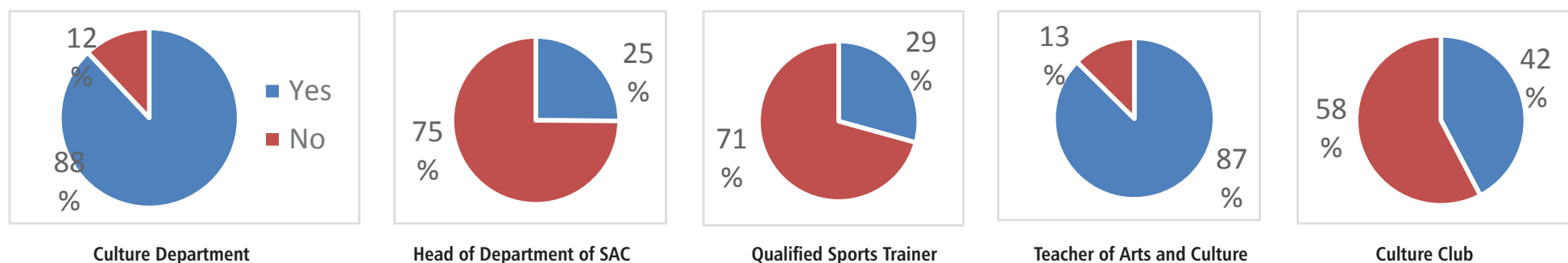


## 9.6 Sport, Arts and Culture

Sport, Arts and Culture (SAC) are considered essential aspects of schools in Zimbabwe. The percentage of schools in each province having culture departments, a head of department of SAC, Qualified Sports Trainer, at least one teacher of Arts and Culture and a Culture Club are shown below. Above 87% of primary and secondary schools have Culture department and have assigned a head of SAC. However, only 25.1% and 40.1% of primary and secondary schools respectively have a qualified sports trainer. Almost 29% of schools have a teacher of arts and culture where 42.3% of primary schools and 32.4% of secondary schools have a culture club. Provincial disparities are large. For example only 11.5% of primary schools in Matabeleland North have a culture club but over 60% of schools in Manicaland and Midlands have one.

**Table 135: Primary schools having required Sport, Arts and Culture support**

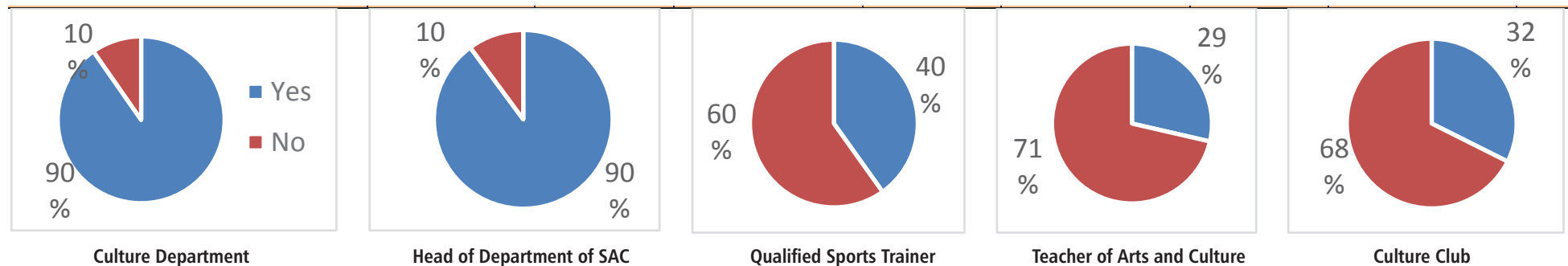
Province	No. of Schools	Culture department		Head of department of SAC		Qualified Sports Trainer		Teacher of Arts and Culture		Culture Club	
		No.	%	No.	%	No.	%	No.	%	No.	%
Bulawayo	128	115	89.8%	117	91.4%	45	35.2%	57	44.5%	53	41.4%
Harare	223	184	82.5%	185	83.0%	81	36.3%	86	38.6%	69	30.9%
Manicaland	859	777	90.5%	765	89.1%	194	22.6%	282	32.8%	520	60.5%
Mashonaland Central	487	459	94.3%	453	93.0%	54	11.1%	155	31.8%	182	37.4%
Mashonaland East	676	601	88.9%	602	89.1%	132	19.5%	239	35.4%	377	55.8%
Mashonaland West	712	589	82.7%	582	81.7%	147	20.6%	129	18.1%	336	47.2%
Masvingo	855	749	87.6%	751	87.8%	287	33.6%	210	24.6%	171	20.0%
Matabeleland North	573	447	78.0%	434	75.7%	140	24.4%	153	26.7%	66	11.5%
Matabeleland South	505	473	93.7%	471	93.3%	193	38.2%	238	47.1%	199	39.4%
Midlands	787	714	90.7%	714	90.7%	185	23.5%	151	19.2%	482	61.2%
<b>Total</b>	<b>5,805</b>	<b>5,108</b>	<b>88.0%</b>	<b>5,074</b>	<b>87.4%</b>	<b>1,458</b>	<b>25.1%</b>	<b>1,700</b>	<b>29.3%</b>	<b>2,455</b>	<b>42.3%</b>



**Figure 86: % Primary schools having required Sport, Arts and Culture support**

**Table 136: Secondary schools having required Sport, Arts and Culture support**

Province	No. of Schools	Culture department		Head of department of SAC		Qualified Sports Trainer		Teacher of Arts and Culture		Culture Club	
		No.	%	No.	%	No.	%	No.	%	No.	%
Bulawayo	52	51	98.1%	50	96.2%	39	75.0%	36	69.2%	22	42.3%
Harare	94	88	93.6%	86	91.5%	53	56.4%	52	55.3%	23	24.5%
Manicaland	386	347	89.9%	352	91.2%	157	40.7%	138	35.8%	175	45.3%
Mashonaland Central	208	194	93.3%	197	94.7%	88	42.3%	56	26.9%	55	26.4%
Mashonaland East	317	298	94.0%	297	93.7%	121	38.2%	111	35.0%	139	43.8%
Mashonaland West	341	284	83.3%	282	82.7%	121	35.5%	72	21.1%	95	27.9%
Masvingo	334	301	90.1%	297	88.9%	155	46.4%	55	16.5%	43	12.9%
Matabeleland North	163	140	85.9%	139	85.3%	77	47.2%	41	25.2%	22	13.5%
Matabeleland South	153	143	93.5%	144	94.1%	66	43.1%	59	38.6%	40	26.1%
Midlands	326	298	91.4%	290	89.0%	76	23.3%	59	18.1%	155	47.5%
<b>Total</b>	<b>2,374</b>	<b>2,144</b>	<b>90.3%</b>	<b>2,134</b>	<b>89.9%</b>	<b>953</b>	<b>40.1%</b>	<b>679</b>	<b>28.6%</b>	<b>769</b>	<b>32.4%</b>

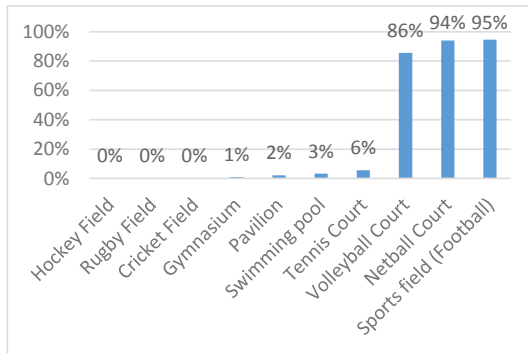


**Figure 87: % Secondary schools having required Sport, Arts and Culture support**

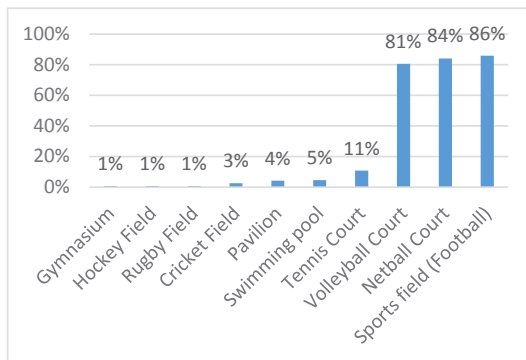
In order to meet national school standards, primary schools are required to have an athletics field, a soccer field, and a netball court. In addition to these, secondary schools are supposed to have a rugby field and a cricket pitch. The table on next page shows percentage of schools which have at least one of each type of sporting facility including those stipulated in school standards. Facilities required to meet school standards are highlighted. The table is broken down by level of school. The number of facilities required for all schools to have a facility of that type are shown.

**Table 137: Schools having Sports Facilities**

Sporting facility	Number of schools having at least one				Number Required for all schools to have at least one	
	Primary		Secondary		Primary	Secondary
	No.	%	No.	%		
Gymnasium	58	1.0%	60	2.5%	5747	2314
Hockey Field	13	0.2%	17	0.7%	5792	2357
Netball Court	5458	94.0%	1,993	84.0%	347	381
Pavilion	124	2.1%	98	4.1%	5681	2276
Rugby Field	13	0.2%	16	0.7%	5792	2358
Sports field (Football)	5485	94.5%	2,036	85.8%	320	338
Swimming pool	187	3.2%	108	4.5%	5618	2266
Tennis Court	327	5.6%	254	10.7%	5478	2120
Volleyball Court	4970	85.6%	1,910	80.5%	835	464
Cricket Field	13	0.2%	16	0.7%	5792	2358



**Figure 88: % primary schools having sporting facility**

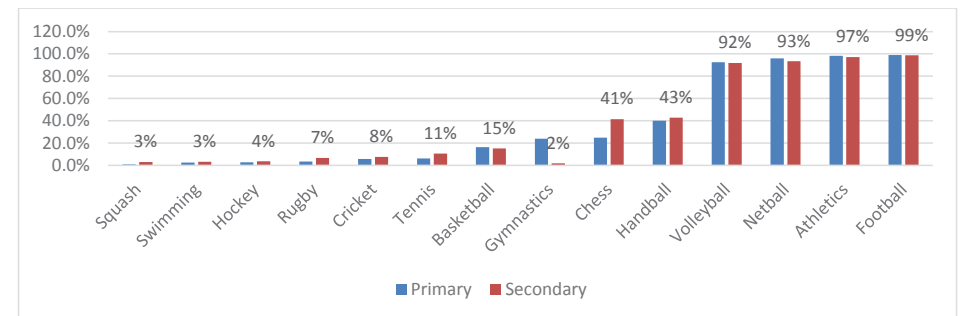


**Figure 89: % secondary schools having sporting facility**

The number and percentage of schools conducting each type of sport are shown in the table below as well as the number of schools not conducting the activity for both primary and secondary school levels. In accordance with the requirements of school standards, athletics, football and netball are the most commonly conducted sports along with volleyball. Other sports are conducted to a lesser degree.

