

ANNUAL EDUCATION
STATISTICS PROFILE
BULAWAYO
PROVINCE 2017

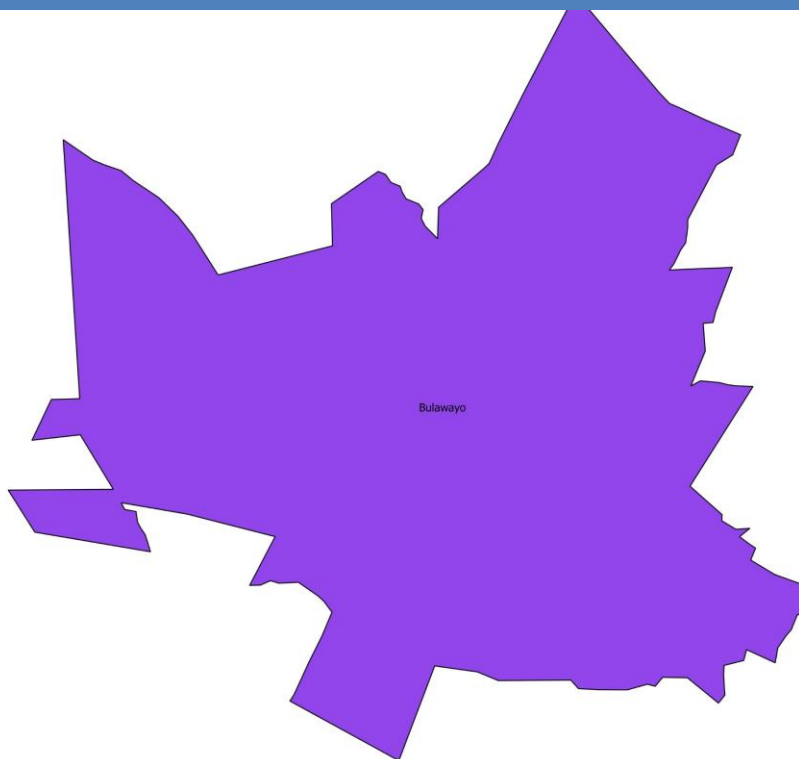


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Chapter 1: Preamble

1.1 Introduction to Zimbabwe Education System

The Zimbabwe Education System is comprised of Primary, Secondary and Tertiary / Higher Education. Primary level is sub-divided into Infant Education (ECD A, ECD B, Grade 1 and 2) and Junior Education (Grade 3 to 7). Secondary level has Lower Secondary (Forms 1 to 4) and Upper Secondary (Forms 5 to 6). The Tertiary / Higher Education covers Teachers Colleges, Polytechnic, Technical / Vocational Colleges and Universities

1.2 Primary Level

The primary school system encompasses nine years of schooling which are divided into infant education and junior education.

1.2.1 *Infant Education*

Infant education consists of 4 years of schooling from ECD A to Grade 2. At ECD level children are developed through play. Pre-formal skills in reading, writing, speaking and listening are expected to be mastered by ECD children. At Grade 1 and Grade 2 there is formal teaching of all the subjects in the school curriculum.

1.2.2 *Junior Education*

Junior education consists of 5 years of schooling from Grade 3 to Grade 7. At the end of Grade 7 learners sit for national public examinations to mark the end of the primary cycle. There is a policy of automatic promotion to the next level, from Grade 1 to Form 4 (passing or failing does not prohibit learners from progressing to the next level).

1.3 Secondary Level

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

1.3.1 *Lower Secondary Education*

The lower secondary school level is a four-year programme culminating in the Ordinary Level Certificate. In the first two years learners are exposed to varied experiences and are afforded an opportunity to discover their own intellectual abilities, aptitudes and interests. They are offered the full curriculum viz, the Sciences, Humanities, Languages, and must do at least one of Business/Commercial subjects, Computer Studies and Technical/Vocational Education subjects. This enables the learners to pursue subjects they are good at during the last two years of secondary education. Upon completion of this cycle, learners can join the world of work, go for professional training in tertiary colleges, or proceed to do a further two years at high school.

1.3.2 Upper Secondary Education

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

Chapter 2: Demand for Education

2.1 Population Data

Table 1: Distribution of Projected School Age Population by Sex

Age	M	F	Grand Total
3	7736	7878	15615
4	7908	7977	15885
5	7297	7454	14751
6	6778	7280	14058
7	6942	7301	14243
8	6656	7190	13846
9	6901	7159	14060
10	6673	7194	13867
11	6914	7356	14270
12	7815	8505	16320
13	6578	7389	13967
14	6581	7932	14513
15	6537	8131	14668
16	7184	9075	16259
17	7384	9729	17114
18	7558	10109	17666
Grand Total	113443	127660	241103

Table 2: School Age Population by Level

	Infant			Junior			Lower Secondary			Upper Secondary			Grand Total 3 - 18 years
	Population age group (3 - 7)			Population age group (8 - 12)			Population age group (13 - 16)			Population age group (17 - 18)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	36661	37891	74552	34959	37404	72363	26881	32527	59407	14942	19838	34780	241103

2.2 Schools

Table 3: Number of Schools by Level and Year

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
2012	119		128		50	
2013	120	0.84%	128	0.00%	52	4.00%
2014	126	5.00%	130	1.56%	52	0.00%
2015	128	1.59%	132	1.54%	76	46.15%
2016	129	0.78%	133	0.76%	80	5.26%
2017	147	13.95%	152	14.29%	80	0.00%

Table 4: Distribution of Schools by District and Level

District	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bulawayo Central	20	27	47	13.16%	33.75%	20.26%
Imbizo	25	14	39	16.45%	17.50%	16.81%
Khami	29	16	45	19.08%	20.00%	19.40%
Mzilikazi	31	11	42	20.39%	13.75%	18.10%
Reigate	47	12	59	30.92%	15.00%	25.43%
Grand Total	152	80	232	100.00%	100.00%	100.00%

