



The Republic of Zimbabwe

2019 PRIMARY AND SECONDARY EDUCATION STATISTICS REPORT

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**MAY, 2020**

## Table of Contents

|   |      |
|---|------|
| Table of Contents.....                                    | i    |
| Abbreviations and Acronyms .....                          | iv   |
| Foreword.....   | vi   |
| Preface.....  | vii  |
| Executive Summary .....                                   | viii |
| CHAPTER 1 :Preamble.....                                  | 1    |
| 1.1. Introduction to Zimbabwe Education System.....       | 1    |
| 1.2. Primary Level .....                                  | 2    |
| 1.3. Secondary Level .....                                | 2    |
| 1.4. Zimbabwe Administrative Boundaries.....              | 2    |
| CHAPTER 2 : Demand for Education .....                    | 4    |
| 2.1. Population.....                                      | 4    |
| 2.2. Schools .....  | 10   |
| 2.3. Classification of Schools.....                       | 15   |
| 2.4. Conclusion .....                                     | 31   |
| CHAPTER 3 : ENROLMENT.....                                | 32   |
| 3.1. ECD Enrolment .....                                  | 32   |
| 3.2. Primary School Enrolment.....                        | 37   |
| 3.3. Secondary school enrolment.....                      | 43   |
| 3.4. Conclusion .....                                     | 52   |
| CHAPTER 4 : Access to Education .....                     | 54   |
| 4.1. New Entrants into Grade 1 .....                      | 54   |
| 4.2. New Entrants into Form 1.....                        | 57   |
| 4.3. Primary School Apparent and Net Intake Rates .....   | 60   |
| 4.4. Secondary School Apparent and Net Intake Rates ..... | 64   |
| 4.5. Conclusion .....                                     | 67   |
| CHAPTER 5 : Participation in the Education System .....   | 68   |
| 5.1. ECD (ECD A and ECD B) Participation.....             | 68   |
| 5.2. ECD A Participation .....                            | 70   |
| 5.3. ECD B Participation.....                             | 72   |
| 5.4. Infant School Participation .....                    | 74   |

|  |  |     |
|--|--|-----|
| 5.5.   | Junior School Participation .....                        | 75  |
| 5.6.   | Primary School Participation.....                        | 77  |
| 5.7.   | Secondary School Participation.....                      | 81  |
| 5.8.   | Conclusion .....   | 92  |
| CHAPTER 6 : Orphans and Vulnerable Children .....            |  | 94  |
| 6.1.   | Orphaned and Vulnerable Children (OVC) .....             | 94  |
| 6.2.   | OVC by Type .....  | 101 |
| 6.3.   | Learners by Impairments.....                             | 107 |
| 6.4.   | Orphaned and Vulnerable Children (OVC) and BEAM .....    | 115 |
| 6.5.   | Conclusion .....   | 119 |
| CHAPTER 7 : Teacher Establishment.....                       |  | 120 |
| 7.1.   | Teacher Trends .....                                     | 120 |
| 7.2.   | ECD Teachers.....  | 121 |
| 7.3.   | ECD Learner -Teacher Ratios .....                        | 126 |
| 7.4.   | Primary School Teachers.....                             | 127 |
| 7.5.   | Secondary School (Form 1-6) Teacher.....                 | 134 |
| 7.6.   | Secondary School Learner (Form 1-6) -Teacher Ratios..... | 140 |
| 7.7.   | Conclusion .....   | 141 |
| CHAPTER 8 : Internal Efficiency in the Education System..... |  | 142 |
| 8.1.   | Repetition .....   | 142 |
| 8.2.   | Dropouts.....  | 148 |
| 8.3.   | Promotion, Repetition and Dropout Rates .....            | 151 |
| 8.4.   | Transition Rates.....                                    | 154 |
| 8.5.   | Survival Rates .....                                     | 155 |
| 8.6.   | Completion Rate.....                                     | 157 |
| 8.7.   | ECD Completion Rate .....                                | 159 |
| 8.8.   | Primary School Completion Rate.....                      | 160 |
| 8.9.   | Lower Secondary School Completion Rate .....             | 161 |
| 8.10.  | Upper Secondary Completion Rate.....                     | 162 |
| 8.11.  | Conclusion .....   | 163 |
| CHAPTER 9 : Facilities .....                                 |  | 164 |
| 9.1.   | Classrooms .....   | 164 |

|                 |  |     |
|-----------------|--|-----|
| 9.2.            | Access to Electricity .....                          | 166 |
| 9.3.            | Water and Sanitation Hygiene (WASH) Facilities ..... | 170 |
| 9.4.            | Health and Feeding.....                              | 180 |
| 9.5.            | ICT, Computer Access, Use and Connectivity.....      | 183 |
| 9.6.            | Seating and Writing Places .....                     | 194 |
| 9.7.            | Conclusion .....                                     | 195 |
| CHAPTER 10      | : Non-Formal Education.....                          | 196 |
| 10.1.           | Non-Formal Education Enrolment .....                 | 196 |
| 10.2.           | Non-Formal Education Programmes .....                | 198 |
| 10.3.           | Schools Offering NFE Programmes.....                 | 202 |
| 10.4.           | Conclusion .....                                     | 203 |
| CHAPTER 11      | : Learning Outcomes.....                             | 204 |
| 11.1.           | Grade 7 Pass Rates .....                             | 204 |
| 11.2.           | 'O' Level Pass Rates .....                           | 206 |
| 11.3.           | 'A' Level Pass Rates .....                           | 207 |
| 11.4.           | Conclusion .....                                     | 209 |
| List of Tables  | .....  | 215 |
| List of Figures | .....  | 224 |

## Abbreviations and Acronyms

| <b>Acronym</b> | <b>Definition</b>   |
|----------------|---|
| ADSL           | Asymmetric Digital Subscriber Line  |
| AIR            | Apparent Intake Rate  |
| ASER           | Age Specific Enrolment Rate   |
| BEAM           | Basic Education Assistance Module   |
| DSL            | Digital Subscriber Line   |
| ECD            | Early Childhood Development   |
| EFA            | Education for All   |
| EMIS           | Educational Management Information System   |
| ESSP           | Education Sector Strategic Plan   |
| GER            | Gross Enrolment Rate  |
| GoZ            | Government of Zimbabwe  |
| GPI            | Gender Parity Index   |
| ICT            | Information and Communication Technology  |
| MoPSE          | Ministry of Primary and Secondary Education                                       |
| NER            | Net Enrolment Rate  |
| NIR            | Net Intake Rate   |
| OVC            | Orphans and Vulnerable Children   |
| LCR            | Learner to Classroom Ratio  |
| LITE           | Load Individual Task and Environment  |
| LSR            | Learner to Seating Place Ratio  |
| LTTR           | Learner to Trained Teacher Ratio  |
| LTR            | Learner to Teacher Ratio  |
| LTR            | Learner to Toilet Ratio   |
| LWR            | Learner to Writing Place Ratio  |
| MoHTESTD       | Ministry of Higher and Tertiary Education Science and Technology Development      |
| NFE            | Non-Formal Education  |
| PTCEC          | Part Time Continuing Education Course   |
| SDC            | School Development Committee  |
| SDG            | Sustainable Development Goal  |
| SHDSL/XDSL     | Symmetrical high-speed Digital Subscriber Line/ Extensive Digital Subscriber Line |
| TCR            | Teacher to Classroom Ratio  |
| TCR            | Teacher to Class Ratio  |
| TTR            | Teacher to Toilet Ratio   |
| VSAT           | Very Small Aperture Terminal  |
| ZABEC          | Zimbabwe Adult Basic Education Course   |
| ZimStat        | Zimbabwe National Statistics Agency   |
| ZIMSEC         | Zimbabwe School Examinations Council  |

## **Disclaimer**

The information herein represents official statistics for the Ministry of Primary and Secondary Education (MoPSE) and should be neither reproduced without proper acknowledgments nor altered in any way. The data in the 2019 Primary and Education Educational Statistics Report was captured through the official annual Ed 46 questionnaire administration. The MoPSE's Educational Management Information System (EMIS) team has engaged in continuous data verification and cleaning exercises to produce the statistics contained in this document.

Note that the Ministry has been using population projections from the Zimbabwe National Statistics Agency (ZimStat) to calculate the indicators herein. The Zimstat projections are based on the 2012 Population Census and have not been adjusted for migration, low birth rates, increased death rates or other demographic trends.

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## Foreword

The 2019 Primary and Secondary Education Statistics Report, is one report in an annual series published by the Ministry of Primary and Secondary Education. Information from the Ministry's administrative records form an important component of the Zimbabwe National Statistical System.

Statistics is key for evidence-based policy formulation, programming, implementation and monitoring. Therefore, reliable data is indispensable for equitable distribution of resources. Timely statistical information is crucial not only to support development policies but also for measurement of the impact of interventions.

There has been tremendous improvement in the availability of education statistics from the EMIS in recent years. Improvements were noted in data quality, coverage, timeliness, adequacy, relevance, and disaggregation by sex, provinces, urban rural divide, districts, and other demographic characteristics.

Zimbabwe considers access to quality education as a basic right that is enshrined in the National Constitution. This report provides critical information for effective planning to enhance equity and efficiency in the education system. It also provides useful information for the evaluation of progress towards achieving goals set out in the Education Sector Strategic Plan (ESSP), 2016-2020 and the 2030 Sustainable Development Goals (SDG).

Zimbabwe has committed to achieving the sustainable goals of which the following are closely monitored in the education sector:

*SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and its target 4.2, on access to equitable and quality access to Education Childhood Development, care, and pre-primary education for the readiness of children for primary education.*

*SDG 5: Achieving gender equality and empowering all women and girls; and SDG8, target 8.6 which aims to "substantially reduce the proportion of youth not in employment, education or training" by 2020.*

It is with great pleasure that I present this volume of the 2019 Primary and Secondary Statistics Report.

Hon. Ambassador, Cain Ndabazekhaya Ginyilitshe Mathema

**Minister of Primary and Secondary Education Harare, May, 2020**

## **Preface**

This 2019 Primary and Secondary Statistics Report relied on data collected through the Ministry's Education Management Information System (EMIS) in June 2019. The report provides detailed statistics on the primary and secondary education system in the following areas: demand for education (population and schools); enrolments: access to education (new entrants into Grade 1 and Form 1 and access Rates); participation in the education system; Orphans and Vulnerable Children (OVC), Basic Education Assistance Module (BEAM) and Impairments; internal efficiency; teaching staff; facilities; non-formal education and learning outcomes (Pass Rates). Data collected through the EMIS remains an important component of the Zimbabwe National Statistical 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 disaggregation of data by sex, province, location and other demographics makes it a relevant planning and decision-making tool. Concurrently ten 2019 Primary and Secondary Education Statistics Provincial Reports are being published together with this National Report, with data disaggregation to district level.

It is my sincere hope that the statistics published in this report will go a long way in providing important timely statistical data to drive evidence-based planning and decision-making.

Tumisang Thabela (Mrs)

**Secretary for Primary and Secondary Education**



## Executive Summary

This Primary and Secondary Education Statistics Report presents the performance of the education sector in 2019, using data from the Education Management System (EMIS) collected by authorised schools in May 2019. It gives information by level of education, type of school, gender, location down to provincial level, among other disaggregations. Trend analysis for 2015 to 2019 is presented. The report covers 11 chapters which include the following areas: Demand for education (population and schools); Enrolments: Access to Education (new entrants into Grade 1 and Form 1 and Access Rates); Participation in the Education system; OVC, including the Basic Education Assistance Module (BEAM) and Impairments; Internal efficiency; Teaching establishment; Facilities; Non-Formal Education and Learning Outcomes (Pass Rates). Generally, rural areas are worse off than urban areas, with regards to education delivery.

The levels of education are primary and secondary. The primary school system encompasses nine years of schooling which are divided into infant education and junior education. Infant education consists of 4 years of schooling from Early Childhood Development (ECD) A to Grade 2. Junior education consists of 5 years of schooling from Grade 3 to Grade 7. The secondary school system encompasses six years of schooling which consists of the lower secondary education and upper secondary education. The lower secondary school level is a four-year programme culminating in the Ordinary Level Certificate. The two-year upper secondary level offers Advanced Level studies in preparation for tertiary and university education.

The school going age (3-18 years) population of 5 657 412 is about 37.3 percent of the estimated total population of 15 159 624 in 2019, of whom 50.07 percent are females. The number of schools in Zimbabwe continue to grow to accommodate the growing school-age population. Government and the private sector continue to work together to make sure the right to education for every child, which is constitutional, is met by continuously expanding the sector. In 2019, there are 6 647 schools with ECD, 6 671 primary schools and 2 954 secondary schools. There is a near universal (99.64 percent) introduction of ECD in primary schools. In 2019, 80.17 percent of the primary schools and 73.80 percent of the secondary ones are run by Government and the rest are Non-Governmental. Of all Non-Government primary and secondary schools, the highest proportion are church/mission schools with 33.86 percent and 44.32 percent, respectively. The proportion of non-government schools run by private individuals are 29.25 percent and 23.51 percent for primary and secondary schools, respectively. Private companies run 19.80 percent and 18.99 percent of non-government primary and secondary schools, respectively.

There are 652 213 learners consisting of 323 955 females and 328 258 males enrolled for ECD A and ECD B in 2019 representing a 3.7 percent increase from the 2018 enrolment. Since 2015 enrolment into ECD increased by 25.9 percent. There has been almost an equal number of females and males at ECD level since 2015. Zimbabwe's primary school enrolment grew from 820 266 in 1979 to its current level, representing 240.10 percentage change. Enrolment increased by 63 722 between 2018 and 2019 registering a 2.34 percent increase. In 2019, there are 1 124 881 learners enrolled in secondary schools (Form 1-6), with 1 024 424 learners enrolled in lower secondary school (Form 1-4) and 100 457 learners enrolled for upper secondary (Form 5-6). There are almost equal numbers for males and females for the Form 1-6, and lower secondary. However, in upper

secondary females constitute 48.35 percent of the total enrolment. At secondary school level, the proportion of females generally decreases with form, reflecting the gender disparities in favour of males at higher levels of education.

In 2019, there are 451 722 new entrants into Grade 1, increasing by 3 772 pupils from the previous year, representing a 0.84 percentage increase. There were more male new entrants into Grade 1 than females for the period 2015 to 2019. There are 274 187 new entrants enrolling into Form 1 in 2019, increasing by 7 318 from the previous year, depicting a 2.74 percentage increase. Unlike in Grade 1, in Form 1 there were more female new entrants than male ones during the period 2015 to 2019. A total of 88.28 percent of learners who enrolled for Form 1 in 2019 were aged 13 to 15 years, with a higher proportion for females. The national primary school Apparent Intake Rate (AIR) for Zimbabwe has always been above 100 percent since 2000 and is 127.44 percent in 2019 indicating the participation of over and or under-aged children. The AIRs are higher for males than females during the period 2015 to 2019, reflecting the higher proportions of over and or underaged males in Grade 1.

Zimbabwe has an ECD Gross Enrolment Rate (GER) of 57.24 percent, with gender parity. ECD GER increased between 2015 and 2019, with a marginal decrease in 2018, with a similar trend for females and males. Zimbabwe has an ECD A GER and Net Enrolment Rate (NER) of 38.91 percent and 15.29 percent respectively, both have gender parity. The 2019 ECD A NER falls way below the ESSP 2016-2020 ECDA Net Enrolment Rate target of 35 percent with gender parity. The 2019 ECD B NER of 30.68 percent falls below the ESSP 2016-2020 ECDB Net Enrolment Rate 2019 target of 50 percent with gender parity. The Junior Level (Grade 3- Grade 7) GER is 100.51 percent, with gender parity, signifying the presence of overaged and/or underaged pupils and a NER of 81.18 percent (female - 82.95 percent: male -79.41 percent). The Junior Education NER is below the 2016-2020 ESSP target for 2019 of 96 percent (female -97 percent: male -95 percent). The primary school (Grade 1-7) GER is 107.55 percent, with gender parity. The primary school GER generally increased between 2015 and 2019 for both females and males. The primary school NER, is high at 93.61 percent in 2019. NERs generally increased between 2015 and 2019, with both the female and male NERs generally following the same pattern. There was gender parity in both GERs and NERs for the period 2015 to 2019.

Zimbabwe has a lower secondary school (Form 1-4) GER of 78.59 percent (females -79.44 percent: males -77.74 percent), with gender parity compared the primary school one which is above 100 percent. The 2016-2020, ESSP, 2019 GER Target of 79 percent, with gender parity has been achieved, except for the males who are slightly below the target. The 2016-2020 ESSP 2019 target on the number of districts (out of 63) with a lower secondary GER of at least 75 percent has not been achieved at national level with 39 districts (females 43 districts: males -38 districts) against a target of 43 (females -44 districts: males -42 districts).

The secondary school (Form 1-6) GER is 58.16 percent, with gender parity. The GER is close to the 2016-2020 ESSP 2019 target of 59 percent (males -59 percent; females -58 percent). The secondary school (Form 1-4) NER, is 58.08 percent in 2019, with gender parity since 2015. It means that 41.92 percent of the children aged 13-16 years are not in Form 1 to 4. The secondary school (Form 5-6) NER, is 10.50 percent in 2019 and has been in favour of males since 2015. The low percentage reflects that after Form 4, some 'O' level graduates join training institutions such as

polytechnics, technical colleges, teacher's colleges, agricultural colleges, among others, whilst others enter the labour market. Overall, the secondary school (Form 1-6) NER, is 54.25 percent in 2019. NERs have been increasing since 2015 for both females and males, with gender parity.

In 2019 there are 103 096 OVC at ECD level, 551 238 at primary school level and 308 681 at secondary level, who constitute 15.81 percent, 19.76 percent, and 27.44 percent of enrolments at these levels, respectively. Generally, the percentages of learners who are OVCs increase with the level of education. In absolute terms there have been more male OVC than female ones at ECD and primary school levels, with the opposite being true at secondary level. However, there is gender parity in the percentages of OVC at ECD and primary school levels. At secondary school level, females generally have higher percentages of OVCs than males. At ECD level, Zimbabwe has 54 621 children (52.98 percent) who are vulnerable but not orphaned; 18 447 (17.89 percent) single maternal orphans; 18 365 (17.81 percent) single paternal orphans and 11 663 double orphans (11.31 percent). At primary school level, Zimbabwe has 231 700 children (42.03 percent) who are vulnerable but not orphaned; 145 988 (26.48 percent) single paternal orphans; 106 692 (19.35 percent) single maternal orphans and 66 858 double orphans (12.13 percent). For secondary school OVC, single paternal orphans had the highest proportion of 31.43 percent (97 014 learners), followed by vulnerable but not orphaned with 26.59 percent (82 063 learners); single maternal orphans (24.57 percent: 75 838 learners) and double orphans (17.42 percent: 53 766 learners). At both primary and secondary school levels, the most common type of impairment is intellectual challenges and the lowest is albinism. Visual impairment is the second most common impairment at secondary school level at 18.99 percent, which is higher than that at primary school level (10.03 percent).

A total of 374 924 primary school learners are either under the Basic Education Assistance Module (BEAM) (344 991) or other assistance (29 933). The proportion of primary school learners under BEAM constitute 92.02 percent of all assisted with school funding. Overall, 12.37 percent of all primary school learners are on BEAM, whilst about two thirds (62.58 percent) of all primary school OVC are on BEAM. At national level, the percentage of outstanding BEAM claims have decreased from 71.92 percent in 2018 to its current level of 59.73 (206 063) of the primary school learners. A total of 163 800 secondary school learners are either under the BEAM (123 658) or other assistance (40 142). The proportion of secondary school learners under BEAM constitute 75.49 percent of all assisted with school funding. Overall, 10.99 percent of all secondary school learners are on BEAM, whilst 40.06 percent of all secondary school OVC are on BEAM. Although declining, the percentage of outstanding BEAM claims for secondary school learners remain high at 68.26 percent in 2019, from its 2018 level of 73.39 percent.

The total number of ECD teachers has generally increased from 15 260 in 2015 to 16 469 in 2019, an increase of 1 209 representing an 8 percent increase. Trained teachers constitute 59.58 percent of all ECD teachers in Zimbabwe, and this is above the ESSP, 2016-2020 target of 56 percent in 2019. The number of ECD teachers increased by 1 383 between 2018 and 2019. The number of trained ECD teachers increased by 61.16 percent from 6 089 in 2015 to 9 813 in 2019. The national ECD LTR is 40, and this is double the recommended one of 20, with the LTTR being more than treble (66). The ESSP, 2016-2020 target of LTTR of 65 in 2019 is almost achieved. Most of the ECD teachers (89.19 percent) are females, with a higher percentage for urban areas (93.95 percent) than rural ones (87.40 percent).

The total number of primary school (Grade 1 to 7) teachers has generally decreased since 2015 but remaining close to its 2015 level in 2019 of 75 183. However, between 2018 and 2019, the number of primary school teachers increased by 2 671. Females constitute 60.60 percent of all primary school teachers and 60.68 percent of all trained primary school teachers. Trained teachers constitute 97.25 percent of all primary school teachers in Zimbabwe. The primary school overall LTR is 37, which is within the recommended 40, so is the LTTR is 38, the same level it was in 2015. At secondary school (Form 1-6) level, there are 47 964 teachers of whom 86.86 percent (41 660) are trained. Females constitute 48.59 percent of all secondary school teachers and 50.11 percent of all trained secondary school teachers. The total number of teachers at secondary school level has increased by 1 452 since 2015. Between 2018 and 2019, the number of secondary school teachers increased by 1 804.

Most of the primary school teachers hold a diploma or certificate in Education (78.33 percent) or are graduates with a teaching qualification (18.92 percent), and this is the same pattern for both sexes. Primary school teachers are highly experienced with 66.55 percent of them having 10 or more years of teaching experience, and 14.88 percent having less than five years of experience. A greater proportion of males (73.53 percent) have more than 10 years of experience than females (62.02 percent). Whilst 65.74 percent of the primary school substantive teachers are females, the proportion of females is much lower for positions of head and deputy head, For Heads and Deputy Heads, about a third, 32.09 percent and 37.88 percent of them are women, respectively.

Women constitute 48.59 percent of secondary school teachers, with a higher percentage for urban areas (56.39 percent) than rural ones (44.93 percent). At national level, 86.86 percent of secondary school teachers are trained, with rural areas having a slightly higher percentage (87.84 percent) than urban areas (84.77 percent). Gender parity index of trained teachers in both rural and urban areas is in favour of female teachers. The secondary school LTR for rural and urban areas are 24 and 22, respectively. The Learner to Trained Teacher Ratio (LTTR) is 27 for rural areas and 26 for urban areas.

Of all the repeaters (29 808), more than half (59.31 percent) are at primary school level, about a third (34.68 percent) are at secondary school level and 6.01 percent are at ECD level. There are a total 53 267 dropouts of whom 18 459 are at primary school level (including ECD) and 34 808 at the secondary school level. The secondary school (Form 1-6) percentage dropouts<sup>1</sup> is higher than the primary school one at 3.09 percent and 0.54 percent, respectively. The main reasons for dropping out of primary school are absconding (42.11 percent) and financial reasons (34.60 percent), with the same pattern for both females and males. The main reasons for dropping out of secondary school are financial reasons (45.25 percent) and absconding (26.29 percent). Females

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<sup>1</sup> Percentage dropouts is defined as dropouts in a grade/form divided by enrolment in that form in a year, expressed as a percentage.

have higher proportions of learners who dropped out of secondary school for pregnancy, marriage and illness than males.

The 2019 Form 4 Survival Rate of 84.20 percent is close to the 2016-2020 ESSP 2019 target of 85 percent. The male Survival Rate of 86.11 percent has surpassed the 2019 target whilst the female one of 82.23 percent is still below the target. At primary school level the Completion Rate is 75.65 percent (Female - 76.75: Male- 74.50 percent), depicting gender parity. The primary school Completion Rate has been declining since 2015, with gender parity, except in 2018. Zimbabwe has not achieved its 2016-2020 ESSP, 2019 Target of 83 percent with gender parity. Completion Rates for the Lower Secondary level of education is 71.80 percent (female -70.06 percent: male-73.38 percent), with GPI in favour of males. Zimbabwe's has surpassed the lower secondary level of education Completion Rate 2016-2020 ESSP, 2019 Target of 67.5 percent (female- 68 percent: male-67.5 percent).

At all levels of education, Learner to Classroom Ratios (LCR) are above the recommended levels, reflecting the need to improve on classroom infrastructure. ECD has an LCR of 60, which has been generally decreasing since 2015. The primary school LCR is 46. Secondary school LCR is 40, having generally decreased from 2015 level of 44. The number of classrooms has been generally increasing at all levels between 2015 and 2019, by 4 969 for ECD, 2 414 for primary schools and 5 863 for secondary schools.

The main sources of electricity used by schools are gas turbine, generator, grid and solar. Most schools use grid as their main source of electricity - 49.83 percent and 61.27 percent for primary and secondary schools respectively. A total of 2 673 primary schools (40.07 percent) do not have electricity. For secondary schools, 787 (26.64 percent) of them do not have electricity. In 2019, 98.37 percent of all primary schools in Zimbabwe have a source of water, with 1.63 percent schools reporting that they do not have. At least about 90 percent of both primary (89.97 percent) and secondary schools (91.41 percent) have a safe source of water namely borehole, piped water and protected well<sup>2</sup>.

At national level, just above a quarter (26.25 percent), of the primary schools have internet. A higher proportion (42.76 percent) of the secondary schools have internet. Primary schools without internet are 4 920 and 1 691 secondary schools. Out of all the primary schools, 67.70 percent have computers regardless of their use and 45.71 percent have computers for learners. At national level, the average number of computers per secondary school is 15. At national level, the proportions of primary school learners without seating places is 28 percent and that of those without writing places is 35.27 percent. At national level, the proportions of secondary school learners without seating places is 13.17 percent and that of those without writing places is almost the same at 14.04 percent.

There are a total of 105 138 on Formal Education (NFE) enrolments at primary and secondary school levels. Out of all the learners enrolled in NFE women constitute more (57.43 percent) than

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<sup>2</sup> Note multiple responses are acceptable. A school can have more than one water source.

males. However, the number of learners enrolled for PTCs of 23 324 is below the 2016-2020 ESSP 2019 Target of 33 500.

Zimbabwe has a Grade 7 Pass Rate of 46.89 percent, with gender parity in favour of females. Half of the females passed Grade 7 compared to 43.65 percent of the males. The Grade 7 Pass Rate is now below the 2016-2020 ESSP 2019 Target of 52 percent (females - 53 percent; males - 50 percent). The Grade 7 Mathematics Pass rate is 55.64 percent (females -58.60 percent; males-52.58 percent) which are all below the 2016-2020 ESSP 2019 targets of 62 percent (females- 64 percent; males -61 percent). The Grade 7 Pass Rate for General Paper is 62.49 percent (females - 65.51 percent: 59.37 percent) more than the 2016-2020 ESSP 2019 Target of 58 percent (females - 54 percent: males - 58 percent). The 2019 'O' Level Pass Rate is 33.88 percent, with gender parity in favour of males. The targets on number of districts with 50percent Pass Rates in Mathematics and General Paper have generally been achieved, except for males in Mathematics.

The 'O' Level Pass Rate is above the 2016-2020 ESSP 2019 Target of 32 percent (females -31 percent: males -32 percent). Both males and females with Pass Rates of 34.75 percent and 33.03 percent, respectively, achieved the ESSP 2019 target. In 2019, the 'A' Level Pass Rate is 86.76 percent, with gender parity in favour of females. Females have a Pass Rate of 89.13 percent and males of 84.68 percent. Gender parity has been in favour of females since 2015.

Notable improvements have been made in the provision of education with regards to increasing number of schools, enrolment into primary and secondary schools, trained teachers in primary school, primary school completion, among others. Overall, the Ministry of Primary and Secondary Education is on target with regards to quite a number of key performance indicators under the Performance Assessment Framework of the 2016-2020 ESSP. Indicators which have been achieved for both males and females and for the overall include the following : Grade 7 Pass Rate General Paper ; Form 4 Pass Rate; lower secondary Completion Rate; children with disabilities enrolled in primary and secondary education (excluding special schools); and children with disabilities enrolled in secondary (Form 1-6). The lower secondary GER is on target for the total and females, and the Form 4 Survival Rate is on target for males. Targets on percentage of qualified ECD teachers and the number of learners enrolled in functional literacy have also been met.

The number districts with G7 Pass Rate of 50 percent in Mathematics out of the 72 for females; the number districts with G7 Pass Rate of 50 percent in General Paper out of the 72 for totals, males and females have also been achieved. Indicators on the lower secondary GER for males; overall, female and males Form 1-6 GERs; and the qualified ECD Teachers to Pupil Ratio and the number districts with G7 Pass Rate of 50 percent in Mathematics out of the 72 (Total) are almost achieved. All Non Formal education targets on learners enrolled in functional literacy; number of schools providing Basic Literacy Programmes, Functional Literacy Programmes ; and PCTEs have been met. , except that on the number of schools providing ZABEC and the number of learners enrolled for PTCs.

There has been a noticeable improvement with regards to gender imbalances, with gender parity in NERs having been generally achieved at primary, and lower secondary levels.

The following indicators which remain off the 2016-2020 ESSP targets for 2019 are a cause for concern: Grade 7 Pass Rate -overall and for females and males; Grade 7 Mathematics Pass Rate -overall and for females and males; the number of districts with G7 Pass Rate of 50 percent in Mathematics out of the 72 for males; the number of districts with a lower secondary GER of at least 75 percent out of the 63 districts is below target; overall and female Form 4 Survival Rate; overall, female and male ECD A NER, ECD B NER, Junior Education (Grade 3-7) NER, and the primary Completion Rate. The percentages of children with disabilities enrolled in ECD A and B ; of out of school children of primary school age (6-12 years) and of out of school children of secondary school age (13-18 years) and the number of secondary schools offering computer assisted learning, also remain off target .

Recommendations to improve the education delivery system include:

- Strengthening the enforcement of the enrolment of children into ECD. The GER of 57.24 percent is low and in some provinces like Harare the levels are worrisome.
- Increasing the capacity of polytechnics, technical colleges, teacher's colleges, agricultural colleges, among others to absorb these into formal training before joining the job market. Given the secondary school (Form 5-6) NER of 10.50 percent in 2019, there is need to ensure that those who dropped out can be accommodated in other formal training systems.
- Gender imbalances in favour of either sex should be corrected, such as NERs at upper secondary level which remain in favour of males. Considerations should be made to empower female teachers, so gender equality is achieved in senior positions of Headmaster and Deputy Head. The high proportions of overaged males at the various levels of education need to be addressed.
- At secondary school level, the proportion of females generally decreases with form, reflecting the gender disparities in favour of males at higher levels of education. Government needs to consider removing barriers to females accessing secondary education that include financial constraints and early marriages.
- Need to ensure that BEAM is adequately funded so that arrears do not accumulate. Appropriate targeting of BEAM beneficiaries is also important.
- Need to increase the number for ECD teachers to improve LTR that is double the recommended one of 20, with the LTTR being more than treble (66).
- Measures should be taken to deal with the challenge of school dropouts at primary school level, especially absconding. While BEAM is catering for the disadvantaged its reach should be widened so that pupils that drop out of school due to financial challenges decrease.
- Improvement of schools' infrastructure is an imperative especially classrooms as Learner to Classroom Ratios (LCR) are above the recommended levels.
- To improve the learning environment at both primary and secondary levels, there is need to improve access to electricity, computers, and internet.
- The use of renewable solar energy remains low and should be increased given the challenges being faced by the grid system

- Measures should be taken to avoid a slip in Grade 7 pass rates to maintain the quality of education.
- There is need to furnish schools with the requisite furniture so that there are no learners without seating or writing places



# CHAPTER 1 :Preamble

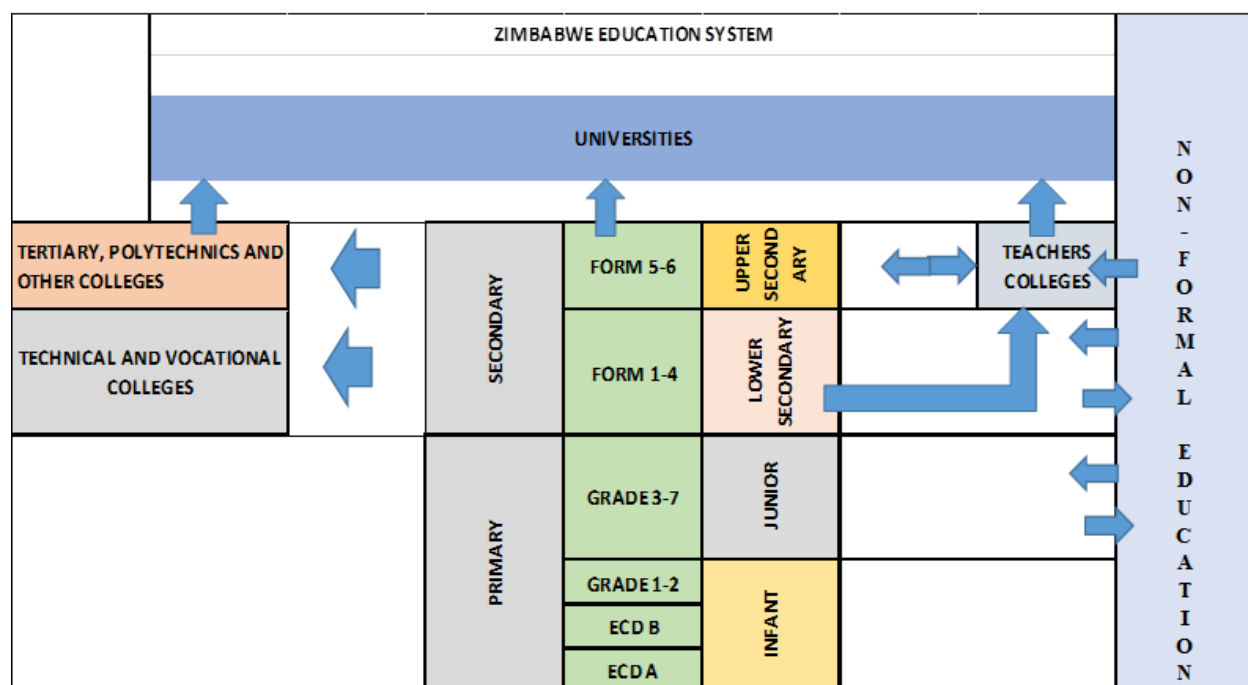
## 1.1. Introduction to Zimbabwe Education System

Zimbabwe has two ministries of education namely Ministry of Primary and Secondary Education (MoPSE) and Ministry of Higher and Tertiary Education Science and Technology Development (MoHTESTD). MoPSE is responsible for primary and secondary education in both formal and non- formal settings. The MoHTESTD coordinate higher and tertiary education, science technology and innovation that include teacher education, technical and vocation education, and university education.

Figure 1.1 shows the structure of the Zimbabwe education that provides for 4 years of Infant education that is comprised of 2 years of Early Childhood Development (ECD) and the first 2 years of formal primary education Grades 1 & 2, followed by 5 years of junior education which ends with the national grade 7 examinations. The official entry age into ECD A is either 3 or 4 years and 6 years for grade 1. Graduates of the primary education transition to secondary education, which is also divided into two levels, lower and upper secondary.

Learners who are not able to access primary and secondary education services through the formal channel can enroll in non-formal education. There are specific courses that allow learners to move from non-formal into formal and vice versa.

Figure 1.1: Structure of the Zimbabwe Education System



## **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 learners are developed through play. Pre-formal skills in reading, writing, speaking and listening are also expected to be mastered by ECD learners. 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 (A) Level studies in preparation for tertiary and university education. For learners to enter this level they have to pass their Ordinary (O) Level Examinations (5 subjects or more with Grade C or better).

## **1.4. Zimbabwe Administrative Boundaries**

Zimbabwe is divided into 10 provinces, 88 districts and 1 958 wards in its administrative divisions. Resources and /or services are provided through these structures. Provision of primary and secondary education, for example, is targeted at primary and secondary school age population who reside in these administrative divisions. Population census data is collected and analyzed in line with these same structures.

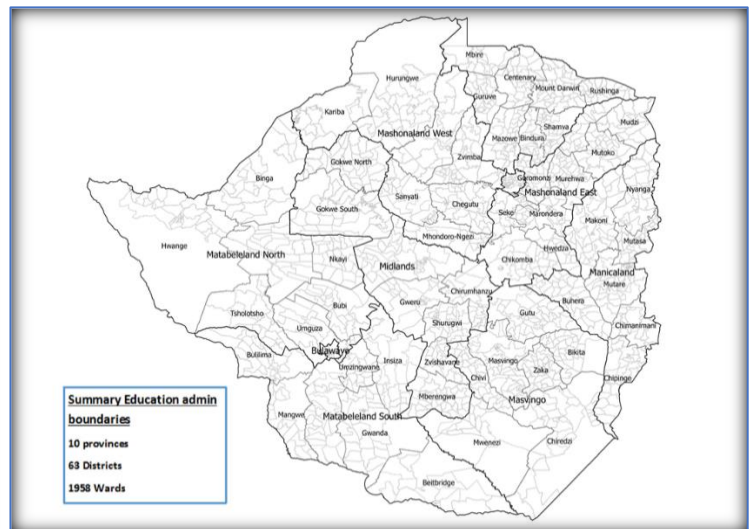
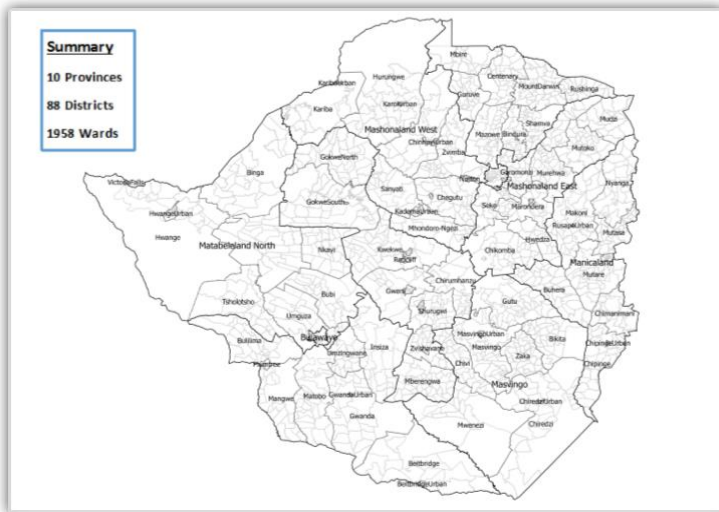
The MoPSE has slightly different administrative divisions for the purposes of education management. At provincial level, the divisions are the same. It is at district level where these differ. While some cities and towns are classified as separate districts administratively, they are amalgamated with other districts in the education divisions. There are 72 education districts.

While most rural districts for education are the same as the administrative districts, there are cases where some administrative districts are amalgamated to form one education district or shared among two education districts. Cases where districts have been shared between 2 districts are Kadoma shared between Mhondoro-Ngezi and Sanyati and Plumtree shared between Bulilima and Mangwe. All urban districts that are wholly contained in a rural district are amalgamated with the rural district to form one education district and some of these are Mutare urban, which is part of Mutare education district, Masvingo urban is part of Masvingo education district etc.

Lastly, MoPSE has created districts for Harare and Bulawayo which are not part of the administrative districts. All education districts in Harare and Bulawayo are not digitized as a result, for the purposes of data analysis for indicators that require mapping, census data was used. Harare districts will be grouped as one as well as Bulawayo districts. In each of the 10 provinces, there is a provincial education office and a district education office.

Figure 1.2 Zimbabwe Administrative Boundaries by Province, Districts and Wards

Figure 1.3 Zimbabwe Ministry of Primary and Secondary Education Administrative Boundaries by Province, Districts and Wards



## CHAPTER 2: Demand for Education

### 2.1. Population

The population is projected to grow at an average annual growth rate of 2 percent during the period 2012-2022 (ZimStats, 2012 Census). About 67 percent of the population resides in rural areas<sup>3</sup>. The school going age population is about 37.3 percent of the estimated total population of 15 159 624 in 2019<sup>4</sup>. The official school going age population in Zimbabwe is 3-18 years.

In 2019, the estimated official school going population was 5 657 412 of which 50.05% were females, see Table 2.1 and Figure 2.1. The school going age population can be divided into the following four major levels and official age groups:

- Infant level/ ECDA to Grade 2 - (3-7 years);
- Junior level / Grade 3 to Grade 7 - (8-13 years );
- Lower secondary level/From 1 to Form 4 (13 -16 years); and
- Upper secondary level/ Form 5 to Form 6 - ( 17 and 18 years).

Table 2.1: School Going Age Population Projections by Level of Education and Sex, Number, Zimbabwe, 2019

| Level of Education                      | Sex              |                  |                  |
|---|------------------|------------------|------------------|
|   | Males            | Females          | Total            |
| Infant Level/ECDA -Grade 2 (3- 7 years) | 928 999          | 933 277          | 1 862 276        |
| Junior Level/Grade 3-7) ( 8-12 years)   | 929 536          | 933 153          | 1 862 689        |
| Lower Secondary (13-16 years)           | 653 962          | 648 481          | 1 302 443        |
| Upper Secondary (17-18 years)           | 312 092          | 317 912          | 630 004          |
| <b>Total</b>                            | <b>2 824 589</b> | <b>2 832 823</b> | <b>5 657 412</b> |
| ECD (3-5 years)                         | 569 156          | 570 183          | 1 139 339        |
| Primary (6-12 years)                    | 1 289 379        | 1 296 247        | 2 585 626        |

<sup>3</sup> Zimbabwe National Statistics Agency, 2018; Inter-Censal Demographic Survey, 2017; Harare.

<sup>4</sup> Zimbabwe National Statistics Agency, 2015; Population Projections Thematic Report; Harare -Medium Scenario

Figure 2.1: Distribution of School-Age Population by Level of Education and Sex, Number, Zimbabwe, 2019

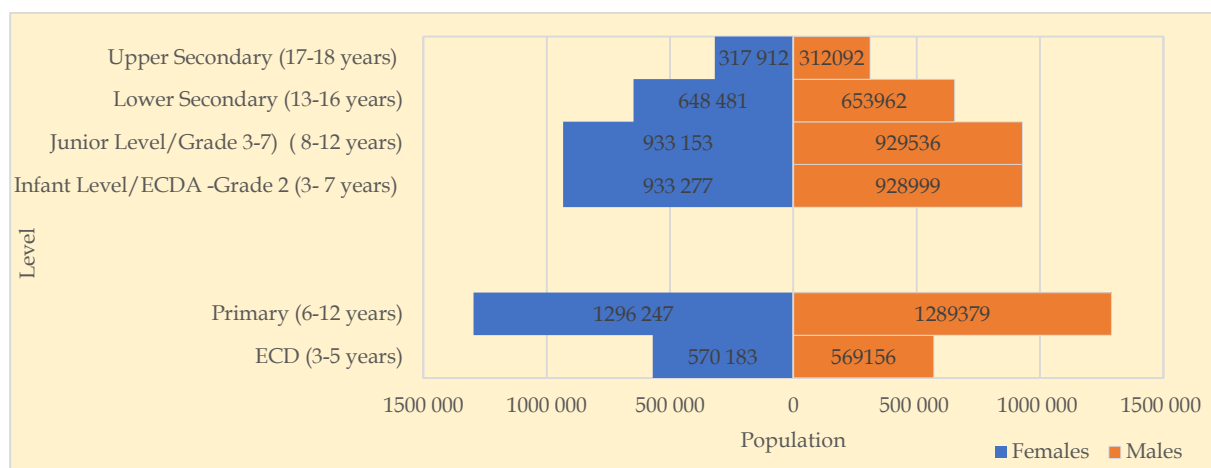


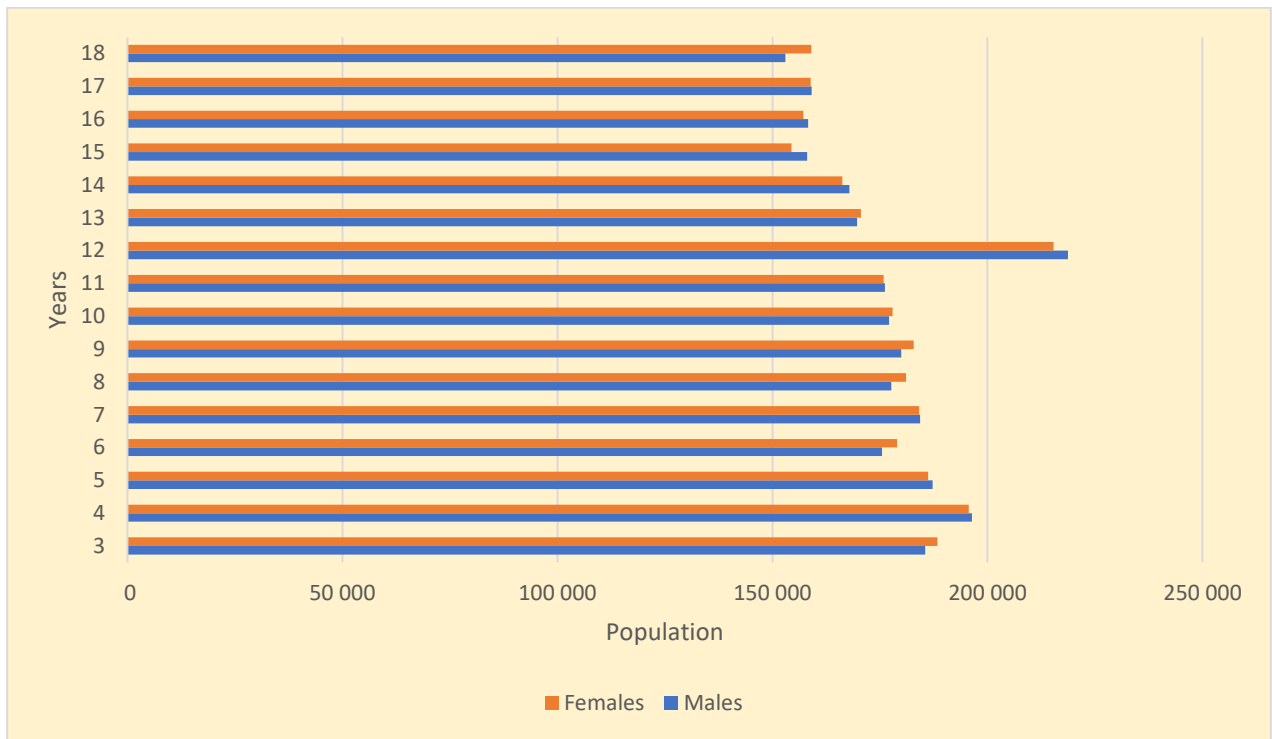
Table 2.2 and Figure 2.2 presents the school age going population by single years of age. Overall, there are 8 234 more females than males. However, generally the proportion of females in single age groups is about 50 percent.

Table 2.2: Projected School Age Population by Single Age and Sex, Number, Zimbabwe, 2019

| Age          | Sex              |                  |                  |
|--------------|------------------|------------------|------------------|
|              | Male             | Female           | Total            |
| 3            | 185 544          | 188 338          | 373 881          |
| 4            | 196 409          | 195 674          | 392 083          |
| 5            | 187 203          | 186 171          | 373 374          |
| 6            | 175 488          | 178 965          | 354 453          |
| 7            | 184 355          | 184 129          | 368 483          |
| 8            | 177 637          | 181 033          | 358 670          |
| 9            | 179 934          | 182 874          | 362 808          |
| 10           | 177 116          | 177 961          | 355 076          |
| 11           | 176 130          | 175 888          | 352 018          |
| 12           | 218 719          | 215 397          | 434 116          |
| 13           | 169 714          | 170 585          | 340 299          |
| 14           | 167 899          | 166 250          | 334 148          |
| 15           | 158 033          | 154 448          | 312 480          |
| 16           | 158 317          | 157 199          | 315 515          |
| 17           | 159 115          | 158 907          | 318 021          |
| 18           | 152 978          | 159 005          | 311 983          |
| <b>Total</b> | <b>2 824 589</b> | <b>2 832 823</b> | <b>5 657 412</b> |

The school-age population projections by single age for 2019 shows a rise of population aged 12 years when compared to other ages and Figure 2.2.

Figure 2.2: Distribution of Projected School Age Population by Single Age and Sex, Number, Zimbabwe, 2019

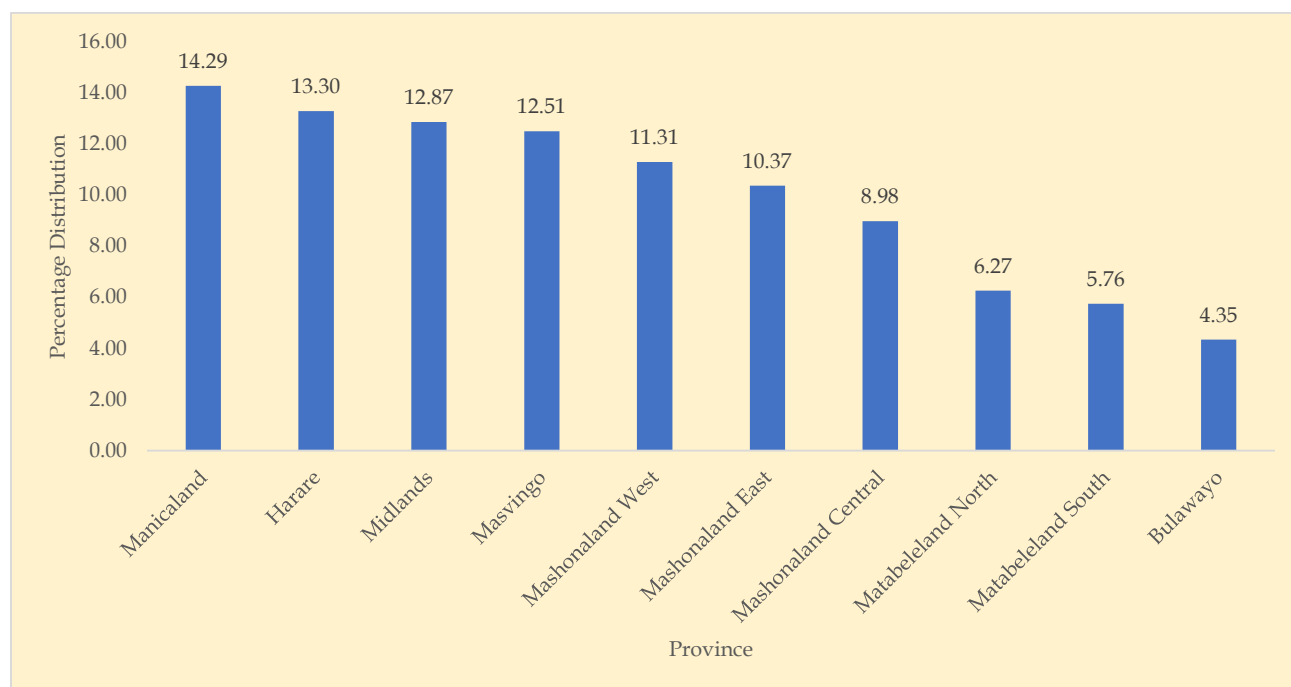


Generally, the provincial distribution of the school going aged population is influenced by the total population size of the provinces. Manicaland province has the highest proportion (14.29 percent) of the national school going age population and Bulawayo province has the lowest (4.35 percent), Table 2.3 and figure 2.3.