**Table 138: Number of Schools Conducting Sporting Activities by Level**

Sport	Primary		Secondary		Number not conducting the activity	
	No.	%	No.	%	Primary	Secondary
Athletics	5,703	98.2%	2,308	97.2%	102	66
Basketball	948	16.3%	360	15.2%	4,857	2,014
Chess	1,449	25.0%	984	41.4%	4,356	1,390
Cricket	333	5.7%	180	7.6%	5,472	2,194
Football	5,741	98.9%	2,342	98.7%	64	32
Gymnastics	1,396	24.0%	44	1.9%	4,409	2,330
Handball	2,328	40.1%	1,017	42.8%	3,477	1,357
Hockey	166	2.9%	88	3.7%	5,639	2,286
Netball	5,569	95.9%	2,216	93.3%	236	158
Rugby	203	3.5%	158	6.7%	5,602	2,216
Squash	57	1.0%	75	3.2%	5,748	2,299
Swimming	154	2.7%	80	3.4%	5,651	2,294
Tennis	364	6.3%	254	10.7%	5,441	2,120
Volleyball	5,372	92.5%	2,182	91.9%	433	192



**Figure 90: % schools conducting sporting activities by level (secondary school labelled)**

## 9.7 ICT, Computer Access, Use and Connectivity

The evidence suggests that primary schools in Bulawayo and Harare are by far the most progressive areas in terms of computerisation, ICT teacher training, internet connectivity and advancement of e-learning.

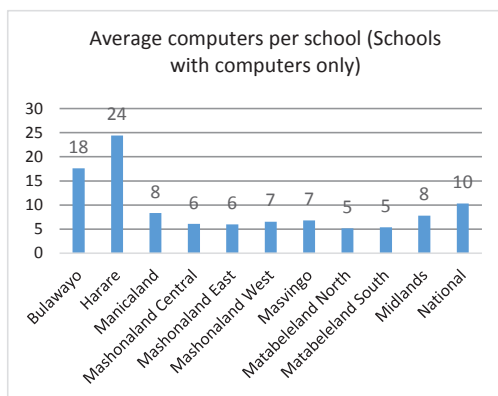
### 9.7.1 Computers and Internet Connectivity

The table below shows the number of schools with computers in each province. Harare and Bulawayo have the highest percentages of schools with computers both for administration and for learners.

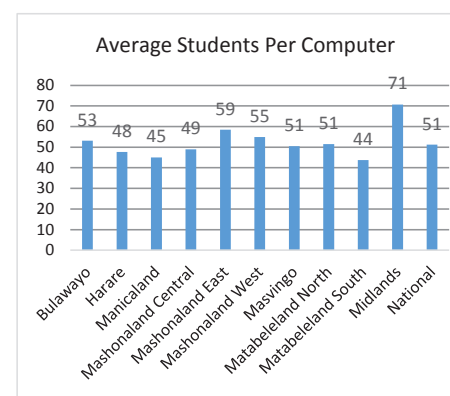
Considering schools that have indicated that they have computers Bulawayo and Harare have on average 18 and 24 computers per school respectively whilst other provinces range between 5 computers per school in Matabeleland North and Matabeleland South while to 8 computers per school in Manicaland.

**Table 139: Primary schools computers per school, pupil, teacher and admin**

Province	Total Schools	Schools with computers	Schools with computers for students	Total functional Computers	Computers for students	Students	% of schools with computers	% of schools with computers for pupils	Average computers per school Schools with computers only	Students Per Computer
Bulawayo	128	115	83	2027	1410	74938	89.84%	64.84%	18	53
Harare	223	218	184	5320	4387	209412	97.76%	82.51%	24	48
Manicaland	859	209	101	1741	1425	64137	24.33%	11.76%	8	45
Mashonaland Central	487	93	29	568	427	20887	19.10%	5.95%	6	49
Mashonaland East	676	193	72	1156	815	47679	28.55%	10.65%	6	59
Mashonaland West	712	153	57	1001	690	37870	21.49%	8.01%	7	55
Masvingo	855	95	37	649	474	23950	11.11%	4.33%	7	51
Matabeleland North	573	70	25	363	242	12460	12.22%	4.36%	5	51
Matabeleland South	505	123	45	662	480	20970	24.36%	8.91%	5	44
Midlands	787	148	72	1150	911	64342	18.81%	9.15%	8	71
National	5805	1417	705	14637	11261	576645	24.41%	12.14%	10	51



**Figure 91: Primary computers per school by province**



**Figure 92: Primary learners per computer by province**

**Table 140: Secondary schools computers per school, pupil, teacher and administration**

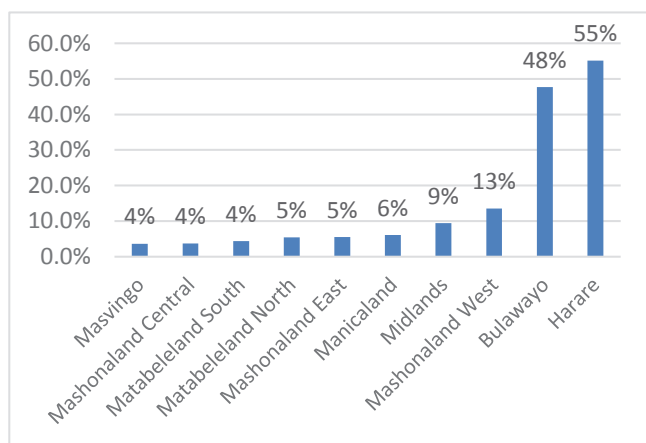
Province	Total Schools	Schools with computers	Schools with computers for students	Total functional Computers	Computers for students	Students	% of schools with computers	% of schools with computers for pupils	Average computers per school Schools with computers only	Students Per Computer
Bulawayo	52	48	43	1182	888	47964	92.31%	82.69%	25	54
Harare	94	89	86	3661	2710	93299	94.68%	91.49%	41	34
Manicaland	386	228	163	3464	2698	94866	59.07%	42.23%	15	35
Mashonaland Central	208	116	84	1257	992	44380	55.77%	40.38%	11	45
Mashonaland East	317	203	140	2756	2157	75428	64.04%	44.16%	14	35
Mashonaland West	341	144	101	1737	1355	62000	42.23%	29.62%	12	46
Masvingo	334	196	126	2153	1630	74453	58.68%	37.72%	11	46
Matabeleland North	163	95	83	1058	871	35460	58.28%	50.92%	11	41
Matabeleland South	153	114	103	1636	1253	43304	74.51%	67.32%	14	35
Midlands	326	186	132	2772	2125	75698	57.06%	40.49%	15	36
Secondary Total	2374	1419	1061	21676	16679	646852	59.77%	44.69%	15	39

Secondary schools have more computers per school but the urban rural divide is as wide as for primary schools. Secondary schools in predominantly urban provinces such as Bulawayo and Harare have 25 and 41 respectively whilst computers in rural provinces have 11 to 15 computers per school.

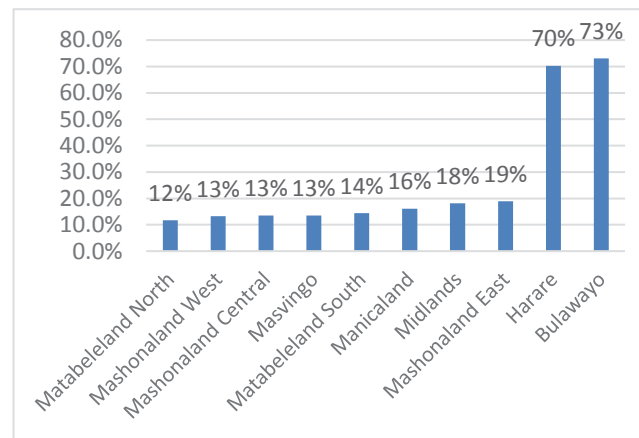
**Table 141: % Primary schools with Internet Connections and type of internet connection**

Province	% schools with Internet	Type of Internet Connection					
		Dial-Up		Radio Link		Broadband	
		No.	%	No.	%	No.	%
Bulawayo	47.7%	18	14.1%	0	0.0%	46	35.9%
Harare	55.2%	20	9.0%	4	1.8%	97	43.5%
Manicaland	6.1%	4	0.5%	13	1.5%	34	4.0%
Mashonaland Central	3.7%	2	0.4%	2	0.4%	11	2.3%
Mashonaland East	5.5%	1	0.1%	5	0.7%	28	4.1%
Mashonaland West	13.5%	9	1.3%	15	2.1%	66	9.3%
Masvingo	3.6%	2	0.2%	6	0.7%	14	1.6%
Matabeleland North	5.4%	4	0.7%	7	1.2%	17	3.0%
Matabeleland South	4.4%	7	1.4%	1	0.2%	10	2.0%
Midlands	9.4%	11	1.4%	16	2.0%	41	5.2%
<b>Total</b>	<b>9.4%</b>	<b>78</b>	<b>1.3%</b>	<b>69</b>	<b>1.2%</b>	<b>364</b>	<b>6.3%</b>

Approximately, half of all primary schools in Bulawayo and Harare have internet connectivity which is predominantly broadband. Other provinces have between 4% and 14% of schools having internet connectivity. Approximately twice the proportion of secondary schools have internet connectivity. Two in every three schools in Bulawayo and Harare have internet connectivity with 73% and 70% of secondary schools connected to the internet respectively.