2.3 Classification of Schools

2.3.1 Registration Status

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

District	Primary			Secondary		
	Registered	Satellite	Total	Registered	Satellite	Total
Bulawayo Central	20	0	20	27	0	27
Imbizo	24	1	25	14	0	14
Khami	25	4	29	12	4	16
Mzilikazi	31	0	31	11	0	11
Reigate	47	0	47	12	0	12
Grand Total	147	5	152	76	4	80

2.3.2 Distribution of Schools by Location

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

District	Primary			Secondary		
	Rural	Urban	Total	Rural	Urban	Total
Bulawayo Central		20	20		27	27
Imbizo	5	20	25	1	13	14
Khami	9	20	29	6	10	16
Mzilikazi		31	31		11	11
Reigate	2	45	47		12	12
Grand Total	16	136	152	7	73	80

2.3.3 Responsible Authority

Table 7: Distribution of Schools by Responsible Authority

Responsible Authority	Primary	Secondary	Grand Total
Church/Mission	14	12	26
City Council	31	1	32
District Council	7	2	9
Government	63	34	97
Other	7	5	12
Other Government Line Ministries	12	1	13
Private Company	9	19	28
Trust	9	6	15
Grand Total	152	80	232

Chapter 3: Access to Education

3.1 New Entrants into Grade 1 and Form 1

Table 8: New Entrants into Grade 1 by Age and Sex

Age	M	F	Grand Total	% of Total
5 years	58	49	107	0.62%
6 years	4141	4436	8577	49.87%
7 years	3523	3461	6984	40.61%
8 years	545	516	1061	6.17%
9 years	203	151	354	2.06%
10 years	43	16	59	0.34%
11 years	33	19	52	0.30%
12 years	0	1	1	0.01%
Above 12	0	2	2	0.01%
Grand Total	8546	8651	17197	100.00%

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

Age	M	F	Grand Total	% Total
Below 13	200	196	396	3.41%
13 years	2284	2594	4878	41.96%
14 years	2044	2219	4263	36.67%
15 years	757	739	1496	12.87%
16 years	280	174	454	3.91%
17 years	67	49	116	1.00%
18 years	10	5	15	0.13%
above 18	2	6	8	0.07%
Grand Total	5644	5982	11626	100.00%

3.2 Primary Enrolment

Table 10: Enrolment Trend by Level and Sex, 2012-2017

Year	ECD			Primary			Grand Total
	M	F	T	M	F	T	
2012	4111	4072	8183	52015	53391	105406	113589
2013	4265	4096	8361	52377	53731	106108	114469
2014	5243	5240	10483	52049	53206	105255	115738
2015	7960	7940	15900	52577	53422	105999	121899
2016	8220	8366	16586	52842	53973	106815	123401
2017	8890	9032	17922	53093	54306	107399	125321

Table 11: Primary Enrolment by Grade and District

District	ECD A	ECD B	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
Bulawayo Central	1153	1455	2071	2037	1994	1896	1887	1867	1776	292	16428
Imbizo	896	1579	2362	2306	2120	2118	1984	1942	1880	97	17284
Khami	961	1797	3129	2947	2637	2626	2528	2631	2447	85	21788
Mzilikazi	1723	3250	5065	5012	4482	4602	4187	4295	4129	186	36931
Reigate	2138	2970	4527	4337	4052	3658	3809	3635	3693	71	32890
Grand Total	6871	11051	17154	16639	15285	14900	14395	14370	13925	731	125321

3.2.2 ECD Enrolment

Table 12: ECD Enrolment by Location and Sex

Location	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Rural	244	240	484	289	301	590	1074
Urban	3189	3198	6387	5168	5293	10461	16848
Grand Total	3433	3438	6871	5457	5594	11051	17922

Table 13: ECD Enrolment by Age and Sex

Ages	ECD A			ECD B			Grand Total
	M	F	T	M	F	T	
Below 3 years	35	4	39	0	0	0	39
3 years	152	192	344	0	0	0	344
4 years	1766	1881	3647	127	156	283	3930
5 years	1149	1085	2234	2937	3211	6148	8382
6 years	279	232	511	2117	2042	4159	4670
7 years	35	42	77	250	164	414	491
8 years	15	2	17	19	19	38	55
9 years	1	0	1	6	1	7	8
10 years	1	0	1	1	1	2	3
11 years	0	0	0	0	0	0	0
12 years	0	0	0	0	0	0	0
Above 12	0	0	0	0	0	0	0
Grand Total	3433	3438	6871	5457	5594	11051	17922

3.2.3 Primary Enrolment, Grade 1-7

Table 14: Primary Enrolment by Age and Sex

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Grade 1	451	411	862	8071	8221	16292	17154
Grade 2	406	417	823	7784	8032	15816	16639
Grade 3	350	357	707	7289	7289	14578	15285
Grade 4	345	344	689	7043	7168	14211	14900
Grade 5	318	364	682	6786	6927	13713	14395
Grade 6	275	321	596	6744	7030	13774	14370
Grade 7	299	264	563	6491	6871	13362	13925
Skills Orientation	2	2	4	439	288	727	731
Grand Total	2446	2480	4926	50647	51826	102473	107399

Table 15: Primary School Enrolment by Age and Grade

Ages	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
5 years	166	0	0	0	0	0	0	10	176
6 years	9072	366	0	0	0	0	0	13	9451
7 years	6767	8907	440	0	0	0	0	20	16134
8 years	938	6074	7435	744	0	0	0	31	15222
9 years	173	971	5916	6785	818	0	0	52	14715
10 years	32	256	1096	5541	6722	367	0	64	14078
11 years	4	42	288	1358	4886	6628	630	61	13897
12 years	1	8	82	376	1447	5348	6505	103	13870
Above 12	1	15	28	96	522	2027	6790	377	9856
Grand Total	17154	16639	15285	14900	14395	14370	13925	731	107399