Table 2.3 Projected School-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2019

| Province            | Infant                             |         |           | Junior                              |         |           | Lower Secondary                      |         |           | Upper Secondary                      |         |         | Grand Total<br>3 - 18 years |
|---------------------|------------------------------------|---------|-----------|-------------------------------------|---------|-----------|--------------------------------------|---------|-----------|--------------------------------------|---------|---------|-----------------------------|
|                     | Population age group (3 - 7 years) |         |           | Population age group (8 - 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   |                             |
| Number              |                                    |         |           |                                     |         |           |                                      |         |           |                                      |         |         |                             |
| Bulawayo            | 37 398                             | 38 653  | 76 051    | 35 661                              | 38 156  | 73 818    | 27 421                               | 33 180  | 60 601    | 15 243                               | 20 237  | 35 479  | 245 949                     |
| Harare              | 123 178                            | 126 239 | 249 416   | 110 672                             | 118 500 | 229 172   | 79 395                               | 94 976  | 174 371   | 41 634                               | 57 640  | 99 274  | 752 234                     |
| Manicaland          | 134 630                            | 135 372 | 270 002   | 134 678                             | 134 602 | 269 281   | 94 932                               | 90 456  | 185 388   | 43 254                               | 40 308  | 83 562  | 808 234                     |
| Mashonaland Central | 85 363                             | 85 212  | 170 576   | 85 527                              | 85 003  | 170 531   | 59 177                               | 54 564  | 113 741   | 28 138                               | 25 260  | 53 398  | 508 245                     |
| Mashonaland East    | 96 651                             | 95 387  | 192 038   | 98 449                              | 97 307  | 195 756   | 70 837                               | 65 299  | 136 137   | 33 169                               | 29 800  | 62 969  | 586 899                     |
| Mashonaland West    | 104 693                            | 105 024 | 209 717   | 107 001                             | 105 446 | 212 447   | 74 504                               | 72 296  | 146 800   | 36 103                               | 34 649  | 70 752  | 639 716                     |
| Masvingo            | 118 120                            | 118 957 | 237 077   | 120 060                             | 119 182 | 239 242   | 81 286                               | 79 142  | 160 428   | 35 523                               | 35 525  | 71 048  | 707 795                     |
| Matabeleland North  | 58 307                             | 57 308  | 115 615   | 60 895                              | 59 853  | 120 748   | 41 829                               | 39 302  | 81 132    | 19 480                               | 17 661  | 37 141  | 354 636                     |
| Matabeleland South  | 52 779                             | 52 385  | 105 164   | 54 620                              | 53 656  | 108 276   | 39 392                               | 36 771  | 76 163    | 19 059                               | 16 986  | 36 045  | 325 648                     |
| Midlands            | 117 879                            | 118 741 | 236 620   | 121 971                             | 121 448 | 243 420   | 85 189                               | 82 493  | 167 682   | 40 489                               | 39 846  | 80 335  | 728 057                     |
| Total               | 928 999                            | 933 277 | 1 862 276 | 929 536                             | 933 153 | 1 862 689 | 653 962                              | 648 481 | 1 302 443 | 312 092                              | 317 912 | 630 004 | 5 657 412                   |
| Percentage          |                                    |         |           |                                     |         |           |                                      |         |           |                                      |         |         |                             |
| Bulawayo            | 4.03                               | 4.14    | 4.08      | 3.84                                | 4.09    | 3.96      | 4.19                                 | 5.12    | 4.65      | 4.88                                 | 6.37    | 5.63    | 4.35                        |
| Harare              | 13.26                              | 13.53   | 13.39     | 11.91                               | 12.70   | 12.30     | 12.14                                | 14.65   | 13.39     | 13.34                                | 18.13   | 15.76   | 13.30                       |
| Manicaland          | 14.49                              | 14.51   | 14.50     | 14.49                               | 14.42   | 14.46     | 14.52                                | 13.95   | 14.23     | 13.86                                | 12.68   | 13.26   | 14.29                       |
| Mashonaland Central | 9.19                               | 9.13    | 9.16      | 9.20                                | 9.11    | 9.16      | 9.05                                 | 8.41    | 8.73      | 9.02                                 | 7.95    | 8.48    | 8.98                        |
| Mashonaland East    | 10.40                              | 10.22   | 10.31     | 10.59                               | 10.43   | 10.51     | 10.83                                | 10.07   | 10.45     | 10.63                                | 9.37    | 9.99    | 10.37                       |
| Mashonaland West    | 11.27                              | 11.25   | 11.26     | 11.51                               | 11.30   | 11.41     | 11.39                                | 11.15   | 11.27     | 11.57                                | 10.90   | 11.23   | 11.31                       |
| Masvingo            | 12.71                              | 12.75   | 12.73     | 12.92                               | 12.77   | 12.84     | 12.43                                | 12.20   | 12.32     | 11.38                                | 11.17   | 11.28   | 12.51                       |
| Matabeleland North  | 6.28                               | 6.14    | 6.21      | 6.55                                | 6.41    | 6.48      | 6.40                                 | 6.06    | 6.23      | 6.24                                 | 5.56    | 5.90    | 6.27                        |
| Matabeleland South  | 5.68                               | 5.61    | 5.65      | 5.88                                | 5.75    | 5.81      | 6.02                                 | 5.67    | 5.85      | 6.11                                 | 5.34    | 5.72    | 5.76                        |
| Midlands            | 12.69                              | 12.72   | 12.71     | 13.12                               | 13.01   | 13.07     | 13.03                                | 12.72   | 12.87     | 12.97                                | 12.53   | 12.75   | 12.87                       |
| Total               | 100                                | 100     | 100       | 100                                 | 100     | 100       | 100                                  | 100     | 100       | 100                                  | 100     | 100     | 100                         |

Figure 2.3: Projected School-Age Population by Province, Percentage Distribution, Zimbabwe, 2019



For ECD and primary school levels of education the same picture Manicaland having the highest school age population and Bulawayo the lowest prevails, Table 2.4.



Table 2.4: Projected School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2019

| Province            | ECD                          |         |           | Primary                       |           |           |
|---------------------|------------------------------|---------|-----------|-------------------------------|-----------|-----------|
|                     | Population age group (3 - 5) |         |           | Population age group (6 - 12) |           |           |
|                     | Male                         | Female  | Total     | Male                          | Female    | Total     |
|                     | Number                       |         |           |                               |           |           |
| Bulawayo            | 23 403                       | 23 778  | 47 180    | 49 657                        | 53 031    | 102 688   |
| Harare              | 76 962                       | 78 435  | 155 397   | 156 888                       | 166 303   | 323 191   |
| Manicaland          | 82 651                       | 82 739  | 165 390   | 186 658                       | 187 236   | 373 893   |
| Mashonaland Central | 51 872                       | 51 818  | 103 690   | 119 019                       | 118 397   | 237 416   |
| Mashonaland East    | 58 901                       | 57 880  | 116 781   | 136 199                       | 134 814   | 271 012   |
| Mashonaland West    | 64 218                       | 64 389  | 128 607   | 147 477                       | 146 081   | 293 557   |
| Masvingo            | 71 968                       | 72 067  | 144 035   | 166 212                       | 166 072   | 332 284   |
| Matabeleland North  | 35 266                       | 34 580  | 69 845    | 83 936                        | 82 581    | 166 518   |
| Matabeleland South  | 32 360                       | 32 281  | 64 641    | 75 039                        | 73 760    | 148 798   |
| Midlands            | 71 555                       | 72 216  | 143 771   | 168 295                       | 167 974   | 336 269   |
| Grand Total         | 569 156                      | 570 183 | 1 139 339 | 1 289 379                     | 1 296 247 | 2 585 626 |
|                     | Percentage Distribution      |         |           |                               |           |           |
| Bulawayo            | 4.11                         | 4.17    | 4.14      | 3.85                          | 4.09      | 3.97      |
| Harare              | 13.52                        | 13.76   | 13.64     | 12.17                         | 12.83     | 12.50     |
| Manicaland          | 14.52                        | 14.51   | 14.52     | 14.48                         | 14.44     | 14.46     |
| Mashonaland Central | 9.11                         | 9.09    | 9.10      | 9.23                          | 9.13      | 9.18      |
| Mashonaland East    | 10.35                        | 10.15   | 10.25     | 10.56                         | 10.40     | 10.48     |
| Mashonaland West    | 11.28                        | 11.29   | 11.29     | 11.44                         | 11.27     | 11.35     |
| Masvingo            | 12.64                        | 12.64   | 12.64     | 12.89                         | 12.81     | 12.85     |
| Matabeleland North  | 6.20                         | 6.06    | 6.13      | 6.51                          | 6.37      | 6.44      |
| Matabeleland South  | 5.69                         | 5.66    | 5.67      | 5.82                          | 5.69      | 5.75      |
| Midlands            | 12.57                        | 12.67   | 12.62     | 13.05                         | 12.96     | 13.01     |
| Total               | 100                          | 100     | 100       | 100                           | 100       | 100       |

## 2.2. Schools

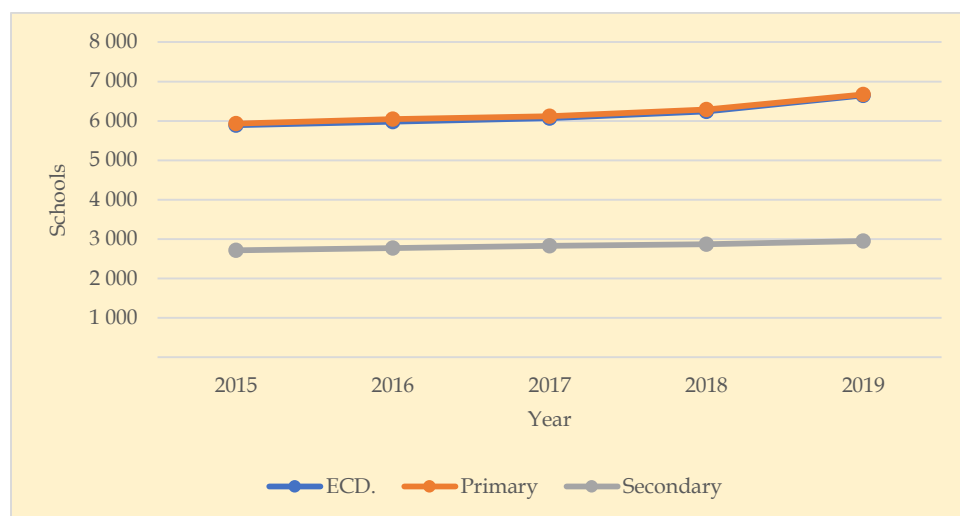
The number of schools in Zimbabwe continue to grow to accommodate the growing school-age population. Government and the private sector continue to work together to make sure the right to education for every child is met by continuously expanding the sector. This is evidenced by the continuous increase in the number of schools on a yearly basis at all levels, see, Table 2.5 and Figure 2.4. Government through MoPSE continue to authorize satellite schools to cater for marginalized children. The ECD sub-sector continues to expand as evidenced by the increase in the number of schools offering ECD classes which increased by 6.49 percent, from 6242 in 2018 to 6 647 in 2019.

In 2019, there are 6 647 schools with ECD, 6 671 primary schools and 2 954 secondary schools. The number of schools have been generally increasing at all levels since 2015, Table 2.5 and Figure 2.5. The number of schools increased between 2015 and 2019 as follows: ECD - 758 schools; Primary - 738 schools; Secondary - 236 schools. The increase in the number of schools between 2018 and 2019 was 405 for ECD, 383 for primary and 83 for secondary school level. ECD and primary schools increased by a similar margin of 6.49 percent and 6.09 percent, respectively, between 2018 and 2019, Table 2.5. Secondary schools also increased by 2.89 percent during the same period. In 2015, secondary schools increased by a very big margin (12.13 percent), that is, by 294 schools from their 2014 level.

Table 2.5: Schools by Level of Education and Year, Number and Percentage, Zimbabwe, 2015-2019

| Years | ECD   |            | Primary |            | Secondary |            |
|-------|-------|------------|---------|------------|-----------|------------|
|       | No.   | % Increase | No.     | % Increase | No.       | % Increase |
| 2015  | 5 889 | 1.15       | 5 933   | 1.19       | 2 718     | 12.13      |
| 2016  | 5 981 | 1.56       | 6 045   | 1.89       | 2 775     | 2.10       |
| 2017  | 6 071 | 1.50       | 6 123   | 1.29       | 2 830     | 1.98       |
| 2018  | 6 242 | 2.82       | 6 288   | 2.69       | 2 871     | 1.45       |
| 2019  | 6 647 | 6.49       | 6 671   | 6.09       | 2 954     | 2.89       |

Figure 2.4: Schools by Level of Education and Year, Zimbabwe 2015-2019



The percentage distribution of schools by province follows a similar pattern as that of the school-age population except for Harare province, Table 2.6 and Figure 2.5. Although the school and population distribution patterns are similar, the distribution of schools may also be influenced by settlement type, which in turn may influence school sizes. Urban areas where the settlement pattern is largely nucleated are characterized by Mega schools and at the same time also have many very small private schools.

Table 2.6: Schools by Level of Education and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Number of Schools |           |       | % Distribution |           |        |
|---------------------|-------------------|-----------|-------|----------------|-----------|--------|
|                     | Primary           | Secondary | Total | Primary        | Secondary | Total  |
| Bulawayo            | 293               | 96        | 389   | 4.39           | 1.44      | 5.83   |
| Harare              | 321               | 278       | 599   | 4.81           | 4.17      | 8.98   |
| Manicaland          | 1 072             | 443       | 1 515 | 16.07          | 6.64      | 22.71  |
| Mashonaland Central | 567               | 259       | 826   | 8.50           | 3.88      | 12.38  |
| Mashonaland East    | 764               | 384       | 1 148 | 11.45          | 5.76      | 17.21  |
| Mashonaland West    | 765               | 388       | 1 153 | 11.47          | 5.82      | 17.28  |
| Masvingo            | 875               | 361       | 1 236 | 13.12          | 5.41      | 18.53  |
| Matabeleland North  | 628               | 205       | 833   | 9.41           | 3.07      | 12.49  |
| Matabeleland South  | 532               | 170       | 702   | 7.97           | 2.55      | 10.52  |
| Midlands            | 854               | 370       | 1 224 | 12.80          | 5.55      | 18.35  |
| Total               | 6 671             | 2 954     | 9 625 | 100.00         | 100.00    | 100.00 |

Figure 2.5: School-Age Population and Schools by Province, Percentage Distribution, Zimbabwe, 2019

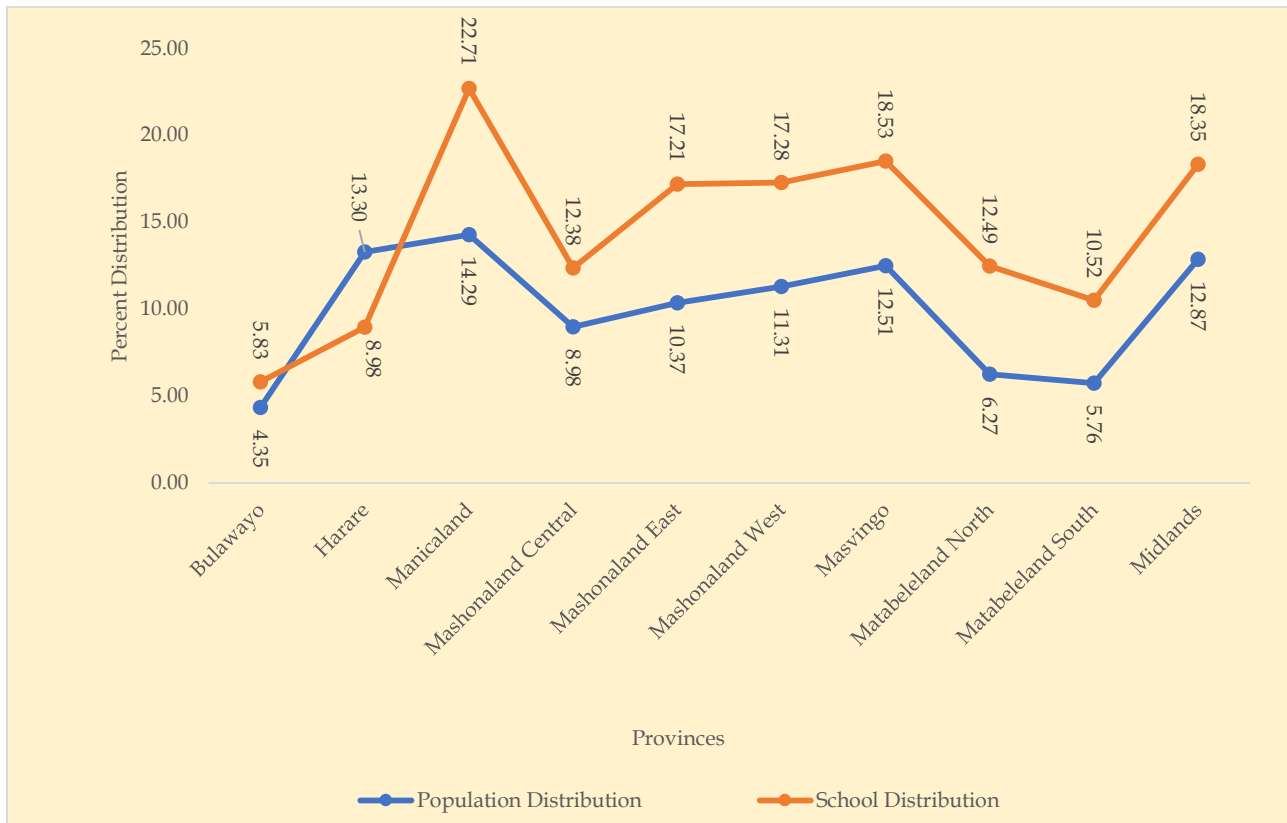
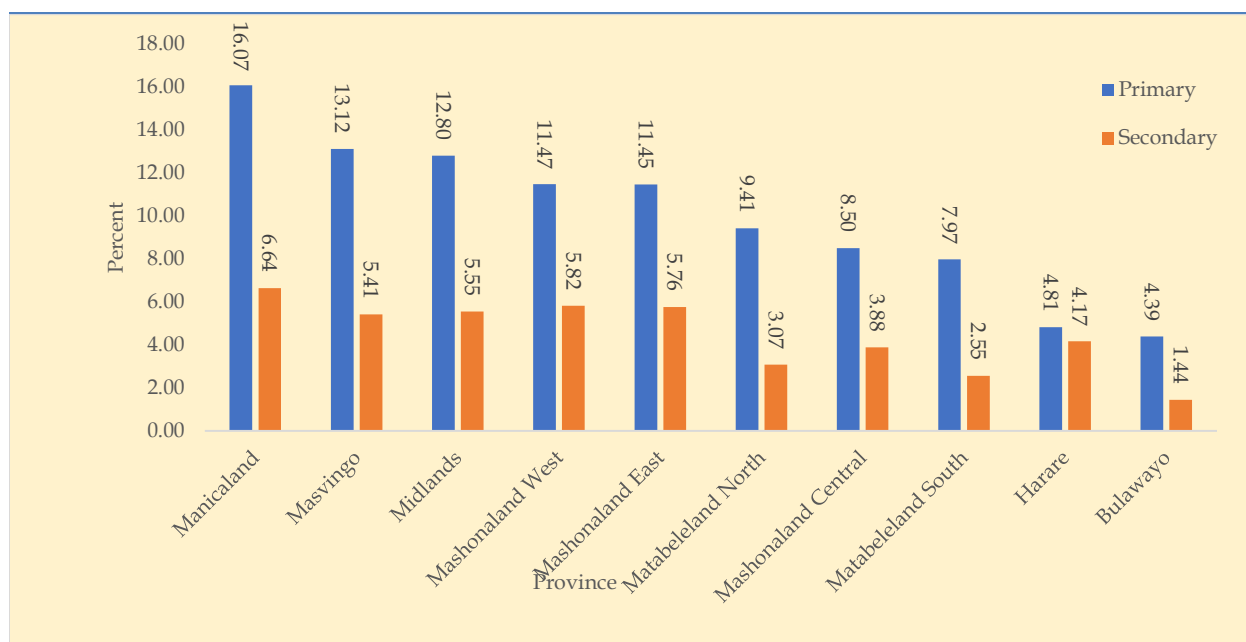


Figure 2.6 presents the percentage distribution of primary and secondary schools by province. Manicaland province has the biggest share of both primary and secondary schools at 16.07 percent and 6.64 percent, respectively. Bulawayo has the smallest share of both primary and secondary schools at 4.39 percent and 1.44 percent, respectively.

Figure 2.6: Schools by level of Education and Province, Percentage Distribution, Zimbabwe, 2019



There is near universal (99.64 percent) introduction of ECD in primary schools, with 6 647 primary schools having ECD. Harare province has the lowest of 97.20 percent and Bulawayo province with 98.98 percent introduction of ECD are the only ones still lagging behind, Table 2.7 and Table 2.8. The relatively low proportion of primary schools with ECD in the predominantly urban provinces of Harare and Bulawayo, reflect the presence of private ECD schools and junior primary schools. Matabeleland North and the Midlands provinces have all their primary schools offering ECD.

Table 2.7: Schools by Level of Education and Province, Number, Zimbabwe, 2019

| Province            | Primary  |                |              |           |           |       | Secondary |           |       |
|---------------------|----------|----------------|--------------|-----------|-----------|-------|-----------|-----------|-------|
|                     | ECD only | ECD A -Grade 2 | ECD -Grade 7 | Grade 1-7 | Grade 3-7 | Total | "O" Level | "A" Level | Total |
| Bulawayo            | 146      | 10             | 134          | 3         | 0         | 293   | 27        | 69        | 96    |
| Harare              | 46       | 15             | 251          | 8         | 1         | 321   | 72        | 206       | 278   |
| Manicaland          | 177      | 6              | 884          | 5         | 0         | 1 072 | 267       | 176       | 443   |
| Mashonaland Central | 33       | 17             | 516          | 1         | 0         | 567   | 198       | 61        | 259   |
| Mashonaland East    | 35       | 15             | 712          | 2         | 0         | 764   | 293       | 91        | 384   |
| Mashonaland West    | 10       | 0              | 754          | 1         | 0         | 765   | 276       | 112       | 388   |
| Masvingo            | 7        | 0              | 867          | 1         | 0         | 875   | 198       | 163       | 361   |
| Matabeleland North  | 29       | 1              | 598          | 0         | 0         | 628   | 161       | 44        | 205   |
| Matabeleland South  | 17       | 2              | 511          | 1         | 1         | 532   | 101       | 69        | 170   |
| Midlands            | 41       | 2              | 811          | 0         | 0         | 854   | 251       | 119       | 370   |
| Total               | 541      | 68             | 6 038        | 22        | 2         | 6 671 | 1 844     | 1 110     | 2 954 |

For secondary schools, 62.42 percent are "O" level, with the remainder being "A" level. Mashonaland Central, Mashonaland East and Matabeleland North provinces have the highest proportions of secondary schools with highest level as "O" level of about 76 and 78 percent respectively, with Harare province having the lowest of 25.90 percent, Table 2.7, and Table 2.8. Bulawayo and Harare which are predominantly urban provinces, have the highest proportion of schools with highest level as "A" level of 71.88 and 74.10 percent, respectively.

Table 2.8: Schools by Level of Education and Province, Percentage Distribution, Zimbabwe, 2019

| Province            | Primary  |                |              |           |           |            |        | Secondary |           |        |
|---------------------|----------|----------------|--------------|-----------|-----------|------------|--------|-----------|-----------|--------|
|                     | ECD only | ECD A -Grade 2 | ECD -Grade 7 | Grade 1-7 | Grade 3-7 | % with ECD | Total  | "O" Level | "A" Level | Total  |
| Bulawayo            | 49.83    | 3.41           | 45.73        | 1.02      | 0.00      | 98.98      | 100.00 | 28.13     | 71.88     | 100.00 |
| Harare              | 14.33    | 4.67           | 78.19        | 2.49      | 0.31      | 97.20      | 100.00 | 25.90     | 74.10     | 100.00 |
| Manicaland          | 16.51    | 0.56           | 82.46        | 0.47      | 0.00      | 99.53      | 100.00 | 60.27     | 39.73     | 100.00 |
| Mashonaland Central | 5.82     | 3.00           | 91.01        | 0.18      | 0.00      | 99.82      | 100.00 | 76.45     | 23.55     | 100.00 |
| Mashonaland East    | 4.58     | 1.96           | 93.19        | 0.26      | 0.00      | 99.74      | 100.00 | 76.30     | 23.70     | 100.00 |
| Mashonaland West    | 1.31     | 0.00           | 98.56        | 0.13      | 0.00      | 99.87      | 100.00 | 71.13     | 28.87     | 100.00 |
| Masvingo            | 0.80     | 0.00           | 99.09        | 0.11      | 0.00      | 99.89      | 100.00 | 54.85     | 45.15     | 100.00 |
| Matabeleland North  | 4.62     | 0.16           | 95.22        | 0.00      | 0.00      | 100.00     | 100.00 | 78.54     | 21.46     | 100.00 |
| Matabeleland South  | 3.20     | 0.38           | 96.05        | 0.19      | 0.19      | 99.62      | 100.00 | 59.41     | 40.59     | 100.00 |
| Midlands            | 4.80     | 0.23           | 94.96        | 0.00      | 0.00      | 100.00     | 100.00 | 67.84     | 32.16     | 100.00 |
| Total               | 8.11     | 1.02           | 90.51        | 0.33      | 0.03      | 99.64      | 100.00 | 62.42     | 37.58     | 100.00 |

## 2.3. Classification of Schools

Schools were classified into the following categories: registration status; location (rural or urban), grant type, responsible authority and mode of operation, among others.

### 2.3.1 Registration Status

Most of the primary and secondary schools in Zimbabwe are registered<sup>5</sup>. In 2019, out of the 6 671 primary schools, 78.64 percent are registered, 15.75 percent are satellite<sup>6</sup>, whilst 5.6 percent are

<sup>5</sup> Registered schools meet the minimum standards in terms of school infrastructure development and WASH (Water, Sanitation and Hygiene) facilities. The schools have Registration Certificates, ED 10 (A).

<sup>6</sup> Satellite schools are schools that are not yet registered but applied for satellite authority so that whilst construction is in progress, they operate under a registered, nearest primary or secondary school.

unregistered, Table 2.9 and Figure 2.7. Out of the 2 954 secondary schools, 69.09 percent are registered, 28.88 percent were satellite, whilst 2.03 percent are unregistered. The reason of operation of satellite schools is to: reduce distance for learners travelling long distances to and from school; decongest nearest schools and operate a school not yet meeting the minimum basic requirements for registration. Because of Land Reform Programme, there was population movement to farms acquired for resettlement creating a surge in the school-age population in these areas where there were not many schools. This led to the establishment of satellite schools in these areas.

Figure 2.7: Schools by Level of Education and Registration Status, Percentage, Zimbabwe, 2019

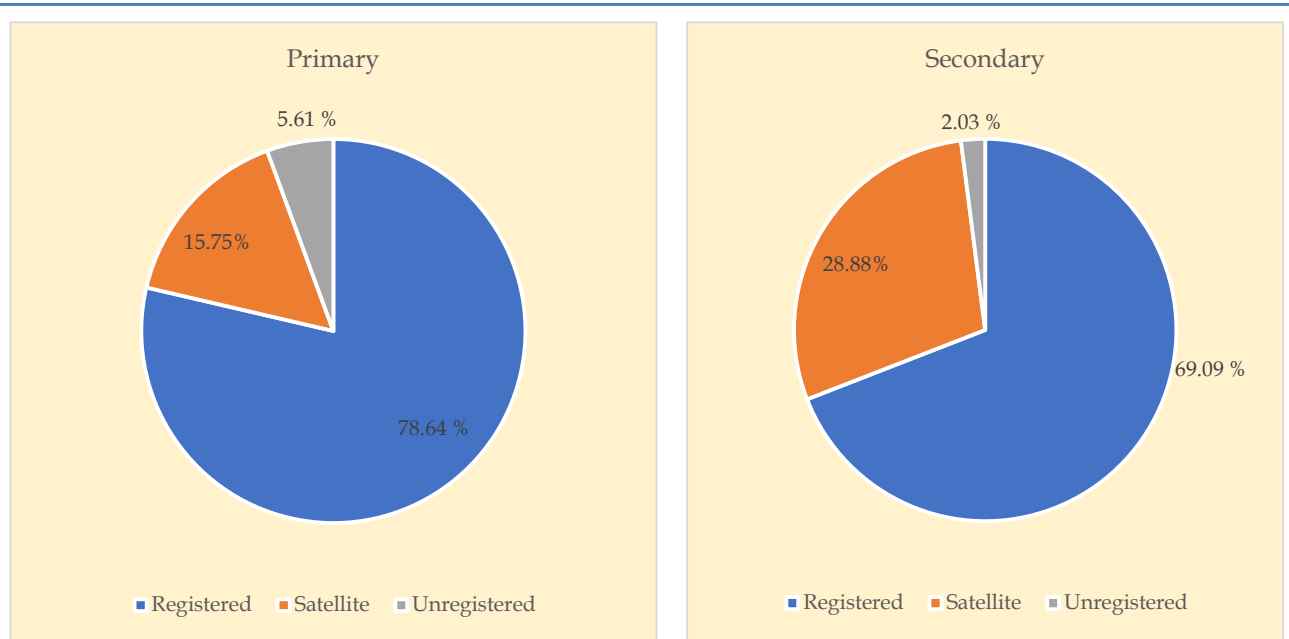




Table 2.9: Schools by Level of Education, Registration Status and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Level of Education      |           |              |        |            |           |              |        | Grand Total |
|---------------------|-------------------------|-----------|--------------|--------|------------|-----------|--------------|--------|-------------|
|                     | Primary                 |           |              |        | Secondary  |           |              |        |             |
|                     | Registered              | Satellite | Unregistered | Total  | Registered | Satellite | Unregistered | Total  |             |
|                     | Number                  |           |              |        |            |           |              |        |             |
| Bulawayo            | 198                     | 8         | 87           | 293    | 78         | 3         | 15           | 96     | 389         |
| Harare              | 279                     | 5         | 37           | 321    | 255        | 6         | 17           | 278    | 599         |
| Manicaland          | 837                     | 85        | 150          | 1 072  | 302        | 135       | 6            | 443    | 1 515       |
| Mashonaland Central | 408                     | 111       | 48           | 567    | 155        | 94        | 10           | 259    | 826         |
| Mashonaland East    | 662                     | 95        | 7            | 764    | 270        | 112       | 2            | 384    | 1 148       |
| Mashonaland West    | 520                     | 234       | 11           | 765    | 203        | 182       | 3            | 388    | 1 153       |
| Masvingo            | 698                     | 174       | 3            | 875    | 261        | 95        | 5            | 361    | 1 236       |
| Matabeleland North  | 480                     | 138       | 10           | 628    | 122        | 83        | 0            | 205    | 833         |
| Matabeleland South  | 456                     | 67        | 9            | 532    | 128        | 41        | 1            | 170    | 702         |
| Midlands            | 708                     | 134       | 12           | 854    | 267        | 102       | 1            | 370    | 1 224       |
| Total               | 5 246                   | 1 051     | 374          | 6 671  | 2 041      | 853       | 60           | 2 954  | 9 625       |
|                     | Percentage Distribution |           |              |        |            |           |              |        |             |
| Bulawayo            | 3.77                    | 0.76      | 23.26        | 4.39   | 3.82       | 0.35      | 25.00        | 3.25   | 4.04        |
| Harare              | 5.32                    | 0.48      | 9.89         | 4.81   | 12.49      | 0.70      | 28.33        | 9.41   | 6.22        |
| Manicaland          | 15.96                   | 8.09      | 40.11        | 16.07  | 14.80      | 15.83     | 10.00        | 15.00  | 15.74       |
| Mashonaland Central | 7.78                    | 10.56     | 12.83        | 8.50   | 7.59       | 11.02     | 16.67        | 8.77   | 8.58        |
| Mashonaland East    | 12.62                   | 9.04      | 1.87         | 11.45  | 13.23      | 13.13     | 3.33         | 13.00  | 11.93       |
| Mashonaland West    | 9.91                    | 22.26     | 2.94         | 11.47  | 9.95       | 21.34     | 5.00         | 13.13  | 11.98       |
| Masvingo            | 13.31                   | 16.56     | 0.80         | 13.12  | 12.79      | 11.14     | 8.33         | 12.22  | 12.84       |
| Matabeleland North  | 9.15                    | 13.13     | 2.67         | 9.41   | 5.98       | 9.73      | 0.00         | 6.94   | 8.65        |
| Matabeleland South  | 8.69                    | 6.37      | 2.41         | 7.97   | 6.27       | 4.81      | 1.67         | 5.75   | 7.29        |
| Midlands            | 13.50                   | 12.75     | 3.21         | 12.80  | 13.08      | 11.96     | 1.67         | 12.53  | 12.72       |
| Total               | 100.00                  | 100.00    | 100.00       | 100.00 | 100.00     | 100.00    | 100.00       | 100.00 | 100.00      |

Of all the 5 246 registered primary schools, Manicaland province with 837 schools had the highest number consisting 15.96 percent and Bulawayo province had the lowest with 198 schools consisting 3.77 percent, Table 2.9. This trend is in line with the population distribution. Mashonaland West province has the highest number of primary satellite schools (234) i.e 22.6 percent, out of the 1 051 in Zimbabwe and Matabeleland South province having the lowest of 67 primary satellite (6.37 percent). Harare and Bulawayo have very few satellite schools, five (5) and eight (8), respectively. Out of all the 374 unregistered primary schools, Manicaland province has the highest number of 150 (40.11 percent), with Masvingo having only three schools.

Of all the 2 041 registered secondary schools, Manicaland province with 302 schools had the highest number consisting 14.80 percent and Bulawayo province with 78 schools having the lowest consisted 3.82 percent, Table 2.9. Mashonaland West province has the highest number of secondary satellite schools (182) i.e. 21.34 percent, out of the 853 in Zimbabwe with Matabeleland South province having the lowest of 41 secondary satellite schools. Harare and Bulawayo have very few satellite schools, six (6) and three (3), respectively. Out of all the 60 unregistered secondary schools, Harare and Bulawayo provinces have the highest number of 17 and 15, respectively. Matabeleland North province has no unregistered secondary schools, whilst Midlands and Matabeleland South provinces have one each and Mashonaland East province has two (2) schools.

The proportion of registered primary schools ranges from 67.58 percent for Bulawayo province to 86.92 percent for Harare province, Table 2.10. Mashonaland West province has the highest proportion of satellite schools (30.59 percent), and Harare province has the lowest (1.56 percent). Harare and Bulawayo provinces have very few primary satellite schools, 5 and 8 schools, respectively. With regards to unregistered primary schools, Bulawayo province has the highest proportion (29.69 percent). Masvingo province has the least number of unregistered schools (0.34 percent). Generally, the amount of satellite schools is positively related to the land reform movements of the population. Of all the unregistered schools, 35.94 percent of them are in Manicaland province.

The proportion of registered secondary schools range from 52.32 percent for Mashonaland West province to 91.73 percent for Harare province, Table 2.10. Mashonaland West province has the highest proportion of secondary satellite schools (46.91 percent), and Harare province has the lowest (2.16 percent). Bulawayo and Harare provinces have very few satellite schools, 3 percent and 6 percent, respectively. With regards to unregistered secondary schools, Bulawayo province has the highest proportion of 15.63 percent while Matabeleland North province does not have any unregistered secondary schools.

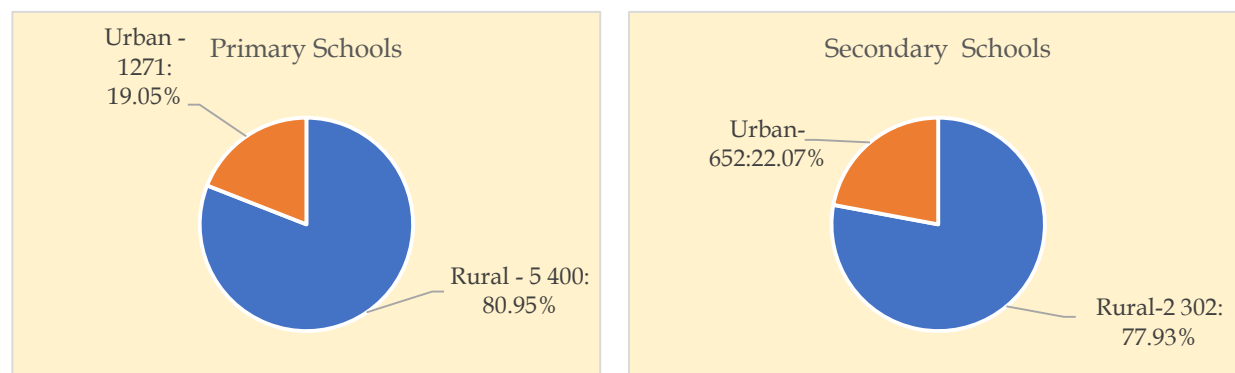
Table 2.10: Number of Schools by Level of Education, Registration Status and Province, Percentage, Distribution, Zimbabwe, 2019

| Province            | Level of Education |           |              |        |            |           |              |        |
|---------------------|--------------------|-----------|--------------|--------|------------|-----------|--------------|--------|
|                     | Primary            |           |              |        | Secondary  |           |              |        |
|                     | Registered         | Satellite | Unregistered | Total  | Registered | Satellite | Unregistered | Total  |
| Bulawayo            | 67.58              | 2.73      | 29.69        | 100.00 | 81.25      | 3.13      | 15.63        | 100.00 |
| Harare              | 86.92              | 1.56      | 11.53        | 100.00 | 91.73      | 2.16      | 6.12         | 100.00 |
| Manicaland          | 78.08              | 7.93      | 13.99        | 100.00 | 68.17      | 30.47     | 1.35         | 100.00 |
| Mashonaland Central | 71.96              | 19.58     | 8.47         | 100.00 | 59.85      | 36.29     | 3.86         | 100.00 |
| Mashonaland East    | 86.65              | 12.43     | 0.92         | 100.00 | 70.31      | 29.17     | 0.52         | 100.00 |
| Mashonaland West    | 67.97              | 30.59     | 1.44         | 100.00 | 52.32      | 46.91     | 0.77         | 100.00 |
| Masvingo            | 79.77              | 19.89     | 0.34         | 100.00 | 72.30      | 26.32     | 1.39         | 100.00 |
| Matabeleland North  | 76.43              | 21.97     | 1.59         | 100.00 | 59.51      | 40.49     | 0.00         | 100.00 |
| Matabeleland South  | 85.71              | 12.59     | 1.69         | 100.00 | 75.29      | 24.12     | 0.59         | 100.00 |
| Midlands            | 82.90              | 15.69     | 1.41         | 100.00 | 72.16      | 27.57     | 0.27         | 100.00 |
| Total               | 78.64              | 15.75     | 5.61         | 100.00 | 69.09      | 28.88     | 2.03         | 100.00 |

### 2.3.2 Location

In 2017, 68 percent of Zimbabwe's population resides in rural areas (Intercensal Demographic Survey (ICDS), 2017). In 2019, 80.95 percent (5 400) of all primary schools are in rural areas and 77.93 percent (2 302) of all secondary schools are in rural areas, with the remainders being urban, Table 2.11 and Figure 2.8. This scenario might point to relatively higher pressure for primary schools in urban areas than rural areas.

Figure 2.8: Schools by Level of Education and Location, Percentage, Zimbabwe, 2019



Among the predominantly rural provinces, Masvingo province has the highest proportion of rural primary schools of 95.66 percent, whilst Manicaland Province has the lowest percentage of 78.26 percent. Bulawayo province has 17 rural primary schools, with Harare province having 12. Similarly, as for primary schools, among the predominantly rural provinces, Matabeleland North province has the highest proportion of rural secondary schools of 94.63 percent, whilst Midlands province has the lowest percentage of 83.51 percent, followed by Mashonaland West province with 83.76 percent. Bulawayo province has 3 rural secondary schools, with Harare province having 5.

Table 2.11: Schools by Level of Education, Location (Rural and Urban) and Province, Zimbabwe, 2019

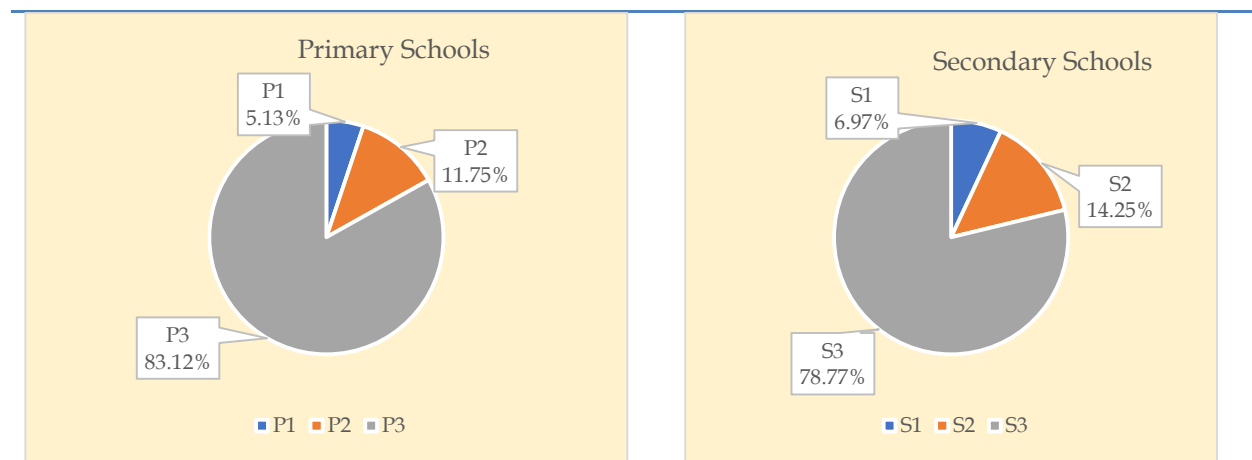
| Province            | Level of Education |       |       |         |           |       |       |         | Total |
|---------------------|--------------------|-------|-------|---------|-----------|-------|-------|---------|-------|
|                     | Primary            |       |       |         | Secondary |       |       |         |       |
|                     | Rural              | Urban | Total | % Rural | Rural     | Urban | Total | % Rural |       |
| Bulawayo            | 17                 | 276   | 293   | 5.80    | 3         | 93    | 96    | 3.13    | 389   |
| Harare              | 12                 | 309   | 321   | 3.74    | 5         | 273   | 278   | 1.80    | 599   |
| Manicaland          | 839                | 233   | 1 072 | 78.26   | 380       | 63    | 443   | 85.78   | 1 515 |
| Mashonaland Central | 511                | 56    | 567   | 90.12   | 244       | 15    | 259   | 94.21   | 826   |
| Mashonaland East    | 696                | 68    | 764   | 91.10   | 350       | 34    | 384   | 91.15   | 1 148 |
| Mashonaland West    | 670                | 95    | 765   | 87.58   | 325       | 63    | 388   | 83.76   | 1 153 |
| Masvingo            | 837                | 38    | 875   | 95.66   | 335       | 26    | 361   | 92.80   | 1 236 |
| Matabeleland North  | 575                | 53    | 628   | 91.56   | 194       | 11    | 205   | 94.63   | 833   |
| Matabeleland South  | 497                | 35    | 532   | 93.42   | 157       | 13    | 170   | 92.35   | 702   |
| Midlands            | 746                | 108   | 854   | 87.35   | 309       | 61    | 370   | 83.51   | 1 224 |
| Total               | 5 400              | 1 271 | 6 671 | 80.95   | 2 302     | 652   | 2 954 | 77.93   | 9 625 |

### 2.3.3 Per Capita Grant Classification

Schools are categorized by the economic status of communities sending their children to these schools. This determines the per capita grant allocated to them by the government. P1 and S1 schools are in urban low-density areas and some elite boarding schools regardless of their location. P2 and S2 schools are in urban high-density areas including government schools and some boarding schools belonging to church organizations located in rural areas. P3 and S3 schools are in rural areas. In terms of government aid, P3 and S3 schools will get the highest per capita learner grant and S1 and P1 the lowest.

Most of primary and secondary schools are P3 and S3. In 2019, 83.12 percent and 78.77 percent of the schools in Zimbabwe were P3 and S3, respectively, Figure 2.9. P2 and S2 are 11.75 percent and 14.25 percent, respectively. P1 and S1 schools have the smallest proportions of 5.13 percent and 6.97 percent, respectively

Figure 2.9 Schools by Level of Education and Per Capita Grant Classification, Zimbabwe, 2019



The predominantly rural provinces have very high proportions of both P3 and S3 schools. For P3 schools, Masvingo province has the highest proportion of 97.37 percent, whilst Manicaland province has the lowest of 81.53 percent. Harare and Bulawayo provinces have 11.21 percent and 13.65 percent of P3 schools, respectively. For S3 schools, the proportions range from 83.51 percent for Midlands province to about 95.12 percent for Matabeleland North province. Harare and Bulawayo provinces have 12.95 percent and 22.92 percent of their schools being S3, respectively.

Table 2.12: Schools by Level of Education, Capitation Grant Classification and Province, Number and Percentage, Zimbabwe, 2019

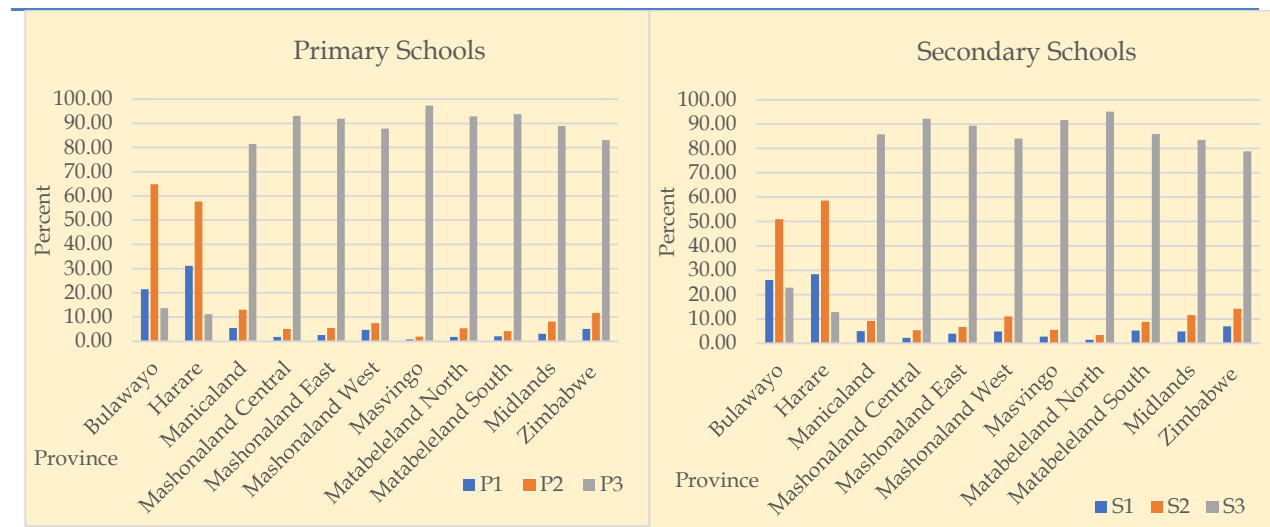
| Province            | Level of Education |       |       |        |           |       |       |        | Grand Total |
|---------------------|--------------------|-------|-------|--------|-----------|-------|-------|--------|-------------|
|                     | Primary            |       |       |        | Secondary |       |       |        |             |
|                     | P1                 | P2    | P3    | Total  | S1        | S2    | S3    | Total  |             |
|                     | Number             |       |       |        |           |       |       |        |             |
| Bulawayo            | 63                 | 190   | 40    | 293    | 25        | 49    | 22    | 96     | 389         |
| Harare              | 100                | 185   | 36    | 321    | 79        | 163   | 36    | 278    | 599         |
| Manicaland          | 59                 | 139   | 874   | 1 072  | 22        | 41    | 380   | 443    | 1 515       |
| Mashonaland Central | 10                 | 29    | 528   | 567    | 6         | 14    | 239   | 259    | 826         |
| Mashonaland East    | 20                 | 42    | 702   | 764    | 15        | 26    | 343   | 384    | 1 148       |
| Mashonaland West    | 36                 | 57    | 672   | 765    | 19        | 43    | 326   | 388    | 1 153       |
| Masvingo            | 6                  | 17    | 852   | 875    | 10        | 20    | 331   | 361    | 1 236       |
| Matabeleland North  | 11                 | 34    | 583   | 628    | 3         | 7     | 195   | 205    | 833         |
| Matabeleland South  | 11                 | 22    | 499   | 532    | 9         | 15    | 146   | 170    | 702         |
| Midlands            | 26                 | 69    | 759   | 854    | 18        | 43    | 309   | 370    | 1 224       |
| Total               | 342                | 784   | 5 545 | 6 671  | 206       | 421   | 2 327 | 2 954  | 9 625       |
|                     | Percentage         |       |       |        |           |       |       |        |             |
| Bulawayo            | 21.50              | 64.85 | 13.65 | 100.00 | 26.04     | 51.04 | 22.92 | 100.00 |             |
| Harare              | 31.15              | 57.63 | 11.21 | 100.00 | 28.42     | 58.63 | 12.95 | 100.00 |             |
| Manicaland          | 5.50               | 12.97 | 81.53 | 100.00 | 4.97      | 9.26  | 85.78 | 100.00 |             |
| Mashonaland Central | 1.76               | 5.11  | 93.12 | 100.00 | 2.32      | 5.41  | 92.28 | 100.00 |             |
| Mashonaland East    | 2.62               | 5.50  | 91.88 | 100.00 | 3.91      | 6.77  | 89.32 | 100.00 |             |
| Mashonaland West    | 4.71               | 7.45  | 87.84 | 100.00 | 4.90      | 11.08 | 84.02 | 100.00 |             |
| Masvingo            | 0.69               | 1.94  | 97.37 | 100.00 | 2.77      | 5.54  | 91.69 | 100.00 |             |
| Matabeleland North  | 1.75               | 5.41  | 92.83 | 100.00 | 1.46      | 3.41  | 95.12 | 100.00 |             |
| Matabeleland South  | 2.07               | 4.14  | 93.80 | 100.00 | 5.29      | 8.82  | 85.88 | 100.00 |             |
| Midlands            | 3.04               | 8.08  | 88.88 | 100.00 | 4.86      | 11.62 | 83.51 | 100.00 |             |
| Total               | 5.13               | 11.75 | 83.12 | 100.00 | 6.97      | 14.25 | 78.77 | 100.00 |             |

Harare and Bulawayo have the biggest proportions of P2 schools consisting 57.63 percent and 64.85 percent of their schools, respectively. For the predominantly rural provinces, Manicaland province has the highest proportion (12.97 percent) and Masvingo province the lowest (1.94 percent). Harare and Bulawayo provinces, which are predominantly urban have at least half of their secondary schools in the S2 category, 58.63 percent and 51.04 percent, respectively.

Bulawayo (31.15 percent) and Harare (21.50 percent) have the highest proportion of P1 schools. For the predominantly rural provinces the proportions range from 0.69 percent for Masvingo province to 5.50 percent for Manicaland province. The picture for S1 schools is similar with Harare (28.42 percent) and Bulawayo (26.04 percent) having the highest proportions. For the predominantly rural provinces the proportions range from 1.46 percent for Matabeleland North province to 5.29 percent for Matabeleland South province.

For S2 type schools, Midlands province has the highest proportion (11.62 percent) and Matabeleland North province the lowest (3.41 percent). Harare and Bulawayo provinces, which are predominantly urban have at least half of their secondary schools in the S2 category, 58.63 percent and 51.04 percent, respectively.

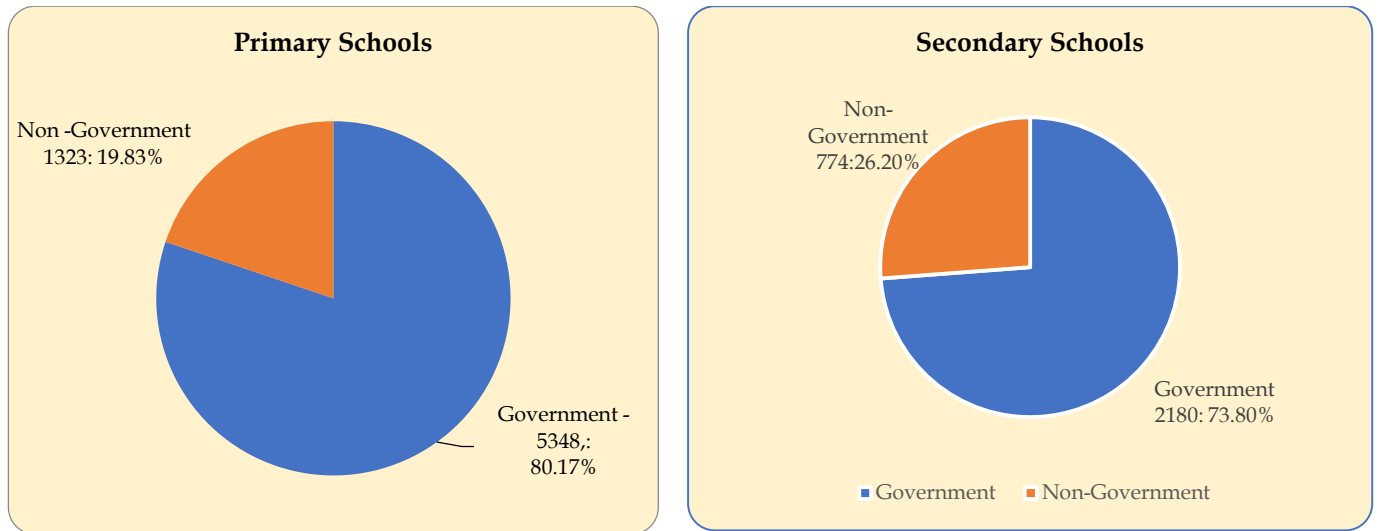
Figure 2.10: Schools by Level of Education, Capitation Grant Type and Province, Zimbabwe, 2019



### 2.3.4 Government and Non-Government

Schools are classified into Government and Non-Government. Government schools are classified as follows: Government, Other Government Line Ministries, City Council, District Council and Town Board. Non-Government schools are classified as follows: Church/Mission, Mine, Private Company, Farm, Trust, Private Individual and other. In 2019, 80.17 percent of the primary schools and 73.80 percent of the secondary ones are run by Government, Figure 2.11.