**Figure 93: % Primary schools with internet connectivity by province**



**Figure 94: % Secondary schools with internet connectivity by province**

**Table 142: % Secondary schools with Internet Connections and type of internet connection**

Province	% schools with Internet	Type of Internet Connection					
		Dial-Up		Radio Link		Broadband	
		No.	%	No.	%	No.	%
Bulawayo	73.1%	8	15.4%	1	1.9%	29	55.8%
Harare	70.2%	10	10.6%	7	7.4%	56	59.6%
Manicaland	16.1%	8	2.1%	7	1.8%	44	11.4%
Mashonaland Central	13.5%	1	0.5%	0	0.0%	24	11.5%
Mashonaland East	18.9%	5	1.6%	2	0.6%	51	16.1%
Mashonaland West	13.2%	4	1.2%	2	0.6%	38	11.1%
Masvingo	13.5%	5	1.5%	4	1.2%	32	9.6%
Matabeleland North	11.7%	3	1.8%	2	1.2%	13	8.0%
Matabeleland South	14.4%	4	2.6%	3	2.0%	17	11.1%
Midlands	18.1%	8	2.5%	7	2.1%	39	12.0%
<b>Total</b>	<b>18.7%</b>	<b>56</b>	<b>2.4%</b>	<b>35</b>	<b>1.5%</b>	<b>343</b>	<b>14.4%</b>

For secondary schools, almost 19% of all schools are connected to the internet with provinces like Harare and Bulawayo having between 70% and 73% of secondary schools connected to the internet respectively. Other provinces have between 11% and 19% of schools having internet connectivity

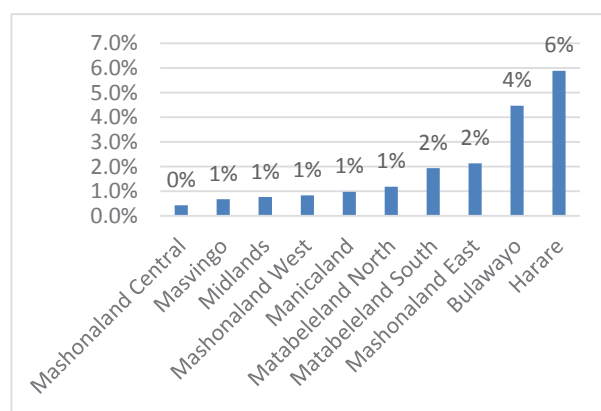
## 9.7.2 Teachers and ICT Training

Very few teachers in either primary schools have received formal training as either in-service or pre-service training. Harare has the highest proportion (14.6%) of teachers having received ICT training in the past 24 months whilst very few teachers in Mashonaland West (1.9%) or Masvingo (0.8%) have received ICT training in the past 24 months. Very few teachers (1.1%) have formal qualifications in ICT.

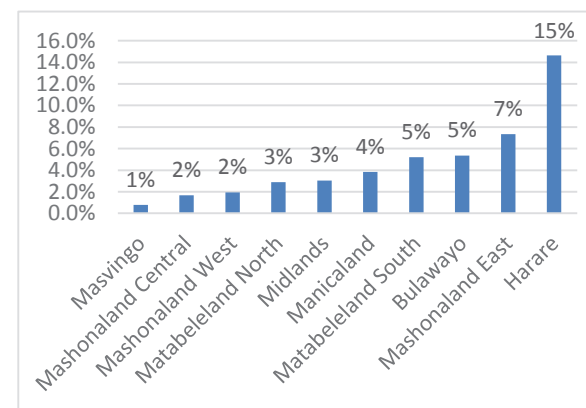
**Table 143: Primary school Teachers and ICT training**

Province	Teachers currently responsible for teaching computer technology		Teachers receiving refresher training for ICT DURING service (employment)		Teachers receiving refresher training for ICT DURING service (employment) in the past 24 MONTHS		Teachers receiving training in ICT BEFORE entering service but NOT receiving a formal computer science degree or certificate		Teachers who received training in ICT and obtained a Certificate/Diploma/Higher National Diploma in Computer Studies. before entering service	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bulawayo	141	4.5%	220	7.0%	169	5.4%	74	2.3%	76.0	2.4%
Harare	379	5.9%	762	11.8%	941	14.6%	271	4.2%	140.0	2.2%
Manicaland	113	1.0%	428	3.7%	442	3.8%	319	2.8%	102.0	0.9%
Mashonaland Central	28	0.4%	122	1.9%	108	1.7%	123	1.9%	50.0	0.8%
Mashonaland East	164	2.1%	468	6.1%	563	7.3%	314	4.1%	79.0	1.0%
Mashonaland West	69	0.8%	148	1.8%	161	1.9%	211	2.5%	102.0	1.2%
Masvingo	71	0.7%	116	1.1%	81	0.8%	52	0.5%	49.0	0.5%
Matabeleland North	57	1.2%	150	3.1%	139	2.9%	60	1.3%	40.0	0.8%
Matabeleland South	77	1.9%	163	4.1%	207	5.2%	84	2.1%	44.0	1.1%
Midlands	80	0.8%	343	3.3%	313	3.0%	212	2.0%	115.0	1.1%
<b>Total</b>	<b>1,179</b>	<b>1.6%</b>	<b>2,920</b>	<b>4.0%</b>	<b>3,124</b>	<b>4.3%</b>	<b>1,720</b>	<b>2.4%</b>	<b>797.0</b>	<b>1.1%</b>

Efficiency



**Figure 95: % Primary teachers currently responsible for teaching computer technology**

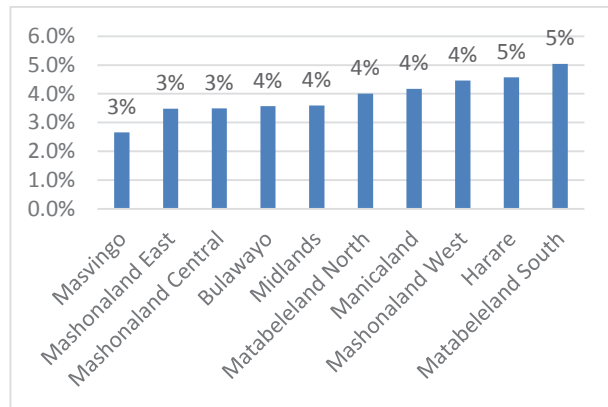


**Figure 96: % Primary teachers receiving refresher training for ICT during service (employment) in the past 24 months**

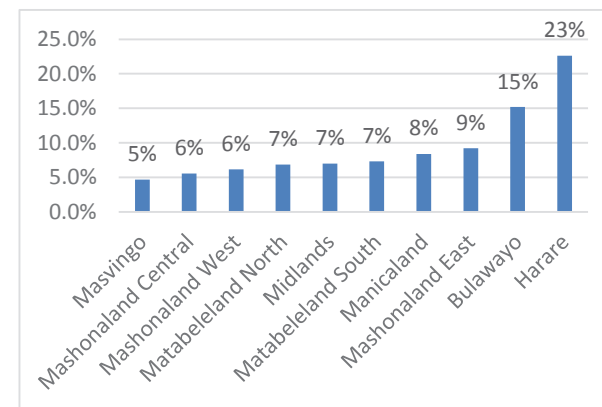
A higher proportion of teachers in secondary schools have received ICT training in the past 24 months. Harare and Bulawayo has the highest proportion of teachers having received ICT training in the past 24 months with 22.6% and 15.2% respectively. Other provinces have provided in-service training in the past 24 months for between 6% and 9% of secondary teachers. Almost no teachers at secondary level have formal qualifications in ICT.

**Table 144: Secondary school Teachers and ICT training**

Province	Teachers currently responsible for teaching computer technology		Teachers receiving refresher training for ICT DURING service (employment)		Teachers receiving refresher training for ICT DURING service (employment) in the past 24 MONTHS		Teachers receiving training in ICT BEFORE entering service but NOT receiving a formal computer science degree or certificate		Teachers who received training in ICT and obtained a Certificate/Diploma/Higher National Diploma in Computer Studies. before entering service	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bulawayo	88	3.6%	203	8.2%	374	15.2%	76	3.1%	0.0	0.0%
Harare	191	4.6%	753	18.0%	946	22.6%	252	6.0%	0.0	0.0%
Manicaland	292	4.2%	586	8.4%	588	8.4%	403	5.8%	0.0	0.0%
Mashonaland Central	109	3.5%	138	4.4%	174	5.6%	179	5.7%	0.0	0.0%
Mashonaland East	173	3.5%	277	5.6%	459	9.2%	391	7.9%	0.0	0.0%
Mashonaland West	214	4.5%	248	5.2%	295	6.1%	484	10.1%	0.0	0.0%
Masvingo	154	2.7%	239	4.1%	270	4.7%	274	4.7%	0.0	0.0%
Matabeleland North	100	4.0%	109	4.4%	171	6.9%	230	9.2%	0.0	0.0%
Matabeleland South	108	5.0%	83	3.9%	157	7.3%	143	6.7%	0.0	0.0%
Midlands	202	3.6%	403	7.2%	394	7.0%	279	5.0%	0.0	0.0%
<b>Total</b>	<b>1,631</b>	<b>3.8%</b>	<b>3,039</b>	<b>7.1%</b>	<b>3,828</b>	<b>9.0%</b>	<b>2,711</b>	<b>6.4%</b>	<b>0.0</b>	<b>0.0%</b>



**Figure 97: % Secondary teachers currently responsible for teaching computer technology**



**Figure 98: % Secondary teachers receiving refresher training for ICT during service (employment) in the past 24 months**

### 9.7.3 E-Learning and use of other ICT Technologies

E-learning offers students and teachers a way to access international best practice and share teaching experiences with staffs at other schools both locally and internationally. Limited access to computers will limit the capacity to deliver e-learning courses. Only 4% of primary schools are utilising e-learning and only 11% of secondary schools utilise e-learning.

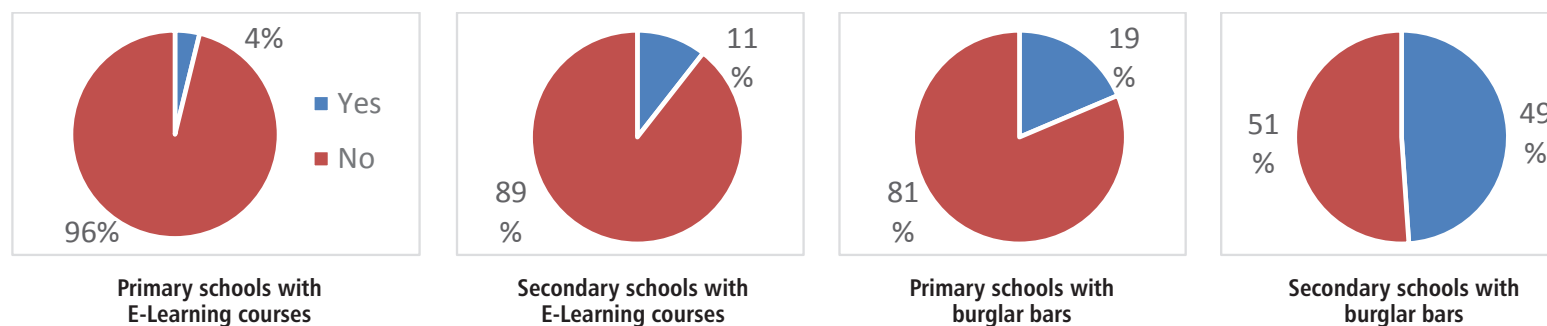


Figure 99: % Schools having required an e-Learning course and Burglar Bars by level

The table below shows the number of schools having access to different forms of communication technology broken down by province. This includes multimedia, radio, satellite, television and the percentage of schools not having access to any technology. The urbanized provinces of Bulawayo and Harare have the best access to information technology with fewer than half the schools reporting no access. Television is the most popular medium of delivery in urban areas being used in almost half of the schools in Bulawayo and Harare. Radio is the most popular medium used overall being used in almost one in seven schools. The utilization of multimedia or satellite is quite limited.