3.3 Secondary School Enrolment

Table 16: Secondary School Enrolment Trend, 2012-2017

Year	Form 1-Form 4					Form 5-Form 6					Form 1- Form 6				
	M	F	T	% F	% change	M	F	T	% F	% Change	M	F	T	% F	% change
2012	21446	24602	46048	53.43%		2490	2850	5340	53.37%		23936	27452	51388	53.42%	
2013	21892	24664	46556	52.98%	1.10%	2450	2886	5336	54.09%	-0.1%	24342	27550	51892	53.09%	0.98%
2014	22037	24710	46747	52.86%	0.41%	2581	2770	5351	51.77%	0.3%	24618	27480	52098	52.75%	0.40%
2015	22884	25969	48853	53.16%	4.51%	3079	3398	6477	52.46%	21.0%	25963	29367	55330	53.08%	6.20%
2016	23315	25762	49077	52.49%	0.46%	3414	3635	7049	51.57%	8.83%	26729	29397	56126	52.38%	1.44%
2017	22947	25228	48175	52.37%	-1.84%	3373	3802	7175	52.99%	1.79%	26320	29030	55350	52.45%	-1.38%

Table 17: Secondary Enrolment by District

District	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Bulawayo Central	1879	1985	2313	2408	1184	1088	26	10883
Imbizo	1561	1446	1570	1531	536	466		7110
Khami	1752	1938	1977	1643	403	431		8144
Mzilikazi	3991	3904	3749	3597	865	951	0	17057
Reigate	2709	2680	2775	2741	610	641		12156
Grand Total	11892	11953	12384	11920	3598	3577	26	55350

Table 18: Secondary School Enrolments by Age and Form

Grade	Rural			Urban			Grand Total
	M	F	T	M	F	T	
Form 1	174	187	361	5491	6040	11531	11892
Form 2	157	170	327	5600	6026	11626	11953
Form 3	160	193	353	5707	6324	12031	12384
Form 4	132	159	291	5507	6122	11629	11920
Lower 6	24	24	48	1630	1920	3550	3598
Upper 6	29	35	64	1690	1823	3513	3577
Skills Orientation				19	7	26	26
Grand Total	676	768	1444	25644	28262	53906	55350

Table 19: Enrolment by School Level and District

District	Infant			Junior			Secondary			Grand Total
	M	F	T	M	F	T	M	F	T	
Bulawayo Central	3165	3551	6716	4680	5032	9712	4569	6314	10883	27311
Imbizo	3643	3500	7143	5117	5024	10141	3711	3399	7110	24394
Khami	4385	4449	8834	6341	6613	12954	3902	4242	8144	29932
Mzilikazi	7517	7533	15050	10852	11029	21881	8113	8944	17057	53988
Reigate	6892	7080	13972	9391	9527	18918	6025	6131	12156	45046
Grand Total	25602	26113	51715	36381	37225	73606	26320	29030	55350	180671

Chapter 4: Access Rates

4.1 Primary School Apparent and Net Intake Rates

Table 20: Primary School –Age Population Data and Enrolment by Sex and District

District	New Entrants into Grade 1			New Entrants Aged 6			Population Aged 6		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	8546	8651	17197	4141	4436	8577	6778	7280	14058

Table 21: Primary School Apparent Intake Rates by District and Sex

District	Net Intake Rate			GPI	Apparent Intake			GPI
	M	F	Total		M	F	Total	
Bulawayo	61.10%	60.93%	61.01%	1.00	61.10%	60.93%	61.01%	1.00

4.2 Secondary School Apparent and Net Intake Rates

Table 22: Secondary School –Age Population Data and Enrolment by Sex and District

District	New Entrants into Form 1			New Entrants Aged 13			Population Aged 13		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo	5644	5982	11626	2284	2594	4878	6578	7389	13967

Table 23: Secondary School Apparent Intake Rates by District and Sex

District	Net Intake Rate			GPI	Apparent Intake			GPI
	M	F	Total		M	F	Total	
Bulawayo	34.72%	35.11%	34.93%	1.01	85.80%	80.96%	83.24%	0.94

Chapter 5: Participation Rates

5.1 ECD Participation Rates

Table 24: ECD GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Bulawayo	38.75%	38.75%	38.75%	1.00	26.72%	27.99%	27.36%	1.05

5.2 Primary Participation Rates

Table 25: Primary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Bulawayo	109.07%	104.46%	106.69%	0.96	97.94%	95.59%	96.72%	0.98

5.3 Lower Secondary Participation Rates

Table 26: Lower Secondary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Bulawayo	85.37%	77.56%	81.09%	0.91	65.62%	62.59%	63.96%	0.95

5.4 Upper Secondary Participation Rates

Table 27: Upper Secondary GER, NER and GPI by Sex and District

District	GER			GPI	NER			GPI
	M	F	Total		M	F	Total	
Bulawayo	22.57%	19.17%	20.63%	0.85	14.70%	13.97%	14.28%	0.95

Chapter 6 Equity

6.1 Orphaned and Vulnerable Children (OVC)

Table 28: ECD, Primary Grade 1-7 and Secondary Orphaned and Vulnerable Children (OVC) by District