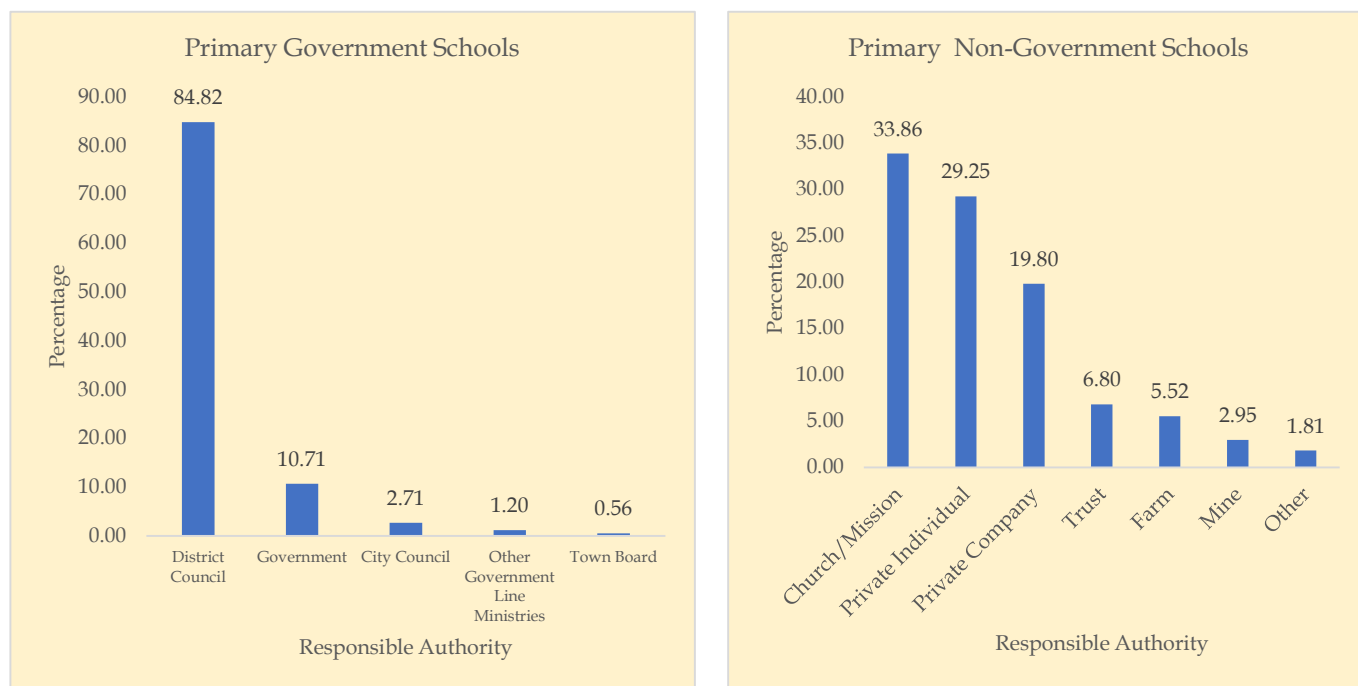
Figure 2.11: Schools by Level of Education and Whether Run by Government or Non-Government, Percentage and Number, Zimbabwe, 2019



District Council schools constitute 84.82 percent of all primary Government schools, followed by Government schools which constitute 10.71 percent, Figure 2.12. Of all Non-Government schools, the highest proportion (33.86 percent) are church/mission schools, 29.25 percent private individual schools, and 19.8 percent private company schools. Trust schools, Farm schools, and Mine schools constitute 6.80 percent, 5.52 percent, and 2.95 percent of all Non-government primary schools, respectively.



Figure 2.12: Primary Schools, Government and Non-Government by Responsible Authority, Percentage Distribution, Zimbabwe, 2019



In Harare and Bulawayo provinces, Government primary schools are mainly run by Central Government, whilst in the predominantly rural provinces most schools are run by District Councils, ranging from 84.81 percent in Mashonaland West province to at least 93.37 percent in Matabeleland North province, Matabeleland South province (93.35 percent) and Mashonaland Central province (93.28 percent) , Table 2.13.

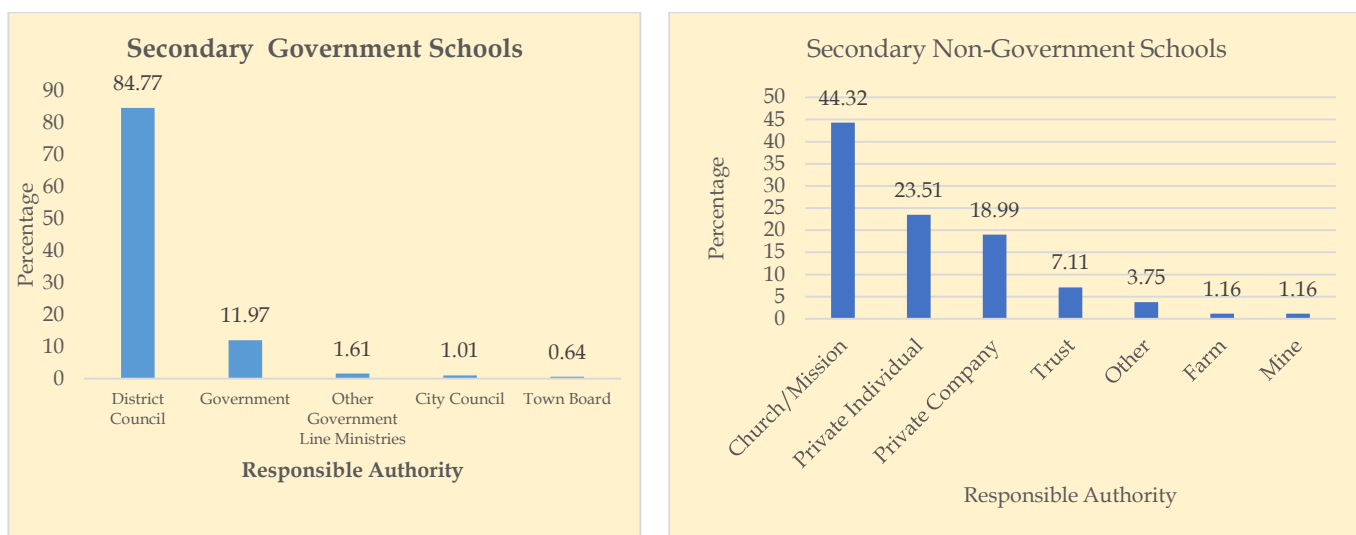
For Non-Government primary schools, in Bulawayo , Harare, Manicaland , Mashonaland Central and Mashonaland East provinces, the highest proportions are run by private individual whilst in the other predominantly rural provinces the highest proportion is run by Churches/ Missions. The proportion of primary schools run by churches in predominantly rural provinces range from 25.27 percent in Mashonaland Central province to 58.82 percent in Matabeleland North province. Mashonaland East province has almost equal proportions of church/mission schools and private schools of at least 27 percent each. Schools run by private companies have also sizeable proportions ranging from 11.76 percent for Matabeleland North province to 31.91 percent for Harare province. The proportion of Trust schools is very small in all provinces ranging from 2.20 percent in Mashonaland Central province to 25.53 percent in Harare. This is the same situation for Mine and Farm schools. Manicaland province has no mine school.

Table 2.13: Primary Schools by Type, Responsible Authority and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Government   |            |                  |            |                                  |        | Non-Government |       |       |       |                 |       |                    | Grand Total | % Government |       |
|---------------------|--------------|------------|------------------|------------|----------------------------------|--------|----------------|-------|-------|-------|-----------------|-------|--------------------|-------------|--------------|-------|
|                     | City Council | Government | District Council | Town Board | Other Government Line Ministries | Total  | Church/Mission | Farm  | Mine  | Other | Private Company | Trust | Private Individual |             |              | Total |
|                     | Number       |            |                  |            |                                  |        |                |       |       |       |                 |       |                    |             |              |       |
| Bulawayo            | 43           | 67         | 13               | 0          | 5                                | 128    | 33             | 1     | 0     | 1     | 35              | 13    | 82                 | 165         | 293          | 43.69 |
| Harare              | 38           | 117        | 6                | 5          | 14                               | 180    | 21             | 3     | 0     | 2     | 45              | 36    | 34                 | 141         | 321          | 56.07 |
| Manicaland          | 14           | 74         | 632              | 1          | 13                               | 734    | 105            | 17    | 0     | 4     | 60              | 9     | 143                | 338         | 1 072        | 68.47 |
| Mashonaland Central | 4            | 22         | 444              |            | 6                                | 476    | 23             | 10    | 6     | 1     | 17              | 2     | 32                 | 91          | 567          | 83.95 |
| Mashonaland East    | 6            | 33         | 597              | 6          | 3                                | 645    | 32             | 12    | 2     | 8     | 25              | 7     | 33                 | 119         | 764          | 84.42 |
| Mashonaland West    | 16           | 66         | 575              | 8          | 13                               | 678    | 34             | 8     | 3     | 3     | 18              | 8     | 13                 | 87          | 765          | 88.63 |
| Masvingo            | 9            | 73         | 699              | 0          | 1                                | 782    | 49             | 11    | 5     |       | 21              | 4     | 3                  | 93          | 875          | 89.37 |
| Matabeleland North  | 1            | 28         | 507              | 3          | 4                                | 543    | 50             | 1     | 6     | 3     | 10              | 5     | 10                 | 85          | 628          | 86.46 |
| Matabeleland South  | 2            | 23         | 435              | 4          | 2                                | 466    | 38             | 4     | 1     | 1     | 8               | 2     | 12                 | 66          | 532          | 87.59 |
| Midlands            | 12           | 70         | 628              | 3          | 3                                | 716    | 63             | 6     | 16    | 1     | 23              | 4     | 25                 | 138         | 854          | 83.84 |
| Total               | 145          | 573        | 4 536            | 30         | 64                               | 5 348  | 448            | 73    | 39    | 24    | 262             | 90    | 387                | 1 323       | 6 671        | 80.17 |
|                     | Percentage   |            |                  |            |                                  |        |                |       |       |       |                 |       |                    |             |              |       |
| Bulawayo            | 33.59        | 52.34      | 10.16            | 0.00       | 3.91                             | 100.00 | 20.00          | 0.61  | 0.00  | 0.61  | 21.21           | 7.88  | 49.70              | 100.00      |              |       |
| Harare              | 21.11        | 65.00      | 3.33             | 2.78       | 7.78                             | 100.00 | 14.89          | 2.13  | 0.00  | 1.42  | 31.91           | 25.53 | 24.11              | 100.00      |              |       |
| Manicaland          | 1.91         | 10.08      | 86.10            | 0.14       | 1.77                             | 100.00 | 31.07          | 5.03  | 0.00  | 1.18  | 17.75           | 2.66  | 42.31              | 100.00      |              |       |
| Mashonaland Central | 0.84         | 4.62       | 93.28            | 0.00       | 1.26                             | 100.00 | 25.27          | 10.99 | 6.59  | 1.10  | 18.68           | 2.20  | 35.16              | 100.00      |              |       |
| Mashonaland East    | 0.93         | 5.12       | 92.56            | 0.93       | 0.47                             | 100.00 | 26.89          | 10.08 | 1.68  | 6.72  | 21.01           | 5.88  | 27.73              | 100.00      |              |       |
| Mashonaland West    | 2.36         | 9.73       | 84.81            | 1.18       | 1.92                             | 100.00 | 39.08          | 9.20  | 3.45  | 3.45  | 20.69           | 9.20  | 14.94              | 100.00      |              |       |
| Masvingo            | 1.15         | 9.34       | 89.39            | 0.00       | 0.13                             | 100.00 | 52.69          | 11.83 | 5.38  | 0.00  | 22.58           | 4.30  | 3.23               | 100.00      |              |       |
| Matabeleland North  | 0.18         | 5.16       | 93.37            | 0.55       | 0.74                             | 100.00 | 58.82          | 1.18  | 7.06  | 3.53  | 11.76           | 5.88  | 11.76              | 100.00      |              |       |
| Matabeleland South  | 0.43         | 4.94       | 93.35            | 0.86       | 0.43                             | 100.00 | 57.58          | 6.06  | 1.52  | 1.52  | 12.12           | 3.03  | 18.18              | 100.00      |              |       |
| Midlands            | 1.68         | 9.78       | 87.71            | 0.42       | 0.42                             | 100.00 | 45.65          | 4.35  | 11.59 | 0.72  | 16.67           | 2.90  | 18.12              | 100.00      |              |       |
| Total               | 2.71         | 10.71      | 84.82            | 0.56       | 1.20                             | 100.00 | 33.86          | 5.52  | 2.95  | 1.81  | 19.80           | 6.80  | 29.25              | 100.00      |              |       |

Of all secondary schools classified as government, a further breakdown by responsible authorities indicate that 84.77 percent and 11.97 percent are run by district councils and Central Government, respectively. The remainder is shared between other government line ministries (1.61 percent), City councils (1.01 percent) and Town boards (0.64 percent), Figure 2.13 and Table 2. 16.

Figure 2.13: Secondary Schools, Government and Non-Government by Responsible Authority, Percentage Distribution, Zimbabwe, 2019.



Church/Mission schools constitute the biggest proportion (44.32 percent) of non-government secondary schools, followed by private individual run schools (23.51 percent) private company, Trust , Farm , Mine in that order, Figure 2.13 and Table 2.14.

Similarly, for secondary schools, in Bulawayo and Harare provinces, Government schools are mainly run by Central Government at 86.84 percent and 75.29 percent, respectively. For the predominantly rural provinces most schools are run by District Councils, ranging from 86.30 percent in Midlands province to 93.66 percent Masvingo province, Table 2.14. For the Non-Government secondary schools, in Harare and Bulawayo provinces the highest proportions are run by private individuals at 40.93 percent and 32.76 percent, respectively. In the predominantly rural provinces most secondary schools are run by Churches/ Missions, and Matabeleland North province has the highest proportion of 75.00 percent and Mashonaland West province the lowest with 39.06 percent. Secondary schools run by private companies have also sizeable proportions ranging from 2.78 percent for Matabeleland North province to 31.03 percent for Bulawayo province. The proportions of Trust, Mine and Farm schools are very small, with some provinces not having the last two.

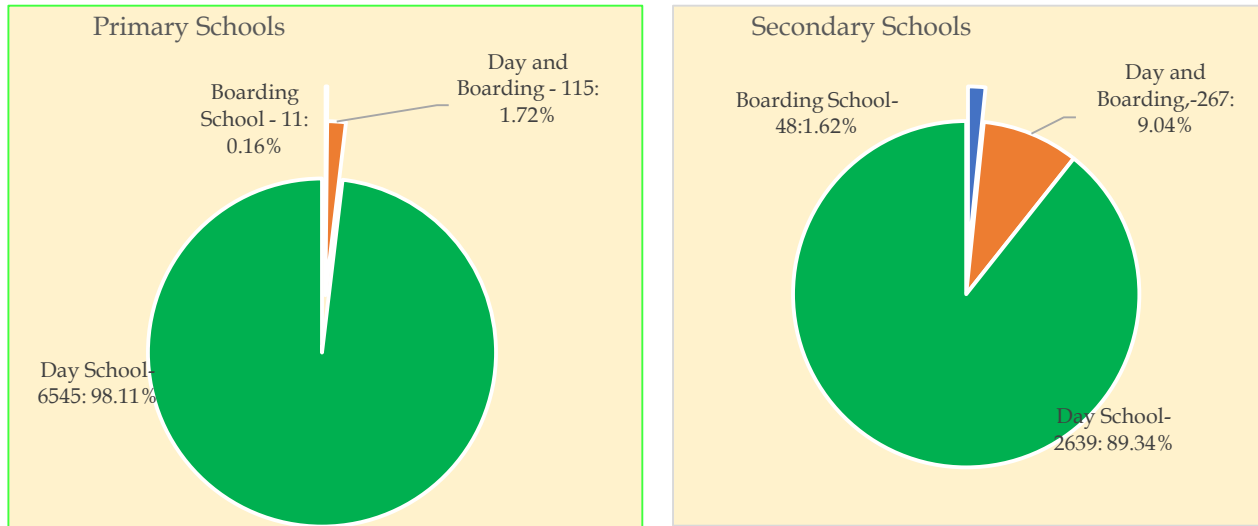
Table 2.14: Secondary Schools by Type, Responsible Authority and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Government        |            |                  |            |                  |       | Non Government |      |      |       |                 |       |                    |       | Grand Total | % Government |
|---------------------|-------------------|------------|------------------|------------|------------------|-------|----------------|------|------|-------|-----------------|-------|--------------------|-------|-------------|--------------|
|                     | City Council      | Government | District Council | Town Board | Other Government | Total | Church/Mission | Farm | Mine | Other | Private Company | Trust | Private Individual | Total |             |              |
|                     | <b>Number</b>     |            |                  |            |                  |       |                |      |      |       |                 |       |                    |       |             |              |
| Bulawayo            | 0                 | 33         | 4                | 0          | 1                | 38    | 12             | 0    | 0    | 3     | 18              | 6     | 19                 | 58    | 96          | 39.58        |
| Harare              | 1                 | 64         | 1                | 4          | 15               | 85    | 23             | 0    | 1    | 13    | 53              | 24    | 79                 | 193   | 278         | 30.58        |
| Manicaland          | 5                 | 26         | 277              | 1          | 2                | 311   | 86             | 3    | 0    | 3     | 16              | 5     | 19                 | 132   | 443         | 70.20        |
| Mashonaland Central | 1                 | 13         | 203              | 0          | 2                | 219   | 23             | 1    | 1    | 1     | 8               | 1     | 5                  | 40    | 259         | 84.56        |
| Mashonaland East    | 3                 | 18         | 289              | 3          | 3                | 316   | 35             | 3    | 1    | 2     | 14              | 3     | 10                 | 68    | 384         | 82.29        |
| Mashonaland West    | 5                 | 25         | 284              | 2          | 8                | 324   | 25             | 1    | 2    | 3     | 12              | 6     | 15                 | 64    | 388         | 83.51        |
| Masvingo            | 0                 | 17         | 266              | 0          | 1                | 284   | 49             | 0    | 0    | 1     | 13              | 4     | 10                 | 77    | 361         | 78.67        |
| Matabeleland North  | 1                 | 19         | 147              | 2          | 0                | 169   | 27             | 0    | 1    | 0     | 1               | 2     | 5                  | 36    | 205         | 82.44        |
| Matabeleland South  | 3                 | 11         | 125              | 1          | 2                | 142   | 20             | 0    | 1    | 0     | 1               | 1     | 5                  | 28    | 170         | 83.53        |
| Midlands            | 3                 | 35         | 252              | 1          | 1                | 292   | 43             | 1    | 2    | 3     | 11              | 3     | 15                 | 78    | 370         | 78.92        |
| Grand Total         | 22                | 261        | 1848             | 14         | 35               | 2180  | 343            | 9    | 9    | 29    | 147             | 55    | 182                | 774   | 2954        | 73.80        |
|                     | <b>Percentage</b> |            |                  |            |                  |       |                |      |      |       |                 |       |                    |       |             |              |
| Bulawayo            | 0                 | 86.84      | 10.53            | 0          | 2.63             | 100   | 20.69          | 0    | 0    | 5.17  | 31.03           | 10.34 | 32.76              | 100   |             |              |
| Harare              | 1.18              | 75.29      | 1.18             | 4.71       | 17.65            | 100   | 11.92          | 0    | 0.52 | 6.74  | 27.46           | 12.44 | 40.93              | 100   |             |              |
| Manicaland          | 1.61              | 8.36       | 89.07            | 0.32       | 0.64             | 100   | 65.15          | 2.27 | 0    | 2.27  | 12.12           | 3.79  | 14.39              | 100   |             |              |
| Mashonaland Central | 0.46              | 5.94       | 92.69            | 0          | 0.91             | 100   | 57.5           | 2.5  | 2.5  | 2.5   | 20              | 2.5   | 12.5               | 100   |             |              |
| Mashonaland East    | 0.95              | 5.7        | 91.46            | 0.95       | 0.95             | 100   | 51.47          | 4.41 | 1.47 | 2.94  | 20.59           | 4.41  | 14.71              | 100   |             |              |
| Mashonaland West    | 1.54              | 7.72       | 87.65            | 0.62       | 2.47             | 100   | 39.06          | 1.56 | 3.13 | 4.69  | 18.75           | 9.38  | 23.44              | 100   |             |              |
| Masvingo            | 0                 | 5.99       | 93.66            | 0          | 0.35             | 100   | 63.64          | 0    | 0    | 1.3   | 16.88           | 5.19  | 12.99              | 100   |             |              |
| Matabeleland North  | 0.59              | 11.24      | 86.98            | 1.18       | 0                | 100   | 75             | 0    | 2.78 | 0     | 2.78            | 5.56  | 13.89              | 100   |             |              |
| Matabeleland South  | 2.11              | 7.75       | 88.03            | 0.7        | 1.41             | 100   | 71.43          | 0    | 3.57 | 0     | 3.57            | 3.57  | 17.86              | 100   |             |              |
| Midlands            | 1.03              | 11.99      | 86.3             | 0.34       | 0.34             | 100   | 55.13          | 1.28 | 2.56 | 3.85  | 14.1            | 3.85  | 19.23              | 100   |             |              |
| Total               | 1.01              | 11.97      | 84.77            | 0.64       | 1.61             | 100   | 44.32          | 1.16 | 1.16 | 3.75  | 18.99           | 7.11  | 23.51              | 100   |             |              |

### 2.3.5 Mode of Operation

For both primary and secondary levels of education, most schools are day schools constituting, 98.11 percent and 89.34 percent, respectively, Figure 2.14. At primary school level 1.72 percent are combined day and boarding schools, with 0.16 percent (11 schools) being boarding. At secondary school level 9.04 percent are combined day and boarding schools, with 1.62 percent (48 schools) being boarding.

Figure 2.14: Schools by Level of Education and Operation Mode, Percentage Distribution, Zimbabwe, 2019.



All Matabeleland North province primary schools are day schools whereas, Harare province has the lowest percentage of primary day schools (96.26 percent). Mashonaland West province has the highest proportion (92.01 percent) of secondary Day Schools and Matabeleland South province the lowest (81.18 percent), Table 2.15.

Table 2.15: Schools by Level of Education, Level of Operation and Province, Zimbabwe, 2019

| Province            | Primary           |                  |            |        | Secondary       |                  |            |        |
|---------------------|-------------------|------------------|------------|--------|-----------------|------------------|------------|--------|
|                     | Mode of Operation |                  |            |        |                 |                  |            |        |
|                     | Boarding School   | Day and Boarding | Day School | Total  | Boarding School | Day and Boarding | Day School | Total  |
| Number              |                   |                  |            |        |                 |                  |            |        |
| Bulawayo            | 0                 | 7                | 286        | 293    | 2               | 12               | 82         | 96     |
| Harare              | 1                 | 11               | 309        | 321    | 6               | 22               | 250        | 278    |
| Manicaland          | 1                 | 25               | 1 046      | 1 072  | 6               | 43               | 394        | 443    |
| Mashonaland Central | 0                 | 5                | 562        | 567    | 2               | 19               | 238        | 259    |
| Mashonaland East    | 3                 | 15               | 746        | 764    | 8               | 33               | 343        | 384    |
| Mashonaland West    | 2                 | 16               | 747        | 765    | 8               | 23               | 357        | 388    |
| Masvingo            | 3                 | 10               | 862        | 875    | 5               | 26               | 330        | 361    |
| Matabeleland North  | 0                 | 0                | 628        | 628    | 5               | 20               | 180        | 205    |
| Matabeleland South  | 0                 | 8                | 524        | 532    | 2               | 30               | 138        | 170    |
| Midlands            | 1                 | 18               | 835        | 854    | 4               | 39               | 327        | 370    |
| Grand Total         | 11                | 115              | 6 545      | 6 671  | 48              | 267              | 2 639      | 2 954  |
| Percentage          |                   |                  |            |        |                 |                  |            |        |
| Bulawayo            | 0.00              | 2.39             | 97.61      | 100.00 | 2.08            | 12.50            | 85.42      | 100.00 |
| Harare              | 0.31              | 3.43             | 96.26      | 100.00 | 2.16            | 7.91             | 89.93      | 100.00 |
| Manicaland          | 0.09              | 2.33             | 97.57      | 100.00 | 1.35            | 9.71             | 88.94      | 100.00 |
| Mashonaland Central | 0.00              | 0.88             | 99.12      | 100.00 | 0.77            | 7.34             | 91.89      | 100.00 |
| Mashonaland East    | 0.39              | 1.96             | 97.64      | 100.00 | 2.08            | 8.59             | 89.32      | 100.00 |
| Mashonaland West    | 0.26              | 2.09             | 97.65      | 100.00 | 2.06            | 5.93             | 92.01      | 100.00 |
| Masvingo            | 0.34              | 1.14             | 98.51      | 100.00 | 1.39            | 7.20             | 91.41      | 100.00 |
| Matabeleland North  | 0.00              | 0.00             | 100.00     | 100.00 | 2.44            | 9.76             | 87.80      | 100.00 |
| Matabeleland South  | 0.00              | 1.50             | 98.50      | 100.00 | 1.18            | 17.65            | 81.18      | 100.00 |
| Midlands            | 0.12              | 2.11             | 97.78      | 100.00 | 1.08            | 10.54            | 88.38      | 100.00 |
| Total               | 0.16              | 1.72             | 98.11      | 100.00 | 1.62            | 9.04             | 89.34      | 100.00 |

## 2.4. Conclusion

The Zimbabwe National Statistics Agency estimates that the school going age (3-18 years) population is 5 657 412 which is about 37.3 percent of the estimated total population of 15 159 624 in 2019, of whom half are females. The number of schools in Zimbabwe continue to grow to accommodate the growing school-age population. Government and the private sector continue to work together to make sure the right to education for every child, which is constitutional, is met by continuously expanding the sector. In 2019, there are 6 647 schools with ECD, 6 671 primary schools and 2 954 secondary schools. There is a near universal (99.64 percent) introduction of ECD in primary schools, but however, enrolments remain low. A higher percentage of primary schools (80.17 percent) than secondary ones (73.80 percent) are run by Government and the rest are Non-Governmental. Of all Non-Government schools, the highest proportions are church/mission schools with 33.86 percent and 44.32 percent, respectively for primary and secondary schools. The proportion of non-government schools run by private individuals are 29.25 percent and 23.51 percent for primary and secondary schools, respectively. Private companies run 19.80 percent and 18.99 percent of non-government primary and secondary schools, respectively.

## CHAPTER 3: ENROLMENT

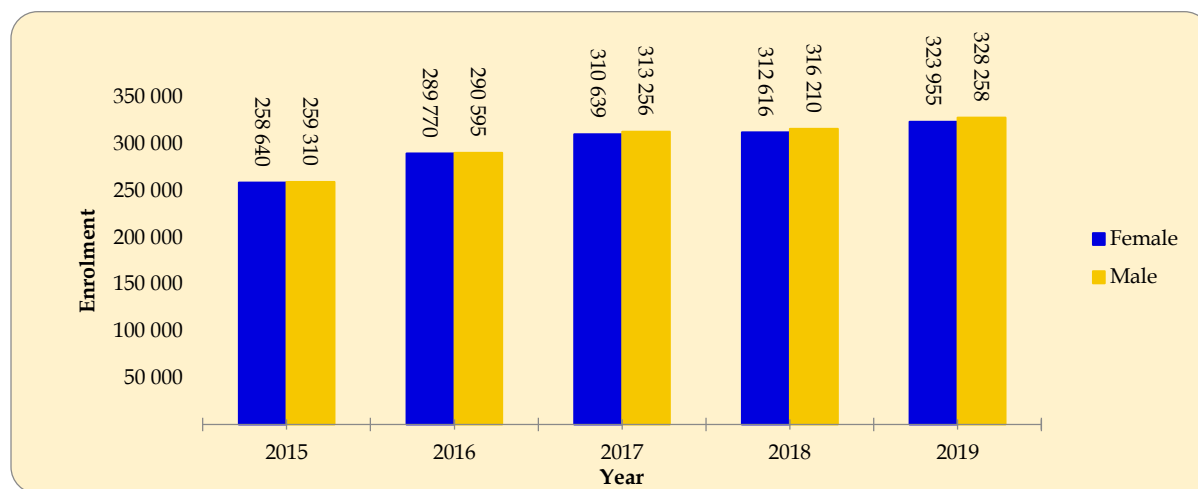
### 3.1. ECD Enrolment

There are 652 213 learners (females - 323 955; males - 328 258) enrolled for ECD in Zimbabwe. Progress has been registered in ECD enrolment as reflected in continuous positive annual percentage changes from 2015 to 2019, with the highest increase (21.07 percent: 90 124 learners) in 2015, when ECD was strictly enforced, Table 3.1 and Figure 3.1. The percentage increase between 2018 and 2019 was 3.72 percent (23 387 learners). There has been almost an equal number of females and males at EDC level since 2015.

Table 3.1: ECD Enrolment by Sex, Number and Percentage Change, Zimbabwe, 2015-2019

| Year | Male    | Female  | Total   | % Female | Change |        |
|------|---------|---------|---------|----------|--------|--------|
|      | No.     |         |         |          | %      | No.    |
| 2015 | 259 310 | 258 640 | 517 950 | 49.94    | 21.07  | 90 124 |
| 2016 | 290 595 | 289 770 | 580 365 | 49.93    | 12.05  | 62 415 |
| 2017 | 313 256 | 310 639 | 623 895 | 49.79    | 7.50   | 43 530 |
| 2018 | 316 210 | 312 616 | 628 826 | 49.71    | 0.79   | 4 931  |
| 2019 | 328 258 | 323 955 | 652 213 | 49.67    | 3.72   | 23 387 |

Figure 3.1: ECD Enrolment by Sex, Zimbabwe 2015-2019



Most of the learners (82.63 percent) at ECD level are in P3 type of schools, 13.07 percent in P2 and 4.30 percent in P1 schools, Table 3.2. A similar percentage distribution pattern is true for both



females and males. Generally equal proportions of females and males are in the three grant classes.

Table 3.2: ECD Enrolments by School Capitation Grant Classification and Sex, Zimbabwe, 2019

| Grant Class | ECD Enrolment, No. |         |         | % Female | % of Total |        |        |
|-------------|--------------------|---------|---------|----------|------------|--------|--------|
|             | Male               | Female  | Total   |          | Male       | Female | Total  |
| P1          | 14 055             | 14 007  | 28 062  | 49.91    | 4.28       | 4.32   | 4.30   |
| P2          | 42 944             | 42 289  | 85 233  | 49.62    | 13.08      | 13.05  | 13.07  |
| P3          | 271 259            | 267 659 | 538 918 | 49.67    | 82.64      | 82.62  | 82.63  |
| Total       | 328 258            | 323 955 | 652 213 | 49.67    | 100.00     | 100.00 | 100.00 |

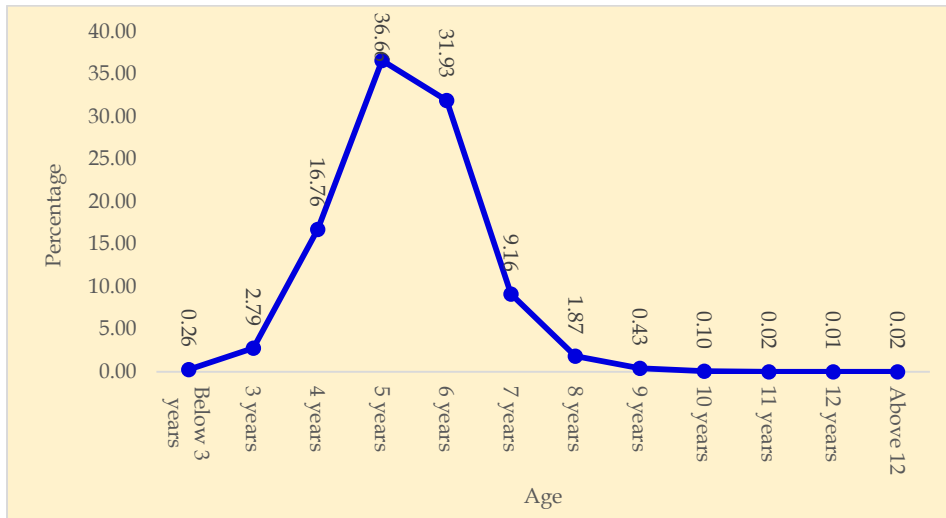
There are 298 000 learners enrolled in ECD A, with 354 213 in ECD B, with generally equal proportions of females and males, Table 3.3. For both ECD A and ECD B combined, 86.27 percent are enrolled in registered schools, 11.54 percent in satellite schools and 2.19 percent in unregistered schools. Both ECD A and ECD B enrolments for females and males, follow the same percentage distribution by registration status. For the three types of registration status, there are almost equal numbers of females and males.

Table 3.3: ECD Enrolments by School Registration Status, ECD level and Sex, Number and Percentage, Zimbabwe, 2019

| Registration Status | ECD A      |         |         |          | ECD B      |         |         |          | Grand Total |
|---------------------|------------|---------|---------|----------|------------|---------|---------|----------|-------------|
|                     | Male       | Female  | Total   | % Female | Male       | Female  | Total   | % Female |             |
|                     | Number     |         |         |          | Number     |         |         |          | Number      |
| Registered          | 128 534    | 126 776 | 255 310 | 49.66    | 155 299    | 152 054 | 307 353 | 49.47    | 562 663     |
| Satellite           | 17 399     | 17 661  | 35 060  | 50.37    | 19 991     | 20 237  | 40 228  | 50.31    | 75 288      |
| Unregistered        | 3 717      | 3 913   | 7 630   | 51.28    | 3 318      | 3 314   | 6 632   | 49.97    | 14 262      |
| Total               | 149 650    | 148 350 | 298 000 | 49.78    | 178 608    | 175 605 | 354 213 | 49.58    | 652 213     |
|                     | % of Total |         |         |          | % of Total |         |         |          | % of Total  |
| Registered          | 85.89      | 85.46   | 85.67   |          | 86.95      | 86.59   | 86.77   |          | 86.27       |
| Satellite           | 11.63      | 11.90   | 11.77   |          | 11.19      | 11.52   | 11.36   |          | 11.54       |
| Unregistered        | 2.48       | 2.64    | 2.56    |          | 1.86       | 1.89    | 1.87    |          | 2.19        |
| Total               | 100.00     | 100.00  | 100.00  |          | 100.00     | 100.00  | 100.00  |          | 100.00      |

The highest proportion of ECD learners are aged 5 years and 6 years with 36.66 percent and 31.93 percent, respectively Table 3.4 and Figure 3.2.

Figure 3.2: ECD Enrolments by Age, Percentage Distribution, Zimbabwe, 2019



For ECD A, 39.30 percent are correct aged learners (3-4 years), with 41.79 percent being aged 5 years. ECD A has a total of 60.18 percent of its learners being overaged (5 years and above), whilst 0.52 percent of underaged ones. For ECD B, 32.34 percent are correct aged learners (5 years), with 46.27 percent being aged 6 years. ECD B has a total of 64.68 percent of its learners being overaged (6 years and above), whilst 2.98 percent of underaged ones, Figure 3.3 and Table 3.4. Males are more likely to be overaged than females at both ECD levels. The high percentages of overaged pupils are mainly due to the high demand for enrolment, in which case some correctly aged learners fail to enroll because there will not be any vacancies in schools and because of the distance of schools, particularly in rural areas.

Figure 3.3: ECD Learners by Level, Age and Sex, Zimbabwe, 2019

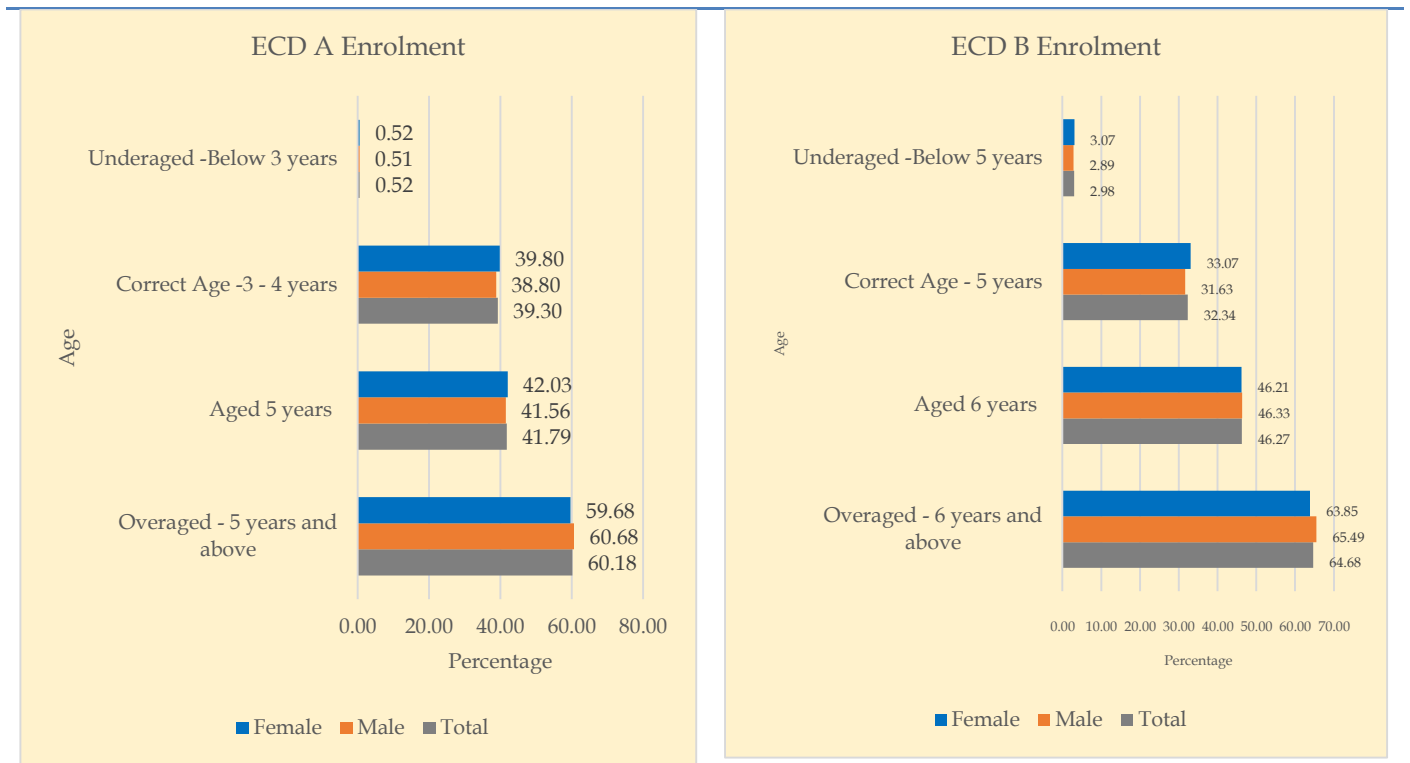


Table 3.4: ECD Enrolments by Level of Education, Sex and Age, Number and Percentage, Zimbabwe 2019

| Ages          | ECD A, No. |         |         | % Female | ECD B, No |         |         | % Female | Grand Total, No. | % Total |
|---------------|------------|---------|---------|----------|-----------|---------|---------|----------|------------------|---------|
|               | Male       | Female  | Total   |          | Male      | Female  | Total   |          |                  |         |
|               | Number     |         |         |          | Number    |         |         |          | Number           |         |
| Below 3 years | 769        | 774     | 1 543   | 50.16    | 76        | 54      | 130     | 41.54    | 1 673            | 0.26    |
| 3 years       | 8 792      | 9 149   | 17 941  | 50.99    | 153       | 134     | 287     | 46.69    | 18 228           | 2.79    |
| 4 years       | 49 274     | 49 895  | 99 169  | 50.31    | 4 929     | 5 206   | 10 135  | 51.37    | 109 304          | 16.76   |
| 5 years       | 62 189     | 62 352  | 124 541 | 50.07    | 56 485    | 58 080  | 114 565 | 50.70    | 239 106          | 36.66   |
| 6 years       | 22 976     | 21 351  | 44 327  | 48.17    | 82 757    | 81 153  | 163 910 | 49.51    | 208 237          | 31.93   |
| 7 years       | 4 560      | 3 931   | 8 491   | 46.30    | 26 567    | 24 666  | 51 233  | 48.14    | 59 724           | 9.16    |
| 8 years       | 791        | 638     | 1 429   | 44.65    | 5 801     | 4 943   | 10 744  | 46.01    | 12 173           | 1.87    |
| 9 years       | 176        | 178     | 354     | 50.28    | 1 375     | 1 046   | 2 421   | 43.21    | 2 775            | 0.43    |
| 10 years      | 36         | 27      | 63      | 42.86    | 340       | 231     | 571     | 40.46    | 634              | 0.10    |
| 11 years      | 17         | 8       | 25      | 32.00    | 56        | 52      | 108     | 48.15    | 133              | 0.02    |
| 12 years      | 11         | 15      | 26      | 57.69    | 37        | 20      | 57      | 35.09    | 83               | 0.01    |
| Above 12      | 59         | 32      | 91      | 35.16    | 32        | 20      | 52      | 38.46    | 143              | 0.02    |
| Total         | 149 650    | 148 350 | 298 000 | 49.78    | 178 608   | 175 605 | 354 213 | 49.58    | 652 213          | 100.00  |
|               | Percentage |         |         |          |           |         |         |          |                  |         |
| Below 3 years | 0.51       | 0.52    | 0.52    |          | 0.04      | 0.03    | 0.04    |          | 0.26             |         |
| 3 years       | 5.88       | 6.17    | 6.02    |          | 0.09      | 0.08    | 0.08    |          | 2.79             |         |
| 4 years       | 32.93      | 33.63   | 33.28   |          | 2.76      | 2.96    | 2.86    |          | 16.76            |         |
| 5 years       | 41.56      | 42.03   | 41.79   |          | 31.63     | 33.07   | 32.34   |          | 36.66            |         |
| 6 years       | 15.35      | 14.39   | 14.87   |          | 46.33     | 46.21   | 46.27   |          | 31.93            |         |
| 7 years       | 3.05       | 2.65    | 2.85    |          | 14.87     | 14.05   | 14.46   |          | 9.16             |         |
| 8 years       | 0.53       | 0.43    | 0.48    |          | 3.25      | 2.81    | 3.03    |          | 1.87             |         |
| 9 years       | 0.12       | 0.12    | 0.12    |          | 0.77      | 0.60    | 0.68    |          | 0.43             |         |
| 10 years      | 0.02       | 0.02    | 0.02    |          | 0.19      | 0.13    | 0.16    |          | 0.10             |         |
| 11 years      | 0.01       | 0.01    | 0.01    |          | 0.03      | 0.03    | 0.03    |          | 0.02             |         |
| 12 years      | 0.01       | 0.01    | 0.01    |          | 0.02      | 0.01    | 0.02    |          | 0.01             |         |
| Above 12      | 0.04       | 0.02    | 0.03    |          | 0.02      | 0.01    | 0.01    |          | 0.02             |         |
| Total         | 100.00     | 100.00  | 100.00  |          | 100.00    | 100.00  | 100.00  |          | 100.00           |         |

In 2019, 525 763 ECD learners (80.61 percent) are enrolled in rural schools, with 126 450 enrolled in urban ones, Table 3.5. This pattern of high proportions of ECD learners enrolled in rural schools is true for both ECD A and ECD B and for females and males.

Table 3.5: ECD Enrolments by Level, Sex and Location, Number and Percentage, Zimbabwe, 2019

| Location | ECD A      |         |         | ECD B   |         |         | Grand Total | ECD A    | ECD B    |
|----------|------------|---------|---------|---------|---------|---------|-------------|----------|----------|
|          | Male       | Female  | Total   | Male    | Female  | Total   |             | % Female | % Female |
|          | Number     |         |         |         |         |         |             |          |          |
| Rural    | 123 553    | 122 540 | 246 093 | 141 012 | 138 658 | 279 670 | 525 763     | 49.79    | 49.58    |
| Urban    | 26 097     | 25 810  | 51 907  | 37 596  | 36 947  | 74 543  | 126 450     | 49.72    | 49.56    |
| Total    | 149 650    | 148 350 | 298 000 | 178 608 | 175 605 | 354 213 | 652 213     | 49.78    | 49.58    |
|          | Percentage |         |         |         |         |         |             |          |          |
| Rural    | 82.56      | 82.60   | 82.58   | 78.95   | 78.96   | 78.96   | 80.61       |          |          |
| Urban    | 17.44      | 17.40   | 17.42   | 21.05   | 21.04   | 21.04   | 19.39       |          |          |
| Total    | 100.00     | 100.00  | 100.00  | 100.00  | 100.00  | 100.00  | 100.00      |          |          |

### 3.2. Primary School Enrolment

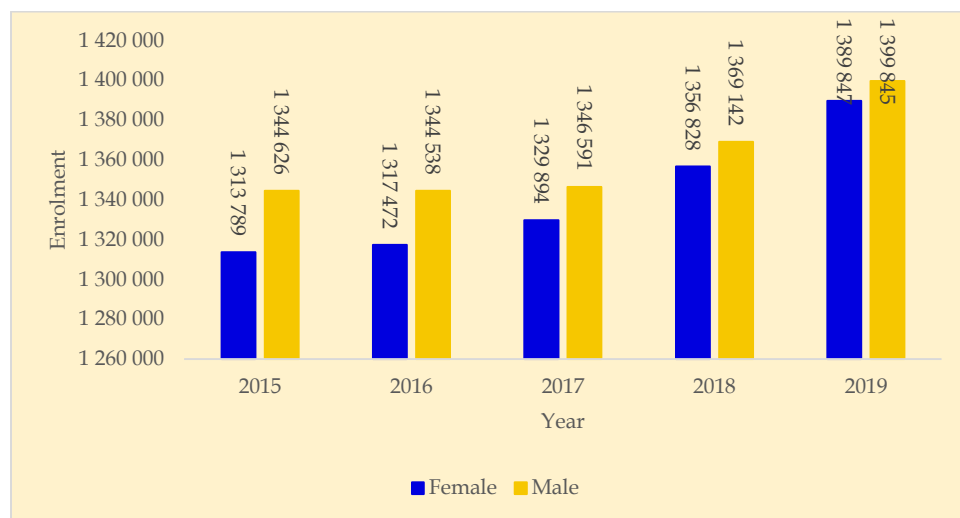
When Zimbabwe gained independence in 1980, the government started a massive expansion of the education system that saw phenomenal growth in primary school enrolments. In 2019, there are 2 789 692 primary school enrolments, with almost equal numbers for males and females, Table 3.6. Zimbabwe's primary school enrolment grew from 820 266 in 1979<sup>7</sup> to its current level, a percentage change of 240.10 percent. Since 2015 primary school enrolment has generally risen, with a small decline in 2015. Enrolment increased by 63 722 between 2018 and 2019.

Table 3.6 : Primary School Enrolment by Sex, Number and Percentage Change, Zimbabwe 2015-2019

| Year | Male      | Female    | Total.    | % Female | Change |        |
|------|-----------|-----------|-----------|----------|--------|--------|
|      | No.       |           |           |          | %      | No.    |
| 2015 | 1 344 626 | 1 313 789 | 2 658 415 | 49.42    | -1.00  | - 275  |
| 2016 | 1 344 538 | 1 317 472 | 2 662 010 | 49.49    | 0.14   | 3 595  |
| 2017 | 1 346 591 | 1 329 894 | 2 676 485 | 49.69    | 0.54   | 14 475 |
| 2018 | 1 369 142 | 1 356 828 | 2 725 970 | 49.77    | 1.85   | 49 485 |
| 2019 | 1 399 845 | 1 389 847 | 2 789 692 | 49.82    | 2.34   | 63 722 |

<sup>7</sup> Ministry of Education, Sport and Culture, 2007; Primary and Secondary Education Statistics Report 2000-2006 (Unpublished)

Figure 3.4: Primary School Enrolment by Sex, Zimbabwe, 2015 -2019



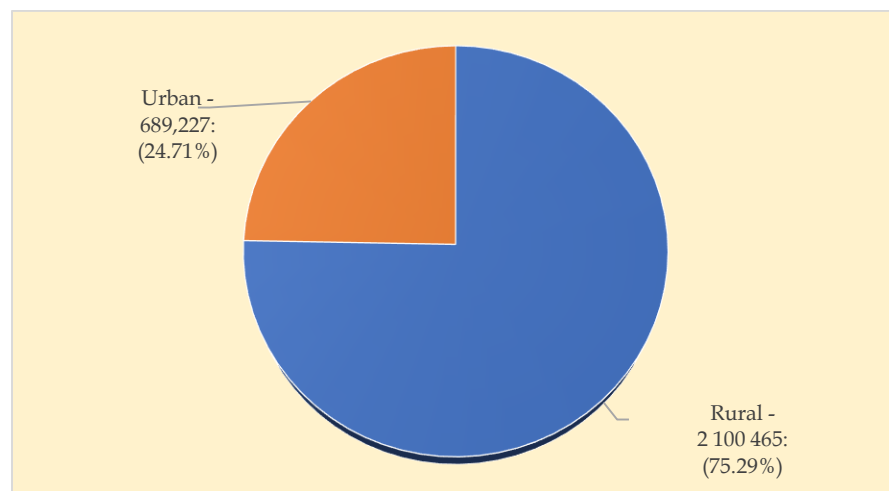
Primary school enrolments decrease with grade for both sexes and there are almost equal proportions of males and females in all grades, Table 3.7 However, for the skills orientation grade there are more males than females, with females constituting 39.76 percent of the learners.

Table 3.7: Primary School Enrolments by Sex and Grade, Number and Percentage , Zimbabwe 2019

| Grade              | Enrolment, No. |           |           | % Female |
|--------------------|----------------|-----------|-----------|----------|
|                    | Male           | Female    | Total     |          |
| Grade 1            | 234 888        | 227 332   | 462 220   | 49.18    |
| Grade 2            | 225 170        | 221 262   | 446 432   | 49.56    |
| Grade 3            | 211 906        | 212 684   | 424 590   | 50.09    |
| Grade 4            | 194 730        | 194 850   | 389 580   | 50.02    |
| Grade 5            | 184 303        | 184 258   | 368 561   | 49.99    |
| Grade 6            | 180 223        | 180 357   | 360 580   | 50.02    |
| Grade 7            | 163 338        | 165 615   | 328 953   | 50.35    |
| Skills Orientation | 5 287          | 3 489     | 8 776     | 39.76    |
| Total              | 1 399 845      | 1 389 847 | 2 789 692 | 49.82    |

In 2019, 2 100 465 (75.29 percent) of the primary school learners are enrolled in rural schools, with 689 227 (24.71 percent) enrolled in urban ones, Table 3.9 and Figure 3.5.

Figure 3.5: Primary School Enrolments by Location, Number and Percentage, Zimbabwe, 2019



For both rural and urban areas and females and males, primary school enrolments decrease with grade. All grades, in both rural and urban areas have almost equal numbers, except for the skills orientation grade which has more males than females, with females constituting, 41.13 percent in rural schools and 37.43 percent in urban schools.

Table 3.8: Primary Enrolment by Location, Sex and Grade, Number and Percentage, Zimbabwe, 2019

| Grade              | Rural, No. |           |           | % Female | Urban, No |         |         | % Female | Grand Total, No. | % Total |
|--------------------|------------|-----------|-----------|----------|-----------|---------|---------|----------|------------------|---------|
|                    | Male       | Female    | Total     |          | Male      | Female  | Total   |          |                  |         |
| Grade 1            | 178 511    | 172 117   | 350 628   | 49.09    | 56 377    | 55 215  | 111 592 | 49.48    | 462 220          | 16.57   |
| Grade 2            | 170 048    | 165 672   | 335 720   | 49.35    | 55 122    | 55 590  | 110 712 | 50.21    | 446 432          | 16.00   |
| Grade 3            | 158 592    | 158 685   | 317 277   | 50.01    | 53 314    | 53 999  | 107 313 | 50.32    | 424 590          | 15.22   |
| Grade 4            | 146 687    | 145 332   | 292 019   | 49.77    | 48 043    | 49 518  | 97 561  | 50.76    | 389 580          | 13.96   |
| Grade 5            | 139 732    | 138 638   | 278 370   | 49.8     | 44 571    | 45 620  | 90 191  | 50.58    | 368 561          | 13.21   |
| Grade 6            | 137 314    | 136 123   | 273 437   | 49.78    | 42 909    | 44 234  | 87 143  | 50.76    | 360 580          | 12.93   |
| Grade 7            | 123 130    | 124 367   | 247 497   | 50.25    | 40 208    | 41 248  | 81 456  | 50.64    | 328 953          | 11.79   |
| Skills Orientation | 3 248      | 2 269     | 5 517     | 41.13    | 2 039     | 1 220   | 3 259   | 37.43    | 8 776            | 0.31    |
| Total              | 1 057 262  | 1 043 203 | 2 100 465 | 49.67    | 342 583   | 346 644 | 689 227 | 50.29    | 2 789 692        | 100.00  |

More than three quarters (77.31 percent) of the primary school learners are enrolled in P3 schools, with 17.78 percent in P2 schools and 4.91 percent in P1 schools, Figure 3.6 and Table 3.10.

Generally, for primary school enrolment in P1 schools, there are more females than males in all grades, with almost equal proportions of males and females for P2 and P3 schools.

Figure 3.6: Primary School Enrolment by School Capitation Grant Classification, Number and Percentage, Zimbabwe, 2019

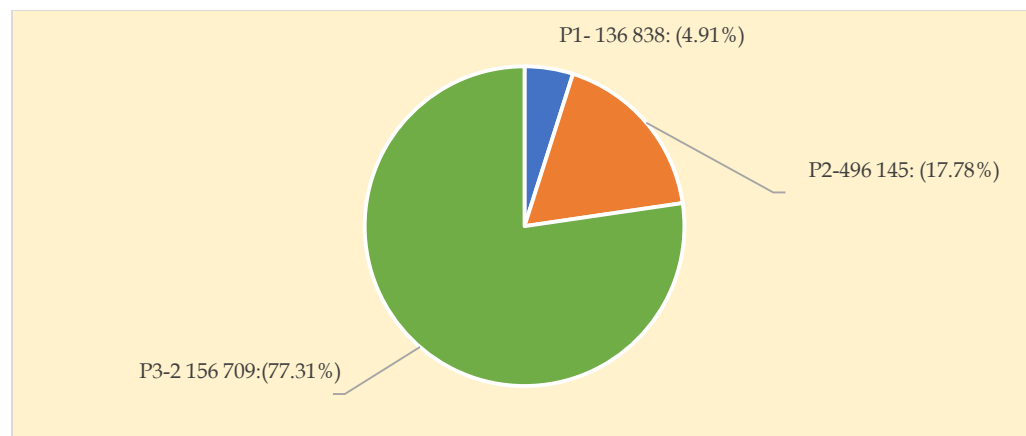


Table 3.9: Primary School Enrolment by School Capitation Grant Classification, Grade and Sex, Number and Percentage Zimbabwe, 2019

| Grade              | P1, No. |        |         | % Female | P2, No. |         |         | % Female | P3, No.   |           |           | % Female | Grand Total |
|--------------------|---------|--------|---------|----------|---------|---------|---------|----------|-----------|-----------|-----------|----------|-------------|
|                    | Male    | Female | Total   |          | Male    | Female  | Total   |          | Male      | Female    | Total     |          |             |
| Grade 1            | 10 439  | 10 851 | 21 290  | 50.97    | 41 030  | 39 689  | 80 719  | 49.17    | 183 419   | 176 792   | 360 211   | 49.08    | 462 220     |
| Grade 2            | 10 264  | 10 864 | 21 128  | 51.42    | 39 966  | 39 776  | 79 742  | 49.88    | 174 940   | 170 622   | 345 562   | 49.38    | 446 432     |
| Grade 3            | 10 257  | 10 726 | 20 983  | 51.12    | 38 541  | 38 764  | 77 305  | 50.14    | 163 108   | 163 194   | 326 302   | 50.01    | 424 590     |
| Grade 4            | 9 462   | 10 387 | 19 849  | 52.33    | 34 656  | 35 408  | 70 064  | 50.54    | 150 612   | 149 055   | 299 667   | 49.74    | 389 580     |
| Grade 5            | 8 830   | 9 491  | 18 321  | 51.80    | 32 204  | 32 715  | 64 919  | 50.39    | 143 269   | 142 052   | 285 321   | 49.79    | 368 561     |
| Grade 6            | 8 607   | 9 219  | 17 826  | 51.72    | 30 860  | 31 717  | 62 577  | 50.68    | 140 756   | 139 421   | 280 177   | 49.76    | 360 580     |
| Grade 7            | 8 081   | 8 693  | 16 774  | 51.82    | 29 226  | 29 513  | 58 739  | 50.24    | 126 031   | 127 409   | 253 440   | 50.27    | 328 953     |
| Skills Orientation | 438     | 229    | 667     | 34.33    | 1 324   | 756     | 2 080   | 36.35    | 3 525     | 2 504     | 6 029     | 41.53    | 8 776       |
| Total              | 66 378  | 70 460 | 136 838 | 51.49    | 247 807 | 248 338 | 496 145 | 50.05    | 1 085 660 | 1 071 049 | 2 156 709 | 49.66    | 2 789 692   |

A high proportion (89.27 percent) of the primary school learners are concentrated in registered schools, with 10.39 percent in satellite schools and 0.34 percent in unregistered schools Table 3.10.