The divide is clearly visible in the figures below which show the percentage of schools not having access to any communication technology by province and by grant type. Predominantly rural provinces have limited access to communication technology as compared to urbanised provinces. Matabeleland North has almost nine in ten schools having no access to any form of communication technology.

Table 145: Number of schools using other technologies by level

Province	Multimedia		Radio		Satellite		Television	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Bulawayo	24	16	26	16	9	5	56	28
Harare	45	32	75	21	8	11	84	47
Manicaland	42	45	94	47	10	30	58	72
Mashonaland Central	36	39	52	27	2	11	22	28
Mashonaland East	22	33	76	24	17	21	53	40
Mashonaland West	81	36	78	20	11	13	58	36
Masvingo	12	18	53	22	4	17	29	27
Matabeleland North	9	12	30	10	4	8	22	42
Matabeleland South	13	20	54	11	5	9	34	42
Midlands	25	36	73	21	9	19	49	43
Grand Total	309	287	611	219	79	144	465	405

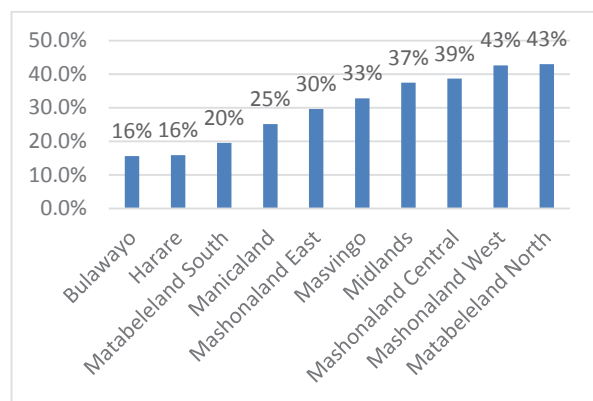
## 9.8 Seating and Writing Spaces

### 9.8.1 Pupil Seating and Writing

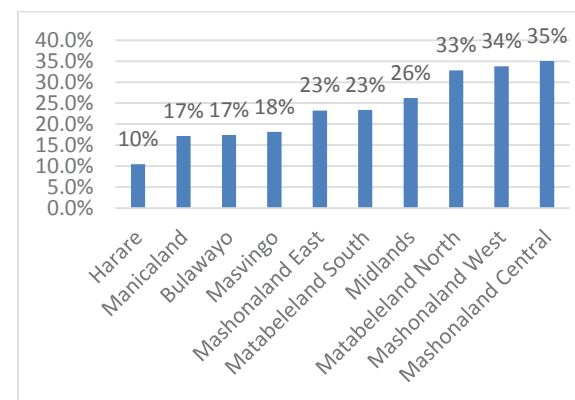
The seating and writing places available for pupils at primary level are shown in the table and figures below broken down by province. The number of seating and writing places required to have one pupil for each seat and writing place is also shown. The calculation does not take into account shift because the benefits of shift schooling in terms of quality and access are poorly understood. All provinces have a shortage of both seating and writing places for primary schools. Throughout Zimbabwe there is presently a shortage of 831,394 seating places and 1,057,587 writing places. The urbanized provinces of Harare and Bulawayo have the largest proportion of seating and writing places to pupils when compared to other provinces. However, all provinces are in dire need of furniture to adequately equip primary schools.

**Table 146: Primary Level Seating and Writing Places**

Province	Seating Places				Writing Places			
	No.	Pupil to Seating Ratio	No Required	% pupils without Seating	Writing Places	Pupil to Writing Ratio	No. Required	% pupils without Writing
Bulawayo	89,558	1.18	16,550	15.6%	74,856	1.20	31,252	29.5%
Harare	214,300	1.19	40,335	15.8%	182,658	1.17	71,977	28.3%
Manicaland	311,331	1.33	104,211	25.1%	279,705	1.11	135,837	32.7%
Mashonaland Central	153,239	1.63	96,548	38.7%	135,176	1.13	114,611	45.9%
Mashonaland East	203,378	1.42	85,672	29.6%	184,753	1.10	104,297	36.1%
Mashonaland West	182,044	1.74	135,008	42.6%	159,451	1.14	157,601	49.7%
Masvingo	235,069	1.49	114,697	32.8%	208,677	1.13	141,089	40.3%
Matabeleland North	101,577	1.75	76,465	42.9%	84,564	1.20	93,478	52.5%
Matabeleland South	119,169	1.24	28,929	19.5%	102,789	1.16	45,309	30.6%
Midlands	222,128	1.60	132,979	37.4%	192,971	1.15	162,136	45.7%
<b>Total</b>	<b>1,831,793</b>	<b>1.45</b>	<b>831,394</b>	<b>31.2%</b>	<b>1,605,600</b>	<b>1.14</b>	<b>1,057,587</b>	<b>39.7%</b>



**Figure 100: % Primary Pupils without Seating Places**

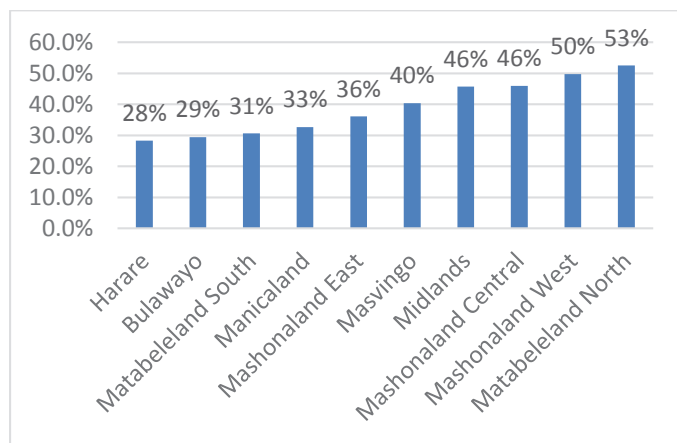


**Figure 101: % Primary pupils without Writing Places**

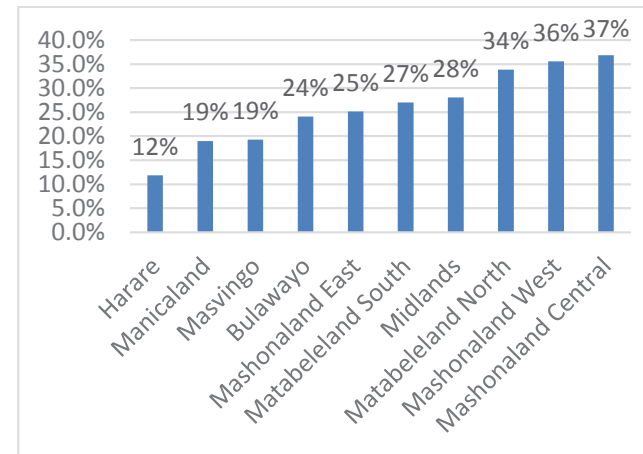
Secondary schools are generally better equipped with seating and writing places than primary schools. However, there is still a significant shortage and notable provincial disparities. 23% of secondary students lack adequate seating and 25% lack adequate writing places. Mashonaland Central and Mashonaland West have the greatest need with over one in three secondary students lacking adequate facilities.

**Table 147: Secondary Level Seating and Writing Places**

Province	Seating Places				Writing Places			
	No.	Pupil to Seating Ratio	No. Required	% pupils without Seating	Writing Places	Pupil to Writing Ratio	No. Required	% pupils without Writing
Bulawayo	42,926	1.21	9,044	17.4%	39,452	1.09	12,518	24.1%
Harare	85,943	1.12	10,048	10.5%	84,621	1.02	11,370	11.8%
Manicaland	123,711	1.21	25,607	17.1%	120,984	1.02	28,334	19.0%
Mashonaland Central	48,435	1.54	26,189	35.1%	47,140	1.03	27,484	36.8%
Mashonaland East	90,159	1.30	27,310	23.2%	87,907	1.03	29,562	25.2%
Mashonaland West	73,809	1.51	37,604	33.8%	71,771	1.03	39,642	35.6%
Masvingo	104,933	1.22	23,208	18.1%	103,447	1.01	24,694	19.3%
Matabeleland North	34,247	1.49	16,718	32.8%	33,698	1.02	17,267	33.9%
Matabeleland South	40,203	1.31	12,282	23.4%	38,306	1.05	14,179	27.0%
Midlands	92,253	1.36	32,832	26.2%	89,954	1.03	35,131	28.1%
Total	736,619	1.30	220,842	23.1%	717,280	1.03	240,181	25.1%



**Figure 102: % Secondary Pupils without Seating Places**



**Figure 103: % Secondary Pupils without Writing Places**

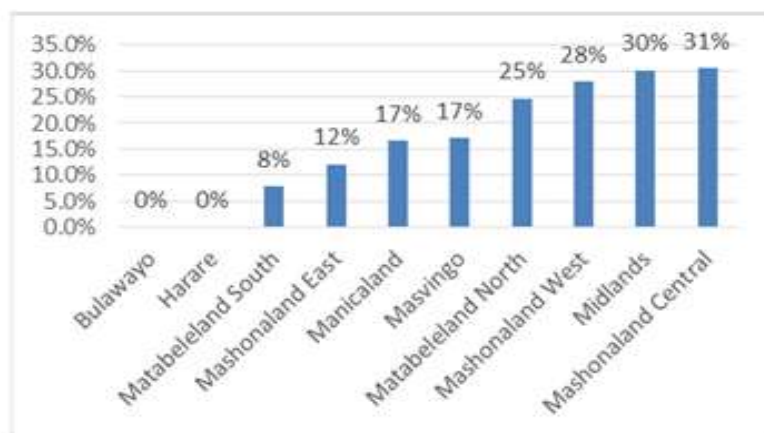
## 9.8.2 Teacher's Seating and Writing

Seating and writing places available and required for teachers by province and level of school is listed in the tables and figures below. The calculation of seating required is based on the number of teachers. A more accurate calculation may be the number of classrooms. Based upon the number of teachers, there is a shortage of seating and writing facilities for teachers throughout Zimbabwe. At primary level 12,027 seats and 19,318 tables or desks are required whilst 11,276 seats and 20,409 tables or desks are required at secondary level.