District	ECD			Primary Grade 1-7			Secondary		
	M	F	Total	M	F	Total	M	F	Total
Bulawayo Central	43	43	86	769	741	1510	722	1065	1787
Imbizo	128	151	279	1128	1175	2303	892	1012	1904
Khami	184	176	360	1952	2030	3982	1100	1153	2253
Mzilikazi	253	239	492	3679	3626	7305	2273	2568	4841
Reigate	202	235	437	2066	2265	4331	1313	1473	2786
Grand Total	810	844	1654	9594	9837	19431	6300	7271	13571

6.2 Number of OVC by Type

Table 29: Number of ECD OVC by Type, Sex and Province

District	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo Central	3	3	6	7	2	9	11	15	26	22	23	45	86
Imbizo	32	22	54	11	16	27	28	29	57	57	84	141	279
Khami	26	42	68	39	30	69	32	33	65	87	71	158	360
Mzilikazi	37	36	73	55	44	99	55	60	115	106	99	205	492
Reigate	28	35	63	32	54	86	34	30	64	108	116	224	437
Grand Total	126	138	264	144	146	290	160	167	327	380	393	773	1654

Table 30: Number of Primary OVC by Type, Sex and Province

District	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo Central	89	71	160	138	144	282	243	256	499	299	270	569	1510
Imbizo	140	162	302	228	192	420	284	281	565	476	540	1016	2303
Khami	269	290	559	377	426	803	509	532	1041	797	782	1579	3982
Mzilikazi	425	383	808	750	753	1503	1063	1039	2102	1441	1451	2892	7305
Reigate	241	276	517	424	511	935	553	643	1196	848	835	1683	4331
Grand Total	1164	1182	2346	1917	2026	3943	2652	2751	5403	3861	3878	7739	19431

Table 31: Number of Secondary OVC by Type, Sex and Province

District	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Bulawayo Central	92	184	276	252	283	535	224	430	654	154	168	322	1787
Imbizo	122	159	281	331	339	670	211	259	470	228	255	483	1904
Khami	220	244	464	284	270	554	336	388	724	260	251	511	2253
Mzilikazi	407	484	891	537	640	1177	681	811	1492	648	633	1281	4841
Reigate	162	226	388	362	418	780	468	543	1011	321	286	607	2786
Grand Total	1003	1297	2300	1766	1950	3716	1920	2431	4351	1611	1593	3204	13571

6.3 Number of Learners by Impairments

Table 32: Enrolment by Impairments

Disability Type		Primary			Secondary			Grand Total
		M	F	T	M	F	T	
Visual impairment	Low vision	83	88	171	60	46	106	554
	Blind	22	9	31	1	1	2	66
Physical Impairment	Gross motor	53	59	112	6	6	12	248
	Fine motor	50	31	81	12	11	23	208
Hearing impairment	Mild to moderate	143	122	265	16	14	30	590
	Severe to profound	92	60	152	5	1	6	316
Intellectual challenges	Mild to moderate	244	164	408	20	19	39	894
	Severe to profound	103	90	193	14	17	31	448
Communication and speech	Mild to moderate	36	41	77	4	1	5	164
	Severe to profound	31	25	56	0	0	0	112
Learning Disability	Dyslexia	150	92	242	56	40	96	676
Multiple Disabilities		133	73	206	2	0	2	416
Grand Total		1140	854	1994	196	156	352	4692

6.4 BEAM and Other Assistance

Table 33: Primary School Learners on BEAM with Claims Outstanding and Paid For by District and Sex

District	Paid by BEAM			BEAM Claim Still outstanding			Other Learners paid for outside BEAM			Grand Total
	M	F	T	M	F	T	M	F	T	
Bulawayo Central	17	12	29	221	206	427	78	68	146	602
Imbizo	235	191	426	332	295	627	41	34	75	1128
Khami	198	162	360	515	553	1068	91	69	160	1588
Mzilikazi	41	51	92	721	822	1543	367	359	726	2361
Reigate	179	172	351	510	557	1067	556	588	1144	2562
Grand Total	670	588	1258	2299	2433	4732	1133	1118	2251	8241

Table 34: Secondary School Learners on BEAM with Claims Outstanding and Paid For by District and Sex

District	Paid by BEAM			BEAM Claim Still outstanding			Other Learners paid for outside BEAM			Grand Total
	M	F	T	M	F	T	M	F	T	
Bulawayo Central	4	26	30	77	106	183	290	124	414	627
Imbizo	96	110	206	124	158	282	234	186	420	908
Khami	122	154	276	167	200	367	198	254	452	1095
Mzilikazi	78	85	163	392	427	819	384	412	796	1778
Reigate	164	186	350	246	251	497	278	420	698	1545
Grand Total	464	561	1025	1006	1142	2148	1384	1396	2780	5953

Chapter 7: Teaching Staff

7.1 ECD Teachers

Table 35: Number of ECD Teachers by District, Qualification Status and Sex

District	Trained			Untrained			Grand Total
	M	F	T	M	F	T	
Bulawayo Central	2	6	8	2	93	95	103
Imbizo		2	2	2	99	101	103
Khami	1	1	2	3	97	100	102
Mzilikazi	1	7	8	6	159	165	173
Reigate	3	67	70	6	139	145	215
Grand Total	7	83	90	19	587	606	696

Table 36: Number of ECD Teachers by Qualification Status, Type of Employment and Sex

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	2	5	7
ECD Para Professional	19	587	606
Diploma or Certificate in Education	5	78	83
Grand Total	26	670	696

7.2 Primary School Teachers

Table 37: Number of Primary Teachers by District, Qualification Status and Sex

District	Trained			Untrained			Grand Total
	M	F	T	M	F	T	
Bulawayo Central	51	353	404	4	7	11	415
Imbizo	57	440	497	3	26	29	526
Khami	83	479	562	2	2	4	566
Mzilikazi	122	756	878	4	7	11	889
Reigate	73	671	744	6	14	20	764
Grand Total	386	2699	3085	19	56	75	3160