Table 3.10: Primary School Enrolment by School Registration Status, Grade and Sex, Number and Percentage, Zimbabwe, 2019

| Grade              | Registered, No. |           |           | % Female | Satellite, No. |         |         | % Female | Unregistered, No. |        |       | % Female | Grand Total |
|--------------------|-----------------|-----------|-----------|----------|----------------|---------|---------|----------|-------------------|--------|-------|----------|-------------|
|                    | Male            | Female    | Total     |          | Male           | Female  | Total   |          | Male              | Female | Total |          |             |
| Grade 1            | 207 946         | 200 868   | 408 814   | 49.13    | 25 692         | 25 248  | 50 940  | 49.56    | 1 250             | 1 216  | 2 466 | 49.31    | 462 220     |
| Grade 2            | 199 547         | 196 033   | 395 580   | 49.56    | 24 709         | 24 206  | 48 915  | 49.49    | 914               | 1 023  | 1 937 | 52.81    | 446 432     |
| Grade 3            | 188 585         | 189 108   | 377 693   | 50.07    | 22 581         | 22 763  | 45 344  | 50.20    | 740               | 813    | 1 553 | 52.35    | 424 590     |
| Grade 4            | 173 783         | 174 051   | 347 834   | 50.04    | 20 403         | 20 259  | 40 662  | 49.82    | 544               | 540    | 1 084 | 49.82    | 389 580     |
| Grade 5            | 165 077         | 164 976   | 330 053   | 49.98    | 18 706         | 18 848  | 37 554  | 50.19    | 520               | 434    | 954   | 45.49    | 368 561     |
| Grade 6            | 161 926         | 161 828   | 323 754   | 49.98    | 17 896         | 18 101  | 35 997  | 50.28    | 401               | 428    | 829   | 51.63    | 360 580     |
| Grade 7            | 148 054         | 149 958   | 298 012   | 50.32    | 14 963         | 15 295  | 30 258  | 50.55    | 321               | 362    | 683   | 53.00    | 328 953     |
| Skills Orientation | 5 178           | 3 404     | 8 582     | 39.66    | 109            | 85      | 194     | 43.81    |                   |        |       | N/A      | 8 776       |
| Total              | 1 250 096       | 1 240 226 | 2 490 322 | 49.80    | 145 059        | 144 805 | 289 864 | 49.96    | 4 690             | 4 816  | 9 506 | 50.66    | 2 789 692   |

Table 3.11 presents the 2019 primary school enrolments by age and grade. Figure 3.7 show the percentage distribution of underage, normal age and overage primary school enrolments. Grade 4 has the highest proportion of learners (31.85 percent) who are of the official age for that grade of 9 years, whilst Grade 2 has the lowest proportion of official age learners (28.26 percent). As for ECD level, each grade has a significant proportion of over aged enrolments. For primary school, the proportion of overaged learners range from 64.66 for Grade 7 to 69.78 percent for Grade 2, followed by 69.76 percent for Grade 1.

Table 3.11: Primary School Enrolment by Grade and Age, Number, Zimbabwe, 2019

| Ages     | Enrolment, No. |         |         |         |         |         |         |                    |           |
|----------|----------------|---------|---------|---------|---------|---------|---------|--------------------|-----------|
|          | Grade 1        | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Skills Orientation | Total     |
| 5 years  | 8 427          |         |         |         |         |         |         | 93                 | 8 520     |
| 6 years  | 131 371        | 8 758   |         |         |         |         |         | 65                 | 140 194   |
| 7 years  | 218 701        | 126 166 | 8 919   |         |         |         |         | 190                | 353 976   |
| 8 years  | 75 879         | 203 340 | 123 671 | 11 951  |         |         |         | 386                | 415 227   |
| 9 years  | 20 762         | 78 791  | 186 232 | 124 088 | 12 763  |         |         | 1 044              | 423 680   |
| 10 years | 5 143          | 22 087  | 74 910  | 152 773 | 111 695 | 13 769  |         | 1 680              | 382 057   |
| 11 years | 1 335          | 5 211   | 22 362  | 69 376  | 144 866 | 108 686 | 13 721  | 1 634              | 367 191   |
| 12 years | 334            | 1 390   | 6 237   | 22 999  | 68 666  | 140 870 | 102 517 | 1 236              | 344 249   |
| Above 12 | 268            | 689     | 2 259   | 8 393   | 30 571  | 97 255  | 212 715 | 2 448              | 354 598   |
| Total    | 462 220        | 446 432 | 424 590 | 389 580 | 368 561 | 360 580 | 328 953 | 8 776              | 2 789 692 |

Figure 3.7: Primary School Enrolment by Grade and Age, Percentage Distribution, Zimbabwe, 2019

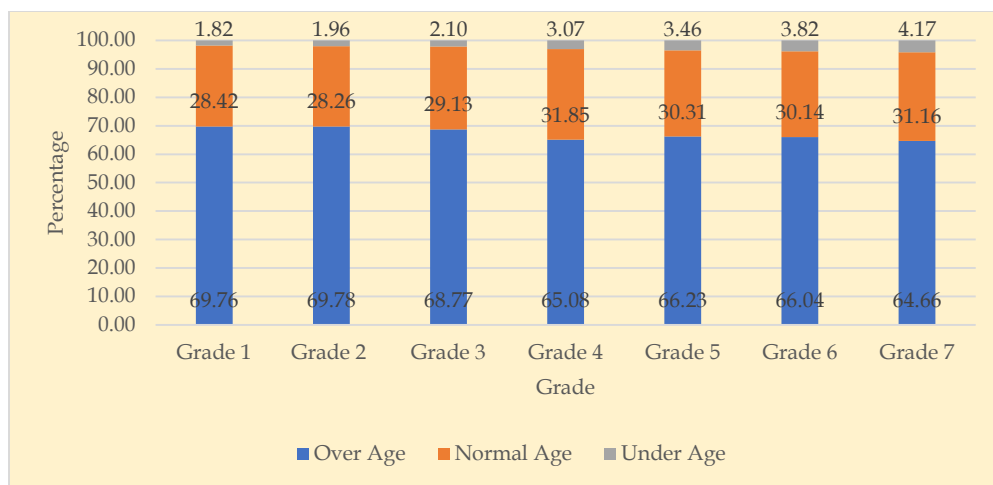
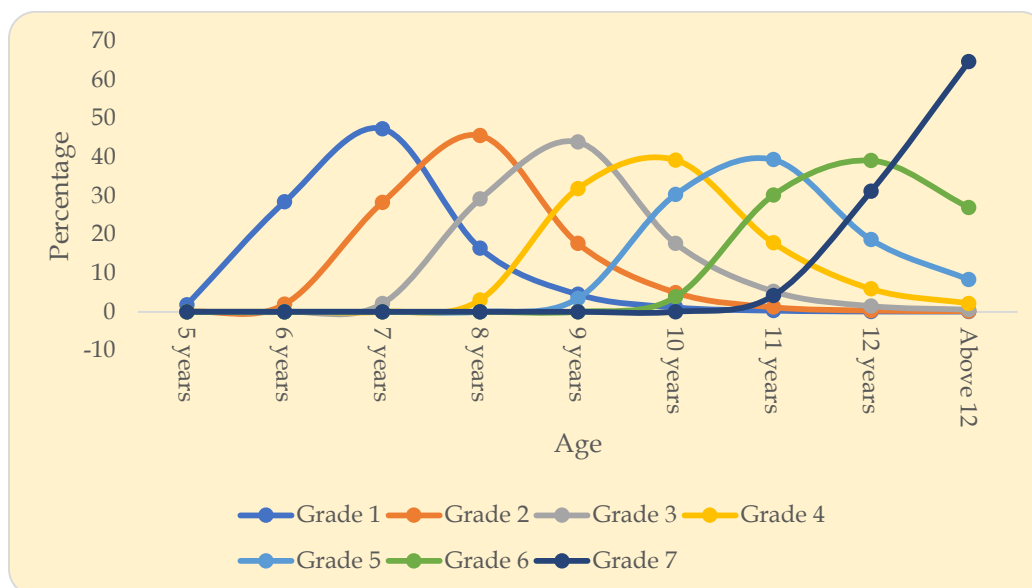


Figure 3.8 shows the percentage distribution of primary school enrolments by grade and age. In all grades, the highest percentage of learners are one year above the official school going age for the grade. Most learners fall within two years above and or below the official entry age for the grade.

Figure 3.8: Primary School Enrolments by Age and Grade, Percentage Distribution, Zimbabwe, 2019



Manicaland province has the highest number of primary school learners (438 760 learners: 15.73 percent) in 2019, with Bulawayo province having the lowest (113 690 learners: 4.08 percent), Table 3.12. The highest number of skills orientation learners is in Matabeleland North province (1 129 learners :12.86 percent) with the least number is in Matabeleland South province (648 learners: 7.38 percent).

Table 3.12: Primary School Enrolments by Grade and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Grade 1     | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Skills Orientation | Grand Total |
|---------------------|-------------|---------|---------|---------|---------|---------|---------|--------------------|-------------|
|                     | Number      |         |         |         |         |         |         |                    |             |
| Bulawayo            | 17 848      | 17 458  | 17 172  | 16 639  | 15 331  | 14 650  | 13 923  | 669                | 113 690     |
| Harare              | 47 743      | 47 913  | 46 873  | 42 224  | 38 837  | 37 247  | 35 537  | 903                | 297 277     |
| Manicaland          | 74 887      | 70 625  | 67 243  | 60 370  | 58 181  | 56 109  | 50 613  | 732                | 438 760     |
| Mashonaland Central | 44 700      | 42 790  | 38 491  | 35 900  | 32 749  | 32 399  | 29 236  | 1 023              | 257 288     |
| Mashonaland East    | 49 315      | 47 277  | 45 744  | 40 937  | 39 628  | 39 088  | 36 850  | 695                | 299 534     |
| Mashonaland West    | 54 631      | 53 296  | 49 221  | 45 291  | 42 223  | 42 211  | 38 470  | 1 093              | 326 436     |
| Masvingo            | 62 582      | 58 780  | 56 554  | 51 770  | 50 134  | 48 137  | 42 611  | 1 084              | 371 652     |
| Matabeleland North  | 26 305      | 26 268  | 25 543  | 24 416  | 22 933  | 23 079  | 20 934  | 1 129              | 170 607     |
| Matabeleland South  | 23 389      | 23 596  | 22 809  | 21 348  | 20 764  | 20 347  | 18 881  | 648                | 151 782     |
| Midlands            | 60 820      | 58 429  | 54 940  | 50 685  | 47 781  | 47 313  | 41 898  | 800                | 362 666     |
| Total               | 462 220     | 446 432 | 424 590 | 389 580 | 368 561 | 360 580 | 328 953 | 8 776              | 2 789 692   |
|                     | Percentages |         |         |         |         |         |         |                    |             |
| Bulawayo            | 3.86        | 3.91    | 4.04    | 4.27    | 4.16    | 4.06    | 4.23    | 7.62               | 4.08        |
| Harare              | 10.33       | 10.73   | 11.04   | 10.84   | 10.54   | 10.33   | 10.8    | 10.29              | 10.66       |
| Manicaland          | 16.20       | 15.82   | 15.84   | 15.5    | 15.79   | 15.56   | 15.39   | 8.34               | 15.73       |
| Mashonaland Central | 9.67        | 9.58    | 9.07    | 9.22    | 8.89    | 8.99    | 8.89    | 11.66              | 9.22        |
| Mashonaland East    | 10.67       | 10.59   | 10.77   | 10.51   | 10.75   | 10.84   | 11.2    | 7.92               | 10.74       |
| Mashonaland West    | 11.82       | 11.94   | 11.59   | 11.63   | 11.46   | 11.71   | 11.69   | 12.45              | 11.70       |
| Masvingo            | 13.54       | 13.17   | 13.32   | 13.29   | 13.6    | 13.35   | 12.95   | 12.35              | 13.32       |
| Matabeleland North  | 5.69        | 5.88    | 6.02    | 6.27    | 6.22    | 6.4     | 6.36    | 12.86              | 6.12        |
| Matabeleland South  | 5.06        | 5.29    | 5.37    | 5.48    | 5.63    | 5.64    | 5.74    | 7.38               | 5.44        |
| Midlands            | 13.16       | 13.09   | 12.94   | 13.01   | 12.96   | 13.12   | 12.74   | 9.12               | 13.00       |
| Total               | 100.00      | 100.00  | 100.00  | 100.00  | 100.00  | 100.00  | 100.00  | 100.00             | 100.00      |

### 3.3. Secondary school enrolment

In 2019, there are 1 124 881 enrolled in secondary schools (Form 1-6), with 1 024 424 learners enrolled in lower secondary school (Form 1-4) and 100 457 learners enrolled for upper secondary (Form 5-6), Table 3.13. There are almost equal numbers for males and females for the Form 1-6,

and lower secondary, Table 3.13 and Figures 3.9 and 3.10. However, in upper secondary females constitute 48.35 percent of the total enrolment.

Since 2015, secondary school enrolments for all levels, Form 1-6, lower secondary and upper secondary have been generally increasing annually, Figures 3.9 and 3.10. Enrolment for upper secondary have risen by higher proportions year on year since 2015 than that for lower secondary, Table 3.13.

Figure 3.9: Enrolment in Lower and Upper Secondary Schools Zimbabwe, 2015 - 2019

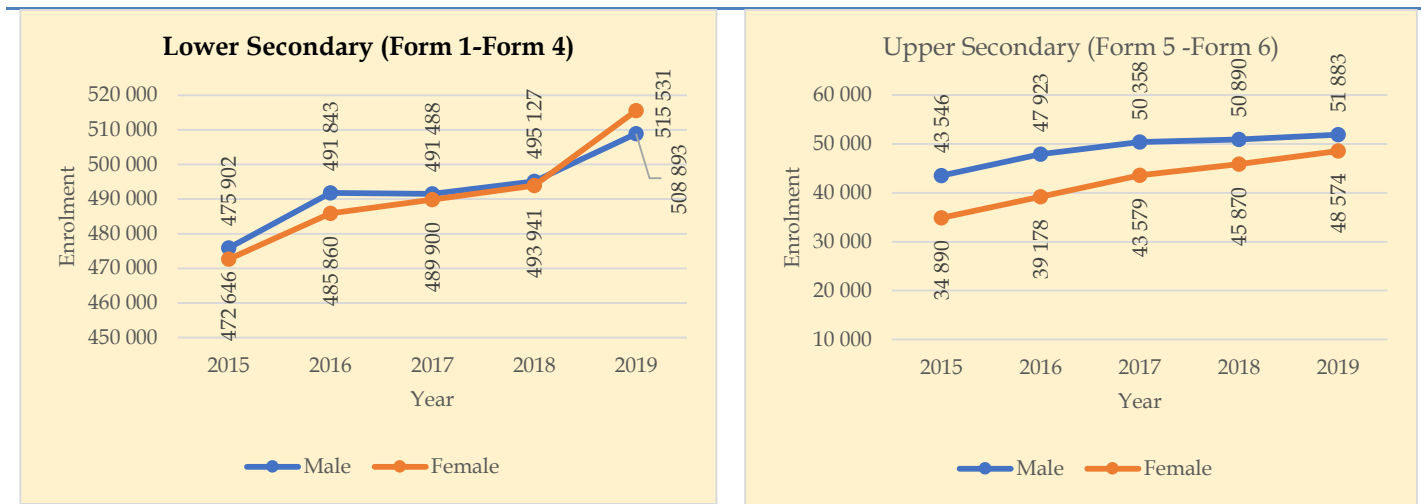


Figure 3.10: Secondary School Enrolment, Number, Zimbabwe, 2019

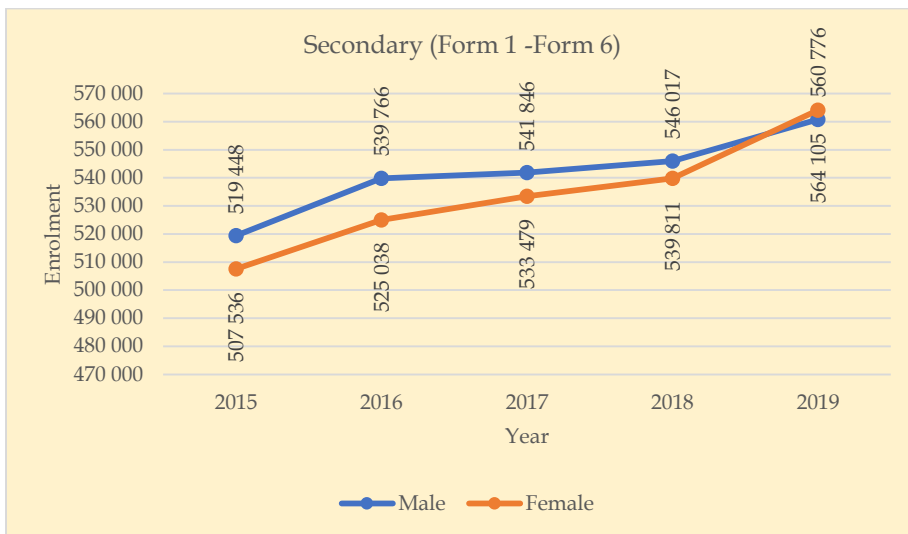


Table 3.13: Secondary School Enrolment by Level and Sex and Change, Number and Percentage, Zimbabwe, 2015-2019

| Year | Form 1-Form 4, No. |         |           | % Female | % Change |        |
|------|--------------------|---------|-----------|----------|----------|--------|
|      | Male               | Female  | Total     |          | %        | No.    |
|      | Form 1 - Form 4    |         |           |          |          |        |
| 2015 | 475 902            | 472 646 | 948 548   | 49.83    | 4.09     | 37 234 |
| 2016 | 491 843            | 485 860 | 977 703   | 49.69    | 3.07     | 29 155 |
| 2017 | 491 488            | 489 900 | 981 388   | 49.92    | 0.38     | 3 685  |
| 2018 | 495 127            | 493 941 | 989 068   | 49.94    | 0.78     | 7 680  |
| 2019 | 508 893            | 515 531 | 1 024 424 | 50.32    | 2.77     | 27 634 |
|      | Form 5 - Form 6    |         |           |          |          |        |
| 2015 | 43 546             | 34 890  | 78 436    | 44.48    | 14.79    | 10 106 |
| 2016 | 47 923             | 39 178  | 87 101    | 44.98    | 11.05    | 8 665  |
| 2017 | 50 358             | 43 579  | 93 937    | 46.39    | 7.85     | 6 836  |
| 2018 | 50 890             | 45 870  | 96 760    | 47.41    | 3.01     | 2 823  |
| 2019 | 51 883             | 48 574  | 100 457   | 48.35    | 3.82     | 3 697  |
|      | Form 1- Form 6     |         |           |          |          |        |
| 2015 | 519 448            | 507 536 | 1 026 984 | 49.42    | 4.83     | 47 340 |
| 2016 | 539 766            | 525 038 | 1 064 804 | 49.31    | 3.68     | 37 820 |
| 2017 | 541 846            | 533 479 | 1 075 325 | 49.61    | 0.99     | 10 521 |
| 2018 | 546 017            | 539 811 | 1 085 828 | 49.71    | 0.98     | 10 503 |
| 2019 | 560 776            | 564 105 | 1 124 881 | 50.15    | 2.87     | 31 331 |

At secondary school level, the proportion of females generally decreases with form, reflecting the gender disparities in favour of males at higher levels of education, Table 3.14. In Forms 1 and 2, females constitute 51.34 percent and 50.95 percent respectively, compared to 47.55 percent in Upper 6. From Form 4 to Form 6 and for the skills orientation level, females constitute less than 50 percent, Table 3.14.

Table 3.14: Secondary School Enrolment by Sex and Form, Number and Percentage Females, Zimbabwe, 2019

| Form               | Enrolment, No |         |           | % Female |
|--------------------|---------------|---------|-----------|----------|
|                    | Male          | Female  | Total     |          |
| Form 1             | 133 953       | 141 321 | 275 274   | 51.34    |
| Form 2             | 128 160       | 133 113 | 261 273   | 50.95    |
| Form 3             | 127 700       | 128 367 | 256 067   | 50.13    |
| Form 4             | 118 581       | 112 339 | 230 920   | 48.65    |
| Lower 6            | 25 851        | 24 978  | 50 829    | 49.14    |
| Upper 6            | 26 032        | 23 596  | 49 628    | 47.55    |
| Skills Orientation | 499           | 391     | 890       | 43.93    |
| Total              | 560 776       | 564 105 | 1 124 881 | 50.15    |

In 2019, 781 575 (69.48 percent) of the secondary school learners are enrolled in rural schools, with 343 306 (30.52 percent) enrolled in urban ones, Figure 3.11 and Table 3.15. For both, rural and urban areas, and males and females, secondary school enrolments generally decrease with form. Overall, in rural areas females constitute 49.71 percent of all Form 1-6s, whilst in urban areas they constitute 51.15 percent. In rural areas, in Form 1 and 2, females constitute more than half of the enrolments, whereas for from Form 3 to Form 6, they have lower proportions than males. For urban areas, females constitute more than half in Forms 1 to Form 5, whilst for Form 6 it is the opposite. For the skills orientation level, in both rural and urban areas the proportion of males is greater than females.

Figure 3.11: Secondary School Enrolments (Form 1- Form 6) by Location, Number and Percentage, Zimbabwe, 2019

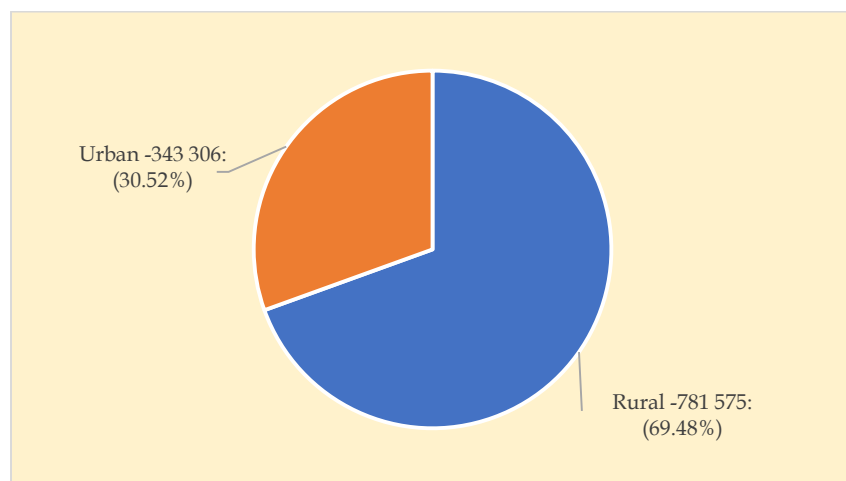
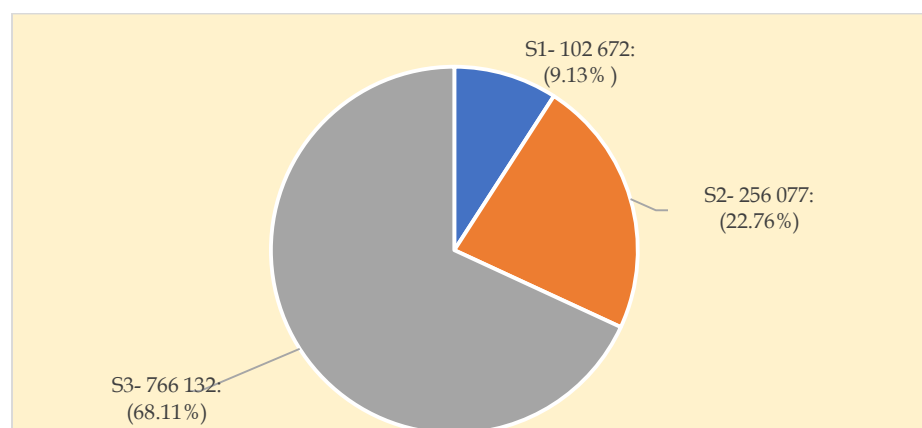


Table 3.15: Secondary School Enrolment by Location, Sex and Form, Number and Percentage Females, Zimbabwe, 2019

| Form               | Rural Enrolments, No. |         |         | % Female | Urban Enrolments, No. |         |         | % Female | Grand Total | % Rural |
|--------------------|-----------------------|---------|---------|----------|-----------------------|---------|---------|----------|-------------|---------|
|                    | Male                  | Female  | Total   |          | Male                  | Female  | Total   |          |             |         |
| Form 1             | 97 728                | 102 571 | 200 299 | 51.21    | 36 225                | 38 750  | 74 975  | 51.68    | 275 274     | 72.76   |
| Form 2             | 93 595                | 96 244  | 189 839 | 50.70    | 34 565                | 36 869  | 71 434  | 51.61    | 261 273     | 72.66   |
| Form 3             | 91 628                | 90 312  | 181 940 | 49.64    | 36 072                | 38 055  | 74 127  | 51.34    | 256 067     | 71.05   |
| Form 4             | 83 291                | 75 923  | 159 214 | 47.69    | 35 290                | 36 416  | 71 706  | 50.79    | 230 920     | 68.95   |
| Lower 6            | 13 095                | 11 771  | 24 866  | 47.34    | 12 756                | 13 207  | 25 963  | 50.87    | 50 829      | 48.92   |
| Upper 6            | 13 463                | 11 442  | 24 905  | 45.94    | 12 569                | 12 154  | 24 723  | 49.16    | 49 628      | 50.18   |
| Skills Orientation | 273                   | 239     | 512     | 46.68    | 226                   | 152     | 378     | 40.21    | 890         | 57.53   |
| Total              | 393 073               | 388 502 | 781 575 | 49.71    | 167 703               | 175 603 | 343 306 | 51.15    | 1 124 881   | 69.48   |

About two thirds (68.11 percent) of the secondary school learners are enrolled in S3 schools, with 22.76 percent in S2 schools and 9.13 percent in S1 schools, Figure 3.12.

Figure 3.12: Secondary School Enrolment by School Grant Classification, Number and Percentage, Zimbabwe, 2019



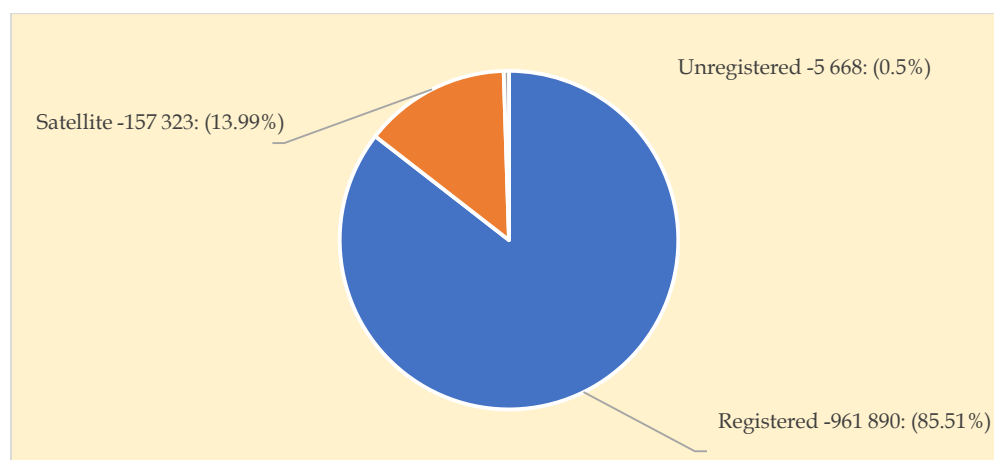
In S1 schools, there are more females than males in all forms, with almost equal amounts in form 2 and 6, Table 3.16. For enrolment in S2 schools, for forms 1 to 5, there are more females than males whilst for upper sixth there are more males than females. S3 schools have more females than males in Form 1, more males than females in Forms 3 to 6 and almost equal proportions of females and males in Form 2. For skills orientation, there are more males than females, for secondary schools in the three grant classifications.

Table 3.16 Secondary School Enrolments by School Grant Classification, Sex and Form, Number and Percentage, Zimbabwe, 2019

| Form               | Grant Classification |        |         |          |         |         |         |          |         |         |         |          | Grand Total |
|--------------------|----------------------|--------|---------|----------|---------|---------|---------|----------|---------|---------|---------|----------|-------------|
|                    | S1, No.              |        |         |          | S2, No. |         |         |          | S3, No. |         |         |          |             |
|                    | Male                 | Female | Total   | % Female | Male    | Female  | Total   | % Female | Male    | Female  | Total   | % Female |             |
| Form 1             | 10 187               | 10 983 | 21 170  | 51.88    | 27 109  | 29 294  | 56 403  | 51.94    | 96 657  | 101 044 | 197 701 | 51.11    | 275 274     |
| Form 2             | 9 805                | 10 164 | 19 969  | 50.90    | 25 478  | 27 811  | 53 289  | 52.19    | 92 877  | 95 138  | 188 015 | 50.60    | 261 273     |
| Form 3             | 9 589                | 10 320 | 19 909  | 51.84    | 26 983  | 28 794  | 55 777  | 51.62    | 91 128  | 89 253  | 180 381 | 49.48    | 256 067     |
| Form 4             | 9 786                | 10 244 | 20 030  | 51.14    | 26 690  | 27 518  | 54 208  | 50.76    | 82 105  | 74 577  | 156 682 | 47.60    | 230 920     |
| Lower 6            | 5 185                | 5 498  | 10 683  | 51.46    | 9 137   | 9 454   | 18 591  | 50.85    | 11 529  | 10 026  | 21 555  | 46.51    | 50 829      |
| Upper 6            | 5 241                | 5 448  | 10 689  | 50.97    | 9 093   | 8 573   | 17 666  | 48.53    | 11 698  | 9 575   | 21 273  | 45.01    | 49 628      |
| Skills Orientation | 140                  | 82     | 222     | 36.94    | 80      | 63      | 143     | 44.06    | 279     | 246     | 525     | 46.86    | 890         |
| Grand Total        | 49 933               | 52 739 | 102 672 | 51.37    | 124 570 | 131 507 | 256 077 | 51.35    | 386 273 | 379 859 | 766 132 | 49.58    | 1 124 881   |

A high proportion of the secondary school learners are enrolled in registered schools, about 85.51 percent, with 13.99 percent in satellite schools and an insignificant proportion (0.50 percent) in unregistered schools, Figure 3.13.

Figure 3.13: Secondary School Enrolments by School Registration Status, Number and Percentage, Zimbabwe, 2019



For registered schools, in Form 1 and 2 there are more females than males, whilst in Form 4 to Upper sixth, it is the opposite, Table 3.17. Form 3 has an almost equal number of males and females. The picture for satellite schools is as follows: Form 5 has more females than males, whilst Form 3 and 4 have the opposite and Forms 1 and 2 have almost equal numbers of males and



females. Unregistered schools have more females than males in all forms except Form 1 and 6, where numbers are almost equal.

Table 3.17: Secondary School Enrolments by School Registration Status, Sex and Form, Number and Percentage, Zimbabwe, 2019

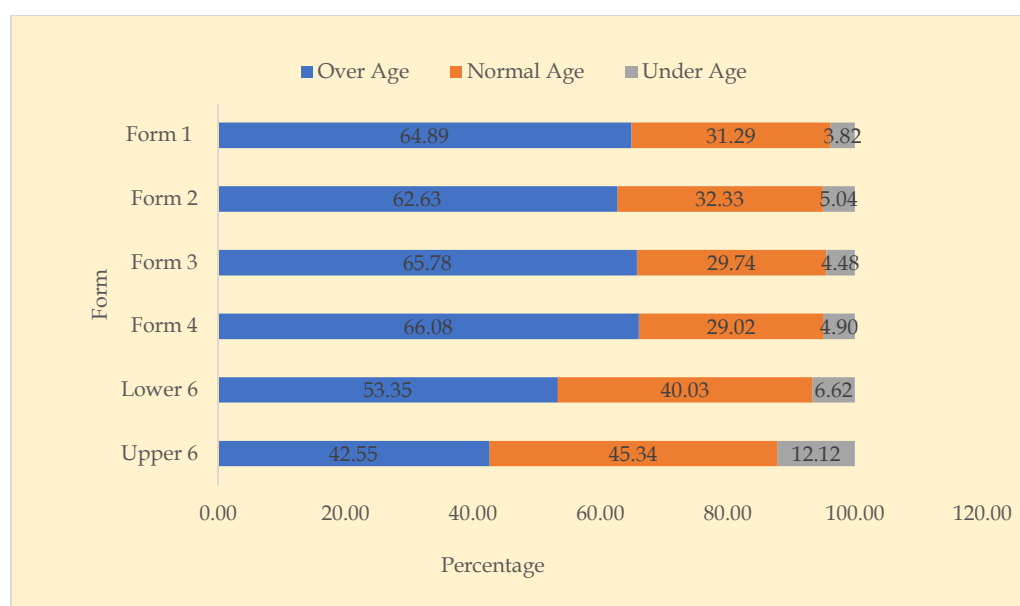
|                    | Registration Status |         |         |           |                |        |         |           |                  |        |       |           | Grand Total |
|--------------------|---------------------|---------|---------|-----------|----------------|--------|---------|-----------|------------------|--------|-------|-----------|-------------|
|                    | Registered, No.     |         |         |           | Satellite, No. |        |         |           | Unregistered, No |        |       |           |             |
|                    | Male                | Female  | Total   | % Females | Male           | Female | Total   | % Females | Male             | Female | Total | % Females |             |
| Form 1             | 110 819             | 117 280 | 228 099 | 51.42     | 22 491         | 23 375 | 45 866  | 50.96     | 643              | 666    | 1 309 | 50.88     | 275 274     |
| Form 2             | 106 455             | 110 927 | 217 382 | 51.03     | 21 193         | 21 603 | 42 796  | 50.48     | 512              | 583    | 1 095 | 53.24     | 261 273     |
| Form 3             | 107 277             | 108 906 | 216 183 | 50.38     | 19 835         | 18 773 | 38 608  | 48.62     | 588              | 688    | 1 276 | 53.92     | 256 067     |
| Form 4             | 102 071             | 97 879  | 199 950 | 48.95     | 15 913         | 13 721 | 29 634  | 46.30     | 597              | 739    | 1 336 | 55.31     | 230 920     |
| Lower 6            | 25 540              | 24 657  | 50 197  | 49.12     | 111            | 118    | 229     | 51.53     | 200              | 203    | 403   | 50.37     | 50 829      |
| Upper 6            | 25 817              | 23 379  | 49 196  | 47.52     | 94             | 89     | 183     | 48.63     | 121              | 128    | 249   | 51.41     | 49 628      |
| Skills Orientation | 496                 | 387     | 883     | 43.83     | 3              | 4      | 7       | 57.14     | 0                | 0      |       | N/A       | 890         |
| Total              | 478 475             | 483 415 | 961 890 | 50.26     | 79 640         | 77 683 | 157 323 | 49.38     | 2 661            | 3 007  | 5 668 | 53.05     | 1 124 881   |

Table 3.18 presents the 2019 secondary school enrolments by age and form and Figure 3.13 the percentage distribution of overage, normal age, and underage learners. Upper 6 has the highest proportion of learners (45.34 percent) who are of the official age for that form of 18 years, whilst Form 4 has the lowest proportion of official age learners (29.02 percent). Each form has a significant proportion of over aged enrolment. The pattern of high overaged and underaged learners is carried forward from ECD level, through primary to secondary school level.

Table 3.18: Secondary School Enrolments by Form and Age, Number, Zimbabwe, 2019

| Age      | Form 1 | Form 2 | Form 3 | Form 4 | Lower 6 | Upper 6 | Skills Orientation | Grand Total |
|----------|--------|--------|--------|--------|---------|---------|--------------------|-------------|
| Below 13 | 10509  | 0      | 0      | 0      | 0       | 0       | 14                 | 10523       |
| 13 years | 86126  | 13161  | 0      | 0      | 0       | 0       | 47                 | 99334       |
| 14 years | 107647 | 84473  | 11471  | 0      | 0       | 0       | 98                 | 203689      |
| 15 years | 49290  | 95480  | 76153  | 11314  | 0       | 0       | 185                | 232422      |
| 16 years | 16289  | 47313  | 90729  | 67017  | 3367    | 0       | 165                | 224880      |
| 17 years | 4223   | 16027  | 50313  | 81904  | 20346   | 6013    | 152                | 178978      |
| 18 years | 933    | 3737   | 19574  | 45704  | 17298   | 22499   | 104                | 109849      |
| above 18 | 257    | 1082   | 7827   | 24981  | 9818    | 21116   | 125                | 65206       |
| Total    | 275274 | 261273 | 256067 | 230920 | 50829   | 49628   | 890                | 1124881     |

Figure 3.14: Secondary School Enrolments by Form and Age, Percentage, Zimbabwe, 2019



Manicaland province has the highest number of secondary school learners (177 935) in 2019, with Matabeleland South province having the lowest (57 156), Table 3.19. For Forms 1, 2 and 3 and 4, Manicaland province has the highest enrolment, whilst Bulawayo province has the lowest. For Lower and Upper 6, Harare province has the highest number of learners (10 535 and 10 060, respectively) and Matabeleland North province the lowest (1 502 and 1 536, respectively). Half of the provinces have secondary school skills orientation learners ranging from 3 in Manicaland over half of them (490) in Masvingo province. The other half of the provinces, namely

Mashonaland Central, Mashonaland East, Mashonaland West, Matabeleland South, and Midlands provinces do not have skills orientation learners.

Table 3.19: Secondary School Enrolment by Form and Province, Number and Percentage, Zimbabwe, 2019

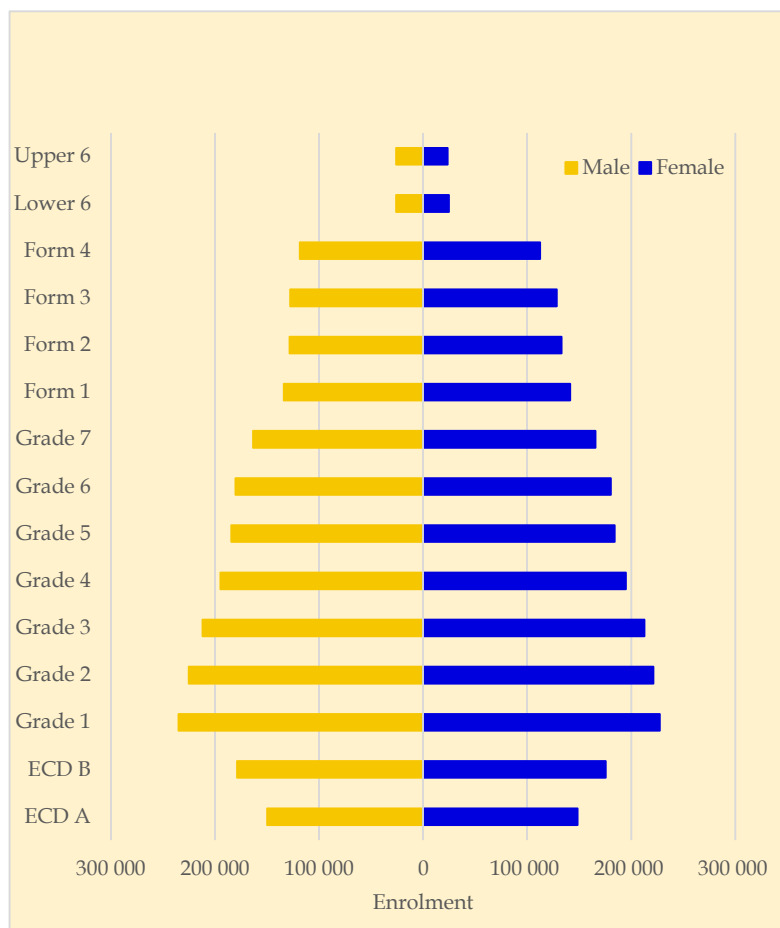
| Province            | Form       |         |         |         |         |         |                    | Grand Total |
|---------------------|------------|---------|---------|---------|---------|---------|--------------------|-------------|
|                     | Form 1     | Form 2  | Form 3  | Form 4  | Lower 6 | Upper 6 | Skills Orientation |             |
|                     | Number     |         |         |         |         |         |                    |             |
| Bulawayo            | 12 855     | 12 430  | 13 197  | 12 754  | 4 382   | 4 111   | 32                 | 59 761      |
| Harare              | 29 187     | 28 216  | 28 896  | 27 944  | 10 535  | 10 060  | 346                | 135 184     |
| Manicaland          | 44 287     | 41 072  | 40 043  | 36 389  | 8 242   | 7 899   | 3                  | 177 935     |
| Mashonaland Central | 22 141     | 21 608  | 20 064  | 17 684  | 2 532   | 2 518   | 0                  | 86 547      |
| Mashonaland East    | 32 592     | 31 149  | 30 304  | 27 830  | 5 063   | 5 050   | 0                  | 131 988     |
| Mashonaland West    | 30 739     | 29 876  | 28 928  | 24 853  | 3 930   | 3 952   | 0                  | 122 278     |
| Masvingo            | 37 797     | 35 296  | 34 229  | 30 134  | 6 600   | 6 749   | 490                | 151 295     |
| Matabeleland North  | 15 370     | 14 307  | 14 191  | 11 821  | 1 502   | 1 536   | 19                 | 58 746      |
| Matabeleland South  | 14 777     | 13 625  | 12 997  | 11 454  | 2 134   | 2 169   | 0                  | 57 156      |
| Midlands            | 35 529     | 33 694  | 33 218  | 30 057  | 5 909   | 5 584   | 0                  | 143 991     |
| Total               | 275 274    | 261 273 | 256 067 | 230 920 | 50 829  | 49 628  | 890                | 1 124 881   |
|                     | Percentage |         |         |         |         |         |                    |             |
| Bulawayo            | 4.67       | 4.76    | 5.15    | 5.52    | 8.62    | 8.28    | 3.60               | 5.31        |
| Harare              | 10.60      | 10.80   | 11.28   | 12.10   | 20.73   | 20.27   | 38.88              | 12.02       |
| Manicaland          | 16.09      | 15.72   | 15.64   | 15.76   | 16.22   | 15.92   | 0.34               | 15.82       |
| Mashonaland Central | 8.04       | 8.27    | 7.84    | 7.66    | 4.98    | 5.07    | 0.00               | 7.69        |
| Mashonaland East    | 11.84      | 11.92   | 11.83   | 12.05   | 9.96    | 10.18   | 0.00               | 11.73       |
| Mashonaland West    | 11.17      | 11.43   | 11.30   | 10.76   | 7.73    | 7.96    | 0.00               | 10.87       |
| Masvingo            | 13.73      | 13.51   | 13.37   | 13.05   | 12.98   | 13.60   | 55.06              | 13.45       |
| Matabeleland North  | 5.58       | 5.48    | 5.54    | 5.12    | 2.96    | 3.10    | 2.13               | 5.22        |
| Matabeleland South  | 5.37       | 5.21    | 5.08    | 4.96    | 4.20    | 4.37    | 0.00               | 5.08        |
| Midlands            | 12.91      | 12.90   | 12.97   | 13.02   | 11.63   | 11.25   | 0.00               | 12.80       |
| Total               | 100.00     | 100.00  | 100.00  | 100.00  | 100.00  | 100.00  | 100.00             | 100.00      |

In summary, there are 4 566 786 (females - 2 277 907; males - 2 288 879), enrolled in primary and secondary schools in Zimbabwe, Table 3.20. Figure 3.15 presents a broad-based pyramid of enrolment, where Grade 1 has the highest enrolment, with ECD A and B having lower enrolment, and with Upper 6 having the lowest enrolment. Enrolments decrease with grade or form. The pattern is true for both sexes.

Table 3.20: Total Enrolment ECD, Primary and Secondary by Sex and Grade, Number, Zimbabwe, 2019

Figure 3.15: Distribution of Enrolment by Grade/Form, Number, Zimbabwe, 2019

| Grade              | Enrolment, No. |           |           |
|--------------------|----------------|-----------|-----------|
|                    | Male           | Female    | Total     |
| ECD A              | 149 650        | 148 350   | 298 000   |
| ECD B              | 178 608        | 175 605   | 354 213   |
| Grade 1            | 234 888        | 227 332   | 462 220   |
| Grade 2            | 225 170        | 221 262   | 446 432   |
| Grade 3            | 211 906        | 212 684   | 424 590   |
| Grade 4            | 194 730        | 194 850   | 389 580   |
| Grade 5            | 184 303        | 184 258   | 368 561   |
| Grade 6            | 180 223        | 180 357   | 360 580   |
| Grade 7            | 163 338        | 165 615   | 328 953   |
| Form 1             | 133 953        | 141 321   | 275 274   |
| Form 2             | 128 160        | 133 113   | 261 273   |
| Form 3             | 127 700        | 128 367   | 256 067   |
| Form 4             | 118 581        | 112 339   | 230 920   |
| Lower 6            | 25 851         | 24 978    | 50 829    |
| Upper 6            | 26 032         | 23 596    | 49 628    |
| Skills Orientation | 5 786          | 3 880     | 9 666     |
| Total              | 2 288 879      | 2 277 907 | 4 566 786 |



### 3.4. Conclusion

There are 652 213 learners consisting of 323 955 females and 328 258 males enrolled for ECD A and ECD B in 2019, representing a 3.72 percent increase from the 2018 enrolment. Since 2015

enrolment into ECD increased by 25.9 percent. There has been almost an equal number of females and males at EDC level since 2015. For primary schools, there are 2 789 692 primary school enrolments, with almost equal numbers for males and females. Secondary schools (Form 1-6) have 1 124 881 learners enrolled, with 1 024 424 learners enrolled in lower secondary school (Form 1-4) and 100 457 learners enrolled for upper secondary (Form 5-6). There are almost equal numbers for males and females for the Form 1-6, and lower secondary school levels. However, in upper secondary females constitute 48.35 percent of the total enrolment. At secondary school level, the proportion of females generally decreases with form, reflecting the gender disparities in favour of males at higher levels of education. There is need to remove barriers to females accessing secondary education that include financial constraints and early marriages.

## CHAPTER 4: Access to Education

Grade 1 and Form 1 are the levels at which learners enter the primary and secondary levels of education, for the first time. The system 's ability to enroll children at the right age and flow through is dependent on the age at which they enter<sup>8</sup>. The official school entry ages for Grade 1 and Form 1 are 6 and 13 years, respectively. This chapter examines the enrolment patterns of children who enroll into the first grades of primary and secondary education for the first time. It also presents the Apparent Intake Rate (AIR) and Net Intake Rate (NIR) for Grade 1 and Form 1.

### 4.1. New Entrants into Grade 1

In 2019, there are 451 722 new entrants into Grade 1, increasing by 3 772 pupils from the previous year, representing a 0.84 percentage increase. The number of new entrants into Grade 1 have been increasing since 2015, Table 4.1 and Figure 4.1. The same pattern is depicted for both females and males. There were more male new entrants into Grade 1 than females for the period 2015 to 2019.

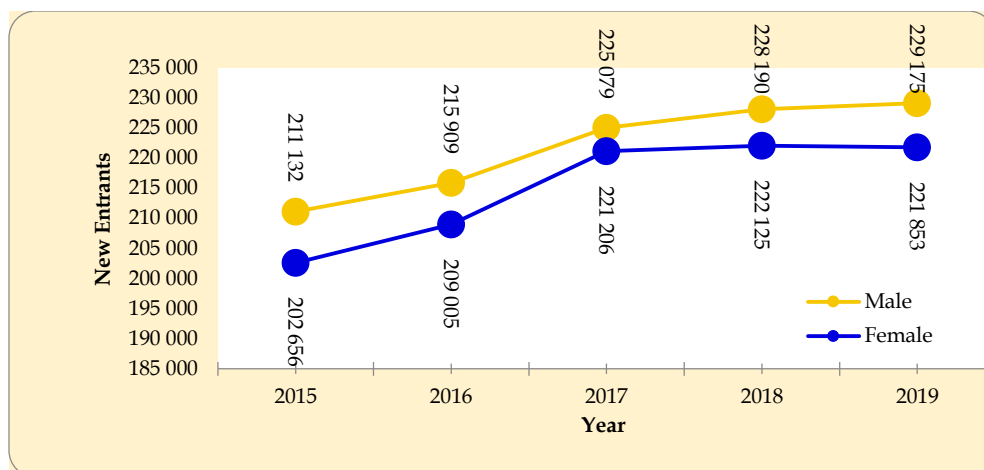
*Table 4.1: New Entrants into Grade 1 by Sex and Change, Number and Percentage, Zimbabwe 2015-2019*

| Year | Male    | Female  | Total   | % Female | Change |        |
|------|---------|---------|---------|----------|--------|--------|
|      |         |         |         |          | No.    | %      |
| 2015 | 211 132 | 202 656 | 413 788 | 48.98    | 1.14   | 4 680  |
| 2016 | 215 909 | 209 005 | 424 914 | 49.19    | 2.69   | 11 126 |
| 2017 | 224 001 | 220 308 | 444 309 | 49.58    | 4.56   | 19 395 |
| 2018 | 226 910 | 221 040 | 447 950 | 49.34    | 0.82   | 3 641  |
| 2019 | 229 529 | 222 193 | 451 722 | 49.19    | 0.84   | 3 772  |

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<sup>8</sup>Ministry of Primary and Secondary Education, 2015; Annual Statistical Report for 2014; Harare

Figure 4.1: New Entrants into Grade 1 by Sex, Number and Percentage, Zimbabwe 2015-2019



The proportion of learners who entered Grade I at the official age of 6 years is 28.95 percent, with a higher proportion of females (30.55 percent) than males (27.39 percent), Table 4.2 and Figure 4.2. More females than males enrolled for Grade 1 in 2019, at ages 5 and 6 years, with the opposite being true for the rest of the ages, except for those below age 5 years and those aged 7 years where there are almost equal numbers. The highest proportion entering Grade 1 is of 7-year olds, one year older than the official age, at 47.32 percent, with gender parity<sup>9</sup>. For age groups, 8 to 12 years, males have higher proportions entering Grade 1 than females.

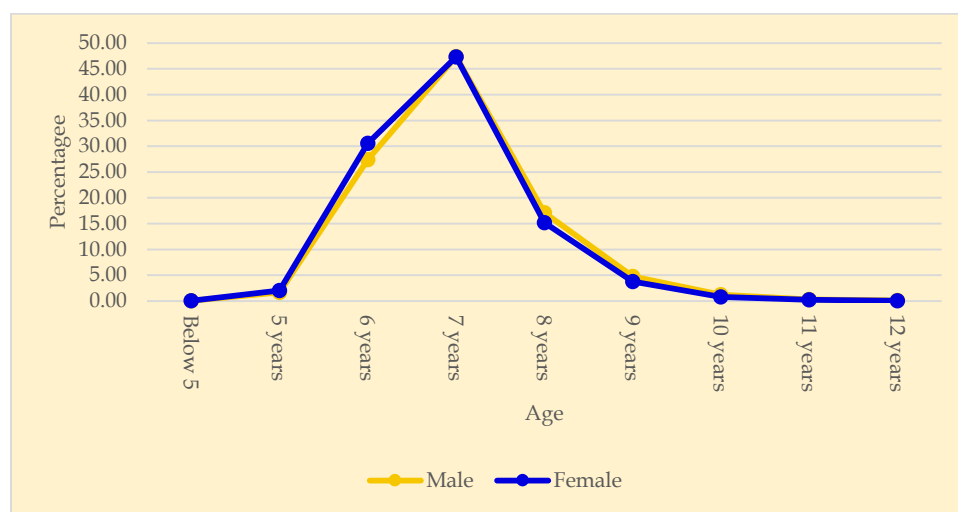
<sup>9</sup>According to UNESCO, 2007 the GPI is the ratio of female to male values of a given indicator. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0% (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

According to the Zimbabwe National Statistics Agency, 2015, Women and Men Profile, 2012 National Population Census, page 11-, parity indices such as the GPI are considered to reflect parity within + or - 0.03 percentage points from 1 percent.