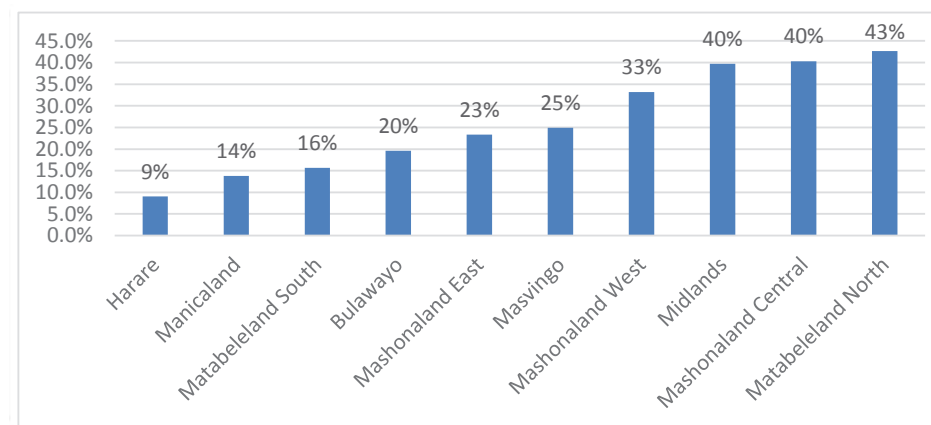
## 9.9 Teachers Furniture

**Table 148: Primary Teachers Seating and Tables**

Province	Seating						Tables			
	No. of Chairs	No. of Stools	No. of Stools and Chairs	Teacher to Seating Ratio	No. of Seats Required	% teachers without seats	No. of Tables	Teacher to Table Ratio	No. of Tables Required	% Teachers without tables
Bulawayo	3,175	111	3,286	0.96	0	0%	2,536	1.24	618	19.6%
Harare	6,344	1,479	7,823	0.82	0	0%	5,848	1.10	583	9.1%
Manicaland	8,748	880	9,628	1.20	1,919	17%	9,958	1.16	1,589	13.8%
Mashonaland Central	4,070	392	4,462	1.44	1,970	31%	3,840	1.68	2,592	40.3%
Mashonaland East	5,465	1,286	6,751	1.14	928	12%	5,889	1.30	1,790	23.3%
Mashonaland West	5,688	303	5,991	1.39	2,316	28%	5,550	1.50	2,757	33.2%
Masvingo	7,546	1,140	8,686	1.21	1,799	17%	7,870	1.33	2,615	24.9%
Matabeleland North	2,764	844	3,608	1.33	1,185	25%	2,747	1.74	2,046	42.7%
Matabeleland South	3,424	239	3,663	1.08	311	8%	3,352	1.19	622	15.7%
Midlands	6,348	875	7,223	1.43	3,123	30%	6,240	1.66	4,106	39.7%
<b>Total</b>	<b>53,572</b>	<b>7,549</b>	<b>61,121</b>	<b>1.20</b>	<b>12,027</b>	<b>16%</b>	<b>53,830</b>	<b>1.36</b>	<b>19,318</b>	<b>26.4%</b>



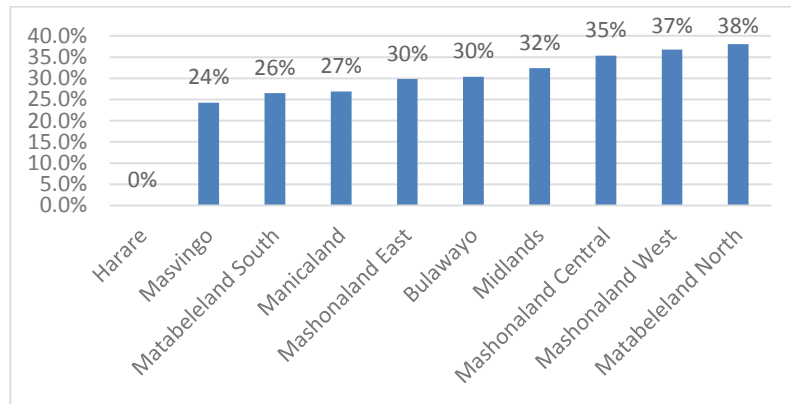
**Figure 104: % Primary teachers without seating**



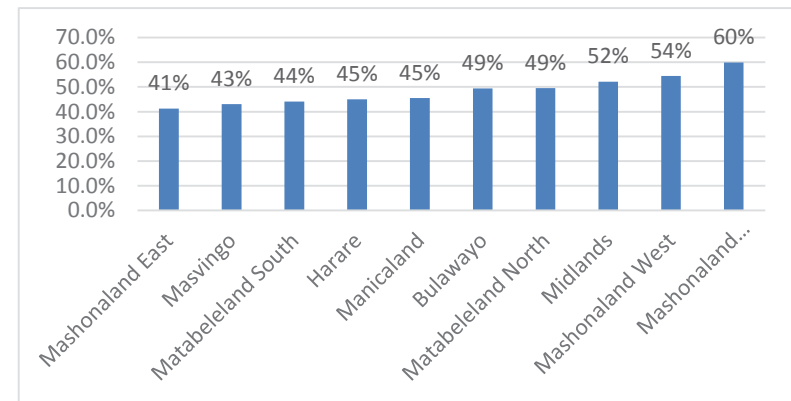
**Figure 105: % Primary teachers without tables**

**Table 149: Secondary Teachers Seating and Tables**

Province	Seating						Tables			
	No. of Chairs	No. of Stools	No. of Stools and Chairs	Teacher to Seating Ratio	No. of Seats Required	% teachers without seats	No. of Tables	Teacher to Table Ratio	No. of Tables Required	% Teachers without tables
Bulawayo	1,612	103	1,715	1.44	748	30%	1,246	1.98	1,217	49.4%
Harare	3,711	917	4,628	0.90	0	0%	2,298	1.82	1,881	45.0%
Manicaland	4,655	462	5,117	1.37	1,882	27%	3,816	1.83	3,183	45.5%
Mashonaland Central	1,880	140	2,020	1.55	1,104	35%	1,255	2.49	1,869	59.8%
Mashonaland East	3,252	233	3,485	1.43	1,482	30%	2,920	1.70	2,047	41.2%
Mashonaland West	2,652	382	3,034	1.58	1,764	37%	2,188	2.19	2,610	54.4%
Masvingo	3,938	445	4,383	1.32	1,403	24%	3,297	1.75	2,489	43.0%
Matabeleland North	1,317	229	1,546	1.61	949	38%	1,260	1.98	1,235	49.5%
Matabeleland South	1,391	185	1,576	1.36	568	26%	1,200	1.79	944	44.0%
Midlands	3,429	376	3,805	1.48	1,825	32%	2,696	2.09	2,934	52.1%
<b>Total</b>	<b>27,837</b>	<b>3,472</b>	<b>31,309</b>	<b>1.36</b>	<b>11,276</b>	<b>26%</b>	<b>22,176</b>	<b>1.92</b>	<b>20,409</b>	<b>47.9%</b>



**Figure 106: % Secondary teachers without seating**



**Figure 107: % Secondary teachers without tables**

## 9.10 Other Facilities

The presence of a wide range of facilities is required to operate both primary and secondary schools. The percentage of primary and secondary schools having at least one of each facility is shown in the table and figures below along with the number required in each facility required to equip each school with at least one. This does not indicate the demand or need for additional facilities, it simply gives an indication of availability in schools throughout Zimbabwe.

**Table 150: % Schools having and requiring facilities**

Sporting facility	Number of schools having at least one				Number Required for all schools to have at least one	
	Primary		Secondary		Primary	Secondary
	No.	%	No.	%		
Admin Block	1,232	21.2%	387	16.3%	4,573	1,987
Agriculture	167	2.9%	627	26.4%	5,638	1,747
Art and Craft room	163	2.8%	134	5.6%	5,642	2,240
Athletics field	13	0.2%	42	1.8%	5,792	2,332
Audiological room	43	0.7%	19	0.8%	5,762	2,355
Basketball Court	794	13.7%	416	17.5%	5,011	1,958
Biology Laboratory	2	0.0%	78	3.3%	5,803	2,296
Braille Laboratory	29	0.5%	17	0.7%	5,776	2,357
Building	202	3.5%	227	9.6%	5,603	2,147
Chemistry Laboratory	2	0.0%	75	3.2%	5,803	2,299
Computer room	504	8.7%	971	40.9%	5,301	1,403
Cookery	101	1.7%	304	12.8%	5,704	2,070
Culture Center	1,768	30.5%	134	5.6%	4,037	2,240
Dining Room	136	2.3%	83	3.5%	5,669	2,291
Hall	277	4.8%	72	3.0%	5,528	2,302
Kitchen	633	10.9%	171	7.2%	5,172	2,203
Library	737	12.7%	209	8.8%	5,068	2,165
Metalwork	23	0.4%	150	6.3%	5,782	2,224
Music room	173	3.0%	59	2.5%	5,632	2,315
Needle work	112	1.9%	704	29.7%	5,693	1,670
Physics Laboratory	2	0.0%	77	3.2%	5,803	2,297
Science Laboratory	2	0.0%	246	10.4%	5,803	2,128
Sick bay room	173	3.0%	58	2.4%	5,632	2,316
Staff room	732	12.6%	397	16.7%	5,073	1,977
Strong room	1,455	25.1%	357	15.0%	4,350	2,017
Therapy room	37	0.6%	54	2.3%	5,768	2,320
Tool store	1,450	25.0%	241	10.2%	4,355	2,133
Tuckshop	482	8.3%	198	8.3%	5,323	2,176
Woodwork	95	1.6%	277	11.7%	5,710	2,097