Table 38: Number of Primary Teachers by Qualification Status, Type of Employment and Sex

Highest qualification	M	F	Grand Total
Graduate with teaching qualification	104	550	654
ECD Para Professional	2	14	16
Graduate without teaching qualification	7	30	37
Non-Teaching Degree	10	12	22
Diploma or Certificate in Education	282	2149	2431
Grand Total	405	2755	3160

7.3 Secondary School Teachers

Table 39: Number of Secondary Teachers by District, Qualification Status and Sex

District	Trained			Untrained			Grand Total
	M	F	T	M	F	T	
Bulawayo Central	158	365	523	68	62	130	653
Imbizo	120	237	357	31	26	57	414
Khami	101	215	316	46	29	75	391
Mzilikazi	190	364	554	55	64	119	673
Reigate	142	304	446	51	42	93	539
Grand Total	711	1485	2196	251	223	474	2670

Table 40: Number of Secondary Teachers by Qualification Status, Type of Employment and Sex

Highest qualification	M	F	Grand Total
Diploma or Certificate	398	821	1219
Graduate with Teaching Qualification	313	664	977
Graduate without Teaching Qualification	193	178	371
Other (unqualified)	58	43	101
Not Reported		2	2
Grand Total	962	1708	2670

Chapter 8: Internal Efficiency

8.1 Repetition

Table 41: Primary Level Repeaters as a Percentage of Enrolment by Sex and Grade

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
ECD A	26	19	45	3433	3438	6871	0.76%	0.55%	0.65%	0.73
ECD B	31	25	56	5457	5594	11051	0.57%	0.45%	0.51%	0.79
Grade 1	49	37	86	8522	8632	17154	0.57%	0.43%	0.50%	0.75
Grade 2	158	135	293	8190	8449	16639	1.93%	1.60%	1.76%	0.83
Grade 3	103	102	205	7639	7646	15285	1.35%	1.33%	1.34%	0.99
Grade 4	52	25	77	7388	7512	14900	0.70%	0.33%	0.52%	0.47
Grade 5	100	90	190	7104	7291	14395	1.41%	1.23%	1.32%	0.88
Grade 6	73	54	127	7019	7351	14370	1.04%	0.73%	0.88%	0.71
Grade 7	84	85	169	6790	7135	13925	1.24%	1.19%	1.21%	0.96
Grand Total	676	572	1248	61542	63048	124590	1.10%	0.91%	1.00%	0.83

Table 42: Secondary Level Repeaters as a Percentage of Enrolment by Sex and Grade

Grade	Repeaters			Enrolment			% Repeaters			GPI
	M	F	Total	M	F	Total	M	F	Total	
Form 1	14	6	20	5665	6227	11892	0.25%	0.10%	0.17%	0.39
Form 2	35	24	59	5757	6196	11953	0.61%	0.39%	0.49%	0.64
Form 3	122	161	283	5867	6517	12384	2.08%	2.47%	2.29%	1.19
Form 4	213	235	448	5639	6281	11920	3.78%	3.74%	3.76%	0.99
Lower 6	10	7	17	1654	1944	3598	0.60%	0.36%	0.47%	0.60
Upper 6	5	3	8	1719	1858	3577	0.29%	0.16%	0.22%	0.56
Grand Total	399	436	835	26301	29023	55324	1.52%	1.50%	1.51%	0.99

8.2 Dropouts

Table 43: School Dropouts by Reasons, Level and Sex

Dropout by reason	Primary			Secondary			Grand Total
	M	F	T	M	F	T	
Absconded	197	166	363	251	204	455	818
Death	16	16	32	11	15	26	58
Expulsion				2	1	3	3
Illness	9	1	10	10	10	20	30
Marriage		2	2		4	4	6
Other	34	31	65	29	24	53	118
Pregnancy				2	72	74	74
Financial	75	62	137	230	232	462	599
Grand Total	331	278	609	535	562	1097	1706

8.3 Promotion, Repetition and Dropout Rates

Table 44: Promotion, Repetition and Dropout Rates by Grade

Grade	Promotion 2016 to 2017			Repetition 2017			Dropout 2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
To Grade 2	97.50%	95.03%	96.27%	0.43%	0.58%	0.51%	2.06%	4.39%	3.22%
To Grade 3	95.91%	94.64%	95.27%	1.72%	1.98%	1.85%	2.38%	3.38%	2.88%
To Grade 4	99.50%	97.50%	98.50%	1.36%	1.37%	1.36%	-0.85%	1.13%	0.14%
To Grade 5	96.36%	95.18%	95.77%	0.33%	0.71%	0.52%	3.31%	4.12%	3.71%
To Grade 6	96.55%	97.12%	96.83%	1.19%	1.40%	1.29%	2.26%	1.48%	1.88%
To Grade 7	94.20%	94.38%	94.29%	0.72%	1.03%	0.87%	5.08%	4.59%	4.84%
To Form 1	86.21%	83.04%	84.67%	1.18%	1.23%	1.21%	12.61%	15.72%	14.12%
To Form 2	97.89%	96.57%	97.25%	0.10%	0.24%	0.16%	2.01%	3.19%	2.58%
To Form 3	98.99%	101.34%	100.09%	0.37%	0.62%	0.49%	0.64%	-1.96%	-0.58%
To Form 4	89.74%	88.91%	89.35%	2.39%	2.00%	2.20%	7.87%	9.09%	8.45%
To Lower 6	30.79%	29.34%	30.11%	3.74%	3.80%	3.77%	65.47%	66.86%	66.13%
To Upper 6	94.50%	95.22%	79.60%	0.36%	0.56%	1.65%	5.15%	4.22%	18.75%