Table 4.2: New Entrants into Grade 1 by Sex, Age and Gender Parity Index (GPI), Number and Percentage, Zimbabwe, 2019

| Age      | New Entrants, No. |         |         | % Female | % of Total |        |        | GPI  |
|----------|-------------------|---------|---------|----------|------------|--------|--------|------|
|          | Male              | Female  | Total   |          | Male       | Female | Total  |      |
| Below 5  | 158               | 159     | 317     | 50.16    | 0.07       | 0.07   | 0.07   | 1.01 |
| 5 years  | 3 874             | 4 486   | 8 360   | 53.66    | 1.69       | 2.02   | 1.85   | 1.16 |
| 6 years  | 62 874            | 67 884  | 130 758 | 51.92    | 27.39      | 30.55  | 28.95  | 1.08 |
| 7 years  | 108 693           | 105 068 | 213 761 | 49.15    | 47.35      | 47.29  | 47.32  | 0.97 |
| 8 years  | 39 321            | 33 702  | 73 023  | 46.15    | 17.13      | 15.17  | 16.17  | 0.86 |
| 9 years  | 10 883            | 8 355   | 19 238  | 43.43    | 4.74       | 3.76   | 4.26   | 0.77 |
| 10 years | 2 832             | 1 825   | 4 657   | 39.19    | 1.23       | 0.82   | 1.03   | 0.64 |
| 11 years | 649               | 530     | 1 179   | 44.95    | 0.28       | 0.24   | 0.26   | 0.82 |
| 12 years | 245               | 184     | 429     | 42.89    | 0.11       | 0.08   | 0.09   | 0.75 |
| Total    | 229 529           | 222 193 | 451 722 | 49.19    | 100.00     | 100.00 | 100.00 | 0.97 |

Figure 4.2: New Entrants into Grade 1 by Age and Sex, Percentage Distribution, Zimbabwe, 2019



About three quarters (75.70 percent) of Grade 1 entrants are in rural areas. Urban areas have a higher proportion of learners enrolling in Grade 1 at the official age of 6 years of 40.45 percent than rural areas with 25.25 percent, Table 4.3. Overall, rural areas have a higher proportion of learners (73.01 percent) who were overaged when they enrolled in Grade 1 in 2019, than urban areas (57.06 percent). For both rural and urban areas, the highest proportion of learners enrolling for Grade one are aged 7 years, a year after the official age at 47.28 percent and 47.46 percent, respectively. These patterns may be attributed to the fact that schools nearer to urban learners



than rural learners. Rural communities may delay enrolling their children into grade one due to longer distances to school compared to urban learners.

Table 4.3: New Entrants into Grade 1 by Location, Sex and Age, Number and Percentage, Zimbabwe, 2019

| Age      | Rural New Entrants, No. |         |         | Rural,<br>% Total | Urban New Entrants, No. |        |         | Urban,<br>% Total | Grand<br>Total | % Rural |
|----------|-------------------------|---------|---------|-------------------|-------------------------|--------|---------|-------------------|----------------|---------|
|          | Male                    | Female  | Total   |                   | Male                    | Female | Total   |                   |                |         |
| Below 5  | 23                      | 21      | 44      | 0.01              | 135                     | 138    | 273     | 0.25              | 317            | 13.88   |
| 5 years  | 2 736                   | 3 164   | 5 900   | 1.73              | 1 138                   | 1 322  | 2 462   | 2.24              | 8 360          | 70.57   |
| 6 years  | 41 211                  | 45 128  | 86 339  | 25.25             | 21 663                  | 22 756 | 44 444  | 40.45             | 130 758        | 66.03   |
| 7 years  | 81 997                  | 79 673  | 161 670 | 47.28             | 26 696                  | 25 395 | 52 138  | 47.46             | 213 761        | 75.63   |
| 8 years  | 34 444                  | 29 627  | 64 071  | 18.74             | 4 877                   | 4 075  | 8 971   | 8.17              | 73 023         | 87.74   |
| 9 years  | 10 123                  | 7 846   | 17 969  | 5.25              | 760                     | 509    | 1 274   | 1.16              | 19 238         | 93.40   |
| 10 years | 2 707                   | 1 736   | 4 443   | 1.30              | 125                     | 89     | 215     | 0.20              | 4 657          | 95.40   |
| 11 years | 616                     | 498     | 1 114   | 0.33              | 33                      | 32     | 65      | 0.06              | 1 179          | 94.49   |
| 12 years | 229                     | 176     | 405     | 0.12              | 16                      | 8      | 24      | 0.02              | 429            | 94.41   |
| Total    | 174 086                 | 167 869 | 341 955 | 100.00            | 55 443                  | 54 324 | 109 867 | 100.00            | 451 722        | 75.70   |

[1] According to UNESCO, 2007 the GPI is the ratio of female to male values of a given indicator. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way around for indicators that should ideally approach 0% (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

According to the Zimbabwe National Statistics Agency, 2015, Women and Men Profile, 2012 National Population Census, page 11-, parity indices such as the GPI are considered to reflect parity within + or - 0.03 percentage points from 1 percent.

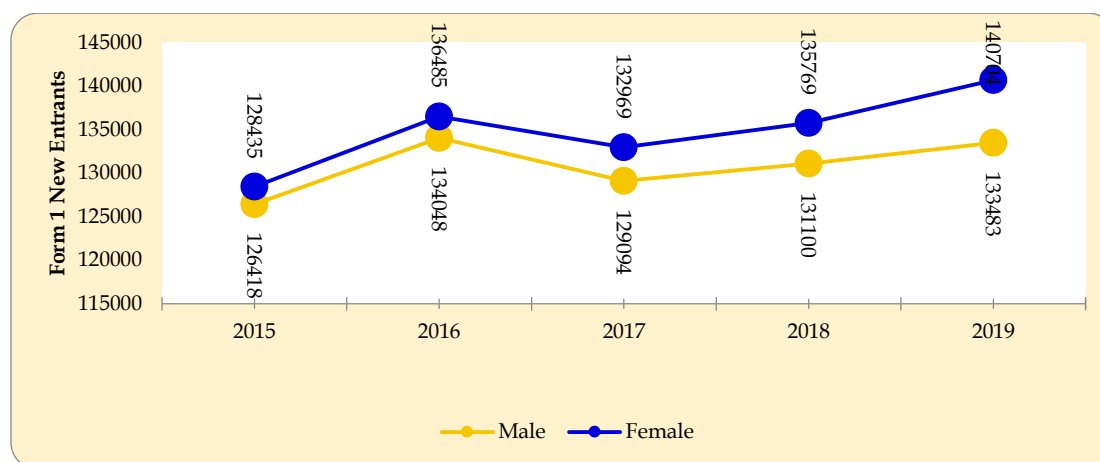
## 4.2. New Entrants into Form 1

There are 274 187 new entrants enrolling into Form 1 in 2019, increasing by 7 318 from the previous year, depicting a 2.74 percentage increase. The number of new entrants into Form 1 increased between 2015 and 2016 and declined by 3.13 percent in 2017, and both females and males followed the same pattern, Table 4.4 and Figure 4.3. Unlike in Grade 1, in Form 1 there were more females new entrants than males during from 2015 to 2019.

Table 4.4: New Entrants into Form 1 by Sex and Change, Number and Percentage, Zimbabwe 2015-2019

| Year | Sex     |         |         | % Female | Change |         |
|------|---------|---------|---------|----------|--------|---------|
|      | Male    | Female  | Total   |          | %      | Number  |
|      | Number  |         |         |          | %      | Number  |
| 2015 | 126 418 | 128 435 | 254 853 | 50.40    | 2.97   | 7 355   |
| 2016 | 134 048 | 136 485 | 270 533 | 50.45    | 6.15   | 15 680  |
| 2017 | 129 094 | 132 969 | 262 063 | 50.74    | -3.13  | - 8 470 |
| 2018 | 131 100 | 135 769 | 266 869 | 50.87    | 1.83   | 4 806   |
| 2019 | 133 483 | 140 704 | 274 187 | 51.32    | 2.74   | 7 318   |

Figure 4.3: New Entrants into Form 1 by Sex, Number and Percentage, Zimbabwe 2015-2019

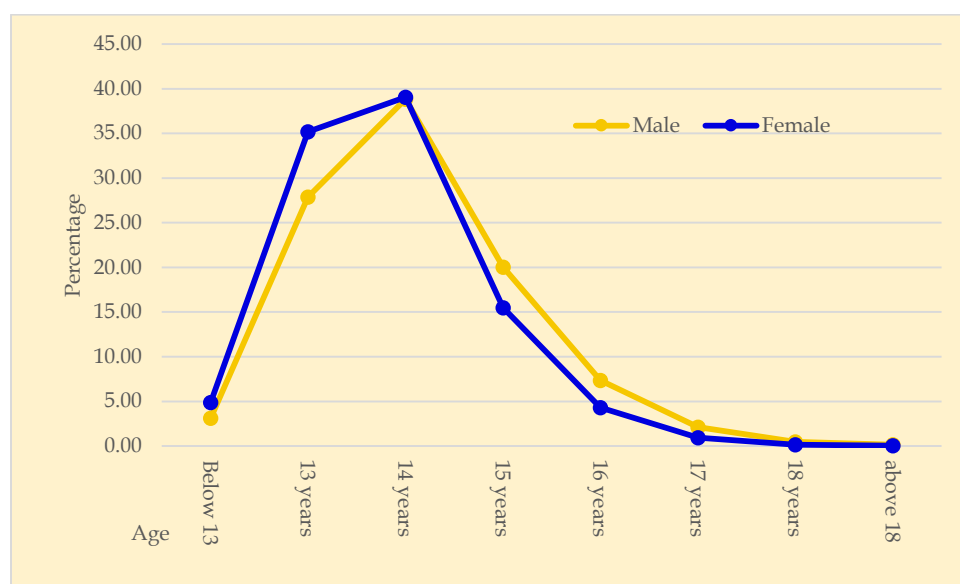


The proportion of learners who entered Form I at the official age of 13 years is 31.63 percent. Of those who were enrolled into Form 1 at the official entry age, 57.08 percent of them were females, Table 4.5 and Figure 4.4. More females than males enrolled in Form 1 in 2019, at ages below 13, 13 and 14 years and more males than females enrolled for the rest of the ages. The biggest proportion entering Form 1 is of 14-year olds, one year older than the official age, at 38.95 percent, with gender parity. A total of 88.28 percent of learners who enrolled for Form 1 in 2019 were aged 13 to 15 years, with a higher proportion for females. For age groups, 15 to above 18 years, males have higher proportions entering Form 1, than females.

Table 4.5: New Entrants into Form 1 by Sex, Age and GPI, Number and Percentage, Zimbabwe, 2019

| Age      | New Entrants, No. |         |         | % Female | % of Total |        |        | GPI  |
|----------|-------------------|---------|---------|----------|------------|--------|--------|------|
|          | Male              | Female  | Total   |          | Male       | Female | Total  |      |
| Below 13 | 4 165             | 6 841   | 11 006  | 62.16    | 3.12       | 4.86   | 4.01   | 1.56 |
| 13 years | 37 228            | 49 510  | 86 738  | 57.08    | 27.89      | 35.19  | 31.63  | 1.26 |
| 14 years | 51 862            | 54 940  | 106 802 | 51.44    | 38.85      | 39.05  | 38.95  | 1.00 |
| 15 years | 26 754            | 21 781  | 48 535  | 44.88    | 20.04      | 15.48  | 17.70  | 0.77 |
| 16 years | 9 804             | 6 062   | 15 866  | 38.21    | 7.34       | 4.31   | 5.79   | 0.59 |
| 17 years | 2 838             | 1 301   | 4 139   | 31.43    | 2.13       | 0.92   | 1.51   | 0.43 |
| 18 years | 652               | 219     | 871     | 25.14    | 0.49       | 0.16   | 0.32   | 0.32 |
| above 18 | 180               | 50      | 230     | 21.74    | 0.13       | 0.04   | 0.08   | 0.26 |
| Total    | 133 483           | 140 704 | 274 187 | 51.32    | 100.00     | 100.00 | 100.00 | 1.00 |

Figure 4.4: New Entrants into Form 1 by Age and Sex, Percentage Distribution, Zimbabwe, 2019



About 72.74 percent of Form 1 entrants are in rural areas. Urban areas have a higher proportion (39.00 percent) of learners who enrolled in Form 1 at the official entry age of 13 years in 2019 than rural ones (28.87 percent), Table 4.6. There is parity in the proportions which are enrolled for

Form 1 at 14 years, for both rural and urban areas at 38.83 percent and 39.28 percent, respectively. Overall, rural areas have a higher proportion of learners (67.25 percent) who were overaged when they enrolled in Form 1 in 2019, than urban areas (56.63 percent). In both rural and urban areas, a higher proportion of females enroll for Form 1 at the official age of 13 years than males, the same picture depicted in rural areas for the 14-year olds. For ages 15 years and above in rural areas and from age 14 years to above 18 years in urban areas, males have higher proportions enrolled in Form 1 than females.

*Table 4.6: New Entrants into Form 1 by Location, Sex and Age, Number and Percentage, 2019*

| Year     | Rural New Entrants, No. |         |         | % Total Rural | Urban New Entrants, No. |        |        | % Total Urban | Grand Total | % Rural |
|----------|-------------------------|---------|---------|---------------|-------------------------|--------|--------|---------------|-------------|---------|
|          | Male                    | Female  | Total   |               | Male                    | Female | Total  |               |             |         |
| Below 13 | 2 922                   | 4 817   | 7 739   | 3.88          | 1 243                   | 2 024  | 3 267  | 4.37          | 11 006      | 70.32   |
| 13 years | 24 177                  | 33 405  | 57 582  | 28.87         | 13 051                  | 16 105 | 29 156 | 39.00         | 86 738      | 66.39   |
| 14 years | 37 168                  | 40 274  | 77 442  | 38.83         | 14 694                  | 14 666 | 29 360 | 39.28         | 106 802     | 72.51   |
| 15 years | 21 670                  | 17 273  | 38 943  | 19.53         | 5 084                   | 4 508  | 9 592  | 12.83         | 48 535      | 80.24   |
| 16 years | 8 191                   | 4 975   | 13 166  | 6.60          | 1 613                   | 1 087  | 2 700  | 3.61          | 15 866      | 82.98   |
| 17 years | 2 487                   | 1 095   | 3 582   | 1.80          | 351                     | 206    | 557    | 0.75          | 4 139       | 86.54   |
| 18 years | 592                     | 183     | 775     | 0.39          | 60                      | 36     | 96     | 0.13          | 871         | 88.98   |
| Above 18 | 165                     | 42      | 207     | 0.10          | 15                      | 8      | 23     | 0.03          | 230         | 90.00   |
| Total    | 97 372                  | 102 064 | 199 436 | 100.00        | 36 111                  | 38 640 | 74 751 | 100.00        | 274 187     | 72.74   |

### 4.3. Primary School Apparent and Net Intake Rates

The Apparent Intake Rate<sup>10</sup> (ARI) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to Grade 1 for the official school entrance age population (UNESCO, 2007)<sup>11</sup>. The national primary school AIR for Zimbabwe has always been above 100 percent since 2000, indicating the participation of over and or under-aged children<sup>12</sup>. The AIR is 127.44 percent in 2019, Table 4.7 and Figure 4.5. The total AIR has generally increased since 2015, with a similar pattern for both females and males. The AIRs are higher for males than females during the period 2015 to 2018, reflecting the higher proportions of over and or underaged males in Grade 1. The introduction of the ECD level will lead to the improvement of this ratio.

<sup>10</sup> The Apparent Intake Rate (AIR) is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age. Repeaters are excluded.

<sup>11</sup> UNESCO Institute for Statistics, 2007: Education Indicators Technical Guidelines.

<sup>12</sup> Ministry of Primary and Secondary Education, 2014; Annual Statistical Report for 2014; Harare

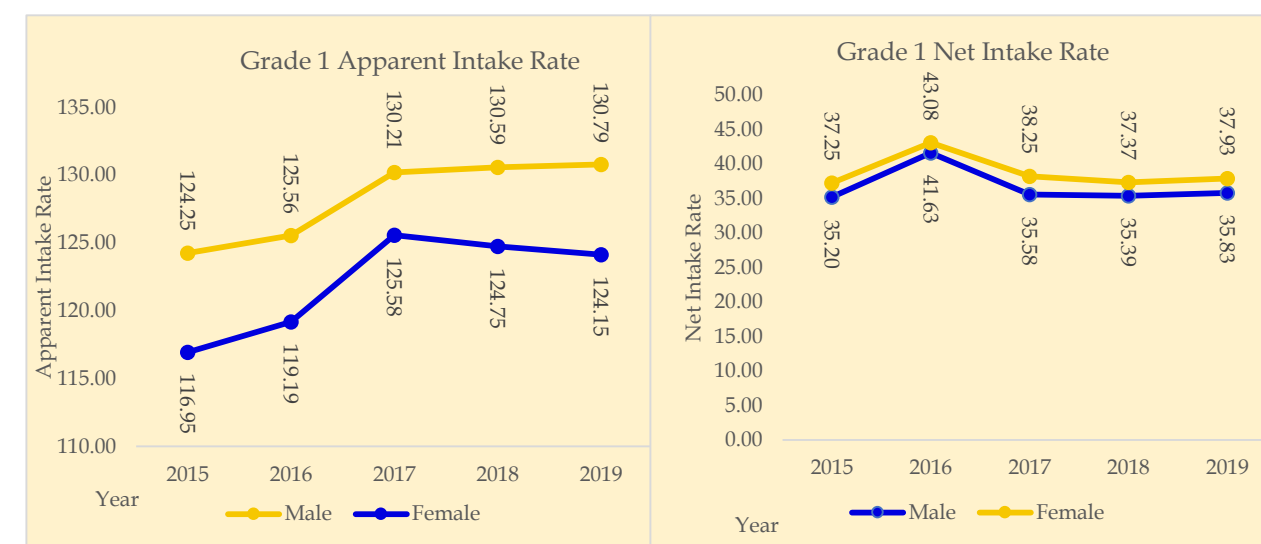
The Grade 1 Net Intake Rate (NIR)<sup>13</sup> which measures access into Grade 1 at the official age of 6 years is 36.89 percent in 2019 and in favour of females, (Table 4.7 and Figure 4.6). This means that in 2019, approximately 37 percent of the six-year olds were in Grade 1, and 63 percent of the children aged 6 years who were supposed to be in Grade 1 in 2019 were not enrolled in that grade. The NIR has generally remained at the same level of about 36 percent between 2015 and 2019, with similar trends for both females and males and the GPI generally in favour of females. NIR for females and males were 37.93 percent and 35.83 percent, respectively in 2019.

Table 4.7: Apparent and Net Intake Rates Trends for Primary School by Sex and GPI, Percentage, 2015-2019

| Year | Apparent Intake Rate (AIR), % |        |        | GPI  | Net Intake Rate (NIR), % |        |       | GPI  |
|------|-------------------------------|--------|--------|------|--------------------------|--------|-------|------|
|      | Male                          | Female | Total  |      | Male                     | Female | Total |      |
| 2015 | 124.25                        | 116.95 | 120.57 | 0.94 | 35.20                    | 37.25  | 36.23 | 0.00 |
| 2016 | 125.56                        | 119.19 | 122.34 | 0.95 | 41.63                    | 43.08  | 42.37 | 1.03 |
| 2017 | 130.21                        | 125.58 | 127.87 | 0.96 | 35.58                    | 38.25  | 36.93 | 1.07 |
| 2018 | 130.59                        | 124.75 | 127.64 | 0.95 | 35.39                    | 37.37  | 36.39 | 1.06 |
| 2019 | 130.79                        | 124.15 | 127.44 | 0.95 | 35.83                    | 37.93  | 36.89 | 1.06 |

Figure 4.5: Primary School (Grade1) Apparent Intake Rate, Percentage, Zimbabwe 2015 -2019

Figure 4.6: Primary School (Grade1) Net Intake Rate, Percentage, Zimbabwe 2015 -2019



<sup>13</sup> The Net Intake Rate measures the number of children of official school-admission age admitted into Grade 1, expressed as a percentage of the population of official admission age (6 years) to the first level of education. Measures admittance of the children at the right ages. Assesses access into the school system by 6-year olds (official entrance age) into Grade One. Repeaters are excluded in this calculation.

The Apparent Intake Rate ranges from 97.56 percent in Harare province to 144.95 percent in Manicaland province with gender parity in favour of males in all provinces, Table 4.8.

*Table 4.8: Primary School Apparent Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2019.*

| Province            | New Entrants into Grade 1, No. |         |         | Population Aged 6, No. |         |         | Apparent Intake Rate, % |        |        | GPI  |
|---------------------|--------------------------------|---------|---------|------------------------|---------|---------|-------------------------|--------|--------|------|
|                     | Male                           | Female  | Total   | Male                   | Female  | Total   | Male                    | Female | Total  |      |
| Bulawayo            | 8 790                          | 8 853   | 17 643  | 6 914                  | 7 427   | 14 341  | 127.13                  | 119.20 | 123.02 | 0.94 |
| Harare              | 23 363                         | 22 612  | 45 975  | 23 156                 | 23 971  | 47 127  | 100.89                  | 94.33  | 97.56  | 0.93 |
| Manicaland          | 37 645                         | 36 376  | 74 021  | 25 267                 | 25 800  | 51 067  | 148.99                  | 140.99 | 144.95 | 0.95 |
| Mashonaland Central | 22 178                         | 21 413  | 43 591  | 16 405                 | 16 466  | 32 871  | 135.19                  | 130.04 | 132.61 | 0.96 |
| Mashonaland East    | 24 311                         | 23 668  | 47 979  | 18 412                 | 18 575  | 36 987  | 132.04                  | 127.42 | 129.72 | 0.97 |
| Mashonaland West    | 27 077                         | 26 369  | 53 446  | 19 694                 | 20 093  | 39 787  | 137.49                  | 131.23 | 134.33 | 0.95 |
| Masvingo            | 31 474                         | 29 899  | 61 373  | 22 167                 | 22 768  | 44 935  | 141.99                  | 131.32 | 136.58 | 0.92 |
| Matabeleland North  | 12 775                         | 12 655  | 25 430  | 11 091                 | 11 149  | 22 240  | 115.18                  | 113.51 | 114.34 | 0.99 |
| Matabeleland South  | 11 724                         | 11 391  | 23 115  | 9 967                  | 9 843   | 19 810  | 117.63                  | 115.73 | 116.68 | 0.98 |
| Midlands            | 30 192                         | 28 957  | 59 149  | 22 415                 | 22 874  | 45 289  | 134.70                  | 126.59 | 130.60 | 0.94 |
| Total               | 229 529                        | 222 193 | 451 722 | 175 488                | 178 966 | 354 454 | 130.79                  | 124.15 | 127.44 | 0.95 |

The Net Intake Rate range from 28.83 percent for Manicaland province to 59.92 percent for Bulawayo province, Table 4.9. There is gender parity in the NIRs in Harare and Bulawayo, whilst for the rest of the province females have a greater chance of enrolling in Grade 1 at the official age than males.

Table 4.9 : Primary School Net Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | New Entrants into Grade 1 aged 6 years, No. |        |         | Population Aged 6 years, No. |         |         | Net Intake Rate, % |        |       | GPI  |
|---------------------|---|--------|---------|------------------------------|---------|---------|--------------------|--------|-------|------|
|                     | Male  | Female | Total   | Male                         | Female  | Total   | Male               | Female | Total |      |
| Bulawayo            | 4 152                                       | 4 441  | 8 593   | 6 914                        | 7 427   | 14 341  | 60.05              | 59.80  | 59.92 | 1.00 |
| Harare              | 9 922                                       | 10 167 | 20 089  | 23 156                       | 23 971  | 47 127  | 42.85              | 42.41  | 42.63 | 0.99 |
| Manicaland          | 6 977                                       | 7 748  | 14 725  | 25 267                       | 25 800  | 51 067  | 27.61              | 30.03  | 28.83 | 1.09 |
| Mashonaland Central | 5 046                                       | 5 573  | 10 619  | 16 405                       | 16 466  | 32 871  | 30.76              | 33.85  | 32.31 | 1.10 |
| Mashonaland East    | 5 594                                       | 6 044  | 11 638  | 18 412                       | 18 575  | 36 987  | 30.38              | 32.54  | 31.47 | 1.07 |
| Mashonaland West    | 6 329                                       | 6 722  | 13 051  | 19 694                       | 20 093  | 39 787  | 32.14              | 33.45  | 32.80 | 1.04 |
| Masvingo            | 8 779                                       | 9 588  | 18 367  | 22 167                       | 22 768  | 44 935  | 39.60              | 42.11  | 40.87 | 1.06 |
| Matabeleland North  | 4 455                                       | 4 884  | 9 339   | 11 091                       | 11 149  | 22 240  | 40.17              | 43.81  | 41.99 | 1.09 |
| Matabeleland South  | 3 589                                       | 3 937  | 7 526   | 9 967                        | 9 843   | 19 810  | 36.01              | 40.00  | 37.99 | 1.11 |
| Midlands            | 8 031                                       | 8 780  | 16 811  | 22 415                       | 22 874  | 45 289  | 35.83              | 38.38  | 37.12 | 1.07 |
| Total               | 62 874                                      | 67 884 | 130 758 | 175 488                      | 178 966 | 354 454 | 35.83              | 37.93  | 36.89 | 1.06 |

Figure 4.7 Primary School Net Intake Rates by Province, Percentage, Zimbabwe, 2019

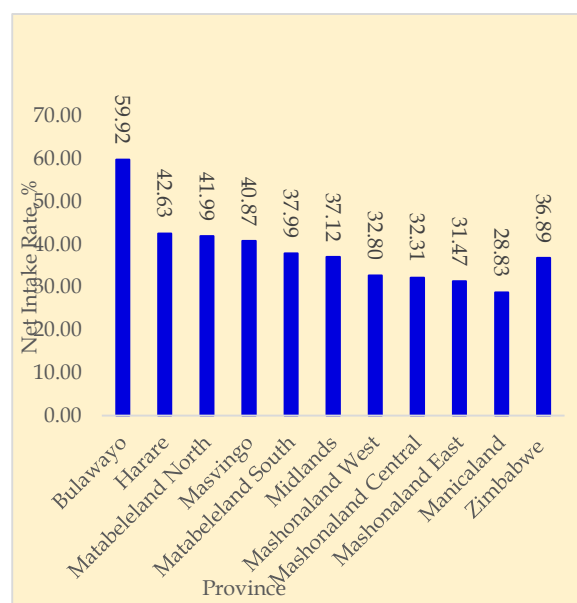
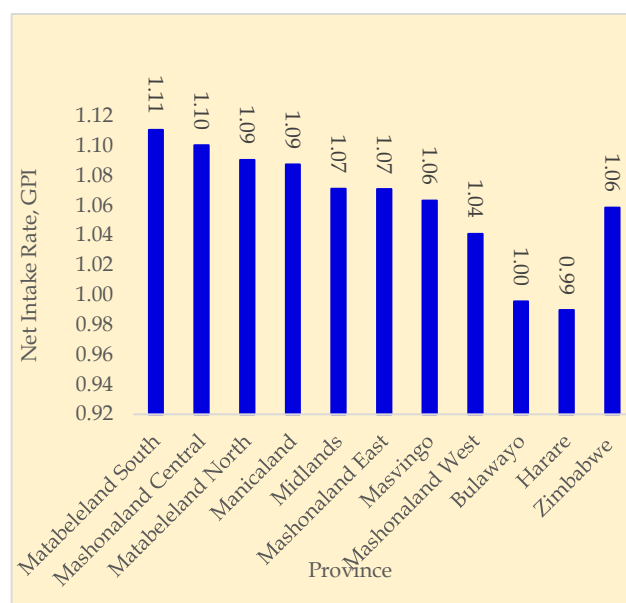


Figure 4.8: Primary School Net Intake Rate GPI by Province, Zimbabwe, 2019



#### 4.4. Secondary School Apparent and Net Intake Rates

Admission into secondary education (Form 1) has generally slightly improved between 2015 and 2019, from 77.35 percent to 80.57 percent, respectively, Table 4.10 and Figure 4.9. This trend is the same for females and males. Females have an AIR which is higher (82.48 percent) than of males (78.65 percent), implying that the former have a higher probability of being admitted into secondary education. There was AIR gender parity in all the 5 years, except for 2019 when the GPI was in favour of females. Compared to the primary school system, admission into the secondary school system was relatively low.

The secondary school NIR generally increased from 19.58 percent in 2015 to 25.49 percent in 2019, with the same trend for both females and males, Table 4.10 and Figure 4.10. Females with 29.02 percent have a higher NIR in comparison to males with a 21.94 percent showing that a higher proportion of females are entering Form I at the official entry age than males. Since 2015, GPIs are in favour of females. Compared to the primary school system, admission into the secondary school system at the correct age was comparatively low.

Table 4.10: Secondary School Apparent Intake Rate and Net Intake Rate Trends by Sex, Percentage, Zimbabwe, 2015 – 2019

| Year | AIR, % |        |       | GPI  | NIR, % |        |       | GPI  |
|------|--------|--------|-------|------|--------|--------|-------|------|
|      | Male   | Female | Total |      | Male   | Female | Total |      |
| 2015 | 76.94  | 77.76  | 77.35 | 1.01 | 16.54  | 22.59  | 19.58 | 1.37 |
| 2016 | 80.62  | 81.65  | 81.14 | 1.01 | 19.08  | 24.61  | 21.85 | 1.29 |
| 2017 | 77.59  | 79.52  | 78.56 | 1.02 | 18.52  | 24.58  | 21.56 | 1.33 |
| 2018 | 78.02  | 80.39  | 79.21 | 1.03 | 20.74  | 27.23  | 23.99 | 1.31 |
| 2019 | 78.65  | 82.48  | 80.57 | 1.05 | 21.94  | 29.02  | 25.49 | 1.32 |



Figure 4.9: Secondary School (Form 1) Apparent Intake Rate, Percentage, Zimbabwe, 2015 -2019

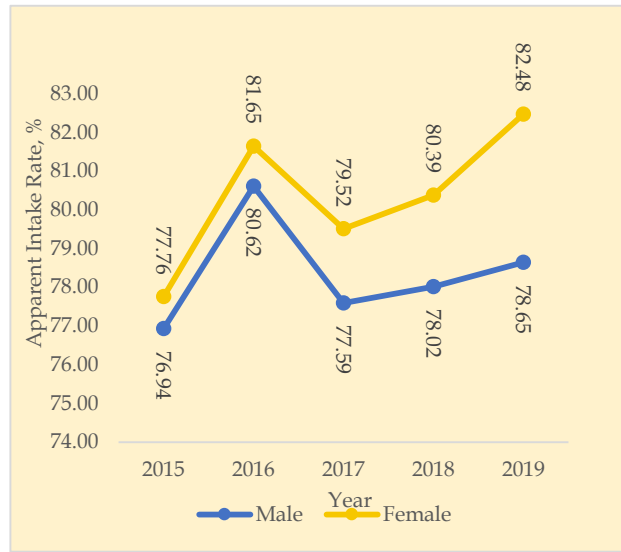
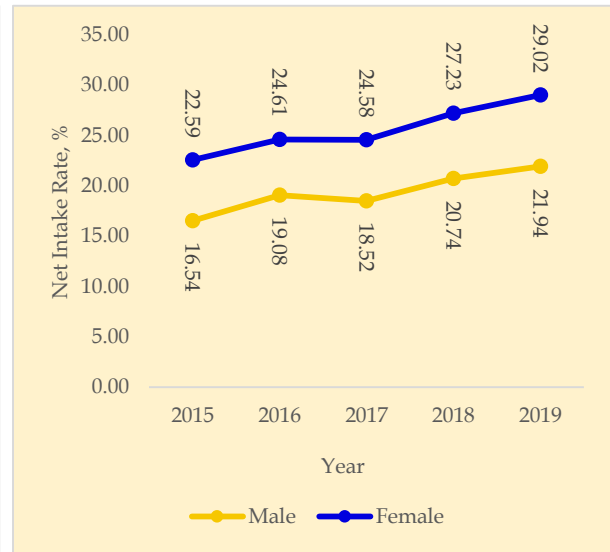


Figure 4.10: Secondary School (Form 1) Net Intake Rate, Percentage, Zimbabwe, 2015 -2019



In 2019, Manicaland and Bulawayo provinces had the highest secondary school AIR of 90.21 percent and 90 percent, respectively, whilst Harare province had the lowest 68.15 percent, Table 4.11. There is AIR gender parity in 4 provinces namely, Bulawayo, Harare, Manicaland, and Mashonaland West provinces, whilst for rest gender parity is in favor of females.

Table 4.11: Secondary School Apparent Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | New Entrants into Form 1, No. |         |         | Population Aged 13, No. |         |         | AIR, % |         |       | GPI  |
|---------------------|-------------------------------|---------|---------|-------------------------|---------|---------|--------|---------|-------|------|
|                     | Males                         | Females | Total   | Males                   | Females | Total   | Males  | Females | Total |      |
| Bulawayo            | 6 107                         | 6 715   | 12 822  | 6 710                   | 7 537   | 14 247  | 91.01  | 89.09   | 90.00 | 0.98 |
| Harare              | 13 981                        | 14 947  | 28 928  | 20 180                  | 22 265  | 42 445  | 69.28  | 67.13   | 68.15 | 0.97 |
| Manicaland          | 21 921                        | 22 296  | 44 217  | 24 678                  | 24 339  | 49 017  | 88.83  | 91.61   | 90.21 | 1.03 |
| Mashonaland Central | 10 849                        | 11 190  | 22 039  | 15 660                  | 15 219  | 30 879  | 69.28  | 73.53   | 71.37 | 1.06 |
| Mashonaland East    | 15 860                        | 16 525  | 32 385  | 18 641                  | 17 894  | 36 535  | 85.08  | 92.35   | 88.64 | 1.09 |
| Mashonaland West    | 15 380                        | 15 233  | 30 613  | 19 490                  | 19 426  | 38 916  | 78.91  | 78.42   | 78.66 | 0.99 |
| Masvingo            | 18 677                        | 19 056  | 37 733  | 21 374                  | 21 019  | 42 393  | 87.38  | 90.66   | 89.01 | 1.04 |
| Matabeleland North  | 7 028                         | 8 264   | 15 292  | 10 962                  | 10 800  | 21 762  | 64.11  | 76.52   | 70.27 | 1.19 |
| Matabeleland South  | 6 944                         | 7 792   | 14 736  | 10 187                  | 9 844   | 20 031  | 68.17  | 79.15   | 73.57 | 1.16 |
| Midlands            | 16 736                        | 18 686  | 35 422  | 21 831                  | 22 243  | 44 074  | 76.66  | 84.01   | 80.37 | 1.10 |
| Total               | 133 483                       | 140 704 | 274 187 | 169 713                 | 170 586 | 340 299 | 78.65  | 82.48   | 80.57 | 1.05 |

The secondary school NIR ranges from 20.14 percent in Mashonaland Central province, to 40 percent in Bulawayo province, Table 4.12 and Figure 4.11. In all provinces GPI was in favor of the females. Matabeleland North province had the greatest gender disparity in favor of females with a GPI of 1.48 and Harare the lowest of 1.07, Figure 4.12.

Table 4.12: Secondary School Net Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | New Entrants into Form 1<br>Aged 13, No. |         |        | Population Aged 13, No. |         |         | NIR, % |         |       | GPI  |
|---------------------|--|---------|--------|-------------------------|---------|---------|--------|---------|-------|------|
|                     | Males                                    | Females | Total  | Males                   | Females | Total   | Males  | Females | Total |      |
| Bulawayo            | 2 479                                    | 3 220   | 5 699  | 6 710                   | 7 537   | 14 247  | 36.94  | 42.72   | 40.00 | 1.16 |
| Harare              | 5 625                                    | 6 641   | 12 266 | 20 180                  | 22 265  | 42 445  | 27.87  | 29.83   | 28.90 | 1.07 |
| Manicaland          | 4 865                                    | 6 726   | 11 591 | 24 678                  | 24 339  | 49 017  | 19.71  | 27.63   | 23.65 | 1.40 |
| Mashonaland Central | 2 627                                    | 3 593   | 6 220  | 15 660                  | 15 219  | 30 879  | 16.78  | 23.61   | 20.14 | 1.41 |
| Mashonaland East    | 4 512                                    | 6 048   | 10 560 | 18 641                  | 17 894  | 36 535  | 24.20  | 33.80   | 28.90 | 1.40 |
| Mashonaland West    | 3 599                                    | 4 497   | 8 096  | 19 490                  | 19 426  | 38 916  | 18.47  | 23.15   | 20.80 | 1.25 |
| Masvingo            | 4 572                                    | 5 969   | 10 541 | 21 374                  | 21 019  | 42 393  | 21.39  | 28.40   | 24.86 | 1.33 |
| Matabeleland North  | 2 324                                    | 3 388   | 5 712  | 10 962                  | 10 800  | 21 762  | 21.20  | 31.37   | 26.25 | 1.48 |
| Matabeleland South  | 2 417                                    | 3 320   | 5 737  | 10 187                  | 9 844   | 20 031  | 23.73  | 33.73   | 28.64 | 1.42 |
| Midlands            | 4 208                                    | 6 108   | 10 316 | 21 831                  | 22 243  | 44 074  | 19.28  | 27.46   | 23.41 | 1.42 |
| Total               | 37 228                                   | 49 510  | 86 738 | 169 713                 | 170 586 | 340 299 | 21.94  | 29.02   | 25.49 | 1.32 |

Figure 4.11: Secondary School (Form 1) Net Intake Rates by Province, Percentage, Zimbabwe, 2019

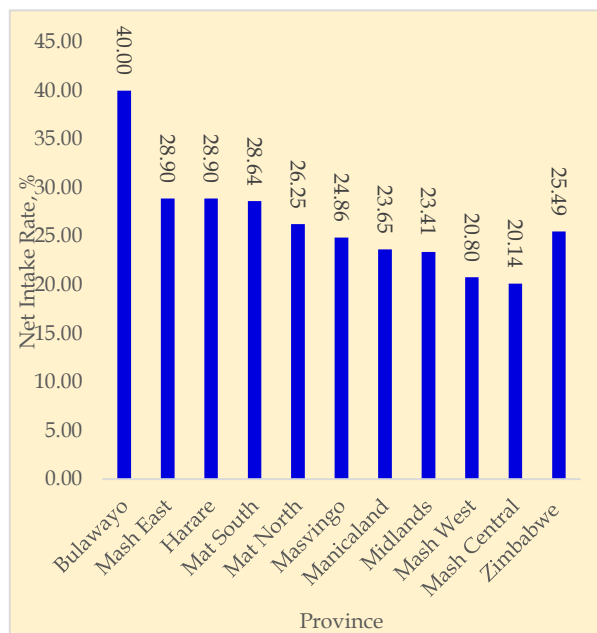
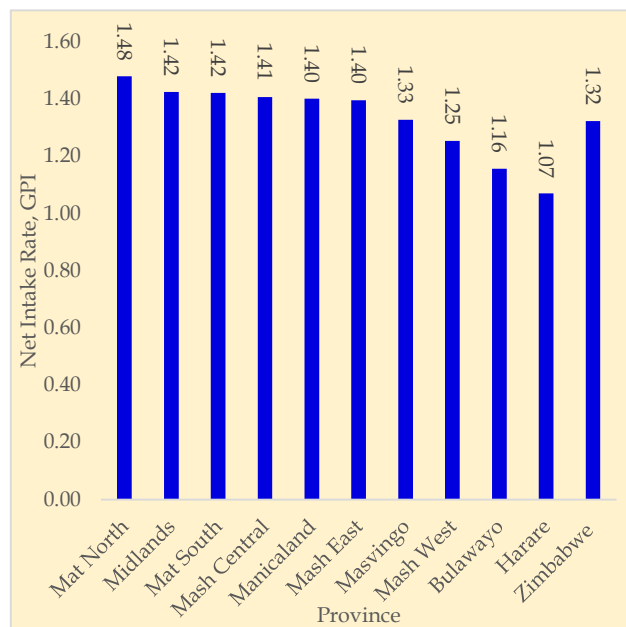


Figure 4.12: Secondary School (Form 1) Net Intake Rate GPI by Province, Zimbabwe, 2019



## 4.5. Conclusion

New entrants into Grade 1 and Form 1 increased between 2018 and 2019. There are 451 722 new entrants into Grade 1, increasing by 3 772 pupils from the 2018, representing a 0.84 percentage increase, with more males than females for the period 2015 to 2019. For Form 1 there are 274 187 new entrants, increasing by 7 318 from 2018, depicting a 2.74 percentage increase. Unlike in Grade 1, in Form 1 there were more female new entrants than male ones during the period 2015 to 2019. There is participation of over and or under-aged children at Grade 1 level, with higher proportions for males. The introduction of the ECD level is likely to see the improvement of this ratio. The Grade 1 Net Intake Rate (NIR) is low and in favour of females. Admission into secondary education (Form 1) has generally slightly improved between 2015 and 2019. There was Form 1 AIR gender parity in all the 5 years, except for 2019 when the GPI was in favour of females. Compared to the primary school system, admission into the secondary school system was relatively low. The secondary school NIR generally increased from 2015 to 2019, with GPIs are in favour of females. Compared to the primary school system, admission into the secondary school system at the correct age was comparatively low.

## CHAPTER 5: Participation in the Education System

Participation in an education system is measured by the Gross Enrolment Rate<sup>14</sup> (GER) and the Net Enrolment Rate<sup>15</sup> (NER) at the different educational levels namely ECD, Primary level (Grade1-7); Secondary level (Form 1-6). The secondary level is broken down into lower secondary (Form 1-4) and upper secondary level (Form 5 -6). The GER is widely used to show the general level of participation in each level of education. It indicates the capacity of the education system to enroll students of all age groups. A higher GER indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER of above 100 percent indicates the presence of over and/or under-aged pupils in the system. The NER measures the capacity of the system to enroll learners corresponding to the school level age groups

### 5.1. ECD (ECD A and ECD B) Participation

Zimbabwe has an ECD GER of 57.24 percent, with gender parity. ECD GER increased between 2015 and 2019, with a marginal decrease in 2018, with a similar trend for females and males, Table 5.1 and Figures 5.1 and 5.2. Out of the total ECD school-age population, only 32.18 percent are currently enrolled in ECD. NERs increased from 28.95 percent in 2015 to 33.07 percent in 2016 and declined slightly to its current level, with both the female and male NERs generally following the same pattern. There was gender parity in both GERs and NERs for the period 2015 to 2019.

Table 5.1: ECD Gross Enrolment Ratio and Net Enrolment Ratio and GPI, Zimbabwe, 2015 to 2019

| Year | Gross Enrolment Rate, % |        |       | GPI  | Net Enrolment Rate, % |        |       | GPI  |
|------|-------------------------|--------|-------|------|-----------------------|--------|-------|------|
|      | Male                    | Female | Total |      | Male                  | Female | Total |      |
| 2015 | 47.05                   | 46.84  | 46.94 | 1    | 28.54                 | 29.36  | 28.95 | 1.03 |
| 2016 | 52.1                    | 51.85  | 51.98 | 1    | 32.82                 | 33.32  | 33.07 | 1.02 |
| 2017 | 56.14                   | 55.58  | 55.86 | 0.99 | 31.7                  | 32.28  | 31.99 | 1.02 |
| 2018 | 56.11                   | 55.38  | 55.74 | 0.99 | 31.75                 | 32.1   | 31.92 | 1.01 |
| 2019 | 57.67                   | 56.82  | 57.24 | 0.99 | 31.95                 | 32.41  | 32.18 | 1.01 |

The ECD GER ranged from 26.72 percent for Harare province to 68.56 percent for Manicaland province, Table 5.2 and Table 5.3. There is gender parity in ECD GERs in all provinces, except in Harare where the GPI is in favour of males. Bulawayo province has the highest ECD NER of

<sup>14</sup> The Gross Enrolment Rate is defined as the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

<sup>15</sup> Net Enrolment Rate is the number of pupils enrolled who are of the official age group for a given level of education divided by the population for the same age group expressed as a percentage.

42.79 percent, whilst Harare has the lowest of 17.45 percent. The very low GER and NER in Harare is probably due to the low response rate. There is gender parity in ECD NERs in all provinces, except Matabeleland North province where the GPI is in favour of females.

Table 5.2: ECD School Age Population and Enrolment by Province and Sex, Number, Zimbabwe, 2019

| Provinces           | Population 3-5 years, No. |         |           | Total Enrolment, No. |         |         | Enrolment 3-5 years, No. |         |         |
|---------------------|---------------------------|---------|-----------|----------------------|---------|---------|--------------------------|---------|---------|
|                     | Male                      | Female  | Total     | Male                 | Female  | Total   | Male                     | Female  | Total   |
| Bulawayo            | 23 403                    | 23 778  | 47 180    | 13 108               | 13 222  | 26 330  | 9 979                    | 10 210  | 20 189  |
| Harare              | 76 962                    | 78 435  | 155 397   | 20 966               | 20 552  | 41 518  | 13 606                   | 13 505  | 27 111  |
| Manicaland          | 82 651                    | 82 739  | 165 390   | 56 905               | 56 484  | 113 389 | 29 910                   | 30 349  | 60 259  |
| Mashonaland Central | 51 872                    | 51 818  | 103 690   | 32 624               | 32 043  | 64 667  | 15 974                   | 16 347  | 32 321  |
| Mashonaland East    | 58 901                    | 57 880  | 116 781   | 38 045               | 37 107  | 75 152  | 18 680                   | 18 678  | 37 358  |
| Mashonaland West    | 64 218                    | 64 389  | 128 607   | 35 547               | 35 567  | 71 114  | 18 002                   | 18 680  | 36 682  |
| Masvingo            | 71 968                    | 72 067  | 144 035   | 47 186               | 46 116  | 93 302  | 27 818                   | 28 155  | 55 973  |
| Matabeleland North  | 35 266                    | 34 580  | 69 845    | 21 601               | 21 378  | 42 979  | 13 787                   | 14 087  | 27 874  |
| Matabeleland South  | 32 360                    | 32 281  | 64 641    | 20 971               | 20 588  | 41 559  | 11 752                   | 12 057  | 23 809  |
| Midlands            | 71 555                    | 72 216  | 143 771   | 41 305               | 40 898  | 82 203  | 22 314                   | 22 748  | 45 062  |
| Total               | 569 156                   | 570 183 | 1 139 339 | 328 258              | 323 955 | 652 213 | 181 822                  | 184 816 | 366 638 |

Table 5.3: ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |       | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|-------|------|--------|--------|-------|------|
|                     | Male   | Female | Total |      | Male   | Female | Total |      |
| Bulawayo            | 56.01  | 55.61  | 55.81 | 0.99 | 42.64  | 42.94  | 42.79 | 1.01 |
| Harare              | 27.24  | 26.20  | 26.72 | 0.96 | 17.68  | 17.22  | 17.45 | 0.97 |
| Manicaland          | 68.85  | 68.27  | 68.56 | 0.99 | 36.19  | 36.68  | 36.43 | 1.01 |
| Mashonaland Central | 62.89  | 61.84  | 62.37 | 0.98 | 30.80  | 31.55  | 31.17 | 1.02 |
| Mashonaland East    | 64.59  | 64.11  | 64.35 | 0.99 | 31.71  | 32.27  | 31.99 | 1.02 |
| Mashonaland West    | 55.35  | 55.24  | 55.30 | 1.00 | 28.03  | 29.01  | 28.52 | 1.03 |
| Masvingo            | 65.57  | 63.99  | 64.78 | 0.98 | 38.65  | 39.07  | 38.86 | 1.01 |
| Matabeleland North  | 61.25  | 61.82  | 61.53 | 1.01 | 39.09  | 40.74  | 39.91 | 1.04 |
| Matabeleland South  | 64.81  | 63.78  | 64.29 | 0.98 | 36.32  | 37.35  | 36.83 | 1.03 |
| Midlands            | 57.72  | 56.63  | 57.18 | 0.98 | 31.18  | 31.50  | 31.34 | 1.01 |
| Total               | 57.67  | 56.82  | 57.24 | 0.99 | 31.95  | 32.41  | 32.18 | 1.01 |

Figure 5.1: ECD Gross Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019.

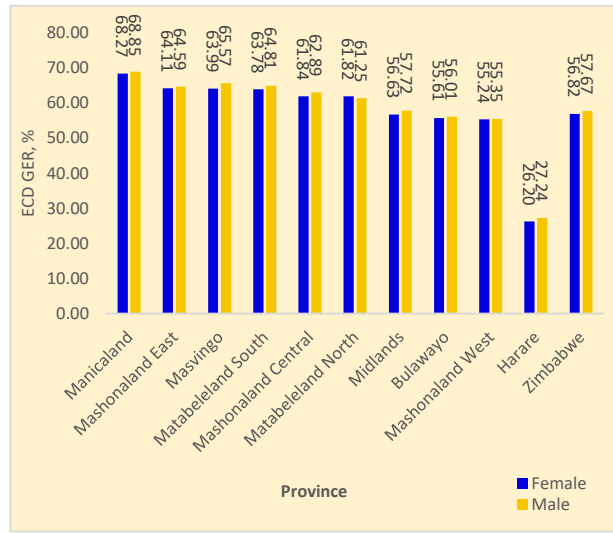
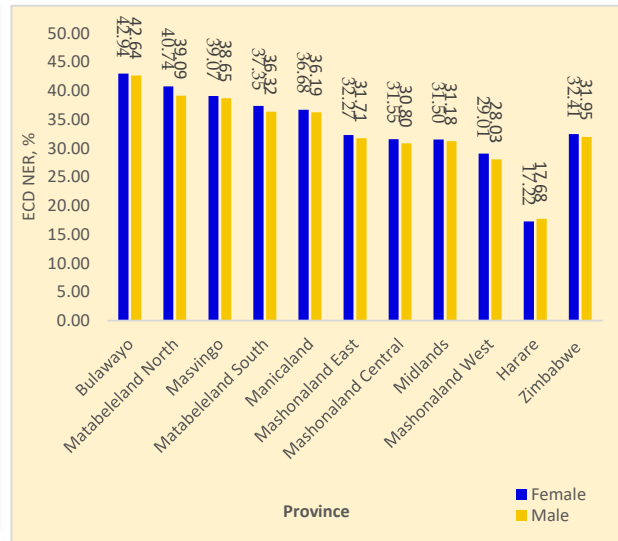


Figure 5.2: ECD Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019



## 5.2. ECD A Participation

Zimbabwe has an ECD A GER and NER of 38.91 percent and 15.29 percent respectively, both have gender parity, Table 5.4 and Table 5.5. The GER for the provinces ranges from 13.17 percent in Harare province to 47.95 percent in Manicaland province. The NER ranges from 6.92 percent in Harare province to 24.65 percent in Bulawayo province. The lower rates in Harare may be due to the presence of many private ECD centres which generally do not complete the ED46 forms. The 2019 ECD A NER falls way below the ESSP 2016-2020 ECDA Net Enrolment Rate is 35 percent with gender parity. While the rest of the provinces reported gender parity in NERs Mashonaland West, Matabeleland North and Matabeleland South provinces have gender disparities in favour of female ECD A participation, Figure 5.3.