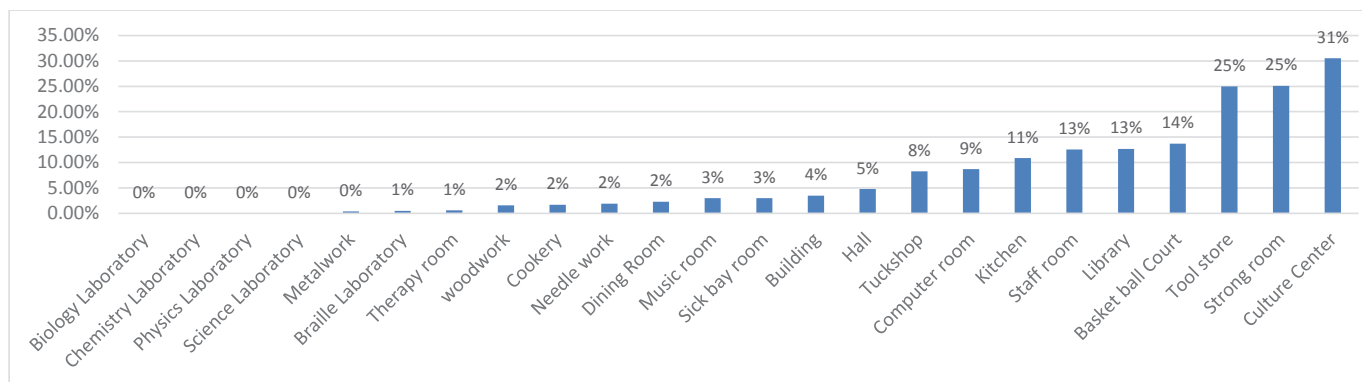


Figure 108: % Primary schools having facilities

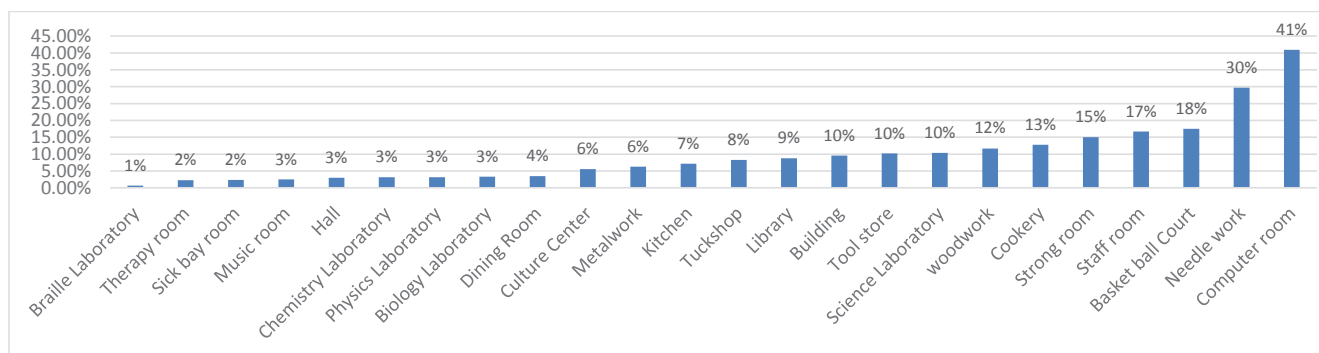


Figure 109: % Secondary schools having facilities

Table 151: Other facilities total number

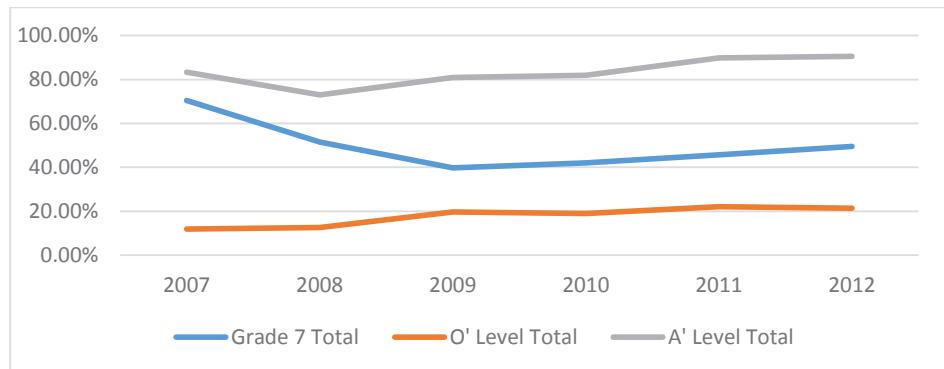
Facility	Primary	Secondary	Grand Total
Caretakers' houses	2,251	1,988	4,239
Dining rooms	174	162	336
Kitchens	110	105	215
Matrons' houses	552	1,045	1,597
Nurses' houses	412	550	962
Teachers' houses	77,574	57,573	135,147
Wardens' houses	451	973	1,424
Workers' Flatlets	2,218	5,722	7,940

## Chapter 10: Learning Outcomes

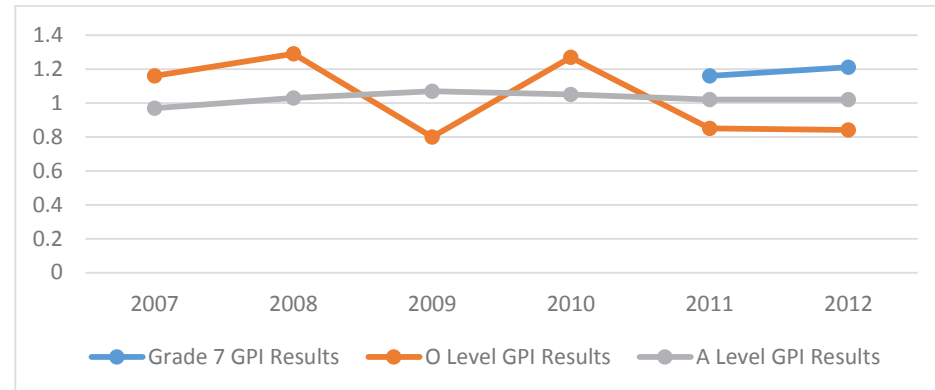
The Zimbabwe Schools Examination Council (ZIMSEC) administers examinations in all levels. Examinations are an essential component of the assessment and evaluation of the learning and teaching outcomes for the years of primary and secondary school cycle. The measures of learning include the Grade 7, 'O' Level and A Level examination pass rates which have shown unstable patterns over the years. Early learning gaps resulted in poor performance in the Grade 7, O-Level and 'A' Level public examinations. Grade 7 examinations pass rates have not recovered since 2007 when the national pass rate was 70.5%. However, they have increased marginally since reaching a low of 39.7% in 2009 to 49.6% in 2012. 'A' Level examination results have steadily improved reaching a low of 73.1% in 2008. The performance in 'O' Level exams has increased from 19.0% in 2010 to 21.0 % (2012). Generally, girls are outperforming better than boys in grade 7 and 'A' Level exams.

**Table 152: Exam pass rates for Grade 7, O level and A level exams 2007-2012**

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%	1.28	12.60%	72.10%	74.60%	1.03	73.10%
2009				39.70%	21.90%	17.40%	0.79	19.70%	78.30%	83.50%	1.07	80.90%
2010				42.00%	16.70%	21.10%	1.26	19.00%	79.91%	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%



**Figure 110: Examination pass rates 2007-2012**



**Figure 111: GPI of Examination Results 2007-2012**

**Table 153: No of pupils who sat and passed Grade 7 exams 2012**

Province	No. Sat Internal			No. Sat External			Total Sat			No. Pass Internal			No. Pass 24 units or under (as a proportion of those who sat)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Bulawayo	7,266	6,681	13,947	32	32	64	7,298	6,713	13,949	5,029	4,022	9,051	5,654	4,702	10,356
Harare	17,242	16,004	33,246	189	145	334	17,431	16,149	33,320	11,449	9,772	21,221	11,098	9,487	20,585
Manicaland	21,910	21,705	43,615	107	71	178	22,017	21,776	43,635	6,662	6,033	12,695	10,295	8,901	19,196
Mashonaland Central	12,417	12,531	24,948	194	198	392	12,611	12,729	24,962	2,876	2,856	5,732	5,047	4,657	9,704
Mashonaland East	17,058	17,156	34,214	305	294	599	17,363	17,450	34,283	4,518	3,873	8,391	7,366	6,104	13,470
Mashonaland West	16,828	17,117	33,945	101	150	251	16,929	17,267	33,950	4,174	4,044	8,218	6,433	6,181	12,614
Masvingo	17,935	16,970	34,905	112	61	173	18,047	17,031	34,915	5,753	5,110	10,863	9,548	8,078	17,626
Matabeleland North	9,882	9,021	18,903	160	181	341	10,042	9,202	18,911	1,985	1,227	3,212	3,491	2,207	5,698
Matabeleland South	9,318	8,794	18,112	25	28	53	9,343	8,822	18,113	2,256	1,318	3,574	3,793	2,271	6,064
Midlands	19,266	18,260	37,526	29	67	96	19,295	18,327	37,527	6,706	5,882	12,588	9,361	8,066	17,427
<b>Total</b>	<b>149,122</b>	<b>144,239</b>	<b>293,361</b>	<b>1,254</b>	<b>1,227</b>	<b>2,481</b>	<b>150,376</b>	<b>145,466</b>	<b>293,565</b>	<b>51,408</b>	<b>44,137</b>	<b>95,545</b>	<b>72,086</b>	<b>60,654</b>	<b>132,740</b>