8.4 Survival Rates

Table 45: Survival Rates for Primary School by Sex

	M	F	T
To Grade 2	95.59%	97.93%	96.8%
To Grade 3	92.29%	95.56%	93.9%
To Grade 4	91.24%	96.38%	93.8%
To Grade 5	87.46%	93.19%	90.3%
To Grade 6	86.15%	91.06%	88.6%
To Grade 7	82.17%	86.41%	84.3%

Table 46: Survival Rates for Secondary School by Sex

	M	F	T
To Form 2	96.80%	97.98%	97.41%
To Form 3	98.71%	97.36%	97.98%
To Form 4	89.56%	89.51%	89.52%
To Form 5	27.51%	28.82%	28.20%
To Form 6	26.35%	27.35%	26.88%

Chapter 9: Facilities

9.1 Classrooms

Table 47: ECD, Primary and Secondary LCR

District	ECD Enrolment	Primary Enrolment	Secondary Enrolment	ECD Classrooms	Primary Classrooms	Secondary Classrooms	ECD LCR	Primary LCR	Secondary LCR
Bulawayo Central	2608	13820	10883	60	353	469	43	39	23
Imbizo	2475	14809	7110	51	345	203	49	43	35
Khami	2758	19030	8144	59	395	159	47	48	51
Mzilikazi	4973	31958	17057	64	584	194	78	55	88
Reigate	5108	27782	12156	80	575	202	64	48	60
Grand Total	17922	107399	55350	314	2252	1227	57	48	45

9.2 Access to Electricity

Table 48: Primary and Secondary Schools Main Source of Electricity

Main electricity source	Primary	Secondary	Grand Total
Grid	146	78	224
None	4		4
Other	2	2	4
Grand Total	152	80	232

9.3 WASH Facilities

9.3.1 Learner and Teacher to Toilet Ratio

Table 49: Learner to Toilet Ratio by School Level and District

District	Toilets for ECD		Toilets for Primary		Toilets for secondary		ECD Learner to Toilet Ratio		Primary Learner to Toilet Ratio		Secondary Learner to Toilet Ratio	
	M	F	M	F	M	F	M	F	M	F	M	F
Bulawayo Central	84	80	232	277	234	348	15	17	28	26	20	18
Imbizo	80	69	335	289	209	178	16	18	22	25	18	19
Khami	89	80	313	326	159	148	15	18	30	30	25	29
Mzilikazi	118	122	389	436	135	193	21	20	41	37	60	46
Reigate	88	74	372	397	178	202	29	34	37	35	34	30
Grand Total	459	425	1641	1725	915	1069	19	21	32	31	29	27

9.4 Health and Feeding

Table 50: Primary and Secondary Schools with Supplementary Feeding Programme and a Health Club

District	Supplementary Feeding Programme			Health Club		
	Primary	Secondary	Total	Primary	Secondary	Total
Bulawayo Central	11	3	14	6	3	9
Imbizo	13		13	9		9
Khami	19	2	21	18	2	20
Mzilikazi	22		22	22		22
Reigate	19	1	20	16		16
Grand Total	84	6	90	71	5	76

9.5 Seating and Writing Places

Table 51: Primary and Secondary School Seating and Writing Places by District

District	Sum of Facilities		Number of Learners	
	Sitting Places	Writing Places	Sitting Places	Writing Places
Bulawayo Central	28920	27346	16428	10883
Imbizo	21887	19304	17284	7110
Khami	28443	23211	21788	8144
Mzilikazi	41731	38686	36931	17057
Reigate	36135	30731	32890	12156
Grand Total	157116	139278	125321	55350

Chapter 10: Non-Formal Education

Table 52: Primary Enrolment in NFE Programmes by District, Sex and Level

District	Basic Literacy	Fit For Life	Functional Literacy	ZABEC 1	ZABEC 2	ZABEC 3	Grand Total
Bulawayo Central	30	38	77	21	2	0	168
Imbizo	69	0	194	17	8	14	302
Khami	9	45	61	14	23	7	159
Mzilikazi	97	10	181	178	98	58	622
Reigate	99	0	332	68	23	26	548
Grand Total	304	93	845	298	154	105	1799

Table 53: Secondary School Enrolment in NFE Programmes by District, Sex and Level

District	Fit For Life	Functional Literacy	PTCEC	Grand Total
Bulawayo Central	0	537	125	662
Imbizo	105	126	178	409
Khami	0	79	373	452
Mzilikazi	0	0	657	657
Reigate	10	0	232	242
Grand Total	115	742	1565	2422

Chapter 11: Learning Outcomes

Table 54: Grade 7 Examination Pass Rate from 2015 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2015	6876	7169	14045	5060	5929	10989	73.59%	82.70%	78.24%	1.12
2016	6687	7182	13870	4909	5908	10818	73.41%	82.26%	78.00%	1.12
2017	6637	7095	13732	4690	5513	10203	70.66%	77.70%	74.30%	1.10

Table 55: Grade 7 Examination Pass Rate by District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Bulawayo Central	815	929	1744	687	834	1521	84.29%	89.77%	87.21%	1.07
Imbizo	908	941	1849	638	742	1380	70.26%	78.85%	74.63%	1.12
Khami	1176	1236	2412	818	901	1719	69.56%	72.90%	71.27%	1.05
Mzilikazi	1975	2096	4071	1381	1653	3034	69.92%	78.86%	74.53%	1.13
Reigate	1763	1893	3656	1166	1383	2549	66.14%	73.06%	69.72%	1.10
Bulawayo	6637	7095	13732	4690	5513	10203	70.66%	77.70%	74.30%	1.10

Table 56: O' Level Examination Pass Rate from 2015 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2015	3716	4560	8276	1004	1128	2132	27.02%	24.74%	25.76%	0.92
2016	3873	4705	8578	1092	1355	2447	28.20%	28.80%	28.53%	1.02
2017	3942	4852	8795	1185	1499	2684	30.06%	30.89%	30.52%	1.03