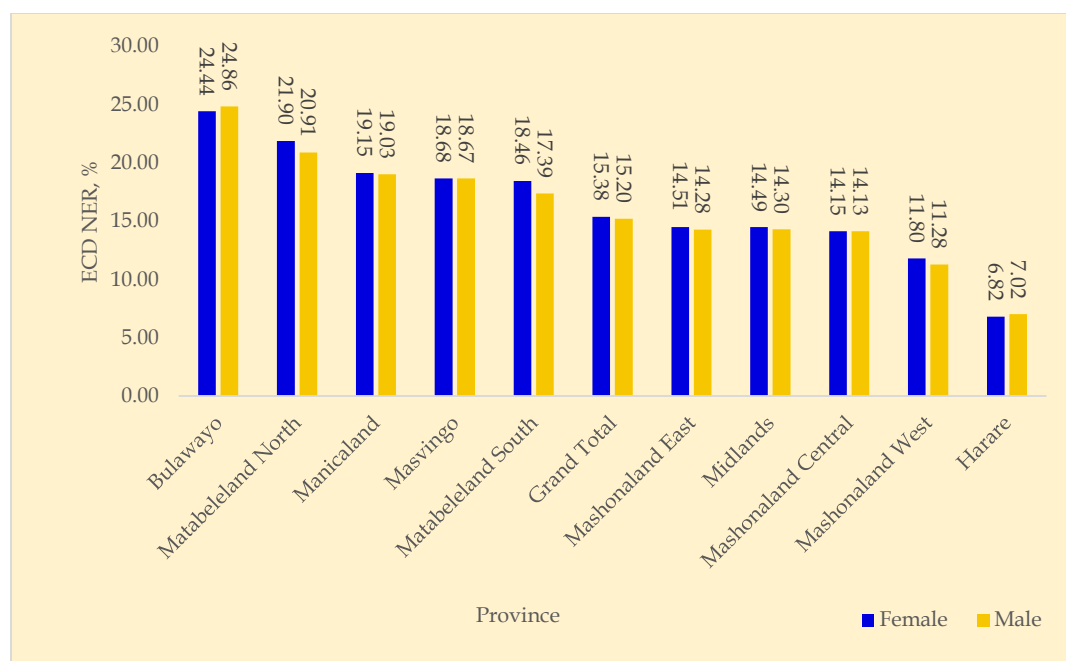
Table 5.4: ECD A School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019

| Province            | Population 3-4 years, No. |         |         | Total Enrolment, No. |         |         | Enrolment 3-4 years, No. |        |         |
|---------------------|---------------------------|---------|---------|----------------------|---------|---------|--------------------------|--------|---------|
|                     | Male                      | Female  | Total   | Male                 | Female  | Total   | Male                     | Female | Total   |
| Bulawayo            | 15 959                    | 16 174  | 32 133  | 5 981                | 6 008   | 11 989  | 3 967                    | 3 953  | 7 920   |
| Harare              | 52 890                    | 53 881  | 106 771 | 7 083                | 6 974   | 14 057  | 3 713                    | 3 673  | 7 386   |
| Manicaland          | 55 816                    | 56 277  | 112 094 | 26 809               | 26 939  | 53 748  | 10 622                   | 10 776 | 21 398  |
| Mashonaland Central | 34 236                    | 34 672  | 68 908  | 14 921               | 14 784  | 29 705  | 4 838                    | 4 905  | 9 743   |
| Mashonaland East    | 39 350                    | 38 813  | 78 163  | 17 693               | 17 208  | 34 901  | 5 621                    | 5 632  | 11 253  |
| Mashonaland West    | 42 777                    | 43 351  | 86 128  | 16 003               | 15 921  | 31 924  | 4 827                    | 5 117  | 9 944   |
| Masvingo            | 47 820                    | 48 001  | 95 821  | 21 692               | 21 325  | 43 017  | 8 929                    | 8 966  | 17 895  |
| Matabeleland North  | 23 596                    | 23 090  | 46 685  | 10 502               | 10 382  | 20 884  | 4 934                    | 5 056  | 9 990   |
| Matabeleland South  | 21 784                    | 21 570  | 43 354  | 10 080               | 10 028  | 20 108  | 3 789                    | 3 982  | 7 771   |
| Midlands            | 47 725                    | 48 183  | 95 908  | 18 886               | 18 781  | 37 667  | 6 826                    | 6 984  | 13 810  |
| Total               | 381 953                   | 384 012 | 765 965 | 149 650              | 148 350 | 298 000 | 58 066                   | 59 044 | 117 110 |

Table 5.5 : ECD A Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |       | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|-------|------|--------|--------|-------|------|
|                     | Male   | Female | Total |      | Male   | Female | Total |      |
| Bulawayo            | 37.48  | 37.15  | 37.31 | 0.99 | 24.86  | 24.44  | 24.65 | 0.98 |
| Harare              | 13.39  | 12.94  | 13.17 | 0.97 | 7.02   | 6.82   | 6.92  | 0.97 |
| Manicaland          | 48.03  | 47.87  | 47.95 | 1.00 | 19.03  | 19.15  | 19.09 | 1.01 |
| Mashonaland Central | 43.58  | 42.64  | 43.11 | 0.98 | 14.13  | 14.15  | 14.14 | 1.00 |
| Mashonaland East    | 44.96  | 44.34  | 44.65 | 0.99 | 14.28  | 14.51  | 14.40 | 1.02 |
| Mashonaland West    | 37.41  | 36.73  | 37.07 | 0.98 | 11.28  | 11.80  | 11.55 | 1.05 |
| Masvingo            | 45.36  | 44.43  | 44.89 | 0.98 | 18.67  | 18.68  | 18.68 | 1.00 |
| Matabeleland North  | 44.51  | 44.96  | 44.73 | 1.01 | 20.91  | 21.90  | 21.40 | 1.05 |
| Matabeleland South  | 46.27  | 46.49  | 46.38 | 1.00 | 17.39  | 18.46  | 17.92 | 1.06 |
| Midlands            | 39.57  | 38.98  | 39.27 | 0.98 | 14.30  | 14.49  | 14.40 | 1.01 |
| Total               | 39.18  | 38.63  | 38.91 | 0.99 | 15.20  | 15.38  | 15.29 | 1.01 |

Figure 5.3: ECD A Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019



### 5.3. ECD B Participation

Zimbabwe has an ECD B GER is 94.87 percent, with gender parity, Table 5.6 and 5.7. ECD B GER range from 56.47 percent in Harare province to 111.91 percent in Manicaland province. There is gender parity in the GER in all provinces, except in Harare and Matabeleland South where it is in favour of males. The ECD B NER of 30.68 percent, with gender parity is below the 2016-2020 ESSP 2019 Target of 50 percent, with gender parity. The NER is highest in Bulawayo province (56.43 percent) and lowest in Mashonaland East province (25.52 percent). While the rest of the provinces reported gender parity in NERs Mashonaland Central, Mashonaland East, Mashonaland West and Matabeleland North provinces have gender disparities in favour of female ECD participation, Figure 5.4.



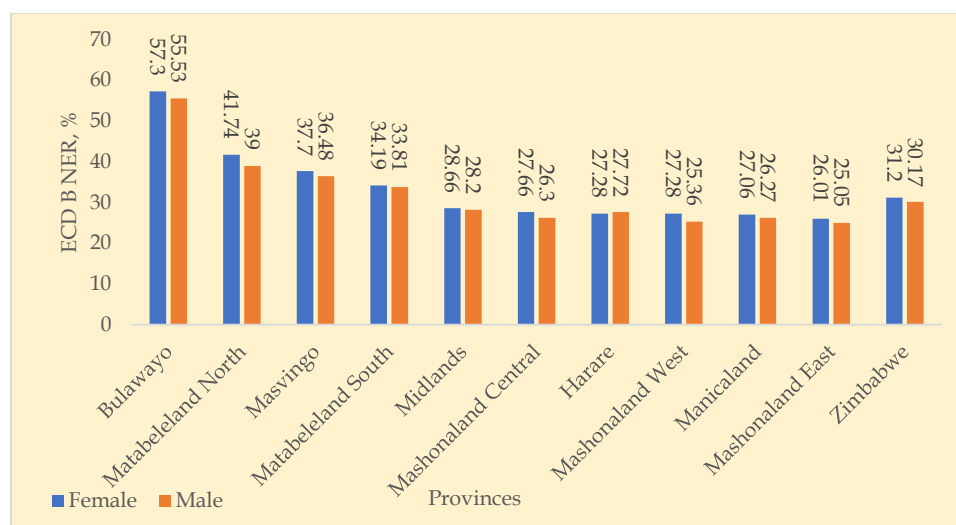
Table 5.6: ECD B School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019

| Provinces           | Population 5 years, No. |         |         | Total Enrolment, No. |         |         | Enrolment 5 years, No. |        |         |
|---------------------|-------------------------|---------|---------|----------------------|---------|---------|------------------------|--------|---------|
|                     | Male                    | Female  | Total   | Male                 | Female  | Total   | Male                   | Female | Total   |
| Bulawayo            | 7 444                   | 7 604   | 15 047  | 7 127                | 7 214   | 14 341  | 4 134                  | 4 357  | 8 491   |
| Harare              | 24 073                  | 24 554  | 48 627  | 13 883               | 13 578  | 27 461  | 6 672                  | 6 699  | 13 371  |
| Manicaland          | 26 834                  | 26 461  | 53 296  | 30 096               | 29 545  | 59 641  | 7 050                  | 7 161  | 14 211  |
| Mashonaland Central | 17 636                  | 17 147  | 34 782  | 17 703               | 17 259  | 34 962  | 4 638                  | 4 743  | 9 381   |
| Mashonaland East    | 19 551                  | 19 067  | 38 618  | 20 352               | 19 899  | 40 251  | 4 898                  | 4 959  | 9 857   |
| Mashonaland West    | 21 441                  | 21 039  | 42 479  | 19 544               | 19 646  | 39 190  | 5 438                  | 5 740  | 11 178  |
| Masvingo            | 24 148                  | 24 066  | 48 214  | 25 494               | 24 791  | 50 285  | 8 809                  | 9 074  | 17 883  |
| Matabeleland North  | 11 670                  | 11 490  | 23 160  | 11 099               | 10 996  | 22 095  | 4 551                  | 4 796  | 9 347   |
| Matabeleland South  | 10 577                  | 10 711  | 21 287  | 10 891               | 10 560  | 21 451  | 3 576                  | 3 662  | 7 238   |
| Midlands            | 23 830                  | 24 033  | 47 863  | 22 419               | 22 117  | 44 536  | 6 719                  | 6 889  | 13 608  |
| Total               | 187 203                 | 186 171 | 373 374 | 178 608              | 175 605 | 354 213 | 56 485                 | 58 080 | 114 565 |

Table 5.7: ECD B Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |        | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|--------|------|--------|--------|-------|------|
|                     | Male   | Female | Total  |      | Male   | Female | Total |      |
| Bulawayo            | 95.74  | 94.87  | 95.31  | 0.99 | 55.53  | 57.30  | 56.43 | 1.03 |
| Harare              | 57.67  | 55.30  | 56.47  | 0.96 | 27.72  | 27.28  | 27.50 | 0.98 |
| Manicaland          | 112.16 | 111.65 | 111.91 | 1.00 | 26.27  | 27.06  | 26.66 | 1.03 |
| Mashonaland Central | 100.38 | 100.65 | 100.52 | 1.00 | 26.30  | 27.66  | 26.97 | 1.05 |
| Mashonaland East    | 104.10 | 104.36 | 104.23 | 1.00 | 25.05  | 26.01  | 25.52 | 1.04 |
| Mashonaland West    | 91.15  | 93.38  | 92.26  | 1.02 | 25.36  | 27.28  | 26.31 | 1.08 |
| Masvingo            | 105.57 | 103.01 | 104.30 | 0.98 | 36.48  | 37.70  | 37.09 | 1.03 |
| Matabeleland North  | 95.11  | 95.70  | 95.40  | 1.01 | 39.00  | 41.74  | 40.36 | 1.07 |
| Matabeleland South  | 102.97 | 98.59  | 100.77 | 0.96 | 33.81  | 34.19  | 34.00 | 1.01 |
| Midlands            | 94.08  | 92.03  | 93.05  | 0.98 | 28.20  | 28.66  | 28.43 | 1.02 |
| Total               | 95.41  | 94.32  | 94.87  | 0.99 | 30.17  | 31.20  | 30.68 | 1.03 |

Figure 5.4: ECD B Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019



#### 5.4. Infant School Participation

Zimbabwe has Infant (ECD A – Grade 2) GER of 83.81 percent and a NER of 60.57 percent, both with gender parity, Tables 5.8 and 5.9. The infant GER ranges from 55 percent in Harare province to 95.89 in Manicaland province. Bulawayo province has the highest NER of 66.83 percent and Harare province the lowest of 43.80 percent. There is gender parity in NERs in all provinces and also for GERs except for Harare and Masvingo provinces.

Table 5.8: Infant School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019

| Provinces           | Population 3-7 years, No. |         |           | Total Enrolment, No. |         |           | Enrolment 3-7 years, No. |         |           |
|---------------------|---------------------------|---------|-----------|----------------------|---------|-----------|--------------------------|---------|-----------|
|                     | Male                      | Female  | Total     | Male                 | Female  | Total     | Male                     | Female  | Total     |
| Bulawayo            | 37 398                    | 38 653  | 76 051    | 30 606               | 31 030  | 61 636    | 25 009                   | 25 814  | 50 823    |
| Harare              | 123 178                   | 126 239 | 249 416   | 69 060               | 68 114  | 137 174   | 54 671                   | 54 577  | 109 248   |
| Manicaland          | 134 630                   | 135 372 | 270 002   | 130 761              | 128 140 | 258 901   | 88 336                   | 89 421  | 177 757   |
| Mashonaland Central | 85 363                    | 85 212  | 170 576   | 76 922               | 75 235  | 152 157   | 52 086                   | 53 050  | 105 136   |
| Mashonaland East    | 96 651                    | 95 387  | 192 038   | 86 934               | 84 810  | 171 744   | 60 539                   | 60 962  | 121 501   |
| Mashonaland West    | 104 693                   | 105 024 | 209 717   | 90 234               | 88 807  | 179 041   | 61 268                   | 62 478  | 123 746   |
| Masvingo            | 118 120                   | 118 957 | 237 077   | 109 099              | 105 565 | 214 664   | 77 803                   | 78 010  | 155 813   |
| Matabeleland North  | 58 307                    | 57 308  | 115 615   | 48 036               | 47 516  | 95 552    | 36 712                   | 37 337  | 74 049    |
| Matabeleland South  | 52 779                    | 52 385  | 105 164   | 44 788               | 43 756  | 88 544    | 32 968                   | 33 283  | 66 251    |
| Midlands            | 117 879                   | 118 741 | 236 620   | 101 876              | 99 576  | 201 452   | 71 334                   | 72 364  | 143 698   |
| Total               | 928 999                   | 933 277 | 1 862 276 | 788 316              | 772 549 | 1 560 865 | 560 726                  | 567 296 | 1 128 022 |

Table 5.9: Infant Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs by Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |       | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|-------|------|--------|--------|-------|------|
|                     | Male   | Female | Total |      | Male   | Female | Total |      |
| Bulawayo            | 81.84  | 80.28  | 81.05 | 0.98 | 66.87  | 66.78  | 66.83 | 1.00 |
| Harare              | 56.07  | 53.96  | 55.00 | 0.96 | 44.38  | 43.23  | 43.80 | 0.97 |
| Manicaland          | 97.13  | 94.66  | 95.89 | 0.97 | 65.61  | 66.06  | 65.84 | 1.01 |
| Mashonaland Central | 90.11  | 88.29  | 89.20 | 0.98 | 61.02  | 62.26  | 61.64 | 1.02 |
| Mashonaland East    | 89.95  | 88.91  | 89.43 | 0.99 | 62.64  | 63.91  | 63.27 | 1.02 |
| Mashonaland West    | 86.19  | 84.56  | 85.37 | 0.98 | 58.52  | 59.49  | 59.01 | 1.02 |
| Masvingo            | 92.36  | 88.74  | 90.55 | 0.96 | 65.87  | 65.58  | 65.72 | 1.00 |
| Matabeleland North  | 82.38  | 82.91  | 82.65 | 1.01 | 62.96  | 65.15  | 64.05 | 1.03 |
| Matabeleland South  | 84.86  | 83.53  | 84.20 | 0.98 | 62.46  | 63.54  | 63.00 | 1.02 |
| Midlands            | 86.42  | 83.86  | 85.14 | 0.97 | 60.51  | 60.94  | 60.73 | 1.01 |
| Total               | 84.86  | 82.78  | 83.81 | 0.98 | 60.36  | 60.79  | 60.57 | 1.01 |

## 5.5. Junior School Participation

The Junior Level (Grade 3- Grade 7) GER is 100.51 percent, with gender parity, signifying the presence of overaged and/or underaged pupils and a NER of 81.18 percent (female – 82.95 percent: male -79.41 percent), Tables 5.10 and 5.11. The NER is in favour of females. The Junior Education NER is below the 2016-2020 ESSP target for 2019 of 96 percent (female -97 percent: male -95 percent). The infant GER ranges from 87.58 percent in Harare province to 105.28 percent in Bulawayo province. Bulawayo province has the highest NER of 94.06 percent and Harare province has the lowest of 78.15 percent. Harare and Bulawayo provinces have NER gender parity, whilst for all the predominantly rural provinces the NER is in favour of females.

Table 5.10: Junior School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019

| Provinces           | Population 8-12 years, No. |         |           | Total Enrolment, No. |         |           | Enrolment 8-12 years, No. |         |           |
|---------------------|----------------------------|---------|-----------|----------------------|---------|-----------|---------------------------|---------|-----------|
|                     | Male                       | Female  | Total     | Male                 | Female  | Total     | Male                      | Female  | Total     |
| Bulawayo            | 35 661                     | 38 156  | 73 818    | 38 473               | 39 242  | 77 715    | 33 947                    | 35 489  | 69 436    |
| Harare              | 110 672                    | 118 500 | 229 172   | 99 228               | 101 490 | 200 718   | 87 724                    | 91 364  | 179 088   |
| Manicaland          | 134 678                    | 134 602 | 269 281   | 146 854              | 145 662 | 292 516   | 110 938                   | 116 138 | 227 076   |
| Mashonaland Central | 85 527                     | 85 003  | 170 531   | 84 326               | 84 449  | 168 775   | 62 709                    | 66 744  | 129 453   |
| Mashonaland East    | 98 449                     | 97 307  | 195 756   | 101 853              | 100 394 | 202 247   | 78 911                    | 81 889  | 160 800   |
| Mashonaland West    | 107 001                    | 105 446 | 212 447   | 108 595              | 108 821 | 217 416   | 84 463                    | 88 447  | 172 910   |
| Masvingo            | 120 060                    | 119 182 | 239 242   | 124 042              | 125 164 | 249 206   | 95 774                    | 101 744 | 197 518   |
| Matabeleland North  | 60 895                     | 59 853  | 120 748   | 58 069               | 58 836  | 116 905   | 47 762                    | 49 857  | 97 619    |
| Matabeleland South  | 54 620                     | 53 656  | 108 276   | 52 074               | 52 075  | 104 149   | 41 944                    | 43 410  | 85 354    |
| Midlands            | 121 971                    | 121 448 | 243 420   | 120 986              | 121 631 | 242 617   | 93 938                    | 98 960  | 192 898   |
| Total               | 929 536                    | 933 153 | 1 862 689 | 934 500              | 937 764 | 1 872 264 | 738 110                   | 774 042 | 1 512 152 |

Table 5.11: Junior Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs and Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |        | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|--------|------|--------|--------|-------|------|
|                     | Male   | Female | Total  |      | Male   | Female | Total |      |
| Bulawayo            | 107.89 | 102.85 | 105.28 | 0.95 | 95.19  | 93.01  | 94.06 | 0.98 |
| Harare              | 89.66  | 85.65  | 87.58  | 0.96 | 79.26  | 77.10  | 78.15 | 0.97 |
| Manicaland          | 109.04 | 108.22 | 108.63 | 0.99 | 82.37  | 86.28  | 84.33 | 1.05 |
| Mashonaland Central | 98.60  | 99.35  | 98.97  | 1.01 | 73.32  | 78.52  | 75.91 | 1.07 |
| Mashonaland East    | 103.46 | 103.17 | 103.32 | 1.00 | 80.15  | 84.16  | 82.14 | 1.05 |
| Mashonaland West    | 101.49 | 103.20 | 102.34 | 1.02 | 78.94  | 83.88  | 81.39 | 1.06 |
| Masvingo            | 103.32 | 105.02 | 104.16 | 1.02 | 79.77  | 85.37  | 82.56 | 1.07 |
| Matabeleland North  | 95.36  | 98.30  | 96.82  | 1.03 | 78.43  | 83.30  | 80.85 | 1.06 |
| Matabeleland South  | 95.34  | 97.05  | 96.19  | 1.02 | 76.79  | 80.90  | 78.83 | 1.05 |
| Midlands            | 99.19  | 100.15 | 99.67  | 1.01 | 77.02  | 81.48  | 79.24 | 1.06 |
| Total               | 100.53 | 100.49 | 100.51 | 1.00 | 79.41  | 82.95  | 81.18 | 1.04 |

## 5.6. Primary School Participation

Primary school (Grade 1-7) GER is 107.55 percent and there is gender parity. The primary school GER generally increased between 2015 and 2019 for both females and males, Table 5.12 and Figure 5.5. The primary school NER, is high at 93.61 percent in 2019. This shows that 6.39 percent of the children aged 6-12 years are out of formal school. NERs generally increased between 2015 and 2019, with both the female and male NERs generally following the same pattern, Figure 5.6. There was gender parity in both GERs and NERs for the period 2015 to 2019.

Table 5.12: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2015-2019

| Year | Gross Enrolment Rate, % |        |        | GPI  | Net Enrolment Rate, % |        |       | GPI  |
|------|-------------------------|--------|--------|------|-----------------------|--------|-------|------|
|      | Male                    | Female | Total  |      | Male                  | Female | Total |      |
| 2015 | 107.73                  | 104.69 | 106.21 | 0.97 | 88.04                 | 88.89  | 88.46 | 1.01 |
| 2016 | 106.44                  | 103.75 | 105.09 | 0.97 | 89.97                 | 90.06  | 90.01 | 1.00 |
| 2017 | 106.54                  | 104.66 | 105.59 | 0.98 | 89.28                 | 90.46  | 89.87 | 1.01 |
| 2018 | 107.25                  | 105.72 | 106.48 | 0.99 | 91.31                 | 92.50  | 91.91 | 1.01 |
| 2019 | 108.16                  | 106.95 | 107.55 | 0.99 | 92.88                 | 94.33  | 93.61 | 1.02 |

Figure 5.5 Primary School Gross Enrolment Ratio, Percentage, Zimbabwe, 2015-2019

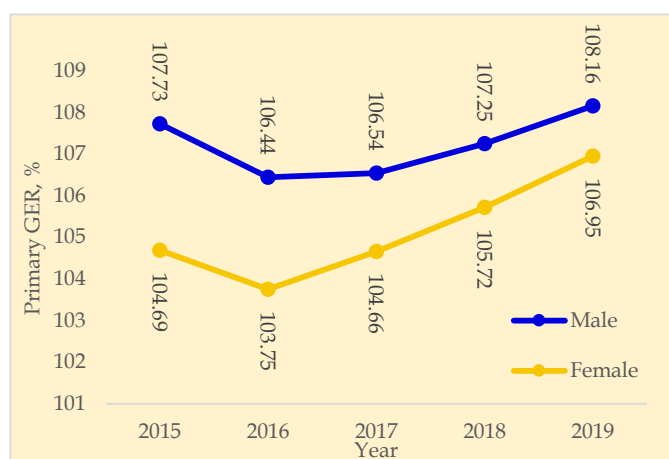
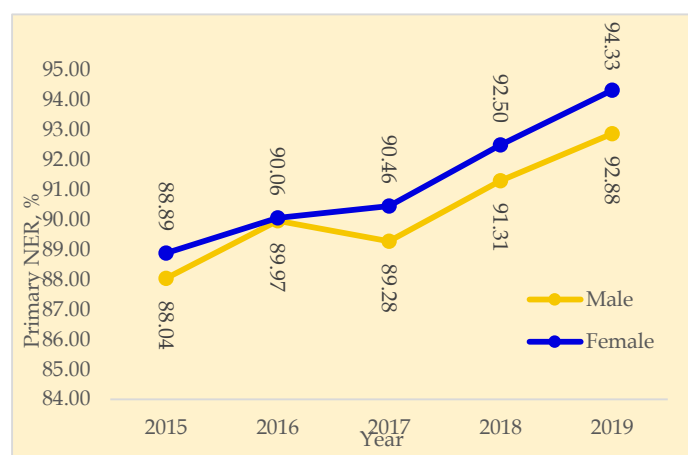


Figure 5.6: Primary School Net Enrolment Ratio, Percentage, Zimbabwe, 2015-2019



Manicaland province has the highest primary school GER of 117.15 percent, whilst Harare province has the lowest of 91.70 percent, Tables 5.13 and 5.14. There is gender parity in primary school GERs in all provinces, except Bulawayo and Harare where males have higher GERs than

females. Bulawayo province has the highest primary school NER of 102.00 percent<sup>16</sup>, whilst Harare has the lowest of 85.20 percent, Tables 5.13 and 5.14 and Figure 5.7. There is gender parity in primary school NERs in all provinces, except for Matabeleland North province where the GPI is in favour of females.

*Table 5.13: Primary School Age Population and Enrolments, Number, Zimbabwe, 2019*

| Provinces           | Population 6-12 years, No. |           |           | Total Enrolment, No. |           |           | Enrolment 6-12 years, No. |           |           |
|---------------------|----------------------------|-----------|-----------|----------------------|-----------|-----------|---------------------------|-----------|-----------|
|                     | Male                       | Female    | Total     | Male                 | Female    | Total     | Male                      | Female    | Total     |
| Bulawayo            | 49 657                     | 53 031    | 102 688   | 55 971               | 57 050    | 113 021   | 51 429                    | 53 312    | 104 741   |
| Harare              | 156 888                    | 166 303   | 323 191   | 147 322              | 149 052   | 296 374   | 136 048                   | 139 298   | 275 346   |
| Manicaland          | 186 658                    | 187 236   | 373 893   | 220 710              | 217 318   | 438 028   | 184 433                   | 187 614   | 372 047   |
| Mashonaland Central | 119 019                    | 118 397   | 237 416   | 128 624              | 127 641   | 256 265   | 106 808                   | 109 802   | 216 610   |
| Mashonaland East    | 136 199                    | 134 814   | 271 012   | 150 742              | 148 097   | 298 839   | 127 783                   | 129 599   | 257 382   |
| Mashonaland West    | 147 477                    | 146 081   | 293 557   | 163 282              | 162 061   | 325 343   | 139 164                   | 141 742   | 280 906   |
| Masvingo            | 166 212                    | 166 072   | 332 284   | 185 955              | 184 613   | 370 568   | 157 474                   | 161 150   | 318 624   |
| Matabeleland North  | 83 936                     | 82 581    | 166 518   | 84 504               | 84 974    | 169 478   | 74 222                    | 76 099    | 150 321   |
| Matabeleland South  | 75 039                     | 73 760    | 148 798   | 75 891               | 75 243    | 151 134   | 65 750                    | 66 625    | 132 375   |
| Midlands            | 168 295                    | 167 974   | 336 269   | 181 557              | 180 309   | 361 866   | 154 451                   | 157 536   | 311 987   |
| Total               | 1 289 379                  | 1 296 247 | 2 585 626 | 1 394 558            | 1 386 358 | 2 780 916 | 1 197 562                 | 1 222 777 | 2 420 339 |

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<sup>16</sup> A NER ratio of more than 100 shows some age error reporting. Most likely it is an underestimation of the populations aged 6-12 years.

Table 5.14: Primary Gross Enrolment Ratio, Net Enrolment Ratio and GPI by Sex and Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |        | GPI  | NER, % |        |        | GPI  |
|---------------------|--------|--------|--------|------|--------|--------|--------|------|
|                     | Male   | Female | Total  |      | Male   | Female | Total  |      |
| Bulawayo            | 112.72 | 107.58 | 110.06 | 0.95 | 103.57 | 100.53 | 102.00 | 0.97 |
| Harare              | 93.90  | 89.63  | 91.70  | 0.95 | 86.72  | 83.76  | 85.20  | 0.97 |
| Manicaland          | 118.24 | 116.07 | 117.15 | 0.98 | 98.81  | 100.20 | 99.51  | 1.01 |
| Mashonaland Central | 108.07 | 107.81 | 107.94 | 1.00 | 89.74  | 92.74  | 91.24  | 1.03 |
| Mashonaland East    | 110.68 | 109.85 | 110.27 | 0.99 | 93.82  | 96.13  | 94.97  | 1.02 |
| Mashonaland West    | 110.72 | 110.94 | 110.83 | 1.00 | 94.36  | 97.03  | 95.69  | 1.03 |
| Masvingo            | 111.88 | 111.16 | 111.52 | 0.99 | 94.74  | 97.04  | 95.89  | 1.02 |
| Matabeleland North  | 100.68 | 102.90 | 101.78 | 1.02 | 88.43  | 92.15  | 90.27  | 1.04 |
| Matabeleland South  | 101.14 | 102.01 | 101.57 | 1.01 | 87.62  | 90.33  | 88.96  | 1.03 |
| Midlands            | 107.88 | 107.34 | 107.61 | 1.00 | 91.77  | 93.79  | 92.78  | 1.02 |
| Total               | 108.16 | 106.95 | 107.55 | 0.99 | 92.88  | 94.33  | 93.61  | 1.02 |

Figure 5.7: Primary School NER by Province, Percentage, Zimbabwe, 2019



The Grade Specific Gross Enrolment Rate (GSGER) is highest in Grade 1 (130.40 percent) and lowest in Grade 7 (75.78 percent), Table 5.15 and Figure 5.8. The GSGER generally decrease with grade. This pattern is true for both sexes. There is gender parity in GSGERs for all grades except Grades 1, where the GPI is in favour of males.

Figure 5.8: Grade Specific Gross and Net Enrolment Rates, Percentage, Zimbabwe, 2019

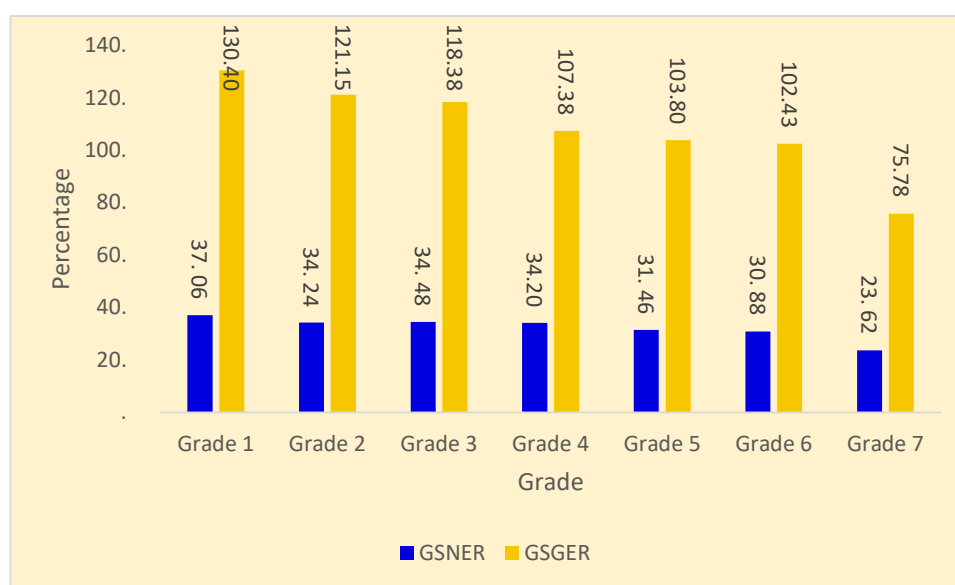


Table 5.15: Grade Specific Gross Enrolment Rate by Grade and Sex, Percentage and Number, Zimbabwe, 2019

| Grade   | Grade Enrolment, No. |         |         | Grade-Age Population, No. |         |         | Grade GER, % |        |        |      |
|---------|----------------------|---------|---------|---------------------------|---------|---------|--------------|--------|--------|------|
|         | Male                 | Female  | Total   | Male                      | Female  | Total   | Male         | Female | Total  | GPI  |
| Grade 1 | 234 888              | 227 332 | 462 220 | 175 488                   | 178 965 | 354 453 | 133.85       | 127.03 | 130.40 | 0.95 |
| Grade 2 | 225 170              | 221 262 | 446 432 | 184 355                   | 184 129 | 368 483 | 122.14       | 120.17 | 121.15 | 0.98 |
| Grade 3 | 211 906              | 212 684 | 424 590 | 177 637                   | 181 033 | 358 670 | 119.29       | 117.48 | 118.38 | 0.98 |
| Grade 4 | 194 730              | 194 850 | 389 580 | 179 934                   | 182 874 | 362 808 | 108.22       | 106.55 | 107.38 | 0.98 |
| Grade 5 | 184 303              | 184 258 | 368 561 | 177 116                   | 177 961 | 355 076 | 104.06       | 103.54 | 103.80 | 1.00 |
| Grade 6 | 180 223              | 180 357 | 360 580 | 176 130                   | 175 888 | 352 018 | 102.32       | 102.54 | 102.43 | 1.00 |
| Grade 7 | 163 338              | 165 615 | 328 953 | 218 719                   | 215 397 | 434 116 | 74.68        | 76.89  | 75.78  | 1.03 |



The Grade Specific Net Enrolment Rate (GSNER) is highest in Grade 1 (37.06 percent) and lowest in Grade 7 (23.62 percent), Table 5.16 and Figure 5.8. The GSNER generally decrease with grade. The same pattern is repeated for both sexes. Gender parity of GSNER is in favour of females for all grades.

Table 5.16: Grade Specific Net Enrolment Rate (NER) by Sex and Grade, Percentage, Zimbabwe, 2019

| Grade   | Grade-Age Enrolment, No. |        |         | Age Population, No |         |         | Grade NER, % |        |       | GPI  |
|---------|--------------------------|--------|---------|--------------------|---------|---------|--------------|--------|-------|------|
|         | Male                     | Female | Total   | Male               | Female  | Total   | Male         | Female | Total |      |
| Grade 1 | 63 195                   | 68 176 | 131 371 | 175 488            | 178 965 | 354 453 | 36.01        | 38.09  | 37.06 | 1.06 |
| Grade 2 | 59 683                   | 66 483 | 126 166 | 184 355            | 184 129 | 368 483 | 32.37        | 36.11  | 34.24 | 1.12 |
| Grade 3 | 56 672                   | 66 999 | 123 671 | 177 637            | 181 033 | 358 670 | 31.90        | 37.01  | 34.48 | 1.16 |
| Grade 4 | 55 787                   | 68 301 | 124 088 | 179 934            | 182 874 | 362 808 | 31.00        | 37.35  | 34.20 | 1.20 |
| Grade 5 | 50 089                   | 61 606 | 111 695 | 177 116            | 177 961 | 355 076 | 28.28        | 34.62  | 31.46 | 1.22 |
| Grade 6 | 48 540                   | 60 146 | 108 686 | 176 130            | 175 888 | 352 018 | 27.56        | 34.20  | 30.88 | 1.24 |
| Grade 7 | 46 256                   | 56 261 | 102 517 | 218 719            | 215 397 | 434 116 | 21.15        | 26.12  | 23.62 | 1.24 |

## 5.7. Secondary School Participation

Zimbabwe has a lower secondary school (Form 1-4) GER of 78.59 percent, with gender parity compared to the primary school one which is above 100 percent. The 2016-2020, ESSP, 2019 Target of 79 percent, with gender parity has been achieved. The secondary school (Form 1-4) GER generally increased between 2015 and 2019 from 75.13 percent to its current level and the same pattern is observed for both females and males, Table 5.17 and Figure 5.9. However, in 2017 the Form 1-4 GER decreased to 73.39 percent. There was gender parity in secondary school (Form 1-4) GER from 2015 to 2019.

In 2019, the number of districts (out of 63) with a Lower Secondary GER of at least 75 percent is 39 districts (males-38 districts; females -43 districts) , against the 2016-2020 ESSP 2018 target of 43 districts (males - 42 districts; females -44 districts).

The secondary school (Form 5-6) GER is 15.95 percent, with gender parity in favour of males. The secondary school (Form 5-6) GER increased continuously annually between 2015 and 2019 from 12.86 percent to its current level and this pattern is true for both females and males, Table 5.17 and Figure 5.10. For each of the five years, there was gender parity in favour of males in secondary school (Form 5-6) GER.

The secondary school (Form 1-6) GER is 58.16 percent, with gender parity. The GER is close to the 2016-2020 ESSP 2019 target of 59 percent (males -59 percent ; females -58 percent) Similarly, as for Form 1-4, Form 1-6 GER generally increased between 2015 and 2018 with a similar pattern for both females and males, Table 5.17 and Figure 5.11. For each of the five years, there was gender parity in secondary school (Form 1-6) GER.

Table 5.17: Secondary School Gross Enrolment Rate (GER) by Level and Sex, Percentage, Zimbabwe 2015-2019

| Year | Form 1 to 4 GER, % |        |       | GPI  | Form 5 to 6 GER, % |        |       | GPI  | Form 1 to 6 GER, % |        |       | GPI  |
|------|--------------------|--------|-------|------|--------------------|--------|-------|------|--------------------|--------|-------|------|
|      | Male               | Female | Total |      | Male               | Female | Total |      | Male               | Female | Total |      |
| 2015 | 75.06              | 75.20  | 75.13 | 1.00 | 14.41              | 11.34  | 12.86 | 0.79 | 55.47              | 54.19  | 54.83 | 0.98 |
| 2016 | 76.78              | 76.49  | 76.63 | 1.00 | 15.68              | 12.58  | 14.11 | 0.80 | 57.04              | 55.46  | 56.25 | 0.97 |
| 2017 | 72.48              | 74.31  | 73.39 | 1.03 | 16.46              | 13.98  | 15.21 | 0.85 | 57.22              | 56.31  | 56.76 | 0.98 |
| 2018 | 76.47              | 76.93  | 76.70 | 1.01 | 16.47              | 14.57  | 15.51 | 0.88 | 57.09              | 56.42  | 56.75 | 0.99 |
| 2019 | 77.74              | 79.44  | 78.59 | 1.02 | 16.62              | 15.28  | 15.95 | 0.92 | 58.00              | 58.33  | 58.16 | 1.01 |

Figure 5.9: Secondary School (Form 1-4) GER, Percentage, Zimbabwe, 2015-2019

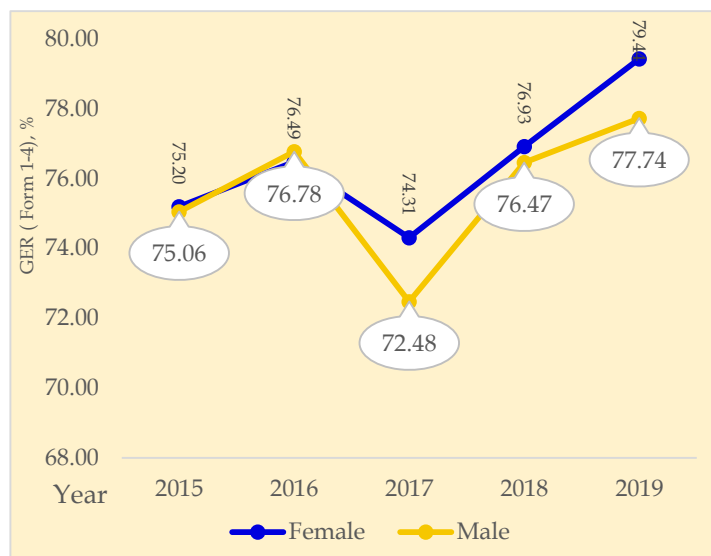


Figure 5.10: Secondary School (Form 5-6) GER, Percentage, Zimbabwe, 2015-2019

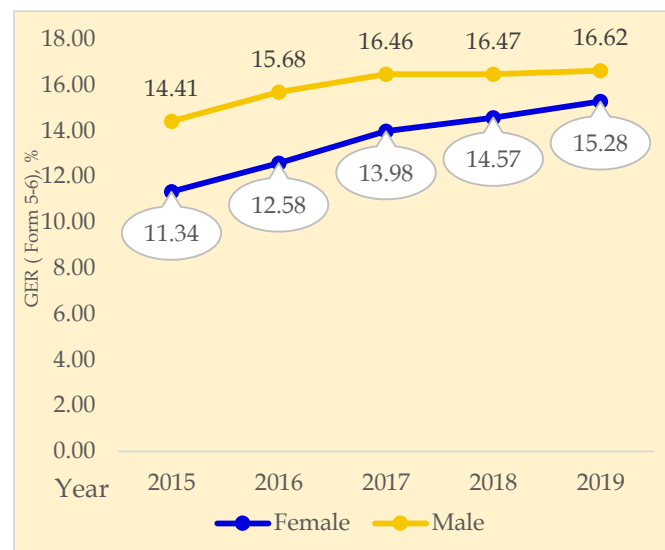
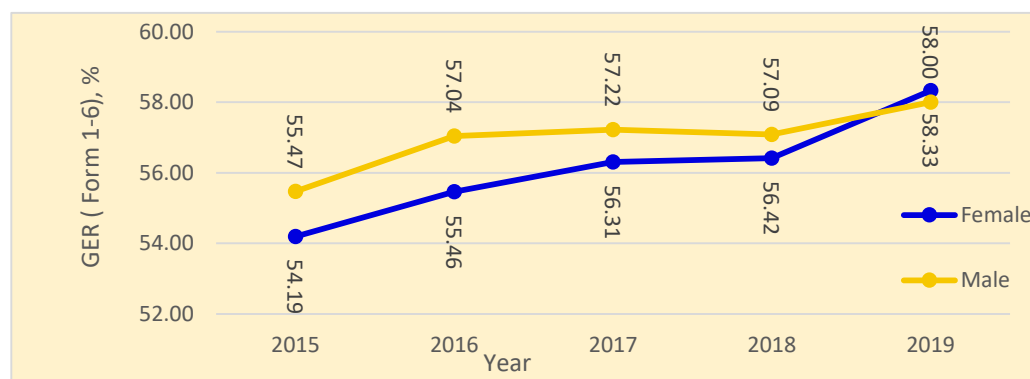


Figure 5.11: Secondary School (Form 1-6) GER, Percentage, Zimbabwe, 2015-2019



Overall, the secondary school NERs, although generally increasing between 2015 and 2019, are much lower than those at primary school level, Table 5.18. The secondary school (Form 1-4) NER, is 58.08 percent in 2019. It means that 41.92 percent of the children aged 13-16 years are not in Form 1 to 4. NERs increased between 2015 and 2019, with both the female and male NERs following the same pattern, Figure 5.12. Since 2015, there is gender parity in Form 1 to 4 NERs.

The secondary school (Form 5-6) NER, is 10.50 percent in 2019. The low percentage reflects that after Form 4, some 'O' level graduates join training institutions such as polytechnics, technical colleges, teacher's colleges, agricultural colleges, among others, whilst others enter the labour market. NERs increased between 2015 and 2019, with both females and males NERs generally following the same pattern, Figure 5.13. Since 2015 net enrolment in Form 5-6 has been in favour of males.

Overall, the secondary school (Form 1-6) NER, is 54.25 percent in 2019. NERs have been increasing since 2015 for both females and males, with gender parity, Figure 5.14.

Table 5.18: Secondary School Net Enrolment Rate by Level and Sex, Number and Percentage, Zimbabwe, 2015-2019

| Year | Form 1 to 4 NER, % |        |       | GPI  | Form 5 to 6 NER, % |        |       | GPI  | Form 1 to 6 NER, % |        |       | GPI  |
|------|--------------------|--------|-------|------|--------------------|--------|-------|------|--------------------|--------|-------|------|
|      | Male               | Female | Total |      | Male               | Female | Total |      | Male               | Female | Total |      |
| 2015 | 51.05              | 57.25  | 54.13 | 1.00 | 8.27               | 7.75   | 8.01  | 0.79 | 50.36              | 51.13  | 50.74 | 0.98 |
| 2016 | 53.96              | 58.89  | 56.41 | 1.00 | 9.56               | 8.84   | 9.20  | 0.80 | 52.41              | 52.53  | 52.47 | 0.97 |
| 2017 | 52.44              | 58.54  | 55.48 | 1.03 | 9.79               | 9.66   | 9.73  | 0.85 | 52.36              | 53.21  | 52.78 | 0.98 |
| 2018 | 53.44              | 59.39  | 56.40 | 1.01 | 10.23              | 10.32  | 10.28 | 0.88 | 52.67              | 53.50  | 53.08 | 0.99 |
| 2019 | 54.73              | 61.45  | 58.08 | 1.02 | 10.31              | 10.69  | 10.50 | 0.92 | 53.39              | 55.11  | 54.25 | 1.01 |

Figure 5.12: Secondary School (Form 1-4) NER, Percentage, Zimbabwe, 2015-2019

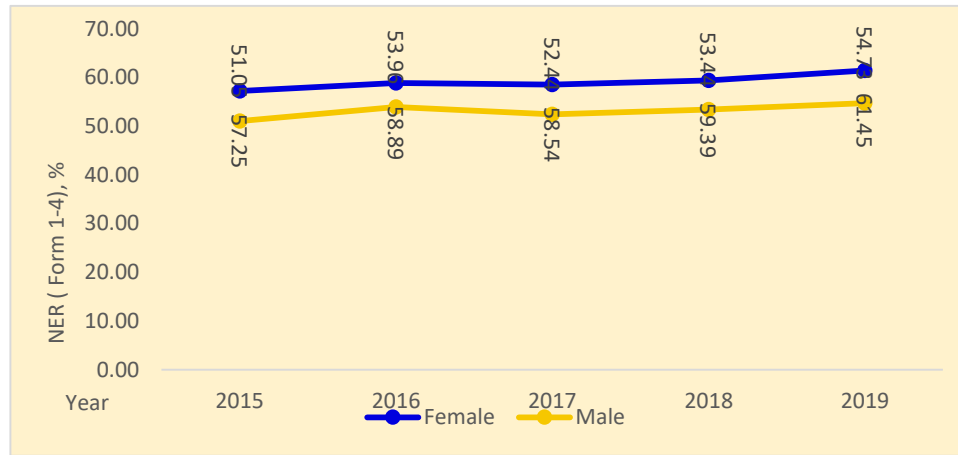


Figure 5.13: Secondary School (Form 5-6) NER, Percentage, Zimbabwe, 2015-2019

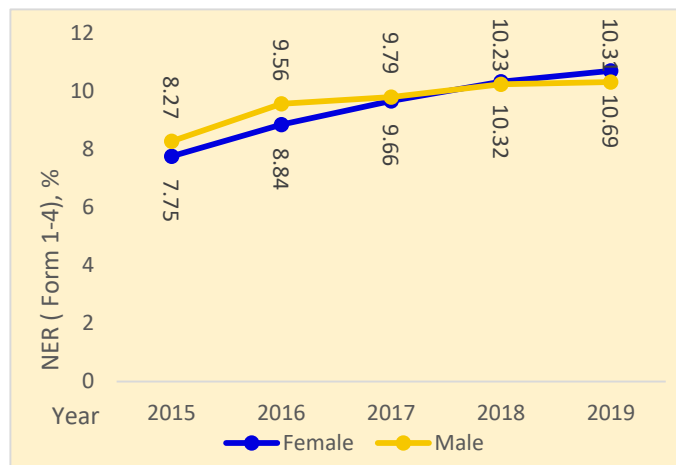
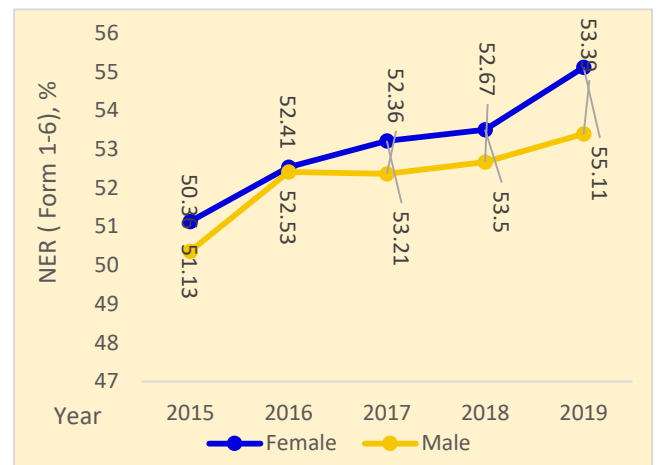


Figure 5.14: Secondary School (Form 1-6) NER, Percentage, Zimbabwe, 2015-2019



Mashonaland East province has the highest secondary school (Form 1-4) GER of 89.52 percent, whilst Harare province has the lowest of 65.52 percent, Tables 5.19 and 5.20. There is gender parity in secondary school (Form 1-4) GERs in Manicaland, Mashonaland Central, Mashonaland West and Masvingo provinces, with the rest of the predominantly rural provinces having gender parity in favour of females. Bulawayo, Harare and Mashonaland Wet provinces have gender parities in favour of males. Mashonaland East province has the highest secondary school (Form 1-4) NER of 67.68 percent, whilst Matabeleland North (51.54 percent), followed by Mashonaland Central (51.86

percent) have the lowest, Tables 5.19 and 5.20 and Figure 5.15. In all the predominantly rural provinces, females are more likely to be enrolled at the official ages than males, while in Bulawayo and Harare it is the opposite, Table 5.20 and Figure 5.16.

Table 5.19: Secondary (Form 1-4) School-Age Population and Enrolment by Sex, Number, Zimbabwe, 2019

| Province            | Population 13-16 years, No. |         |           | Total Enrolment form 1-4, No. |         |           | Enrolment 13-16 years, No. |         |         |
|---------------------|-----------------------------|---------|-----------|-------------------------------|---------|-----------|----------------------------|---------|---------|
|                     | Male                        | Female  | Total     | Male                          | Female  | Total     | Male                       | Female  | Total   |
| Bulawayo            | 27 421                      | 33 180  | 60 601    | 24 341                        | 26 895  | 51 236    | 18 775                     | 21 627  | 40 402  |
| Harare              | 79 395                      | 94 976  | 174 371   | 55 826                        | 58 417  | 114 243   | 43 347                     | 47 327  | 90 674  |
| Manicaland          | 94 932                      | 90 456  | 185 388   | 82 664                        | 79 127  | 161 791   | 54 244                     | 58 538  | 112 782 |
| Mashonaland Central | 59 177                      | 54 564  | 113 741   | 41 703                        | 39 794  | 81 497    | 28 138                     | 30 847  | 58 985  |
| Mashonaland East    | 70 837                      | 65 299  | 136 136   | 62 114                        | 59 761  | 121 875   | 44 411                     | 47 720  | 92 131  |
| Mashonaland West    | 74 504                      | 72 296  | 146 800   | 58 952                        | 55 444  | 114 396   | 41 245                     | 42 858  | 84 103  |
| Masvingo            | 81 286                      | 79 142  | 160 428   | 68 806                        | 68 650  | 137 456   | 46 676                     | 51 676  | 98 352  |
| Matabeleland North  | 41 829                      | 39 302  | 81 131    | 25 331                        | 30 358  | 55 689    | 18 228                     | 23 588  | 41 816  |
| Matabeleland South  | 39 392                      | 36 771  | 76 163    | 24 374                        | 28 479  | 52 853    | 18 731                     | 22 948  | 41 679  |
| Midlands            | 85 189                      | 82 493  | 167 682   | 64 283                        | 68 215  | 132 498   | 44 148                     | 51 391  | 95 539  |
| Total               | 653 962                     | 648 479 | 1 302 441 | 508 394                       | 515 140 | 1 023 534 | 357 943                    | 398 520 | 756 463 |

Table 5.20: Secondary School (Form 1-4) NER and GER by Province and Sex, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |       | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|-------|------|--------|--------|-------|------|
|                     | Male   | Female | Total |      | Male   | Female | Total |      |
| Bulawayo            | 88.77  | 81.06  | 84.55 | 0.91 | 68.47  | 65.18  | 66.67 | 0.95 |
| Harare              | 70.31  | 61.51  | 65.52 | 0.87 | 54.60  | 49.83  | 52.00 | 0.91 |
| Manicaland          | 87.08  | 87.48  | 87.27 | 1.00 | 57.14  | 64.71  | 60.84 | 1.13 |
| Mashonaland Central | 70.47  | 72.93  | 71.65 | 1.03 | 47.55  | 56.53  | 51.86 | 1.19 |
| Mashonaland East    | 87.69  | 91.52  | 89.52 | 1.04 | 62.69  | 73.08  | 67.68 | 1.17 |
| Mashonaland West    | 79.13  | 76.69  | 77.93 | 0.97 | 55.36  | 59.28  | 57.29 | 1.07 |
| Masvingo            | 84.65  | 86.74  | 85.68 | 1.02 | 57.42  | 65.30  | 61.31 | 1.14 |
| Matabeleland North  | 60.56  | 77.24  | 68.64 | 1.28 | 43.58  | 60.02  | 51.54 | 1.38 |
| Matabeleland South  | 61.88  | 77.45  | 69.39 | 1.25 | 47.55  | 62.41  | 54.72 | 1.31 |
| Midlands            | 75.46  | 82.69  | 79.02 | 1.10 | 51.82  | 62.30  | 56.98 | 1.20 |
| Total               | 77.74  | 79.44  | 78.59 | 1.02 | 54.73  | 61.45  | 58.08 | 1.12 |

Figure 5.15: Secondary School (Form 1-4) NER by Province, Percentage, Zimbabwe, 2019

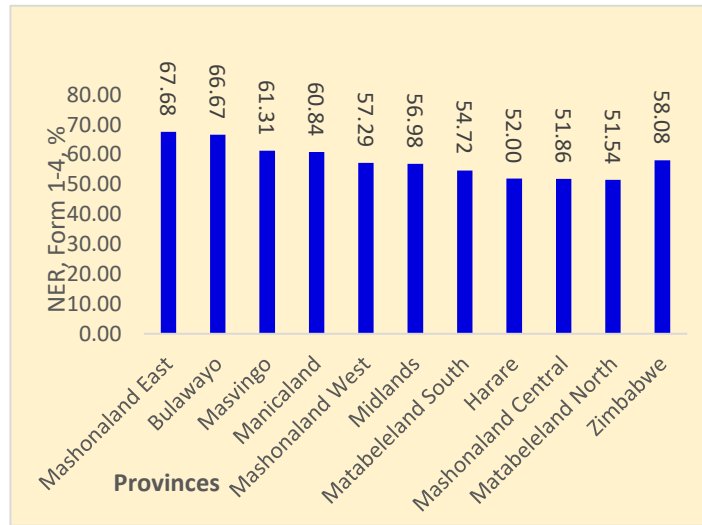
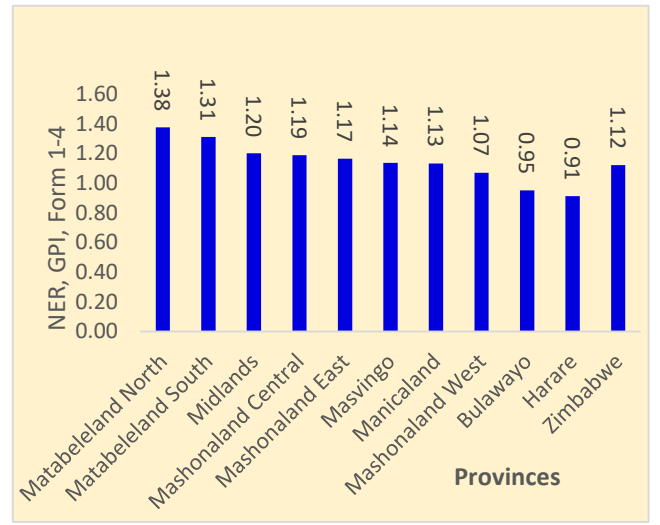


Figure 5.16: Secondary School (Form 1-4) NER, GPI, Zimbabwe, 2019



Bulawayo province has the highest secondary school (Form 5-6) GER of 23.94 percent, whilst Matabeleland North province has the lowest of 8.18 percent, Tables 5.21 and 5.22. The GER GPIs for secondary school (Form 5-6) are mostly in favour of males, except for Matabeleland North and Matabeleland South provinces where they are in favour of females. There is gender parity in secondary school (Form 5-6) GER for Mashonaland East province.