**Table 154: Grade 7 Exams 2012 Pass Rates**

Province	% Sat as proportion of those enrolled in Grade 7				% Pass Internal as a proportion of those who sat				% Pass Internal as a proportion of those enrolled in Grade 7				% Pass with 24 Units or under as a proportion of those who sat			
	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI
Bulawayo	100.0%	99.9%	99.9%	1.00	69.2%	60.2%	64.9%	1.15	69.2%	60.1%	64.9%	1.15	77.8%	70.4%	74.3%	1.11
Harare	99.3%	97.6%	98.4%	1.02	66.4%	61.1%	63.8%	1.09	65.9%	59.6%	62.8%	1.11	64.4%	59.3%	61.9%	1.09
Manicaland	92.4%	91.3%	91.9%	1.01	30.4%	27.8%	29.1%	1.09	28.1%	25.4%	26.7%	1.11	47.0%	41.0%	44.0%	1.15
Mashonaland Central	93.4%	92.7%	93.1%	1.01	23.2%	22.8%	23.0%	1.02	21.6%	21.1%	21.4%	1.02	40.6%	37.2%	38.9%	1.09
Mashonaland East	93.9%	93.1%	93.5%	1.01	26.5%	22.6%	24.5%	1.17	24.9%	21.0%	22.9%	1.18	43.2%	35.6%	39.4%	1.21
Mashonaland West	94.0%	93.7%	93.9%	1.00	24.8%	23.6%	24.2%	1.05	23.3%	22.1%	22.7%	1.05	38.2%	36.1%	37.2%	1.06
Masvingo	91.5%	90.5%	91.0%	1.01	32.1%	30.1%	31.1%	1.07	29.4%	27.2%	28.3%	1.08	53.2%	47.6%	50.5%	1.12
Matabeleland North	94.3%	90.5%	92.4%	1.04	20.1%	13.6%	17.0%	1.48	18.9%	12.3%	15.7%	1.54	35.3%	24.5%	30.1%	1.44
Matabeleland South	94.6%	91.8%	93.2%	1.03	24.2%	15.0%	19.7%	1.62	22.9%	13.8%	18.4%	1.67	40.7%	25.8%	33.5%	1.58
Midlands	93.4%	92.1%	92.8%	1.01	34.8%	32.2%	33.5%	1.08	32.5%	29.7%	31.1%	1.10	48.6%	44.2%	46.4%	1.10
<b>Total</b>	<b>94.2%</b>	<b>92.9%</b>	<b>93.6%</b>	<b>1.01</b>	<b>34.5%</b>	<b>30.6%</b>	<b>32.6%</b>	<b>1.13</b>	<b>32.5%</b>	<b>28.4%</b>	<b>30.5%</b>	<b>1.14</b>	<b>48.3%</b>	<b>42.1%</b>	<b>45.2%</b>	<b>1.15</b>

**Table 155: No of pupils who sat and passed 'O' level Exams 2012**

Province	No. Sat Internal			No. Sat External			Total Sat			No. Pass Internal		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Bulawayo	5,446	4,171	9,617	2,153	1,501	3,654	7,599	5,672	13,271	1,132	962	2,094
Harare	8,796	8,431	17,227	4,523	4,117	8,640	13,319	12,548	25,867	2,085	2,034	4,119
Manicaland	11,164	13,193	24,357	3,475	3,486	6,961	14,639	16,679	31,318	2,398	3,121	5,519
Mashonaland Central	5,280	6,676	11,956	2,295	2,350	4,645	7,575	9,026	16,601	801	1,240	2,041
Mashonaland East	9,373	10,432	19,805	3,142	3,313	6,455	12,515	13,745	26,260	1,944	2,154	4,098
Mashonaland West	7,666	9,487	17,153	3,079	3,174	6,253	10,745	12,661	23,406	1,117	1,832	2,949
Masvingo	9,929	10,525	20,454	4,236	3,798	8,034	14,165	14,323	28,488	2,161	2,682	4,843
Matabeleland North	3,924	3,579	7,503	1,920	1,509	3,429	5,844	5,088	10,932	467	664	1,131
Matabeleland South	4,583	3,698	8,281	1,462	802	2,264	6,045	4,500	10,545	845	812	1,657
Midlands	9,091	9,111	18,202	4,359	4,032	8,391	13,450	13,143	26,593	1,792	2,227	4,019
<b>Total</b>	<b>75,252</b>	<b>79,303</b>	<b>154,555</b>	<b>30,644</b>	<b>28,082</b>	<b>58,726</b>	<b>105,896</b>	<b>107,385</b>	<b>213,281</b>	<b>14,742</b>	<b>17,728</b>	<b>32,470</b>

**Table 156: 'O' Level exams 2012 pass rates**

Province	% Sat as proportion of those enrolled in form 4				% Pass Internal as a proportion of those who sat				% Pass Internal as a proportion of those enrolled in form 4			
	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI
Bulawayo	92.4%	83.1%	88.1%	1.11	20.8%	23.1%	21.8%	0.90	19.2%	19.2%	19.2%	1.00
Harare	91.0%	88.6%	89.8%	1.03	23.7%	24.1%	23.9%	0.98	21.6%	21.4%	21.5%	1.01
Manicaland	82.7%	81.8%	82.3%	1.01	21.5%	23.7%	22.7%	0.91	17.8%	19.4%	18.6%	0.92
Mashonaland Central	82.6%	83.1%	82.8%	0.99	15.2%	18.6%	17.1%	0.82	12.5%	15.4%	14.1%	0.81
Mashonaland East	84.5%	78.7%	81.3%	1.07	20.7%	20.6%	20.7%	1.00	17.5%	16.2%	16.8%	1.08
Mashonaland West	80.5%	80.1%	80.3%	1.01	14.6%	19.3%	17.2%	0.75	11.7%	15.5%	13.8%	0.76
Masvingo	79.9%	80.2%	80.1%	1.00	21.8%	25.5%	23.7%	0.85	17.4%	20.4%	19.0%	0.85
Matabeleland North	83.7%	89.1%	86.2%	0.94	11.9%	18.6%	15.1%	0.64	10.0%	16.5%	13.0%	0.60
Matabeleland South	84.8%	80.1%	82.6%	1.06	18.4%	22.0%	20.0%	0.84	15.6%	17.6%	16.5%	0.89
Midlands	77.4%	73.8%	75.5%	1.05	19.7%	24.4%	22.1%	0.81	15.2%	18.0%	16.7%	0.85
<b>Total</b>	<b>83.3%</b>	<b>81.0%</b>	<b>82.1%</b>	<b>1.03</b>	<b>19.6%</b>	<b>22.4%</b>	<b>21.0%</b>	<b>0.88</b>	<b>16.3%</b>	<b>18.1%</b>	<b>17.3%</b>	<b>0.90</b>

**Table 157: No of pupils who sat and passed 'A level' exams 2012**

Province	No. Sat Internal			No. Sat External			Total Sat			No. Pass Internal		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Bulawayo	1,223	1,062	2,285	398	354	752	1,621	1,416	3,037	1,074	885	1,959
Harare	1,687	2,109	3,796	339	470	809	2,026	2,579	4,605	1,479	1,693	3,172
Manicaland	1,838	2,811	4,649	218	207	425	2,056	3,018	5,074	1,660	2,519	4,179
Mashonaland Central	644	1,027	1,671	33	112	145	677	1,139	1,816	601	918	1,519
Mashonaland East	1,438	1,786	3,224	39	89	128	1,477	1,875	3,352	1,345	1,615	2,960
Mashonaland West	1,064	1,751	2,815	108	170	278	1,172	1,921	3,093	887	1,487	2,374
Masvingo	1,854	2,721	4,575	112	183	295	1,966	2,904	4,870	1,677	2,433	4,110
Matabeleland North	360	508	868	55	66	121	415	574	989	321	401	722
Matabeleland South	789	813	1,602	24	20	44	813	833	1,646	716	701	1,417
Midlands	1,667	2,176	3,843	171	270	441	1,838	2,446	4,284	1,484	1,861	3,345
<b>Total</b>	<b>12,564</b>	<b>16,764</b>	<b>29,328</b>	<b>1,497</b>	<b>1,941</b>	<b>3,438</b>	<b>14,061</b>	<b>18,705</b>	<b>32,766</b>	<b>11,244</b>	<b>14,513</b>	<b>25,757</b>

**Table 158: A' Level exams 2012 pass rates**

Province	% Sat as proportion of those enrolled in Upper 6				% Pass Internal as a proportion of those who sat				% Pass Internal as a proportion of those enrolled in Upper 6			
	Female	Male	Total	GPI	Female	Male	Total	GPI	Female	Male	Total	GPI
Bulawayo	95.3%	89.5%	92.5%	1.07	87.8%	83.3%	85.7%	1.05	83.7%	74.6%	79.3%	1.12
Harare	85.7%	94.4%	90.3%	0.91	87.7%	80.3%	83.6%	1.09	75.1%	75.8%	75.5%	0.99
Manicaland	91.9%	95.6%	94.1%	0.96	90.3%	89.6%	89.9%	1.01	83.0%	85.7%	84.6%	0.97
Mashonaland Central	100.3%	97.5%	98.6%	1.03	93.3%	89.4%	90.9%	1.04	93.6%	87.2%	89.6%	1.07
Mashonaland East	99.1%	96.6%	97.7%	1.03	93.5%	90.4%	91.8%	1.03	92.7%	87.3%	89.7%	1.06
Mashonaland West	94.2%	104.4%	100.2%	0.90	83.4%	84.9%	84.3%	0.98	78.5%	88.6%	84.5%	0.89
Masvingo	90.7%	94.6%	93.0%	0.96	90.5%	89.4%	89.8%	1.01	82.0%	84.6%	83.5%	0.97
Matabeleland North	80.7%	102.2%	92.0%	0.79	89.2%	78.9%	83.2%	1.13	72.0%	80.7%	76.6%	0.89
Matabeleland South	100.9%	100.1%	100.5%	1.01	90.7%	86.2%	88.5%	1.05	91.6%	86.3%	88.9%	1.06
Midlands	97.7%	97.5%	97.6%	1.00	89.0%	85.5%	87.0%	1.04	86.9%	83.4%	84.9%	1.04
<b>Total</b>	<b>93.4%</b>	<b>96.6%</b>	<b>95.2%</b>	<b>0.97</b>	<b>89.5%</b>	<b>86.6%</b>	<b>87.8%</b>	<b>1.03</b>	<b>83.6%</b>	<b>83.6%</b>	<b>83.6%</b>	<b>1.00</b>