Table 57: O' Level Examination Pass Rate by District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Bulawayo Central	700	855	1555	239	346	585	34.14%	40.47%	37.62%	1.19
Imbizo	489	566	1055	154	200	354	31.49%	35.34%	33.55%	1.12
Khami	606	735	1341	181	189	370	29.87%	25.71%	27.59%	0.86
Mzilikazi	1345	1668	3014	368	474	842	27.36%	28.42%	27.94%	1.04
Reigate	802	1028	1830	243	290	533	30.30%	28.21%	29.13%	0.93
Bulawayo	3942	4852	8795	1185	1499	2684	30.06%	30.89%	30.52%	1.03

Table 58: A Level Examination Pass Rate from 2015 - 2017

Year	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
2015	1114	1155	2269	890	996	1886	79.89%	86.23%	83.12%	1.08
2016	1114	1180	2294	952	1069	2021	85.46%	90.59%	88.10%	1.06
2017	1342	1466	2808	1056	1255	2311	78.69%	85.61%	82.30%	1.09

Table 59: A Level Examination Pass Rate by District and Sex

District	Candidates			Passed			Pass rates			
	M	F	T	M	F	T	M	F	T	GPI
Bulawayo Central	296	362	658	236	297	533	79.73%	82.04%	81.00%	1.03
Imbizo	116	131	247	99	115	214	85.34%	87.79%	86.64%	1.03
Khami	191	229	420	144	202	346	75.39%	88.21%	82.38%	1.17
Mzilikazi	444	454	898	348	398	746	78.38%	87.67%	83.07%	1.12
Reigate	295	290	585	229	243	472	77.63%	83.79%	80.68%	1.08
Bulawayo	1342	1466	2808	1056	1255	2311	78.69%	85.61%	82.30%	1.09

Description of the Main Indicators Used in this Publication

% Schools with facilities

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

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

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

Average Number of Years taken by Primary Graduates

Definition: Average number of years the system is taking to produce a primary school (7 years) or secondary school (6 years) graduate. A graduate is a learner who successfully completes a level of education i.e. primary. The years input per graduate is obtained by dividing the total number of learner-years spent by the cohort by the total number of graduates.

Unit of Measurement: Years input per graduate

Discussion: The input per graduate should be compared to the ideal number, which is simply the duration of the education cycle. More years studied per graduate indicates wastage in the system that may be due to either dropouts or repeaters.

Coefficient of Efficiency at Primary Level (Input-Output Ratio)

Definition: The ideal (optimal) number of learner-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a given learner cohort in primary education expressed as a percentage of the actual number of learner-years spent to produce the same number of graduates. One school year spent in a grade by a learner is counted as one learner-year. The coefficient of efficiency is a synthetic indicator of the internal efficiency of an education system. It summarises the consequences of repetition and dropout on the efficiency of the educational process in producing graduates. The coefficient of efficiency is the reciprocal of the Input-Output ratio, which is often used as an alternative indicator of internal efficiency.

Unit of Measurement: Coefficient of primary cycle, expressed as a percentage of the actual number of learner-years

Discussion: A coefficient of efficiency approaching 100 per cent indicates a high overall level of internal efficiency and little wastage due to repetition and drop out. A coefficient of efficiency that is less than 100 per cent signals inefficiency due to grade repetition and dropout. Given that this indicator is usually derived using cohort analysis models that are based on a number of assumptions, and owing to its highly synthetic nature, care should be taken in making comparisons across education systems. From a conceptual viewpoint, economic efficiency and resource utilisation are optimal when most learners graduate within the prescribed duration of the primary or secondary cycle, but this does not necessarily imply achievement of the expected learning outcomes. Also, according to this calculation method, early dropout (i.e. in the lower grades)

reduces internal efficiency less than late dropout (i.e. in the higher grades). This means that efficiency from the economic point of view can be in contradiction with educational objectives that aim to retain learners in school as long as possible or at least until they reach the higher grades in the primary cycle when they would have acquired the prescribed basic knowledge and skills

Dropout Rate

Definition: Proportion of learners from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.

Purpose: To measure the phenomenon of learners from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting learner flows from grade to grade within the educational cycle.

Calculation method: Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (see survival rate).

Gender Gap

Definition: The percentage of a male group less the percentage of a female group. This indicator can be applied to any relative ratio such as GER, NER, NIR, AIR, ASER, % male, % female etc.

Purpose: The Gender Gap represents the relative difference between the group of males and females. The larger the Gender Gap the greater the bias towards the male group.

Calculation method: The Percentage of a Male group (as a percentage of the total number) less the percentage of a Female group (as a percentage of the total number).

Gender Parity Index (GPI)

Definition: Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes. In the case of learners we calculate GPI in terms of GER. Therefore $GPI = GER_{Female} / GER_{Male}$. The Gender Parity Index can be applied to raw data or relative data such as NER, GER, Learner to Teacher Ratios or other relative amounts.

Purpose: The Gender Parity Index represents the relative difference between a group of females and males. A GPI of greater than one represents bias towards the female group. A GPI of less than one represents a bias towards the male group.

Calculation method: Divide the number or percentage of females by the number or percentage of males.

Gross Enrolment Rate (GER)

Definition: Enrolment at a given level of education, regardless of age, expressed as a percentage of the population in the theoretical school-age group corresponding to this level of education. For the tertiary level, the population used is the five-year age group following on from the secondary school theoretical leaving age.

Purpose: Gross Enrolment Ratio is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol learners of a particular age-group. It is used as a substitute indicator to net enrolment rate (NER) when data on enrolment by single years of age are not available. Furthermore, it can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

Calculation method: Divide the number of learners (or learners) enrolled in a given level of education regardless of age by the population of the age-group which officially corresponds to the given level of education, and multiply the result by 100.