Bulawayo province has the highest secondary school (Form 5-6) NER of 16.94 percent, whilst Matabeleland North has the lowest of 4.82 percent, Table 5.21 and 5.22 and Figure 5.17. There is gender parity in secondary school (Form 5-6) NERs in Bulawayo and Mashonaland Central provinces. In Harare, Mashonaland West and Masvingo provinces, Form 5-6 NER GPIs are in favour of males, whilst in the rest of the provinces GPIs are in favour of females, Table 5.22 and Figure 5.18.

Table 5.21: Secondary School (Form 5-6) Age Population and Enrolment by Sex, Number, Zimbabwe, 2019

| Province            | Population 17-18 years, No. |         |         | Total Enrolment form 5-6, No. |        |         | Enrolment 17-18 years, No. |        |        |
|---------------------|-----------------------------|---------|---------|-------------------------------|--------|---------|----------------------------|--------|--------|
|                     | Male                        | Female  | Total   | Male                          | Female | Total   | Male                       | Female | Total  |
| Bulawayo            | 15 243                      | 20 237  | 35 480  | 3 885                         | 4 608  | 8 493   | 2 628                      | 3 384  | 6 012  |
| Harare              | 41 634                      | 57 640  | 99 274  | 10 277                        | 10 318 | 20 595  | 6 971                      | 7 577  | 14 548 |
| Manicaland          | 43 254                      | 40 308  | 83 562  | 8 543                         | 7 598  | 16 141  | 4 738                      | 4 949  | 9 687  |
| Mashonaland Central | 28 138                      | 25 260  | 53 398  | 2 815                         | 2 235  | 5 050   | 1 634                      | 1 501  | 3 135  |
| Mashonaland East    | 33 169                      | 29 800  | 62 969  | 5 243                         | 4 870  | 10 113  | 3 642                      | 3 699  | 7 341  |
| Mashonaland West    | 36 103                      | 34 649  | 70 752  | 4 334                         | 3 548  | 7 882   | 2 606                      | 2 400  | 5 006  |
| Masvingo            | 35 523                      | 35 525  | 71 048  | 7 426                         | 5 923  | 13 349  | 4 317                      | 3 998  | 8 315  |
| Matabeleland North  | 19 480                      | 17 661  | 37 141  | 1 428                         | 1 610  | 3 038   | 768                        | 1 022  | 1 790  |
| Matabeleland South  | 19 059                      | 16 986  | 36 045  | 1 991                         | 2 312  | 4 303   | 1 229                      | 1 634  | 2 863  |
| Midlands            | 40 489                      | 39 846  | 80 335  | 5 941                         | 5 552  | 11 493  | 3 647                      | 3 812  | 7 459  |
| Total               | 312 092                     | 317 912 | 630 004 | 51 883                        | 48 574 | 100 457 | 32 180                     | 33 976 | 66 156 |

Table 5.22: Secondary School (Form 5-6) GER and NER, by Province and Sex, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |       | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|-------|------|--------|--------|-------|------|
|                     | Male   | Female | Total |      | Male   | Female | Total |      |
| Bulawayo            | 25.49  | 22.77  | 23.94 | 0.89 | 17.24  | 16.72  | 16.94 | 0.97 |
| Harare              | 24.68  | 17.90  | 20.75 | 0.73 | 16.74  | 13.15  | 14.65 | 0.79 |
| Manicaland          | 19.75  | 18.85  | 19.32 | 0.95 | 10.95  | 12.28  | 11.59 | 1.12 |
| Mashonaland Central | 10.00  | 8.85   | 9.46  | 0.88 | 5.81   | 5.94   | 5.87  | 1.02 |
| Mashonaland East    | 15.81  | 16.34  | 16.06 | 1.03 | 10.98  | 12.41  | 11.66 | 1.13 |
| Mashonaland West    | 12.00  | 10.24  | 11.14 | 0.85 | 7.22   | 6.93   | 7.08  | 0.96 |
| Masvingo            | 20.90  | 16.67  | 18.79 | 0.80 | 12.15  | 11.25  | 11.70 | 0.93 |
| Matabeleland North  | 7.33   | 9.12   | 8.18  | 1.24 | 3.94   | 5.79   | 4.82  | 1.47 |
| Matabeleland South  | 10.45  | 13.61  | 11.94 | 1.30 | 6.45   | 9.62   | 7.94  | 1.49 |
| Midlands            | 14.67  | 13.93  | 14.31 | 0.95 | 9.01   | 9.57   | 9.28  | 1.06 |
| Total               | 16.62  | 15.28  | 15.95 | 0.92 | 10.31  | 10.69  | 10.50 | 1.04 |

Figure 5.17: Secondary School (Form 5-6), NER by Province, Percentage, Zimbabwe, 2019

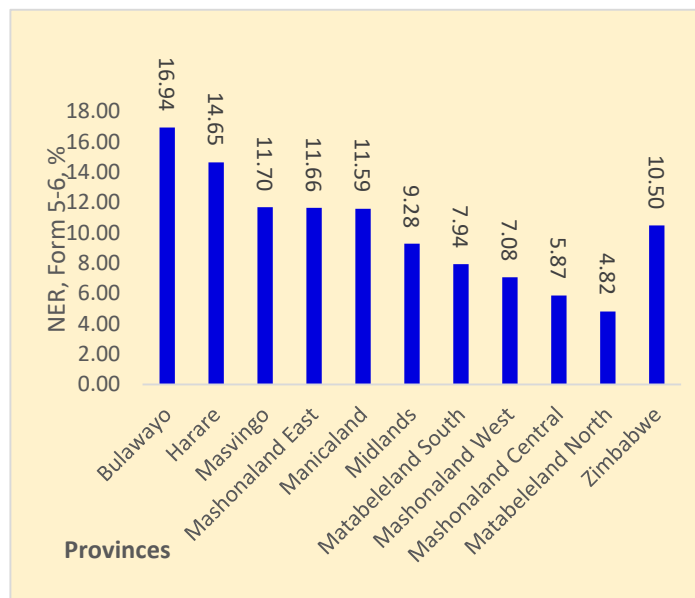
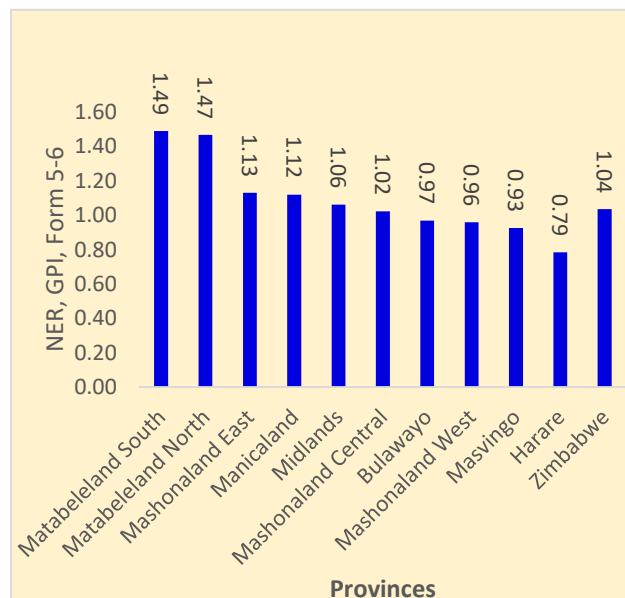


Figure 5.18: Secondary School (Form 5-6), NER GPI by Province, Zimbabwe, 2019



Mashonaland East province has the highest secondary school (Form 1-6) GER of 66.29 percent, followed by Manicaland province with 66.16 percent, whilst Harare province has the lowest of 49.27 percent, followed by Matabeleland North province with 49.65 percent, Tables 5.23 and 5.24. There is gender parity in secondary school (Form 1-6) GERs in Manicaland, Mashonaland Central, and Masvingo provinces. Bulawayo, Harare and Mashonaland West provinces have Form 1-6 GER in gender parity in favour of males and Mashonaland East, Matabeleland North, Matabeleland South and Midlands provinces having gender parity in favour of females.

Mashonaland East province has the highest secondary school (Form 1-6) NER of 62.80 percent, whilst Harare has the lowest of 46.20 percent, Table 5.23 and 5.24 and Figure 5.19. There is gender parity in secondary school (Form 1-6) NERs for Masvingo and Mashonaland West provinces, with Harare and Bulawayo having GPIs in favour of males, and the rest (6) of the provinces having GPIs in favour of females, Table 5.24 and Figure 5.20.



Table 5.23: Secondary School (Form 1-6) Population and Enrolment by Sex and Province, Number, Zimbabwe, 2019

| Province            | Population 13-18 years, No. |         |           | Total Enrolment form 1-6, No. |         |           | Enrolment 13-18 years, No. |         |           |
|---------------------|-----------------------------|---------|-----------|-------------------------------|---------|-----------|----------------------------|---------|-----------|
|                     | Male                        | Female  | Total     | Male                          | Female  | Total     | Male                       | Female  | Total     |
| Bulawayo            | 42 663                      | 53 417  | 96 080    | 28 226                        | 31 503  | 59 729    | 26 146                     | 29 379  | 55 525    |
| Harare              | 121 029                     | 152 616 | 273 645   | 66 103                        | 68 735  | 134 838   | 61 565                     | 64 863  | 126 428   |
| Manicaland          | 138 186                     | 130 764 | 268 950   | 91 207                        | 86 725  | 177 932   | 82 494                     | 81 211  | 163 705   |
| Mashonaland Central | 87 315                      | 79 824  | 167 139   | 44 518                        | 42 029  | 86 547    | 40 827                     | 40 095  | 80 922    |
| Mashonaland East    | 104 006                     | 95 099  | 199 105   | 67 357                        | 64 631  | 131 988   | 63 063                     | 61 980  | 125 043   |
| Mashonaland West    | 110 607                     | 106 946 | 217 553   | 63 286                        | 58 992  | 122 278   | 58 774                     | 56 080  | 114 854   |
| Masvingo            | 116 809                     | 114 667 | 231 476   | 76 232                        | 74 573  | 150 805   | 69 174                     | 70 124  | 139 298   |
| Matabeleland North  | 61 309                      | 56 964  | 118 273   | 26 759                        | 31 968  | 58 727    | 24 670                     | 30 190  | 54 860    |
| Matabeleland South  | 58 452                      | 53 757  | 112 209   | 26 365                        | 30 791  | 57 156    | 24 762                     | 29 207  | 53 969    |
| Midlands            | 125 678                     | 122 339 | 248 017   | 70 224                        | 73 767  | 143 991   | 64 302                     | 69 495  | 133 797   |
| Total               | 966 054                     | 966 393 | 1 932 447 | 560 277                       | 563 714 | 1 123 991 | 515 777                    | 532 624 | 1 048 401 |

Table 5.24: Secondary School (Form 1-6) GER, NER and GPI by Sex and Province, Percentage, Zimbabwe, 2019

| Province            | GER, % |        |       | GPI  | NER, % |        |       | GPI  |
|---------------------|--------|--------|-------|------|--------|--------|-------|------|
|                     | Male   | Female | Total |      | Male   | Female | Total |      |
| Bulawayo            | 66.16  | 58.98  | 62.17 | 0.89 | 61.28  | 55.00  | 57.79 | 0.90 |
| Harare              | 54.62  | 45.04  | 49.27 | 0.82 | 50.87  | 42.50  | 46.20 | 0.84 |
| Manicaland          | 66.00  | 66.32  | 66.16 | 1.00 | 59.70  | 62.11  | 60.87 | 1.04 |
| Mashonaland Central | 50.99  | 52.65  | 51.78 | 1.03 | 46.76  | 50.23  | 48.42 | 1.07 |
| Mashonaland East    | 64.76  | 67.96  | 66.29 | 1.05 | 60.63  | 65.17  | 62.80 | 1.07 |
| Mashonaland West    | 57.22  | 55.16  | 56.21 | 0.96 | 53.14  | 52.44  | 52.79 | 0.99 |
| Masvingo            | 65.26  | 65.03  | 65.15 | 1.00 | 59.22  | 61.15  | 60.18 | 1.03 |
| Matabeleland North  | 43.65  | 56.12  | 49.65 | 1.29 | 40.24  | 53.00  | 46.38 | 1.32 |
| Matabeleland South  | 45.11  | 57.28  | 50.94 | 1.27 | 42.36  | 54.33  | 48.10 | 1.28 |
| Midlands            | 55.88  | 60.30  | 58.06 | 1.08 | 51.16  | 56.81  | 53.95 | 1.11 |
| Total               | 58.00  | 58.33  | 58.16 | 1.01 | 53.39  | 55.11  | 54.25 | 1.03 |

Figure 5.19: Secondary School (Form 1-6) NER, by Province, Percentage, Zimbabwe, 2019

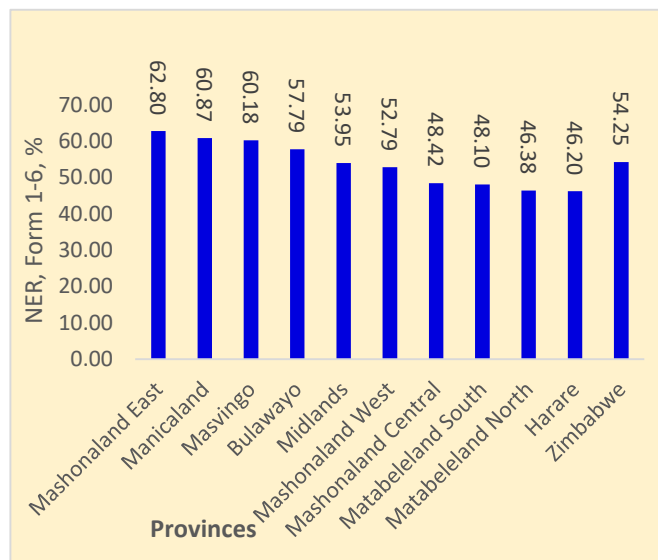
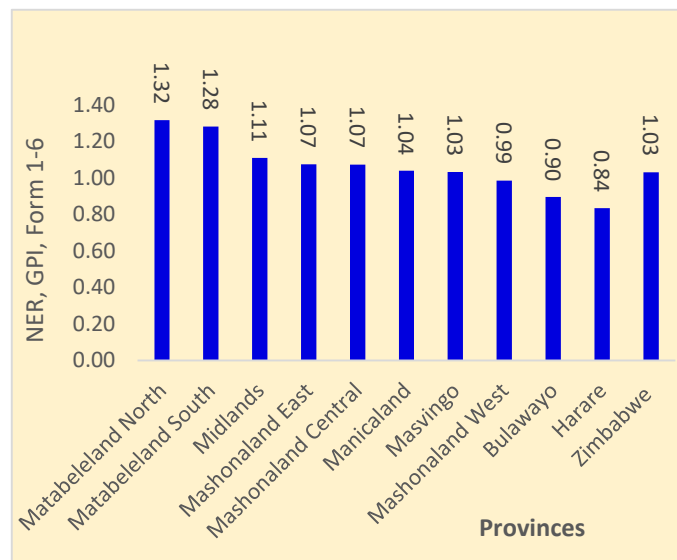


Figure 5.20: Secondary School (Form 1-6), NER - GPI by Province, Zimbabwe, 2019



The Form Specific Gross Enrolment (FSGER) generally decreases with Form. However, Form 3 has the highest FSGER (81.95 percent) and Form 6 has the lowest of 15.91 percent, Table 5.25. This pattern is generally true for both sexes. There is gender parity in GSGERs for Forms 3 and 5, whilst for Forms 1 and 2 GPIs are in favour of females, and for Forms 5 and 6, in favour of males.

Table 5.25: Form Specific Gross Enrolment Rate (FSGER), Number and Percentage, Zimbabwe, 2019

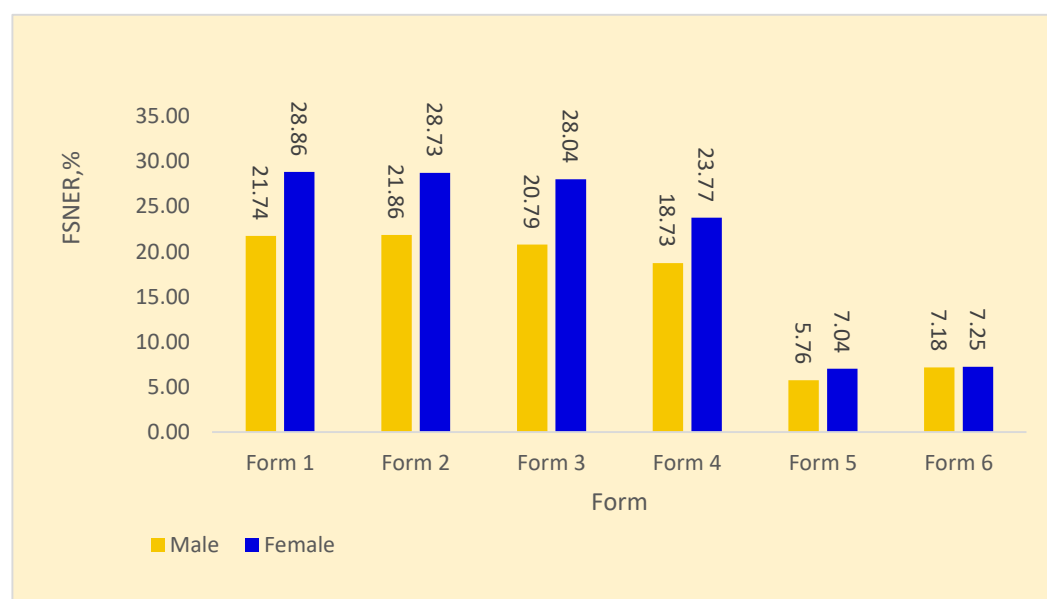
| Form   | Form Age Enrolment, No. |         |         | Form Age Population, No. |         |         | Form GER, % |        |       | GPI  |
|--------|-------------------------|---------|---------|--------------------------|---------|---------|-------------|--------|-------|------|
|        | Male                    | Female  | Total   | Male                     | Female  | Total   | Male        | Female | Total |      |
| Form 1 | 133 953                 | 141 321 | 275 274 | 169 714                  | 170 585 | 340 299 | 78.93       | 82.84  | 80.89 | 1.05 |
| Form 2 | 128 160                 | 133 113 | 261 273 | 167 899                  | 166 250 | 334 148 | 76.33       | 80.07  | 78.19 | 1.05 |
| Form 3 | 127 700                 | 128 367 | 256 067 | 158 033                  | 154 448 | 312 480 | 80.81       | 83.11  | 81.95 | 1.03 |
| Form 4 | 118 581                 | 112 339 | 230 920 | 158 317                  | 157 199 | 315 515 | 74.90       | 71.46  | 73.19 | 0.95 |
| Form 5 | 25 851                  | 24 978  | 50 829  | 159 115                  | 158 907 | 318 021 | 16.25       | 15.72  | 15.98 | 0.97 |
| Form 6 | 26 032                  | 23 596  | 49 628  | 152 978                  | 159 005 | 311 983 | 17.02       | 14.84  | 15.91 | 0.87 |

The Form Specific Net Enrolment Rate (FSNER) is highest in Form 1 (25.31 percent) and lowest in Form 5 (6.40 percent), Table 5.26 and Figure 5.21. The FSNER generally decreases with form, from Form 1 to Form 5, and marginally increases for Form 6. This pattern is repeated for both sexes. Gender parity of the FSNER is in favour of females for all forms.

Table 5.26: Form Specific Net Enrolment Rate, Number and Percentage, Zimbabwe, 2019

| Form   | Form Age Enrolment, No. |        |        | Form Age Population, No. |         |         | Form NER, % |        |       | GPI  |
|--------|-------------------------|--------|--------|--------------------------|---------|---------|-------------|--------|-------|------|
|        | Male                    | Female | Total  | Male                     | Female  | Total   | Male        | Female | Total |      |
| Form 1 | 36 900                  | 49 226 | 86 126 | 169 714                  | 170 585 | 340 299 | 21.74       | 28.86  | 25.31 | 1.33 |
| Form 2 | 36 706                  | 47 767 | 84 473 | 167 899                  | 166 250 | 334 148 | 21.86       | 28.73  | 25.28 | 1.31 |
| Form 3 | 32 850                  | 43 303 | 76 153 | 158 033                  | 154 448 | 312 480 | 20.79       | 28.04  | 24.37 | 1.35 |
| Form 4 | 29 647                  | 37 370 | 67 017 | 158 317                  | 157 199 | 315 515 | 18.73       | 23.77  | 21.24 | 1.27 |
| Form 5 | 9 165                   | 11 181 | 20 346 | 159 115                  | 158 907 | 318 021 | 5.76        | 7.04   | 6.40  | 1.22 |
| Form 6 | 10 979                  | 11 520 | 22 499 | 152 978                  | 159 005 | 311 983 | 7.18        | 7.25   | 7.21  | 1.01 |

Figure 5.21: Form Specific Net Enrolment Ratio, Percent, by Gender, Zimbabwe, 2019

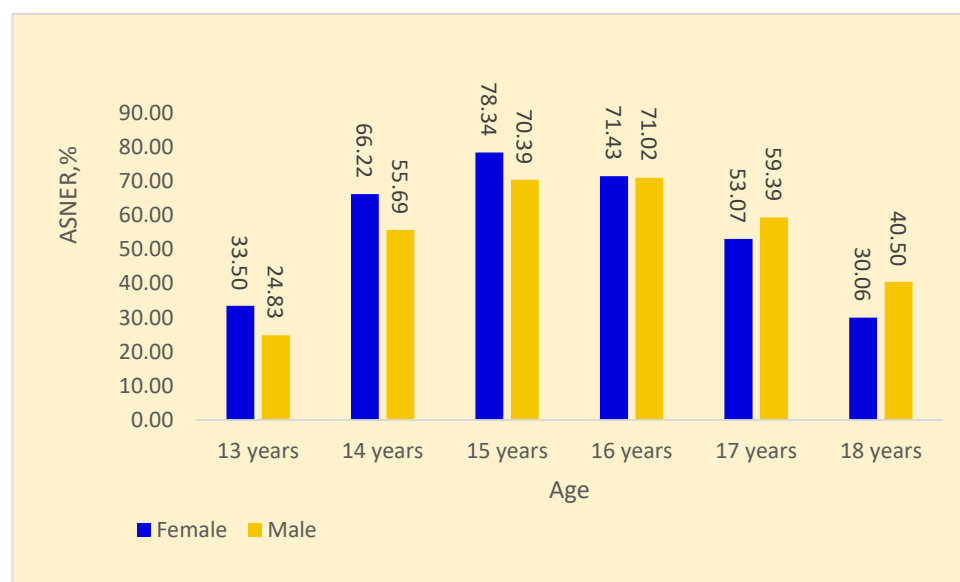


The Secondary School Age Specific Enrolment Rates (ASER) fluctuate across ages, and the same pattern is depicted for both female and males, Table 5.27 and Figure 5.22. The highest ASER is for those aged 15 years (74.32 percent) and the lowest is for those aged 13 years (29.18 percent), with a similar pattern for females and males. The ASERs GPIs for 13 to 15 year olds are in favour of females, and those of 17 and 18 year olds are in favour of males, with gender parity for 16 year olds.

Table 5.27: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Number and Percentage, Zimbabwe, 2019

| Age      | Age Enrolment, No. |           |           | Age Population, No. |         |         | ASER, % |        |       | GPI  |
|----------|--------------------|-----------|-----------|---------------------|---------|---------|---------|--------|-------|------|
|          | Male               | Female    | Total     | Male                | Female  | Total   | Male    | Female | Total |      |
| 13 years | 94 498             | 84 328    | 178 826   | 169 714             | 170 585 | 340 299 | 24.83   | 33.50  | 29.18 | 1.35 |
| 14 years | 61 954             | 47 791    | 109 745   | 167 899             | 166 250 | 334 148 | 55.69   | 66.22  | 60.93 | 1.19 |
| 15 years | 192 986            | 159 164   | 352 150   | 158 033             | 154 448 | 312 480 | 70.39   | 78.34  | 74.32 | 1.11 |
| 16 years | 40 537             | 24 544    | 65 081    | 158 317             | 157 199 | 315 515 | 71.02   | 71.43  | 71.22 | 1.01 |
| 17 years | 3 963              | 6 546     | 10 509    | 159 115             | 158 907 | 318 021 | 59.39   | 53.07  | 56.23 | 0.89 |
| 18 years | 1 954 835          | 1 950 072 | 3 904 907 | 152 978             | 159 005 | 311 983 | 40.50   | 30.06  | 35.18 | 0.74 |

Figure 5.22: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Percentage, Zimbabwe, 2019



## 5.8. Conclusion

The ECD GER and NER remain low, so is the upper secondary school NER one of 10.50 percent. For the latter, the low percentage reflects that after Form 4, some 'O' level graduates join training institutions such as polytechnics, technical colleges, teacher's colleges, agricultural colleges, among others, whilst others enter the labour market. Zimbabwe has achieved gender parity in GERs at all levels of education namely, ECD, primary, lower secondary, secondary (Form 1-6) and upper secondary. NERs also have gender parity at all levels, except at upper secondary level,

where parity is in favour of males. Zimbabwe has almost achieved its 2016-2020 ESSP 2019 targets with regards to lower secondary GER, and Secondary (Form 1-6) GER. However, NERs for ECD A and ECD B and Junior Education (Grade 3-7) have are below the 2016-2020 ESSP 2019 targets. There is need to strengthen the enforcement of the enrolment of children into ECD so as to improve on their low GER and NER. The 2016-2020 ESSP 2019 target on the number of districts (out of 63) with a lower secondary GER of at least 75 percent also remains below target . The gender disparities which are in favour of males at the upper secondary school level needs attention. The high proportions of overaged males at the various levels of education need to be addressed.

## CHAPTER 6: Orphans and Vulnerable Children

### 6.1. Orphaned and Vulnerable Children (OVC)<sup>17</sup>

In 2019 there were 103 096 OVC at ECD level, 551 238 at primary school level and 308 681 at secondary level, who constitute 15.81 percent, 19.76 percent and 27.44 percent of enrolments at these levels, respectively. Generally, the percentages of learners who are OVCs increase with the level of education. Vulnerability has been generally decreasing at all levels since 2015, Table 6.1. For ECD level, vulnerability increased in 2015, 2016 and 2018. In 2016, ECD OVC increased by 19.77 percent (18 475 learners), Figure 6.1. In 2019, ECD OVC decreased by 3.77 percent (4 038 learners). Primary school OVCs have decreased since 2015. In 2019, primary school OVC decreased by 5.63 percent (32 876 learners), Figure 6.2. Secondary school OVC increased in 2015 and 2016 and have fallen since then by 3.14 percent in 2019 (10 014 learners), Figure 6.3.

In absolute terms there have been more male OVC than female ones at ECD and primary school levels, with the opposite being true at secondary level. However, there is gender parity in the percentages of OVC at ECD and primary school levels. At secondary school level, females generally have higher percentages of OVCs than males.

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<sup>17</sup> An orphan is a child (aged under 18 years) whose mother, or father or both biological parents are dead.

The Zimbabwe National Orphan Care Policy (Ministry of Public Service, Labour and Social Welfare, 1999), defines vulnerable children in the following categories: children with one parent deceased (in particular the mother); children with disabilities; children affected and/or infected by HIV and AIDS; abused children (sexually, physically and emotionally); working children; destitute children; abandoned children; children living on the streets; married children; neglected children; children in remote areas; children with chronically ill parent(s); child parents; and children in conflict with the law. With regards to the education sector parents / guardians of vulnerable children cannot afford to support the child and therefore they face the risk of not attending school or dropping out of school.

Table 6.1 Orphaned and Vulnerable Children (OVC) by Sex and Level of Education and Change, Number and Percentage, Zimbabwe, 2015-2019

| Year                        | OVC, No. |         |         | % OVC |        |       | Change |        |       |          |          |          |
|-----------------------------|----------|---------|---------|-------|--------|-------|--------|--------|-------|----------|----------|----------|
|                             | Male     | Female  | Total   | Male  | Female | Total | %      |        |       | No.      |          |          |
|                             |          |         |         |       |        |       | Male   | Female | Total | Male     | Female   | Total    |
| ECD                         |          |         |         |       |        |       |        |        |       |          |          |          |
| 2015                        | 47 166   | 46 306  | 93 472  | 18.19 | 17.90  | 18.05 | 1.53   | 0.40   | 0.96  | 709      | 184      | 893      |
| 2016                        | 56 520   | 55 427  | 111 947 | 19.45 | 19.13  | 19.29 | 19.83  | 19.70  | 19.77 | 9 354    | 9 121    | 18 475   |
| 2017                        | 53 726   | 52 328  | 106 054 | 17.15 | 16.84  | 17.00 | -4.94  | -5.59  | -5.26 | - 2 794  | - 3 099  | - 5 893  |
| 2018                        | 54 432   | 52 702  | 107 134 | 17.21 | 16.86  | 17.04 | 1.31   | 0.71   | 1.02  | 706      | 374      | 1 080    |
| 2019                        | 52 451   | 50 645  | 103 096 | 15.98 | 15.63  | 15.81 | -3.64  | -3.90  | -3.77 | - 1 981  | - 2 057  | - 4 038  |
| Primary School (Grade 1-7)  |          |         |         |       |        |       |        |        |       |          |          |          |
| 2015                        | 331 431  | 327 139 | 658 570 | 24.65 | 24.9   | 24.77 | -4.60  | -4.98  | -4.79 | - 15 972 | - 17 150 | - 33 122 |
| 2016                        | 330 374  | 323 005 | 653 379 | 24.57 | 24.52  | 24.54 | -0.32  | -1.26  | -0.79 | - 1 057  | - 4 134  | - 5 191  |
| 2017                        | 310 686  | 301 601 | 612 287 | 23.07 | 22.68  | 22.88 | -5.96  | -6.63  | -6.29 | - 19 688 | - 21 404 | - 41 092 |
| 2018                        | 294 072  | 290 042 | 584 114 | 21.48 | 21.38  | 21.43 | -5.35  | -3.83  | -4.60 | - 16 614 | - 11 559 | - 28 173 |
| 2019                        | 275 847  | 275 391 | 551 238 | 19.71 | 19.81  | 19.76 | -6.20  | -5.05  | -5.63 | - 18 225 | - 14 651 | - 32 876 |
| Secondary School (Form 1-6) |          |         |         |       |        |       |        |        |       |          |          |          |
| 2015                        | 159 014  | 166 044 | 325 058 | 30.61 | 32.72  | 31.65 | 3.20   | 3.71   | 3.46  | 4 924    | 5 945    | 10 869   |
| 2016                        | 165 213  | 170 650 | 335 863 | 30.61 | 32.50  | 31.54 | 3.90   | 2.77   | 3.32  | 6 199    | 4 606    | 10 805   |
| 2017                        | 156 323  | 164 815 | 321 138 | 28.85 | 30.89  | 29.86 | -5.38  | -3.42  | -4.38 | - 8 890  | - 5 835  | - 14 725 |
| 2018                        | 155 296  | 163 399 | 318 695 | 28.44 | 30.27  | 29.35 | -0.66  | -0.86  | -0.76 | - 1 027  | - 1 416  | - 2 443  |
| 2019                        | 148 110  | 160 571 | 308 681 | 26.41 | 28.46  | 27.44 | -4.63  | -1.73  | -3.14 | - 7 186  | - 2 828  | - 10 014 |

Figure 6.1: ECD Orphans and Vulnerable Children, Number, Zimbabwe 2015-2019

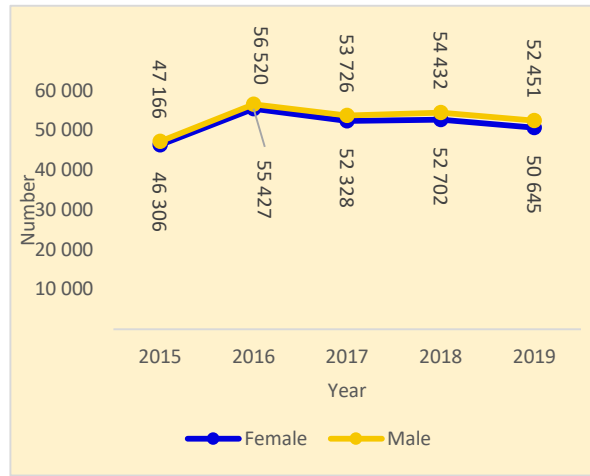


Figure 6.2: Primary School (Grade 1-7) Orphans and Vulnerable Children, Number, Zimbabwe 2015-2019.

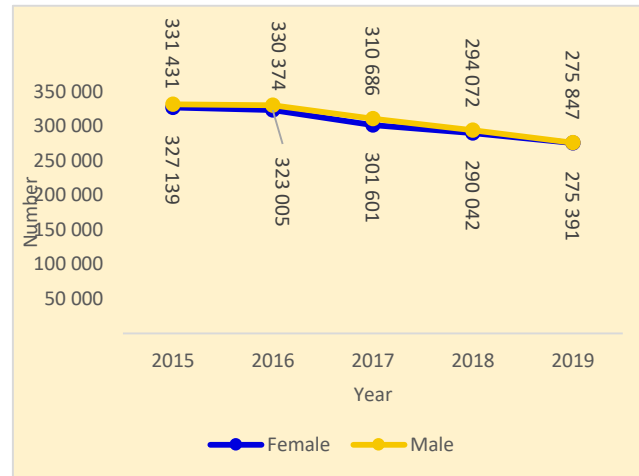
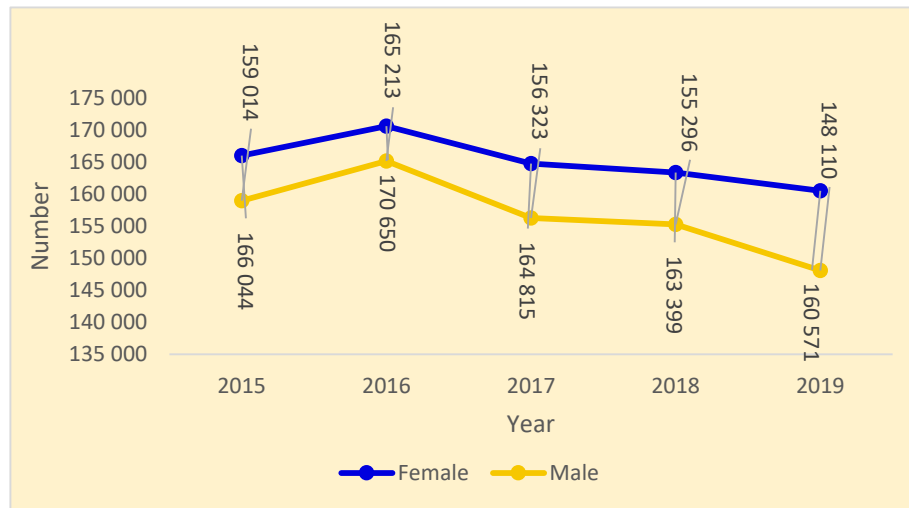


Figure 6.3: Secondary School (Form 1-6) Orphans and Vulnerable Children, Number, Zimbabwe, 2015-2019.



In 2019, there are 103 096 OVC and they constitute 15.81 percent of the ECD learners, with gender parity, Table 6.2 and Figure 6.4. Matabeleland North province has the highest percentage with 19.89 percent of learners who are OVCs, whilst Harare province has the lowest percentage at 4.91 percent. There is gender parity among the learners who are OVCs in following provinces; Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo and Midlands. In Harare, Manicaland, Matabeleland North and Matabeleland South provinces, parity is in favour



of boys who have lower percentages, with GPIs of less than 1.0, whilst in Bulawayo girls have a higher percentage of OVCs than boys.

About a fifth (20.88 percent: 21 531 learners) of all the ECD OVC are in Manicaland province. Bulawayo province has the lowest proportion of ECD OVC (1.49 percent:1 531 learners), Table 6.2 and Figure 6.5.

*Table 6.2: ECD Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2019*

| Province            | Total ECD OVC, No. |        |         | % Pupils OVC |        |       | GPI  |
|---------------------|--------------------|--------|---------|--------------|--------|-------|------|
|                     | Male               | Female | Total   | Male         | Female | Total |      |
| Bulawayo            | 744                | 787    | 1 531   | 5.68         | 5.95   | 5.81  | 1.05 |
| Harare              | 1 049              | 991    | 2 040   | 5.00         | 4.82   | 4.91  | 0.96 |
| Manicaland          | 11 314             | 10 217 | 21 531  | 19.88        | 18.09  | 18.99 | 0.91 |
| Mashonaland Central | 4 899              | 4 863  | 9 762   | 15.02        | 15.18  | 15.10 | 1.01 |
| Mashonaland East    | 5 542              | 5 273  | 10 815  | 14.57        | 14.21  | 14.39 | 0.98 |
| Mashonaland West    | 5 645              | 5 639  | 11 284  | 15.88        | 15.85  | 15.87 | 1    |
| Masvingo            | 7 968              | 7 994  | 15 962  | 16.89        | 17.33  | 17.11 | 1.03 |
| Matabeleland North  | 4 417              | 4 130  | 8 547   | 20.45        | 19.32  | 19.89 | 0.94 |
| Matabeleland South  | 3 858              | 3 605  | 7 463   | 18.40        | 17.51  | 17.96 | 0.95 |
| Midlands            | 7 015              | 7 146  | 14 161  | 16.98        | 17.47  | 17.23 | 1.03 |
| Total               | 52 451             | 50 645 | 103 096 | 15.98        | 15.63  | 15.81 | 0.98 |

Figure 6.4: ECD Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2019.

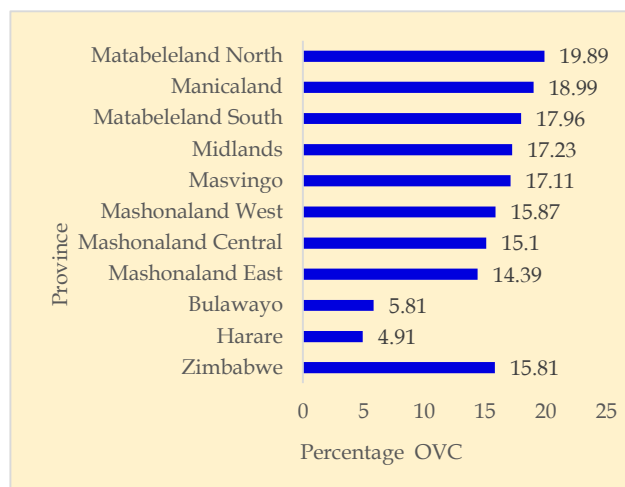
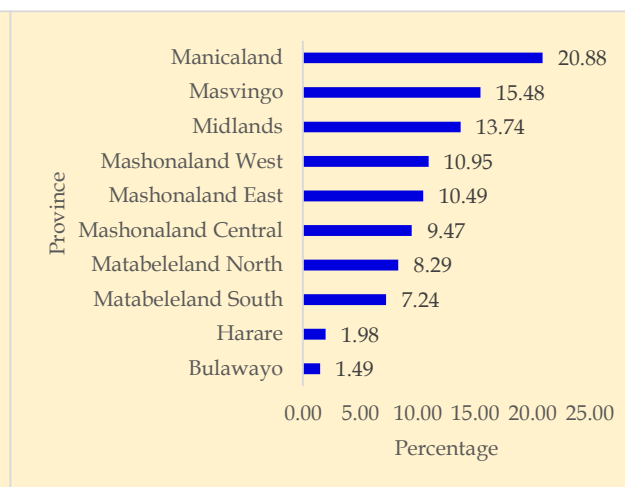


Figure 6.5: ECD Orphaned Children by Province, Percentage Distribution, Zimbabwe, 2019.



There are 551 238 OVC and they constitute 19.76 percent of the primary school learners, with gender parity, Table 6.3 and Figure 6.6. Matabeleland North province has the highest proportion of OVCs with 26.46 percent, whilst Harare province with the lowest has 8.16 percent. There is gender parity in the percentage of learners who are OVCs in all provinces Mashonaland West province has the highest proportion (17.71 percent: 66 990 learners) of all primary school OVC, whilst Bulawayo province has the lowest proportion (2.76 percent: 15 221 learners), Table 6.3 and Figure 6.7.

Table 6.3: Primary School Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Total Primary School OVCs, No. |         |         | % Pupils OVC |        |       | GPI  |
|---------------------|--------------------------------|---------|---------|--------------|--------|-------|------|
|                     | Male                           | Female  | Total   | Male         | Female | Total |      |
| Bulawayo            | 7 572                          | 7 649   | 15 221  | 13.43        | 13.35  | 13.39 | 0.99 |
| Harare              | 12 037                         | 12 213  | 24 250  | 8.14         | 8.18   | 8.16  | 1.00 |
| Manicaland          | 48 413                         | 49 225  | 97 638  | 21.89        | 22.62  | 22.25 | 1.03 |
| Mashonaland Central | 25 260                         | 25 289  | 50 549  | 19.54        | 19.75  | 19.65 | 1.01 |
| Mashonaland East    | 29 331                         | 28 365  | 57 696  | 19.41        | 19.11  | 19.26 | 0.98 |
| Mashonaland West    | 33 199                         | 33 791  | 66 990  | 20.25        | 20.80  | 20.52 | 1.03 |
| Masvingo            | 40 883                         | 39 591  | 80 474  | 21.92        | 21.39  | 21.65 | 0.98 |
| Matabeleland North  | 22 579                         | 22 561  | 45 140  | 26.50        | 26.41  | 26.46 | 1.00 |
| Matabeleland South  | 19 203                         | 18 826  | 38 029  | 25.18        | 24.93  | 25.06 | 0.99 |
| Midlands            | 37 370                         | 37 881  | 75 251  | 20.53        | 20.97  | 20.75 | 1.02 |
| Total               | 275 847                        | 275 391 | 551 238 | 19.71        | 19.81  | 19.76 | 1.01 |

Figure 6.6: Primary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2019.

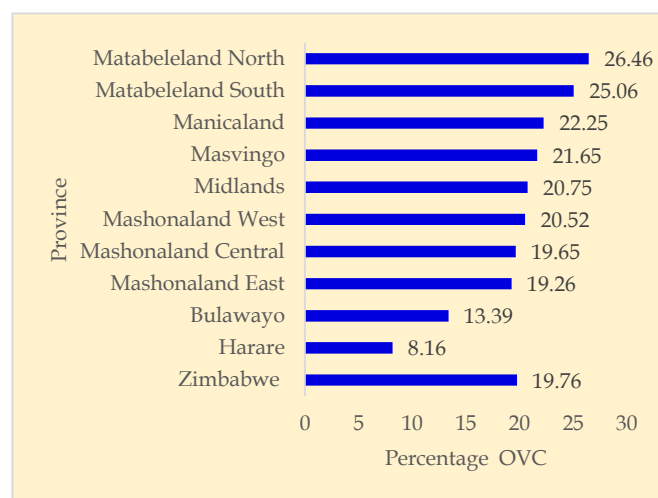
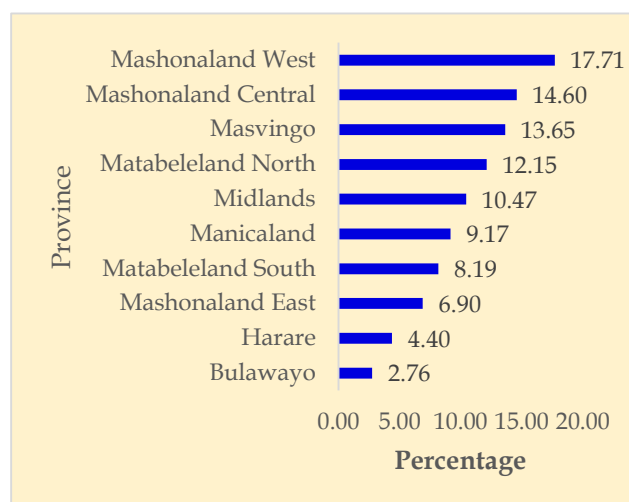


Figure 6.7: Primary School Orphaned Children by Province, Percentage Distribution, Zimbabwe, 2019



At secondary school level (Form 1-6) , there are 308 681 OVC learners constituting 27.44 percent, with gender parity index in favour of females, Table 6.4 and Figure 6.8. Masvingo province has the highest percentage (33.23 percent) of learners who are OVCs, whilst Harare province has the lowest percentage (17.65 percent). Generally, all other provinces have higher percentages of girls who are OVC, except Harare, Mashonaland East and Matabeleland North provinces where there is gender parity. In Bulawayo province boys have a higher proportion of OVC than girls.

Masvingo province has the highest proportion (16.29 percent: 50 270 learners) of all secondary school OVC, whilst Bulawayo province has the lowest proportion (4.50 percent:13 890 learners), Table 6.4 and Figure 6.9.

*Table 6.4: Secondary School Orphaned and Vulnerable Children (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2019*

| Province            | Total Secondary School OVCs, No. |         |         | % Pupils OVC |        |       | GPI  |
|---------------------|----------------------------------|---------|---------|--------------|--------|-------|------|
|                     | Male                             | Female  | Total   | Male         | Female | Total |      |
| Bulawayo            | 6 703                            | 7 187   | 13 890  | 23.73        | 22.80  | 23.24 | 0.96 |
| Harare              | 11 811                           | 12 054  | 23 865  | 17.81        | 17.50  | 17.65 | 0.98 |
| Manicaland          | 24 785                           | 25 180  | 49 965  | 27.17        | 29.03  | 28.08 | 1.07 |
| Mashonaland Central | 12 055                           | 12 560  | 24 615  | 27.08        | 29.88  | 28.44 | 1.10 |
| Mashonaland East    | 17 614                           | 17 371  | 34 985  | 26.15        | 26.88  | 26.51 | 1.03 |
| Mashonaland West    | 17 544                           | 17 309  | 34 853  | 27.72        | 29.34  | 28.50 | 1.06 |
| Masvingo            | 22 918                           | 27 352  | 50 270  | 29.96        | 36.57  | 33.23 | 1.22 |
| Matabeleland North  | 8 566                            | 10 586  | 19 152  | 32.00        | 33.11  | 32.60 | 1.03 |
| Matabeleland South  | 7 693                            | 9 520   | 17 213  | 29.18        | 30.92  | 30.12 | 1.06 |
| Midlands            | 18 421                           | 21 452  | 39 873  | 26.23        | 29.08  | 27.69 | 1.11 |
| Total               | 148 110                          | 160 571 | 308 681 | 26.41        | 28.46  | 27.44 | 1.08 |

Figure 6.8: Secondary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2019.

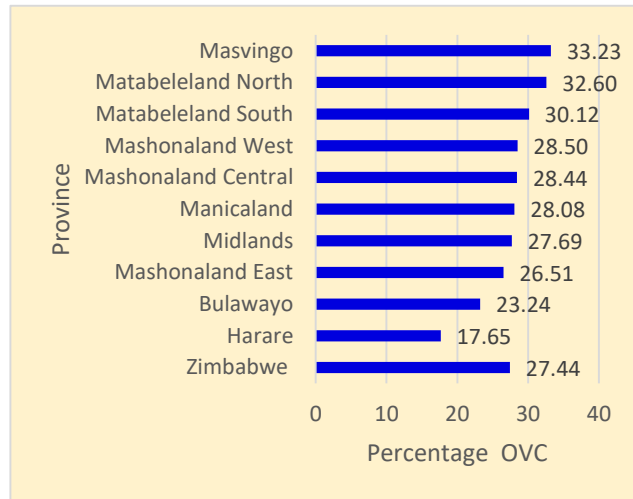
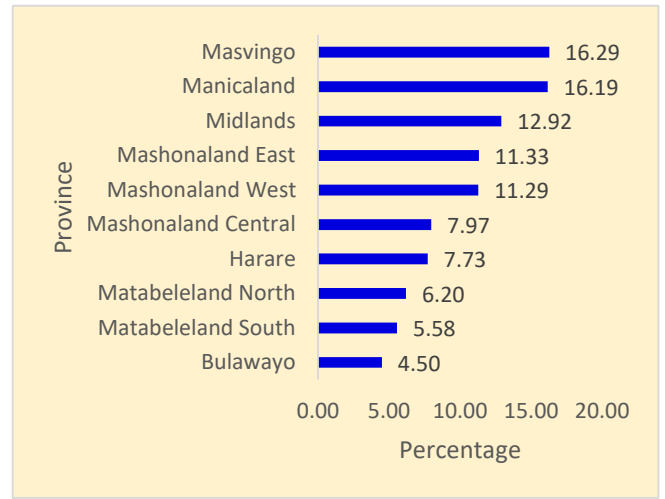


Figure 6.9: Secondary School Orphaned Children by Province, Percentage Distribution, Zimbabwe, 2019.



## 6.2. OVC by Type

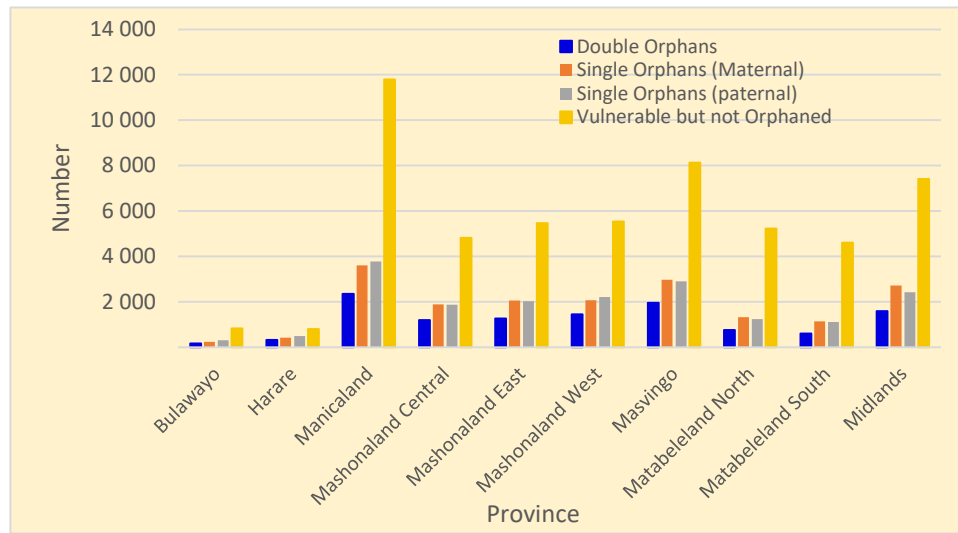
OVC are divided into four types, namely: double orphans; single orphans (maternal); single orphans (paternal) and vulnerable but not orphaned.

At ECD level, Zimbabwe has 54 621 children (52.98 percent) who are vulnerable but not orphaned; 18 447 (17.89 percent) single maternal orphans; 18 365 (17.81 percent) single paternal orphans and 11 663 double orphans (11.31 percent) , Tables 6.5 and 6.6 . Manicaland province has the highest number of the four types of OVC and Bulawayo province has the lowest number of all the four types of OVCs, Table 6.5 and Figure 6.10.

Table 6.5: ECD OVC by Type, Sex and Province, Number, Zimbabwe, 2019.

| Province            | OVC Type       |        |                |                           |        |                           |                           |        |                           |                             |        |                             | Grand Total |
|---------------------|----------------|--------|----------------|---------------------------|--------|---------------------------|---------------------------|--------|---------------------------|-----------------------------|--------|-----------------------------|-------------|
|                     | Double Orphans |        |                | Single Orphans (maternal) |        |                           | Single Orphans (paternal) |        |                           | Vulnerable but not Orphaned |        |                             |             |
|                     | Male           | Female | Double Orphans | Male                      | Female | Single Orphans (maternal) | Male                      | Female | Single Orphans (paternal) | Male                        | Female | Vulnerable but not Orphaned |             |
| Bulawayo            | 66             | 94     | 160            | 128                       | 104    | 232                       | 130                       | 179    | 309                       | 420                         | 410    | 830                         | 1 531       |
| Harare              | 159            | 167    | 326            | 225                       | 200    | 425                       | 254                       | 237    | 491                       | 411                         | 387    | 798                         | 2 040       |
| Manicaland          | 1 134          | 1 215  | 2 349          | 1 776                     | 1 835  | 3 611                     | 1 945                     | 1 831  | 3 776                     | 6 459                       | 5 336  | 11 795                      | 21 531      |
| Mashonaland Central | 576            | 622    | 1 198          | 946                       | 936    | 1 882                     | 956                       | 913    | 1 869                     | 2 421                       | 2 392  | 4 813                       | 9 762       |
| Mashonaland East    | 641            | 620    | 1 261          | 1 055                     | 1 006  | 2 061                     | 1 069                     | 964    | 2 033                     | 2 777                       | 2 683  | 5 460                       | 10 815      |
| Mashonaland West    | 698            | 757    | 1 455          | 1 030                     | 1 046  | 2 076                     | 1 114                     | 1 100  | 2 214                     | 2 803                       | 2 736  | 5 539                       | 11 284      |
| Masvingo            | 987            | 967    | 1 954          | 1 473                     | 1 502  | 2 975                     | 1 440                     | 1 462  | 2 902                     | 4 068                       | 4 063  | 8 131                       | 15 962      |
| Matabeleland North  | 395            | 368    | 763            | 698                       | 624    | 1 322                     | 601                       | 633    | 1 234                     | 2 723                       | 2 505  | 5 228                       | 8 547       |
| Matabeleland South  | 302            | 299    | 601            | 583                       | 557    | 1 140                     | 551                       | 560    | 1 111                     | 2 422                       | 2 189  | 4 611                       | 7 463       |
| Midlands            | 828            | 768    | 1 596          | 1 359                     | 1 364  | 2 723                     | 1 245                     | 1 181  | 2 426                     | 3 583                       | 3 833  | 7 416                       | 14 161      |
| Total               | 5 786          | 5 877  | 11 663         | 9 273                     | 9 174  | 18 447                    | 9 305                     | 9 060  | 18 365                    | 28 087                      | 26 534 | 54 621                      | 103 096     |

Figure 6.10: ECD OVCs by Type and Province, Number, Zimbabwe 2019.