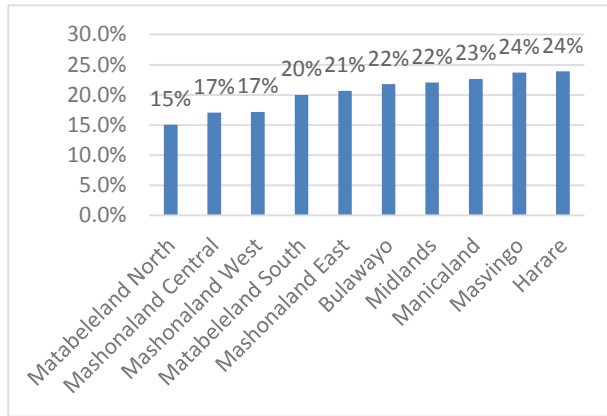


Figure 112: % Pass O' Level Exams Internal as a proportion of those who sat

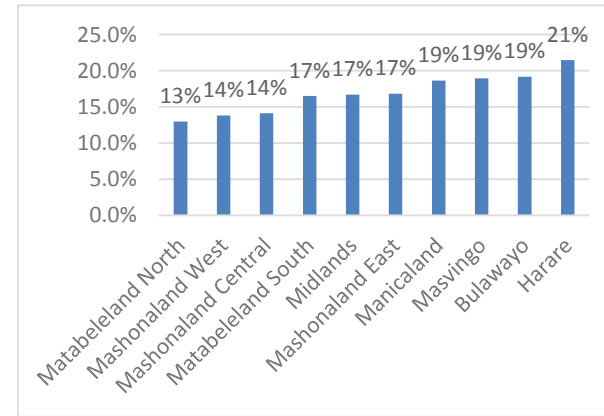


Figure 113: % Pass O' Level Exams Internal as a Proportion of those Enrolled in Form 4

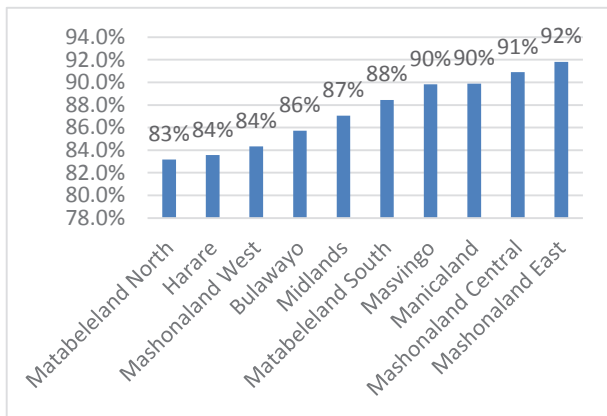


Figure 114: % Pass A' Level Exams Internal as a proportion of those who sat

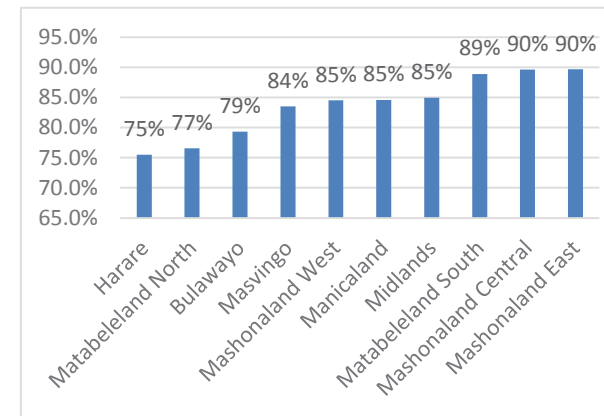


Figure 115: % Pass A' Level Exams Internal as a proportion of those enrolled in upper 6

**Table 159: Summary of Indicators**

**Indicators for ECD**

	M	F	T
Enrolment in ECD	185557	188568	374125
Gross Enrolment Rate, ECD	34.51%	35.01%	34.76%
Net Enrolment Rate, ECD	22.97%	23.83%	23.40%
Completion Rate, ECD	69.32%	70.12%	69.72%
Teachers, ECD	743	9249	9992
Pupil Teacher Ratio, ECD	37.4		
% of repeaters, ECD A	0.95%	1.00%	0.97%
% of repeaters, ECD B	1.39%	1.31%	1.35%
% of repeaters, ECD total	1.23%	1.22%	1.22%
Pupil to Classroom Ratio, ECD	38.4		
Pupil to toilet ratio, ECD	24	22.8	23.4

**Indicators for primary level**

	M	F	T
Enrolment in Primary	1344825	1318362	2663187
Gross Enrolment rate, Primary	110.5%	107.7%	109.1%
Net Enrolment Rate, Primary	93.4%	94.0%	93.7%
Completion Rate, Primary	76.33%	78.58%	77.44%
Apparent Intake Rate, Primary	128.30%	120.70%	124.50%
Net Intake Rate, Primary	44.90%	46.10%	45.50%
Teachers on duty, Primary	32430	40718	73148
Pupil Teacher Ratio, Primary	36.41		
Repetition rate, Grade 1	3.60%	3.00%	3.31%
Repetition rate, Grade 2	3.50%	2.90%	3.19%
Repetition rate, Grade 3	2.30%	1.80%	2.05%
Repetition rate, Grade 4	1.90%	1.50%	1.71%
Repetition rate, Grade 5	1.80%	1.40%	1.57%
Repetition rate, Grade 6	1.80%	1.40%	1.58%

	M	F	T
Repetition rate, Grade 7	2.10%	1.60%	1.86%
Dropout rate, Grade 1	7.20%	6.00%	6.60%
Dropout rate, Grade 2	2.00%	1.40%	1.71%
Dropout rate, Grade 3	3.20%	2.40%	2.79%
Dropout rate, Grade 4	0.70%	0.40%	0.56%
Dropout rate, Grade 5	-1.40%	-1.00%	-1.19%
Dropout rate, Grade 6	6.70%	5.60%	6.18%
Transition to Secondary rate	76.80%	79.40%	78.15%
Progression rate, Grade 1	89.30%	91.10%	90.21%
Progression rate, Grade 2	95.70%	96.80%	96.23%
Progression rate, Grade 3	94.90%	96.10%	95.50%
Progression rate, Grade 4	97.60%	98.20%	97.87%
Progression rate, Grade 5	99.60%	99.60%	99.60%
Progression rate, Grade 6	91.20%	92.70%	91.96%
Core textbooks per pupil, Primary	1.28		
Pupil to toilet ratio, Primary	27.2	25	26.0
Pupil to classroom Ratio, Primary	42.6		
Pupil to Seating Ratio, Primary	1.5		
Pupil to Writing Ratio, Primary	1.1		
Number of schools, Primary	5805		

## Indicators for secondary level

	M	F	T
Enrolment in Secondary	482803	474658	957461
Gross Enrolment Rate, Lower Secondary	71.50%	72.10%	71.80%
Gross Enrolment Rate, Upper Secondary	12.60%	9.80%	11.20%
Gross Enrolment Rate, Total Secondary	52.60%	51.70%	52.10%
Net Enrolment Rate, Lower Secondary	49.80%	55.90%	52.80%
Net Enrolment Rate, Upper Secondary	7.30%	6.60%	6.90%
Net Enrolment Rate, Total Secondary	52.10%	50.90%	51.50%
Completion Rate, Lower Secondary	65.68%	60.80%	63.25%
Completion Rate, Upper Secondary	12.75%	9.92%	11.31%
Apparent Intake Rate, Secondary	73.10%	76.60%	74.90%
Net Intake Rate, Secondary	21.20%	28.30%	24.80%
Teachers on duty, Secondary	23115	19470	42585
Pupil Teacher Ratio, Secondary	22.48		
Repetition rate, Form 1	1.20%	0.90%	1.02%
Repetition rate, Form 2	0.30%	0.20%	0.21%
Repetition rate, Form 3	0.40%	0.30%	0.35%
Repetition rate, Form 4	4.40%	3.90%	4.15%
Repetition rate, Lower 6	4.40%	4.00%	4.20%
Repetition rate, Upper 6	0.4%	0.2%	2.13%
Dropout rate, Form 1	4.20%	5.00%	4.60%
Dropout rate, Form 2	-2.90%	0.60%	-1.12%
Dropout rate, Form 3	8.80%	13.10%	10.92%
Dropout rate, Lower 6	2.30%	1.50%	2.06%
Progression rate, Form 1	95.50%	94.90%	95.19%
Progression rate, Form 2	102.50%	99.10%	100.77%
Progression rate, Form 3	86.90%	82.90%	84.93%
Progression rate, Lower 6	97.30%	98.30%	97.76%
Core textbooks per pupil, Secondary	0.95		

	M	F	T
Pupil to toilet ratio, Secondary	20	18.5	19.2
Pupil to Classroom Ratio, Secondary	46.3		
Pupil to Seating Ratio, Secondary	1.3		
Pupil to Writing Ratio, Secondary	1.0		
Number of Schools, Secondary	2374		

## ANNEX 1: Description of the Main Indicators Used in this Publication

### % Schools with

**Definition:** Percentage of the total number of schools reporting a particular facility. Facilities reported in this report include: % schools with Tap Water; % schools with Grid Electricity; % schools with Borehole; % schools with Protected Well; % schools with Stream/River; % schools with Tap Water.

**Purpose:** To show the extent of coverage of a particular asset in schools.

**Calculation method:** Divide the number of schools of a specific type reporting a facility by the total number of schools of that type multiplied by 100.

### Average Number of Years taken by Primary Graduates

**Definition:** Average number of years the system is taking to produce a primary (7 years) or secondary (6 years) graduate. A graduate is a pupil or student who successfully completes a level of education i.e. primary. The years input per graduate is obtained by dividing the total number of pupil-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 pupil-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a given pupil cohort in primary education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates. One school year spent in a grade by a pupil is counted as one pupil-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 pupil-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 pupils 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 pupils 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 pupils 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 pupils 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 pupil 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 a 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 students 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, Pupil 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 students 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 pupils (or students) 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 pupils 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 pupils' 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 percentage to 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 pupils' 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.

### Pupil to Teacher Ratio (PTR)

**Definition:** Average number of pupils per teacher at a specific level of education in a given school-year. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution.

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**Calculation Method:** Divide the total number of pupils 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 pupils 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 pupils repeating a grade, and is one of the measures of the internal efficiency of the primary 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 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 pupils 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 pupils' 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 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.

### Student enrolment

Student enrolment is defined as the number of students (total, female) enrolled in a particular level of education (primary, secondary, tertiary). For secondary education, student enrolment includes enrolment in general programs 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 pupils 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 pupil cohort that completes each year and survives to final year. Conversely, it indicates the magnitude of dropout before final year.

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## Unit of Measurement: Percentage of a pupil 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 dependent on the schedule of teachers.

**Calculation Method:** Divide the total number of teachers for each level or type of education by the number of classrooms for each level or type of education.

### Transition Rate

**Definition:** The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) 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 pupils 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.

## ANNEX 2: References

Demographic and Household Survey (DHS) 2010/11

EMTP Operational Plan (2013-2015)

EMTP

ETF II