Net enrolment Rate (NER)

Definition: Enrolment of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Purpose: To show the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education.

Calculation method: Divide the number of learners enrolled who are of the official age-group for a given level of education by the population for the same age-group and multiply the result by 100.

School Teachers having Required Academic Qualifications

Definition: The number of school teachers with at least the minimum academic qualifications required by MoPSE for teaching at a certain level of the education system (ECD, Primary or Secondary), expressed as a percentage of the total number of primary school teachers. This indicator measures the proportion of primary school teachers who meet the basic requirement in terms of academic qualifications as specified by the authorities. It indicates the general quality of human capital involved in teaching in education. Teachers are persons who, in their professional capacity, guide and direct learners' learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum programme.

Unit of Measurement: Teachers with at least minimum academic qualifications as a percentage of the total number of primary school teachers

Discussion: A high percentage of teachers having the required academic qualifications denotes the availability of academically qualified teachers and the general quality of the teaching force. Teachers' academic qualifications, together with pre-service or in-service teacher training, correlate strongly and consistently with learners' scholastic performance, which of course is also affected by other factors, such as the experience and status of teachers, teaching methods, teaching materials and the quality of classroom conditions.

Learner to Teacher Ratio (LTR)

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

Calculation Method: Divide the total number of learners enrolled at the specified level of education by the number of teachers at the same level.

Core Textbooks per subject per learner

Definition: The number of core textbooks for each core subject which are available to each learner in either primary or secondary schools. At primary level the core textbooks are English, Mathematics, Environmental Science, and either Shona or Ndebele. In secondary schools core textbooks are English, Mathematics, Integrated Science, Geography, History, and either Shona or Ndebele.

Calculation Method: Total number of core textbooks are divided by the number of subjects (Primary:4, Secondary 6) and this figure is also divided by the number of learners.

Repetition Rate by Grade or Form

Definition: Proportion of learners enrolled in a given grade in a given school year who study in the same grade the following school year. This indicator measures the phenomenon of learners repeating a grade, and is one of the measures of the internal efficiency of the primary school education cycle

Unit of Measurement: Percentage of repeaters in a grade to enrolment in that grade the previous year

Discussion: Repetition rates should ideally approach zero per cent. High repetition rates reveal problems in the internal efficiency of the education system and possibly reflect a poor level of instruction. When compared across grades, the patterns can indicate specific grades with relatively higher repetition rates, hence requiring more in-depth study of the causes and possible remedies. In some cases, low repetition rates merely reflect policies or practices of automatic promotion and may reflect poorly on the quality of a system. Repetition rate plays an important role in measuring the efficiency of the education system. The maximum repetition rate and the number of grade repetitions allowed may in some cases be determined by the education authorities in order to cope with limited capacity at certain grade levels and to increase the flow of learners through the education cycle

School Teachers who are Certified (Trained) to Teach According to National Standards

Definition: The number of school teachers who are certified to have received the minimum organised teacher-training (pre-service or in-service) required for teaching in education, expressed as a percentage of the total number of school teachers at a particular level of the education system. This indicator measures the proportion of primary school teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It reveals also a state's commitment to invest in the development of its human capital involved in teaching activities. Teachers are persons who, in their professional capacity, guide and direct learners' learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum programme.

Unit of Measurement: Percentage to total primary school teachers

Discussion: A high percentage of teachers certified to teach in primary schools implies that a majority of the teaching force is trained and has the necessary pedagogical skills to teach and use the available instructional materials in an effective manner. This indicator does not take into account differences in teachers' experiences and status, teaching methods, teaching materials and variations in classroom conditions -- all being factors that also affect the quality of teaching/learning. The details of the training imparted, duration, training agency etc. may also be analysed along with the indicator.

Learner Enrolment

Learner enrolment is defined as the total number of learners (total, female) enrolled in a particular level of education (primary, secondary, tertiary). For secondary education, learner enrolment includes enrolment in general programmes as well as enrolment in technical and vocational programs. (Data Source: UNESCO Institute for Statistics)

Survival Rate to End Education Cycle

Definition: Percentage of a cohort of learners who enrolled in the first grade of a level of education in a given school-year and who eventually reach the final year (or target year). Its purpose is to assess the "holding power" and internal efficiency of an education system. The survival rate to final year indicates the proportion of a learner cohort that completes each year and survives to final year. Conversely, it indicates the magnitude of dropout before final year.

Unit of Measurement: Percentage of a learner cohort actually reaching grade V

Discussion: Survival rate to final year of education is of particular interest because the completion of at least primary schooling is commonly considered a pre-requisite for a sustainable level of literacy. The distinction between survival rate with and without repetition is necessary to determine the extent of wastage due to dropout and repetition. Given that this indicator is usually estimated using cohort analysis models that are based on a number of assumptions, care should be taken in making comparisons across states

Teacher to Classroom Ratio (TCR)

Definition: Average number of teachers per classroom in a given school-year. A classroom is defined as a discrete room for formal instruction. The classroom should be in good condition and suitable for teaching. Classrooms do not include special rooms which are also sometimes classified as classrooms. This is because many special rooms cannot be used for general classroom use such as computer rooms.

Purpose: To define whether adequate classroom facilities exist in a school. A TCR of one teacher per classroom is ideal. However, this may vary depending on the schedule of teachers.

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

Transition Rate

Definition: The number of learners (or learners) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of learners (or learners) enrolled in the final grade of the lower level of education in the previous year.

Purpose: To convey information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

Calculation method: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of learners who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

Un-enrolled children

Definition: Children in the official school age range who are not enrolled in school. This is the remainder after accounting for ASER.