Harare province has the highest proportions of orphans among the vulnerable with double orphans constituting 15.98 percent; single maternal, 20.83 percent; single paternal, 24.07 percent and 39.12 percent being vulnerable but not orphaned children, Table 6.6. Matabeleland South province with 61.78 percent of vulnerable but not orphaned children has the highest proportion, followed by Matabeleland North province with 61.17 percent. Furthermore, Matabeleland South province has the lowest proportion of double and single maternal orphans and Matabeleland North Province has the lowest proportion of single paternal orphans.

Table 6.6: ECD OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2019.

| Province            | OVC Type       |                           |                           |                             | Total, % | Total No. |
|---------------------|----------------|---------------------------|---------------------------|-----------------------------|----------|-----------|
|                     | Double Orphans | Single Orphans (maternal) | Single Orphans (paternal) | Vulnerable but not Orphaned |          |           |
| Bulawayo            | 10.45          | 15.15                     | 20.18                     | 54.21                       | 100      | 15        |
| Harare              | 15.98          | 20.83                     | 24.07                     | 39.12                       | 100      | 2 040     |
| Manicaland          | 10.91          | 16.77                     | 17.54                     | 54.78                       | 100      | 21 531    |
| Mashonaland Central | 12.27          | 19.28                     | 19.15                     | 49.3                        | 100      | 9 762     |
| Mashonaland East    | 11.66          | 19.06                     | 18.8                      | 50.49                       | 100      | 10 815    |
| Mashonaland West    | 12.89          | 18.4                      | 19.62                     | 49.09                       | 100      | 11 284    |
| Masvingo            | 12.24          | 18.64                     | 18.18                     | 50.94                       | 100      | 15 962    |
| Matabeleland North  | 8.93           | 15.47                     | 14.44                     | 61.17                       | 100      | 8 547     |
| Matabeleland South  | 8.05           | 15.28                     | 14.89                     | 61.78                       | 100      | 7 463     |
| Midlands            | 11.27          | 19.23                     | 17.13                     | 52.37                       | 100      | 14 161    |
| Total               | 11.31          | 17.89                     | 17.81                     | 52.98                       | 100      | 103 096   |

At primary school level, Zimbabwe has 231 700 children (42.03 percent) who are vulnerable but not orphaned; 145 988 (26.48 percent) single paternal orphans; 106 692 (19.35 percent) single maternal orphans and 66 858 double orphans (12.13 percent), Tables 6.7 and 6.8 and Figure 6.11. Manicaland province has the highest number of the four types of OVC and Bulawayo province has the lowest number of all the four types of OVCs.

Table 6.7: Primary School OVC by Type, Sex and Province, Number, Zimbabwe, 2019

| Province            | Double Orphans |        |        | Single Orphans (maternal) |        |         | Single Orphans (paternal) |        |         | Vulnerable but not Orphaned |         |         | Grand Total |
|---------------------|----------------|--------|--------|---------------------------|--------|---------|---------------------------|--------|---------|-----------------------------|---------|---------|-------------|
|                     | Male           | Female | Total  | Male                      | Female | Total   | Male                      | Female | Total   | Male                        | Female  | Total   |             |
| Bulawayo            | 871            | 894    | 1 765  | 1 473                     | 1 535  | 3 008   | 2 071                     | 2 142  | 4 213   | 3 157                       | 3 078   | 6 235   | 15 221      |
| Harare              | 1 421          | 1 502  | 2 923  | 2 862                     | 2 940  | 5 802   | 3 831                     | 3 967  | 7 798   | 3 923                       | 3 804   | 7 727   | 24 250      |
| Manicaland          | 5 875          | 6 091  | 11 966 | 8 795                     | 9 049  | 17 844  | 13 148                    | 13 465 | 26 613  | 20 595                      | 20 620  | 41 215  | 97 638      |
| Mashonaland Central | 3 354          | 3 305  | 6 659  | 4 874                     | 4 929  | 9 803   | 6 818                     | 6 942  | 13 760  | 10 214                      | 10 113  | 20 327  | 50 549      |
| Mashonaland East    | 3 614          | 3 496  | 7 110  | 5 934                     | 6 033  | 11 967  | 8 733                     | 8 331  | 17 064  | 11 050                      | 10 505  | 21 555  | 57 696      |
| Mashonaland West    | 4 429          | 4 430  | 8 859  | 6 443                     | 6 668  | 13 111  | 8 573                     | 8 861  | 17 434  | 13 754                      | 13 832  | 27 586  | 66 990      |
| Masvingo            | 5 281          | 5 098  | 10 379 | 7 877                     | 7 627  | 15 504  | 10 978                    | 10 594 | 21 572  | 16 747                      | 16 272  | 33 019  | 80 474      |
| Matabeleland North  | 2 285          | 2 302  | 4 587  | 3 758                     | 3 798  | 7 556   | 4 819                     | 4 912  | 9 731   | 11 717                      | 11 549  | 23 266  | 45 140      |
| Matabeleland South  | 1 748          | 1 747  | 3 495  | 3 323                     | 3 319  | 6 642   | 4 624                     | 4 609  | 9 233   | 9 508                       | 9 151   | 18 659  | 38 029      |
| Midlands            | 4 508          | 4 607  | 9 115  | 7 542                     | 7 913  | 15 455  | 9 166                     | 9 404  | 18 570  | 16 154                      | 15 957  | 32 111  | 75 251      |
| Total               | 33 386         | 33 472 | 66 858 | 52 881                    | 53 811 | 106 692 | 72 761                    | 73 227 | 145 988 | 116 819                     | 114 881 | 231 700 | 551 238     |

Figure 6.11: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe 2019.

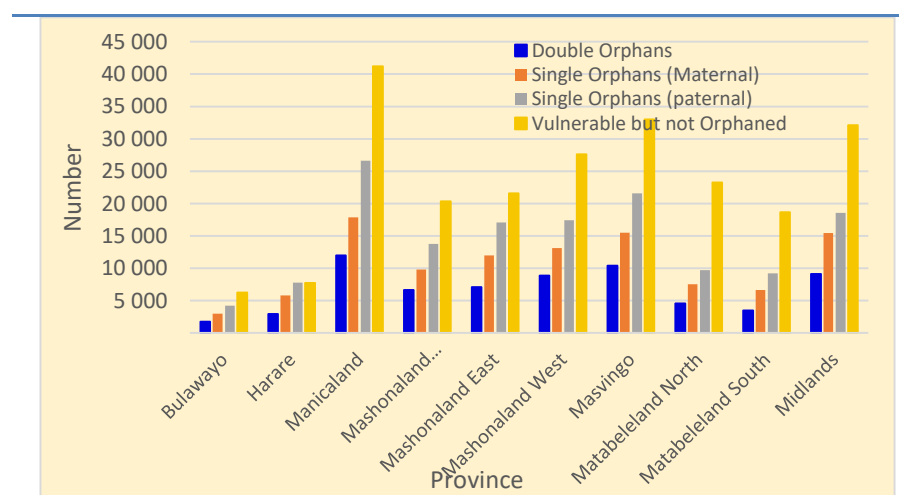




Table 6. 8 presents the percentage distribution of primary school OVC by province. The proportion of primary school OVC who are vulnerable but not orphaned ranged from 31.86 percent in Harare province to 51.54 percent in Matabeleland North province. Harare province, with 32.16 percent proportion of primary school OVC who are single paternal orphans has the highest and Matabeleland North province with 21.56 percent, the lowest. Harare province with 23.93 percent of OVC who are single maternal has the highest proportion and Matabeleland North province are the lowest with 16.74 percent. Proportions of primary school OVC who are double orphans ranged from 9.19 percent in Matabeleland South province to 13.22 percent in Mashonaland West province.

Table 6.8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2019.

| Province            | Double Orphans | Single Orphans (maternal) | Single Orphans (paternal) | Vulnerable but not Orphaned | Total, % | Total No. |
|---------------------|----------------|---------------------------|---------------------------|-----------------------------|----------|-----------|
| Bulawayo            | 11.60          | 19.76                     | 27.68                     | 40.96                       | 100.00   | 15 221    |
| Harare              | 12.05          | 23.93                     | 32.16                     | 31.86                       | 100.00   | 24 250    |
| Manicaland          | 12.26          | 18.28                     | 27.26                     | 42.21                       | 100.00   | 97 638    |
| Mashonaland Central | 13.17          | 19.39                     | 27.22                     | 40.21                       | 100.00   | 50 549    |
| Mashonaland East    | 12.32          | 20.74                     | 29.58                     | 37.36                       | 100.00   | 57 696    |
| Mashonaland West    | 13.22          | 19.57                     | 26.02                     | 41.18                       | 100.00   | 66 990    |
| Masvingo            | 12.90          | 19.27                     | 26.81                     | 41.03                       | 100.00   | 80 474    |
| Matabeleland North  | 10.16          | 16.74                     | 21.56                     | 51.54                       | 100.00   | 45 140    |
| Matabeleland South  | 9.19           | 17.47                     | 24.28                     | 49.07                       | 100.00   | 38 029    |
| Midlands            | 12.11          | 20.54                     | 24.68                     | 42.67                       | 100.00   | 75 251    |
| Total               | 12.13          | 19.35                     | 26.48                     | 42.03                       | 100.00   | 551 238   |

For secondary school OVC, single paternal orphans had the highest proportion of 31. 43 percent (97 014 learners), followed by vulnerable but not orphaned with 26.59 percent (82 063 learners); single maternal orphans (24.57 percent: 75 838 learners) and double orphans (17.42 percent: 53 766 learners), Tables 6.9 and 6.10 and Figure 6.12.

Table 6.9: Secondary School OVC by Type, Sex and Province, Number, Zimbabwe, 2019.

| Province            | Double Orphans |        |        | Single Orphans (maternal) |        |        | Single Orphans (paternal) |        |        | Vulnerable but not Orphaned |        |        | Grand Total |
|---------------------|----------------|--------|--------|---------------------------|--------|--------|---------------------------|--------|--------|-----------------------------|--------|--------|-------------|
|                     | Male           | Female | Total  | Male                      | Female | Total  | Male                      | Female | Total  | Male                        | Female | Total  |             |
| Bulawayo            | 865            | 1 058  | 1 923  | 1 509                     | 1 884  | 3 393  | 1 797                     | 2 374  | 4 171  | 2 532                       | 1 871  | 4 403  | 13 890      |
| Harare              | 2 201          | 2 137  | 4 338  | 3 492                     | 3 618  | 7 110  | 3 719                     | 3 840  | 7 559  | 2 399                       | 2 459  | 4 858  | 23 865      |
| Manicaland          | 4 544          | 4 395  | 8 939  | 5 826                     | 5 803  | 11 629 | 7 634                     | 7 767  | 15 401 | 6 781                       | 7 215  | 13 996 | 49 965      |
| Mashonaland Central | 1 970          | 2 007  | 3 977  | 2 802                     | 2 942  | 5 744  | 3 748                     | 3 746  | 7 494  | 3 535                       | 3 865  | 7 400  | 24 615      |
| Mashonaland East    | 3 367          | 3 166  | 6 533  | 4 585                     | 4 614  | 9 199  | 5 651                     | 5 574  | 11 225 | 4 011                       | 4 017  | 8 028  | 34 985      |
| Mashonaland West    | 3 405          | 3 245  | 6 650  | 4 462                     | 4 201  | 8 663  | 5 096                     | 5 347  | 10 443 | 4 581                       | 4 516  | 9 097  | 34 853      |
| Masvingo            | 4 181          | 4 317  | 8 498  | 6 014                     | 5 916  | 11 930 | 7 036                     | 10 987 | 18 023 | 5 687                       | 6 132  | 11 819 | 50 270      |
| Matabeleland North  | 1 272          | 1 495  | 2 767  | 1 766                     | 2 229  | 3 995  | 2 513                     | 3 237  | 5 750  | 3 015                       | 3 625  | 6 640  | 19 152      |
| Matabeleland South  | 1 181          | 1 375  | 2 556  | 1 855                     | 2 306  | 4 161  | 2 439                     | 3 290  | 5 729  | 2 218                       | 2 549  | 4 767  | 17 213      |
| Midlands            | 3 617          | 3 968  | 7 585  | 4 702                     | 5 312  | 10 014 | 5 033                     | 6 186  | 11 219 | 5 069                       | 5 986  | 11 055 | 39 873      |
| Total               | 26 603         | 27 163 | 53 766 | 37 013                    | 38 825 | 75 838 | 44 666                    | 52 348 | 97 014 | 39 828                      | 42 235 | 82 063 | 308 681     |

Figure 6.12: Secondary School OVCs by Type and Province, Number, Zimbabwe, 2019

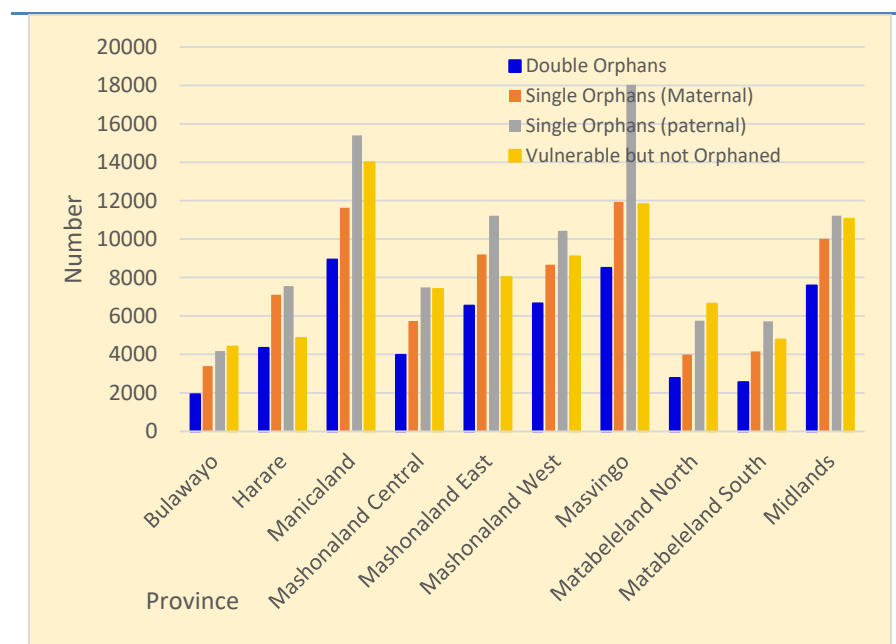


Table 6. 10 presents the percentage distribution of secondary school OVC by province. Masvingo province has the highest proportion (35.85 percent) of secondary school OVC who are single paternal orphans and Midlands province the lowest (28.14 percent). The proportion of secondary school OVC who are vulnerable but not orphaned ranged from 20.36 percent in Harare province to 34.67 percent in Matabeleland North province, showing that most of the vulnerable children at secondary school are orphans. Harare province has the highest proportion (29.79 percent) of OVC who single are maternal orphans and Matabeleland North province are the lowest with 20.86 percent. Proportions of secondary school OVC who are double orphans ranged from 19.08 in Mashonaland West province to 13.84 percent in Bulawayo province.

*Table 6.10: Secondary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2019.*

|                     | Double Orphans | Single Orphans (maternal) | Single Orphans (paternal) | Vulnerable but not Orphaned | Total, % | Total No. |
|---------------------|----------------|---------------------------|---------------------------|-----------------------------|----------|-----------|
| Bulawayo            | 13.84          | 24.43                     | 30.03                     | 31.70                       | 100.00   | 13 890    |
| Harare              | 18.18          | 29.79                     | 31.67                     | 20.36                       | 100.00   | 23 865    |
| Manicaland          | 17.89          | 23.27                     | 30.82                     | 28.01                       | 100.00   | 49 965    |
| Mashonaland Central | 16.16          | 23.34                     | 30.44                     | 30.06                       | 100.00   | 24 615    |
| Mashonaland East    | 18.67          | 26.29                     | 32.09                     | 22.95                       | 100.00   | 34 985    |
| Mashonaland West    | 19.08          | 24.86                     | 29.96                     | 26.10                       | 100.00   | 34 853    |
| Masvingo            | 16.90          | 23.73                     | 35.85                     | 23.51                       | 100.00   | 50 270    |
| Matabeleland North  | 14.45          | 20.86                     | 30.02                     | 34.67                       | 100.00   | 19 152    |
| Matabeleland South  | 14.85          | 24.17                     | 33.28                     | 27.69                       | 100.00   | 17 213    |
| Midlands            | 19.02          | 25.11                     | 28.14                     | 27.73                       | 100.00   | 39 873    |
| Total               | 17.42          | 24.57                     | 31.43                     | 26.59                       | 100.00   | 308 681   |

### 6.3. Learners by Impairments

In primary and secondary school levels there are 85 560 learners with impairments, of whom 7 395 (8.64 percent) are enrolled in ECD A and B; 62 659 (73.23 percent) are at primary school level and 15506 (18.12 percent) at secondary school level. Table 6.11 and 6.12 presents the numbers and percentage of children living with disabilities by education level, sex and province, respectively. The percentage of children with impairments enrolled in ECD A and ECD B of 1.13 way below the 2015-2020 ESSP 2019 target of percentage of children with disabilities enrolled in ECD A and B of 30 percent. At primary level, the percentage of children with impairments is 2.25 and 1.38 for secondary. The 2016-2020 ESSP 2019 target of children with disabilities enrolled in Primary and Secondary education (excluding special schools) is a total of 50 000 learners (males -26 500: females - 23 500). In 2019 these targets were very much surpassed with a total number of learners with

impairments in primary and secondary education being as mentioned earlier 85 560 (males – 47 826; females – 37 734)

In absolute terms, overall, Midlands province has the highest number of learners with impairments (15 390) and Bulawayo province the lowest 3 864), Table 6. 11. The number of learners with impairments at ECD level range from 261 in Harare province to 1 847 in Mashonaland West province. At primary school level, the number of learners with impairments range from 2 755 in Bulawayo province to 11 975 in Midlands province. At secondary school level, Manicaland province has the highest number (2 453) of learners with impairments and Mashonaland Central province the lowest of 784.

Table 6.11: Impairments by Education Level, Sex and Province, Number, Zimbabwe, 2019.

| Province            | Education Level |        |       |         |        |        |           |        |        | Grand Total |        |        | % Grand Total |
|---------------------|-----------------|--------|-------|---------|--------|--------|-----------|--------|--------|-------------|--------|--------|---------------|
|                     | ECD A & B       |        |       | Primary |        |        | Secondary |        |        |             |        |        |               |
|                     | Male            | Female | Total | Male    | Female | Total  | Male      | Female | Total  | Male        | Female | Total  |               |
| Bulawayo            | 170             | 103    | 273   | 1 611   | 1 144  | 2 755  | 443       | 393    | 836    | 2 224       | 1 640  | 3 864  | 4.52          |
| Harare              | 156             | 105    | 261   | 1 829   | 1 356  | 3 185  | 862       | 696    | 1 558  | 2 847       | 2 157  | 5 004  | 5.85          |
| Manicaland          | 380             | 335    | 715   | 3 687   | 2 962  | 6 649  | 1 288     | 1 165  | 2 453  | 5 355       | 4 462  | 9 817  | 11.47         |
| Mashonaland Central | 280             | 258    | 538   | 2 574   | 2 063  | 4 637  | 413       | 371    | 784    | 3 267       | 2 692  | 5 959  | 6.96          |
| Mashonaland East    | 378             | 269    | 647   | 3 685   | 2 881  | 6 566  | 810       | 641    | 1 451  | 4 873       | 3 791  | 8 664  | 10.13         |
| Mashonaland West    | 1 500           | 347    | 1 847 | 5 062   | 3 982  | 9 044  | 1 316     | 1 078  | 2 394  | 7 878       | 5 407  | 13 285 | 15.53         |
| Masvingo            | 534             | 410    | 944   | 4 336   | 3 449  | 7 785  | 600       | 554    | 1 154  | 5 470       | 4 413  | 9 883  | 11.55         |
| Matabeleland North  | 308             | 276    | 584   | 3 219   | 2 455  | 5 674  | 588       | 538    | 1 126  | 4 115       | 3 269  | 7 384  | 8.63          |
| Matabeleland South  | 218             | 168    | 386   | 2 528   | 1 861  | 4 389  | 763       | 772    | 1 535  | 3 509       | 2 801  | 6 310  | 7.37          |
| Midlands            | 662             | 538    | 1 200 | 6 604   | 5 371  | 11 975 | 1 022     | 1 193  | 2 215  | 8 288       | 7 102  | 15 390 | 17.99         |
| Total               | 4 586           | 2 809  | 7 395 | 35 135  | 27 524 | 62 659 | 8 105     | 7 401  | 15 506 | 47 826      | 37 734 | 85 560 | 100.00        |

Overall, Midlands province has the highest percentage of learners with impairments constituting 17.99 percent of the total and Bulawayo province has the lowest with 4.52 percent, Table 6. 11. The percentage of learners with impairments range from 0.63 percent each in Harare and Manicaland provinces to 2.60 percent in Mashonaland West province at ECD level, Table 6.12. At primary school level, the percentage of learners with impairments range from 1.07 percent in Harare province to 3.33 percent in Matabeleland North province. At secondary school level, Matabeleland South province has the highest

percentage (2.69 percent) of impaired learners and Masvingo province the lowest of 0.76 percent. At all levels of education, and for all provinces the percentages of males with impairments are higher than those of females.

Table 6.12: Enrolment by Impairments by Level, Sex and Province as a Percentage of total Enrolment, Zimbabwe 2019

| Province            | ECD A & B |        |       | Primary |        |       | Secondary |        |       |
|---------------------|-----------|--------|-------|---------|--------|-------|-----------|--------|-------|
|                     | Male      | Female | Total | Male    | Female | Total | Male      | Female | Total |
| Bulawayo            | 1.30      | 0.78   | 1.04  | 2.86    | 2.00   | 2.42  | 1.57      | 1.25   | 1.40  |
| Harare              | 0.74      | 0.51   | 0.63  | 1.24    | 0.91   | 1.07  | 1.30      | 1.01   | 1.15  |
| Manicaland          | 0.67      | 0.59   | 0.63  | 1.67    | 1.36   | 1.52  | 1.41      | 1.34   | 1.38  |
| Mashonaland Central | 0.86      | 0.81   | 0.83  | 1.99    | 1.61   | 1.80  | 0.93      | 0.88   | 0.91  |
| Mashonaland East    | 0.99      | 0.72   | 0.86  | 2.44    | 1.94   | 2.19  | 1.20      | 0.99   | 1.10  |
| Mashonaland West    | 4.22      | 0.98   | 2.60  | 3.09    | 2.45   | 2.77  | 2.08      | 1.83   | 1.96  |
| Masvingo            | 1.13      | 0.89   | 1.01  | 2.32    | 1.86   | 2.09  | 0.78      | 0.74   | 0.76  |
| Matabeleland North  | 1.43      | 1.29   | 1.36  | 3.78    | 2.87   | 3.33  | 2.20      | 1.68   | 1.92  |
| Matabeleland South  | 1.04      | 0.82   | 0.93  | 3.32    | 2.46   | 2.89  | 2.89      | 2.51   | 2.69  |
| Midlands            | 1.60      | 1.32   | 1.46  | 3.63    | 2.97   | 3.30  | 1.46      | 1.62   | 1.54  |
| Total               | 1.40      | 0.87   | 1.13  | 2.51    | 1.98   | 2.25  | 1.45      | 1.31   | 1.38  |

At both primary and secondary school levels, the most common type of impairment is intellectual challenges and the lowest is albinism, Figure 6.13 and Table 6.13. The proportions of learners with intellectual impairments for primary and secondary levels of education are 42.14 percent and 33.62 percent, respectively. The proportions of learners with albinism for primary and secondary levels of education are 0.91 percent and 1.70 percent, respectively. Visual impairment is the second most common impairment at secondary school level at 18.99 percent, which is higher than that at primary school level (10.03 percent). The hearing impairment is commonest at both levels of schooling, with almost equal proportions of about 12 percent. There is a higher proportion of learners have learning disability at primary level (19.04 percent) than at secondary school level (9.20 percent). Both physical impairment and communication and speech impairments have higher proportions at the primary level of education than the secondary one.

Figure 6.13: Primary and Secondary School Learners by Type of Impairment, Percent Distribution, Zimbabwe, 2019.

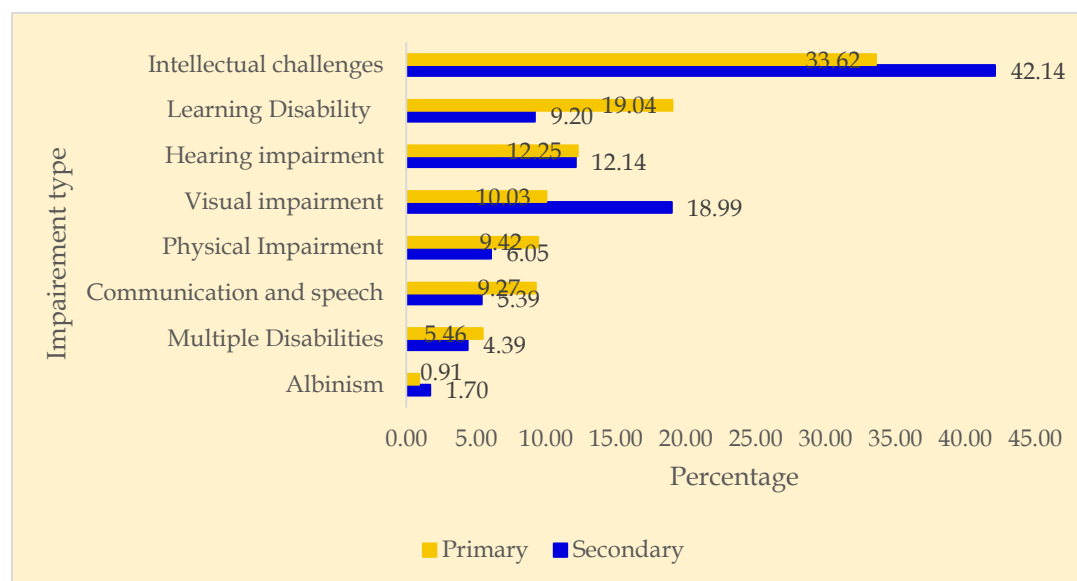


Table 6.13: Impairments, Primary and Secondary Schools by Type and Sex, Number, Zimbabwe, 2019

| Disability Type          |                    | Primary |        |        | Secondary |        |        | Grand Total |
|--------------------------|--------------------|---------|--------|--------|-----------|--------|--------|-------------|
|                          |                    | Male    | Female | Total  | Male      | Female | Total  |             |
| Visual impairment        | Low vision         | 3 754   | 3 022  | 6 776  | 1 255     | 1 573  | 2 828  | 9 604       |
|                          | Blind              | 130     | 117    | 247    | 66        | 51     | 117    | 364         |
| Physical Impairment      | Gross motor        | 1 659   | 1 286  | 2 945  | 262       | 225    | 487    | 3 432       |
|                          | Fine motor         | 2 524   | 1 131  | 3 655  | 264       | 187    | 451    | 4 106       |
| Hearing impairment       | Mild to moderate   | 3 299   | 2 936  | 6 235  | 621       | 656    | 1 277  | 7 512       |
|                          | Severe to profound | 1 298   | 1 052  | 2 350  | 306       | 299    | 605    | 2 955       |
| Intellectual challenges  | Mild to moderate   | 11 005  | 8 635  | 19 640 | 2 780     | 2 457  | 5 237  | 24 877      |
|                          | Severe to profound | 2 272   | 1 641  | 3 913  | 729       | 568    | 1 297  | 5 210       |
| Communication and speech | Mild to moderate   | 2 880   | 1 697  | 4 577  | 399       | 301    | 700    | 5 277       |
|                          | Severe to profound | 1 094   | 820    | 1 914  | 74        | 62     | 136    | 2 050       |
| Learning Disability      | Dyslexia           | 7 344   | 5 995  | 13 339 | 808       | 619    | 1 427  | 14 766      |
| Albinism                 |                    | 292     | 343    | 635    | 131       | 133    | 264    | 899         |
| Multiple Disabilities    |                    | 2 170   | 1 658  | 3 828  | 410       | 270    | 680    | 4 508       |
| Total                    |                    | 39 721  | 30 333 | 70 054 | 8 105     | 7 401  | 15 506 | 85 560      |

Figure 6.14: Primary School Learners Impairment by Sex and Type, Number, Zimbabwe, 2019.

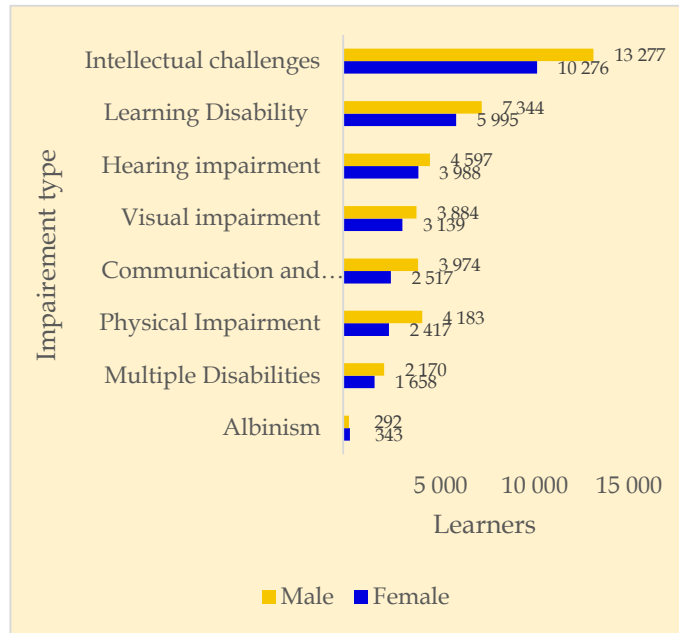


Figure 6.15: Secondary School Learners Impairment by Sex and Type, Number, Zimbabwe, 2019.

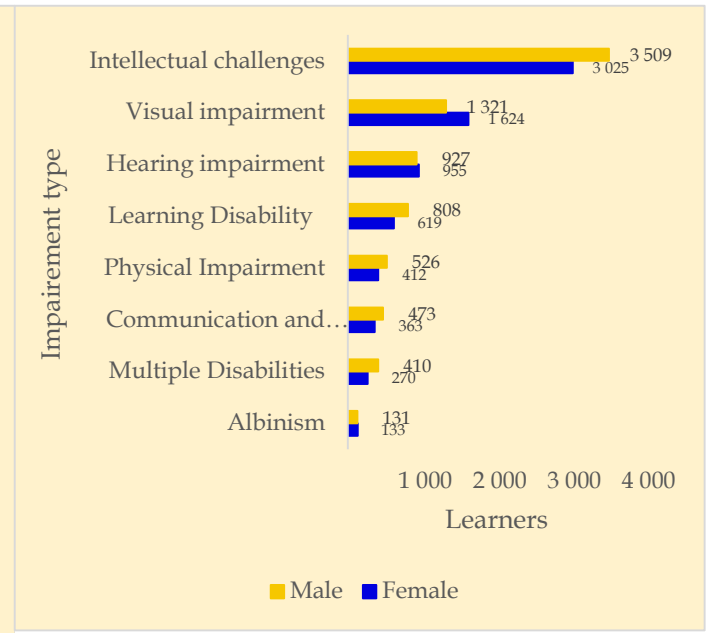


Table 6. 14 presents primary school learners impairment by type and province. For all the 10 provinces, the highest proportion of impairment of primary school learners is in intellectual challenges, while albinism has the lowest proportion. Considering primary school learners with impairments, highest proportion with intellectual challenges are in Midlands province with 42.69 percent and Bulawayo the lowest with 26.98 percent. The learning disability (dyslexia) proportion is highest (25.81 percent) in Matabeleland North province and lowest in Harare province (7.86 percent). Among learners with impairments, the proportion of primary school learners with visual impairment range from 7.15 percent in Midlands province to 18.56 percent in Bulawayo province. For hearing impairment, Masvingo province has the highest proportion (17.34 percent) and Mashonaland East province, the lowest (9.87 percent). Physical impairment proportions range from 6.76 percent in Matabeleland North province to 16.48 percent in Mashonaland West province. Communication and speech impairment has the highest proportion (12.33 percent) in Manicaland province and lowest (5.85 percent) in Mashonaland West province.

Table 6.14: Primary School Learners Impairment by Type and Province, Percentage Distribution, Zimbabwe, 2019

| Province            | Visual impairment | Physical Impairment | Hearing impairment | Intellectual challenges | Communication and speech | Learning Disability (Dyslexia) | Albinism | Multiple | Total. |
|---------------------|-------------------|---------------------|--------------------|-------------------------|--------------------------|--------------------------------|----------|----------|--------|
| Bulawayo            | 18.56             | 9.64                | 12.38              | 26.98                   | 10.11                    | 11.96                          | 1.16     | 9.21     | 100.00 |
| Harare              | 13.29             | 11.29               | 14.83              | 29.66                   | 12.13                    | 7.86                           | 2.21     | 8.73     | 100.00 |
| Manicaland          | 11.08             | 8.43                | 10.99              | 35.44                   | 12.33                    | 14.44                          | 1.66     | 5.64     | 100.00 |
| Mashonaland Central | 10.74             | 10.13               | 17.04              | 34.57                   | 11.15                    | 13.31                          | 0.83     | 2.22     | 100.00 |
| Mashonaland East    | 9.87              | 8.08                | 9.87               | 34.40                   | 10.69                    | 20.28                          | 0.67     | 6.14     | 100.00 |
| Mashonaland West    | 9.86              | 16.48               | 11.10              | 24.45                   | 5.85                     | 24.64                          | 0.38     | 7.24     | 100.00 |
| Masvingo            | 10.64             | 8.07                | 17.34              | 29.43                   | 9.98                     | 16.99                          | 1.65     | 5.90     | 100.00 |
| Matabeleland North  | 7.86              | 6.76                | 11.12              | 35.14                   | 8.17                     | 25.81                          | 0.54     | 4.60     | 100.00 |
| Matabeleland South  | 10.09             | 7.87                | 11.23              | 37.26                   | 10.85                    | 16.40                          | 0.59     | 5.72     | 100.00 |
| Midlands            | 7.15              | 6.78                | 10.18              | 42.69                   | 7.39                     | 22.22                          | 0.49     | 3.11     | 100.00 |
| Total               | 10.03             | 9.42                | 12.25              | 33.62                   | 9.27                     | 19.04                          | 0.91     | 5.46     | 100.00 |

Table 6.15 presents secondary school learners impairment by type and province. For all the 10 provinces, the highest proportion of impairment of secondary school learners is in intellectual challenges, with albinism having the lowest proportion. Considering learners with impairment, Manicaland province has the highest proportion (54.87 percent) of secondary school learners with intellectual challenges and Masvingo province the lowest (28.25 percent). The proportion of secondary school learners with visual impairment range from 11.28 percent in Matabeleland North province to 27.86 percent in Midlands province. For hearing impairment, Mashonaland Central province has the highest proportion (15.82 percent) and Matabeleland South province, the lowest (7.17 percent). The learning disability (dyslexia) proportion is highest (14.65 percent) in Matabeleland North province and lowest in Midlands province (3.30 percent). Physical impairment proportions range from 1.69 percent in Matabeleland South province to 11.61 percent in Masvingo province. Communication and speech impairment have the highest proportion (11.18 percent) in Masvingo province and lowest (2.25 percent) in Harare province.



Table 6.15: Secondary School Learners Impairment by Type and Province, Percentage Distribution, Zimbabwe, 2019.

| Province            | Type of Impairment |                     |                    |                         |                          |                                |          |                       | Total, % |
|---------------------|--------------------|---------------------|--------------------|-------------------------|--------------------------|--------------------------------|----------|-----------------------|----------|
|                     | Visual impairment  | Physical Impairment | Hearing impairment | Intellectual challenges | Communication and speech | Learning Disability (Dyslexia) | Albinism | Multiple Disabilities |          |
| Bulawayo            | 19.26              | 10.17               | 11.12              | 30.02                   | 6.82                     | 7.30                           | 1.91     | 13.40                 | 100.00   |
| Harare              | 14.25              | 8.92                | 11.87              | 42.55                   | 2.25                     | 11.49                          | 2.37     | 6.29                  | 100.00   |
| Manicaland          | 14.64              | 3.55                | 9.95               | 54.87                   | 8.40                     | 6.03                           | 1.47     | 1.10                  | 100.00   |
| Mashonaland Central | 26.15              | 5.87                | 15.82              | 36.61                   | 2.55                     | 10.71                          | 1.40     | 0.89                  | 100.00   |
| Mashonaland East    | 14.68              | 5.24                | 12.13              | 51.62                   | 3.58                     | 9.79                           | 1.38     | 1.59                  | 100.00   |
| Mashonaland West    | 15.33              | 5.68                | 17.25              | 37.80                   | 3.51                     | 14.12                          | 1.21     | 5.10                  | 100.00   |
| Masvingo            | 26.69              | 11.61               | 7.54               | 28.25                   | 11.18                    | 7.80                           | 4.85     | 2.08                  | 100.00   |
| Matabeleland North  | 11.28              | 6.13                | 11.28              | 43.07                   | 4.80                     | 14.65                          | 1.60     | 7.19                  | 100.00   |
| Matabeleland South  | 23.84              | 1.69                | 7.17               | 46.64                   | 3.26                     | 9.58                           | 0.39     | 7.43                  | 100.00   |
| Midlands            | 27.86              | 6.32                | 14.58              | 36.39                   | 6.73                     | 3.30                           | 1.58     | 3.25                  | 100.00   |
| Total               | 18.99              | 6.05                | 12.14              | 42.14                   | 5.39                     | 9.20                           | 1.70     | 4.39                  | 100.00   |

Table 6. 16 and 6.17 presents the detailed primary and secondary school learners impairment by sex and type, respectively.

Table 6.16: Primary Enrolments by Impairments and Province, Number, Zimbabwe, 2019.

| Province            | Impairment Type   |       |                     |            |                    |                    |                         |                    |                          |                    |                     |          | Grand Total |                       |
|---------------------|-------------------|-------|---------------------|------------|--------------------|--------------------|-------------------------|--------------------|--------------------------|--------------------|---------------------|----------|-------------|-----------------------|
|                     | Visual impairment |       | Physical Impairment |            | Hearing impairment |                    | Intellectual challenges |                    | Communication and speech |                    | Learning Disability | Albinism |             | Multiple Disabilities |
|                     | Low vision        | Blind | Gross motor         | Fine motor | Mild to moderate   | Severe to profound | Mild to moderate        | Severe to profound | Mild to moderate         | Severe to profound | Dyslexia            |          |             |                       |
| Bulawayo            | 546               | 16    | 193                 | 99         | 205                | 170                | 668                     | 149                | 247                      | 59                 | 362                 | 35       | 279         | 3 028                 |
| Harare              | 439               | 19    | 137                 | 252        | 298                | 213                | 635                     | 387                | 235                      | 183                | 271                 | 76       | 301         | 3 446                 |
| Manicaland          | 790               | 26    | 323                 | 298        | 601                | 208                | 2 317                   | 293                | 617                      | 291                | 1 063               | 122      | 415         | 7 364                 |
| Mashonaland Central | 538               | 18    | 287                 | 237        | 723                | 159                | 1 567                   | 222                | 489                      | 88                 | 689                 | 43       | 115         | 5 175                 |
| Mashonaland East    | 700               | 12    | 320                 | 263        | 545                | 167                | 1 866                   | 615                | 483                      | 288                | 1 463               | 48       | 443         | 7 213                 |
| Mashonaland West    | 1 036             | 38    | 408                 | 1 387      | 905                | 304                | 2 156                   | 507                | 501                      | 136                | 2 683               | 41       | 789         | 10 891                |
| Masvingo            | 865               | 64    | 386                 | 318        | 1 087              | 427                | 2 215                   | 354                | 596                      | 275                | 1 483               | 144      | 515         | 8 729                 |
| Matabeleland North  | 478               | 14    | 246                 | 177        | 595                | 101                | 1 919                   | 280                | 318                      | 193                | 1 615               | 34       | 288         | 6 258                 |
| Matabeleland South  | 458               | 24    | 190                 | 186        | 375                | 161                | 1 328                   | 451                | 416                      | 102                | 783                 | 28       | 273         | 4 775                 |
| Midlands            | 926               | 16    | 455                 | 438        | 901                | 440                | 4 969                   | 655                | 675                      | 299                | 2 927               | 64       | 410         | 13 175                |
| Total               | 6 776             | 247   | 2 945               | 3 655      | 6 235              | 2 350              | 19 640                  | 3 913              | 4 577                    | 1 914              | 13 339              | 635      | 3 828       | 70 054                |

Table 6.17: Secondary Enrolments by Impairments and Province, Number, Zimbabwe, 2019.

| Province            | Impairment Type   |       |                     |            |                    |                    |                         |                    |                          |                    |                     |          | Grand Total |                       |
|---------------------|-------------------|-------|---------------------|------------|--------------------|--------------------|-------------------------|--------------------|--------------------------|--------------------|---------------------|----------|-------------|-----------------------|
|                     | Visual impairment |       | Physical Impairment |            | Hearing impairment |                    | Intellectual challenges |                    | Communication and speech |                    | Learning Disability | Albinism |             | Multiple Disabilities |
|                     | Low vision        | Blind | Gross motor         | Fine motor | Mild to moderate   | Severe to profound | Mild to moderate        | Severe to profound | Mild to moderate         | Severe to profound | Dyslexia            |          |             |                       |
| Bulawayo            | 160               | 1     | 65                  | 20         | 39                 | 54                 | 239                     | 12                 | 57                       | 0                  | 61                  | 16       | 112         | 836                   |
| Harare              | 219               | 3     | 80                  | 59         | 116                | 69                 | 414                     | 249                | 32                       | 3                  | 179                 | 37       | 98          | 1 558                 |
| Manicaland          | 352               | 7     | 51                  | 36         | 87                 | 157                | 1 094                   | 252                | 149                      | 57                 | 148                 | 36       | 27          | 2 453                 |
| Mashonaland Central | 205               | 0     | 17                  | 29         | 110                | 14                 | 262                     | 25                 | 16                       | 4                  | 84                  | 11       | 7           | 784                   |
| Mashonaland East    | 194               | 19    | 38                  | 38         | 140                | 36                 | 564                     | 185                | 46                       | 6                  | 142                 | 20       | 23          | 1 451                 |
| Mashonaland West    | 338               | 29    | 81                  | 55         | 339                | 74                 | 727                     | 178                | 69                       | 15                 | 338                 | 29       | 122         | 2 394                 |
| Masvingo            | 264               | 44    | 58                  | 76         | 75                 | 12                 | 303                     | 23                 | 127                      | 2                  | 90                  | 56       | 24          | 1 154                 |
| Matabeleland North  | 123               | 4     | 27                  | 42         | 97                 | 30                 | 427                     | 58                 | 52                       | 2                  | 165                 | 18       | 81          | 1 126                 |
| Matabeleland South  | 360               | 6     | 3                   | 23         | 66                 | 44                 | 561                     | 155                | 44                       | 6                  | 147                 | 6        | 114         | 1 535                 |
| Midlands            | 613               | 4     | 67                  | 73         | 208                | 115                | 646                     | 160                | 108                      | 41                 | 73                  | 35       | 72          | 2 215                 |
| Total               | 2 828             | 117   | 487                 | 451        | 1 277              | 605                | 5 237                   | 1 297              | 700                      | 136                | 1 427               | 264      | 680         | 15 506                |

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

A total of 374 924 primary school learners are either under the Basic Education Assistance Module (BEAM) (344 991) or other assistance (29 933), Table 6. 18. The proportion of primary school learners under BEAM constitute 92.02 percent of all assisted with school funding. Overall, 12.37 percent of all primary school learners are on BEAM, whilst about a third (62.58 percent) of all primary school OVC are on BEAM. Matabeleland North province has the highest proportion (17.03 percent) of primary school learners who are on BEAM, and Harare province has the lowest percentage (4.68 percent). The percentage of OVC on BEAM range from 39.01 percent in Bulawayo province to 83.31 percent in Mashonaland Central province. There are more females than males on BEAM at national level and generally in most provinces except in Mashonaland Central, Mashonaland West and Masvingo provinces.

Table 6.18: Primary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2019

| Province            | Total on BEAM, No. |         |         | Other Learners paid for outside BEAM, No. |        |        | Grand Total | % Learners on BEAM | % OVC on Beam |
|---------------------|--------------------|---------|---------|---|--------|--------|-------------|--------------------|---------------|
|                     | Male               | Female  | Total   | Male                                      | Female | Total  |             |                    |               |
| Bulawayo            | 2 833              | 3 105   | 5 938   | 1 003                                     | 1 186  | 2 189  | 8 127       | 5.22               | 39.01         |
| Harare              | 6 837              | 7 078   | 13 915  | 1 321                                     | 1 391  | 2 712  | 16 627      | 4.68               | 57.38         |
| Manicaland          | 31 868             | 34 143  | 66 011  | 2 676                                     | 2 973  | 5 649  | 71 660      | 15.04              | 67.61         |
| Mashonaland Central | 21 343             | 20 770  | 42 113  | 1 525                                     | 1 491  | 3 016  | 45 129      | 16.37              | 83.31         |
| Mashonaland East    | 19 476             | 19 568  | 39 044  | 1 558                                     | 1 556  | 3 114  | 42 158      | 13.03              | 67.67         |
| Mashonaland West    | 20 011             | 19 995  | 40 006  | 1 328                                     | 1 577  | 2 905  | 42 911      | 12.26              | 59.72         |
| Masvingo            | 19 723             | 19 660  | 39 383  | 1 241                                     | 1 242  | 2 483  | 41 866      | 10.60              | 48.94         |
| Matabeleland North  | 14 147             | 14 902  | 29 049  | 1 628                                     | 1 724  | 3 352  | 32 401      | 17.03              | 64.35         |
| Matabeleland South  | 9 316              | 9 710   | 19 026  | 560                                       | 761    | 1 321  | 20 347      | 12.54              | 50.03         |
| Midlands            | 25 070             | 25 436  | 50 506  | 1 480                                     | 1 712  | 3 192  | 53 698      | 13.93              | 67.12         |
| Total               | 170 624            | 174 367 | 344 991 | 14 320                                    | 15 613 | 29 933 | 374 924     | 12.37              | 62.58         |

At national level, the percentage of outstanding BEAM claims have decreased from 71.92 percent in 2018 to its current level of 59.73 (206 063) of the primary school learners, ranging from 54.76 percent in Mashonaland Central province to 70.68 percent in Matabeleland South province, Table 6.19. The decrease in primary school learners outstanding BEAM claims between 2018 and 2019 is reflected all provinces.

Table 6.19: Primary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2019.

| Province            | Paid by BEAM, No. |        |         | BEAM Claim Still outstanding, No. |         |         | Grand total | % Claim Outstanding |
|---------------------|-------------------|--------|---------|-----------------------------------|---------|---------|-------------|---------------------|
|                     | Male              | Female | Total   | Male                              | Female  | Total   |             |                     |
| Bulawayo            | 1 066             | 1 105  | 2 171   | 1 767                             | 2 000   | 3 767   | 5 938       | 63.44               |
| Harare              | 2 844             | 2 975  | 5 819   | 3 993                             | 4 103   | 8 096   | 13 915      | 58.18               |
| Manicaland          | 12 951            | 13 728 | 26 679  | 18 917                            | 20 415  | 39 332  | 66 011      | 59.58               |
| Mashonaland Central | 9 675             | 9 378  | 19 053  | 11 668                            | 11 392  | 23 060  | 42 113      | 54.76               |
| Mashonaland East    | 8 365             | 8 208  | 16 573  | 11 111                            | 11 360  | 22 471  | 39 044      | 57.55               |
| Mashonaland West    | 7 871             | 7 701  | 15 572  | 12 140                            | 12 294  | 24 434  | 40 006      | 61.08               |
| Masvingo            | 8 062             | 7 913  | 15 975  | 11 661                            | 11 747  | 23 408  | 39 383      | 59.44               |
| Matabeleland North  | 5 141             | 5 338  | 10 479  | 9 006                             | 9 564   | 18 570  | 29 049      | 63.93               |
| Matabeleland South  | 2 754             | 2 824  | 5 578   | 6 562                             | 6 886   | 13 448  | 19 026      | 70.68               |
| Midlands            | 10 429            | 10 600 | 21 029  | 14 641                            | 14 836  | 29 477  | 50 506      | 58.36               |
| Total               | 69 158            | 69 770 | 138 928 | 101 466                           | 104 597 | 206 063 | 344 991     | 59.73               |

A total of 163 800 secondary school learners are either under the BEAM (123 658) or other assistance (40 142), Table 6.20. The proportion of secondary school learners under BEAM constitute 75.49 percent of all assisted with school funding. Overall, 10.99 percent of all secondary school learners are on BEAM, whilst 40.06 percent of all secondary school OVC are on BEAM. Matabeleland North province has the highest proportion (16.47 percent) of secondary school learners who are on BEAM, and Harare province has the lowest percentage (4.38 percent). The percentage of OVC on BEAM range from 21.53 percent in Harare province to 50.52 percent in Matabeleland North province. Mashonaland Central province has 50.41 percent of its OVC on BEAM. Unlike at primary school level, at secondary level, there are more males than females on BEAM at national level and generally in most provinces except in Harare, Matabeleland North and Matabeleland South provinces.

Table 6.20: Secondary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2019

| Province            | Total on BEAM, No. |        |         | Other Learners paid for outside BEAM, No. |        |        | Grand Total | % learners on BEAM | % OVC on Beam |
|---------------------|--------------------|--------|---------|---|--------|--------|-------------|--------------------|---------------|
|                     | Male               | Female | Total   | Male                                      | Female | Total  |             |                    |               |
| Bulawayo            | 1 501              | 1 490  | 2 991   | 932                                       | 1 790  | 2 722  | 5 713       | 5.00               | 21.53         |
| Harare              | 2 889              | 3 031  | 5 920   | 1 098                                     | 1 378  | 2 476  | 8 396       | 4.38               | 24.81         |
| Manicaland          | 10 263             | 9 536  | 19 799  | 2 628                                     | 6 325  | 8 953  | 28 752      | 11.13              | 39.63         |
| Mashonaland Central | 6 845              | 5 563  | 12 408  | 781                                       | 2 392  | 3 173  | 15 581      | 14.34              | 50.41         |
| Mashonaland East    | 8 537              | 7 701  | 16 238  | 1 007                                     | 1 843  | 2 850  | 19 088      | 12.30              | 46.41         |
| Mashonaland West    | 8 079              | 6 727  | 14 806  | 797                                       | 2 844  | 3 641  | 18 447      | 12.11              | 42.48         |
| Masvingo            | 8 209              | 7 559  | 15 768  | 1 002                                     | 2 154  | 3 156  | 18 924      | 10.42              | 31.37         |
| Matabeleland North  | 4 308              | 5 367  | 9 675   | 1 219                                     | 3 172  | 4 391  | 14 066      | 16.47              | 50.52         |
| Matabeleland South  | 3 625              | 4 462  | 8 087   | 1 031                                     | 1 942  | 2 973  | 11 060      | 14.15              | 46.98         |
| Midlands            | 9 322              | 8 644  | 17 966  | 1 460                                     | 4 347  | 5 807  | 23 773      | 12.48              | 45.06         |
| Total               | 63 578             | 60 080 | 123 658 | 11 955                                    | 28 187 | 40 142 | 163 800     | 10.99              | 40.06         |

Although declining, the percentage of outstanding BEAM claims for secondary school learners remain high at 68.26 percent in 2019, from its 2018 level of 73.39 percent, ranging from 56.50 percent in Bulawayo province to 73.82 percent in Manicaland province, Table 6.21. The decrease in secondary school learners outstanding BEAM claims between 2018 and 2019 is in all provinces.

Table 6.21: Secondary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2019.

| Province            | Paid by BEAM, No. |        |        | BEAM Claim Still outstanding, No. |        |        | Grand total | % Claim Outstanding |
|---------------------|-------------------|--------|--------|-----------------------------------|--------|--------|-------------|---------------------|
|                     | Male              | Female | Total  | Male                              | Female | Total  |             |                     |
| Bulawayo            | 660               | 641    | 1 301  | 841                               | 849    | 1 690  | 2 991       | 56.50               |
| Harare              | 1 227             | 1 238  | 2 465  | 1 662                             | 1 793  | 3 455  | 5 920       | 58.36               |
| Manicaland          | 2 667             | 2 517  | 5 184  | 7 596                             | 7 019  | 14 615 | 19 799      | 73.82               |
| Mashonaland Central | 1 907             | 1 584  | 3 491  | 4 938                             | 3 979  | 8 917  | 12 408      | 71.86               |
| Mashonaland East    | 2 654             | 2 325  | 4 979  | 5 883                             | 5 376  | 11 259 | 16 238      | 69.34               |
| Mashonaland West    | 2 358             | 1 992  | 4 350  | 5 721                             | 4 735  | 10 456 | 14 806      | 70.62               |
| Masvingo            | 2 388             | 2 191  | 4 579  | 5 821                             | 5 368  | 11 189 | 15 768      | 70.96               |
| Matabeleland North  | 1 750             | 2 206  | 3 956  | 2 558                             | 3 161  | 5 719  | 9 675       | 59.11               |
| Matabeleland South  | 1 190             | 1 492  | 2 682  | 2 435                             | 2 970  | 5 405  | 8 087       | 66.84               |
| Midlands            | 3 202             | 3 058  | 6 260  | 6 120                             | 5 586  | 11 706 | 17 966      | 65.16               |
| Total               | 20 003            | 19 244 | 39 247 | 43 575                            | 40 836 | 84 411 | 123 658     | 68.26               |

## 6.5. Conclusion

There are 103 096 OVC at ECD level, 551 238 at primary school level and 308 681 at secondary level, who constitute 15.81 percent, 19.76 percent, and 27.44 percent of enrolments at these levels, respectively. The proportion of primary school learners under BEAM constitute 92.02 percent of all assisted with school funding. Overall, 12.37 percent of all primary school learners are on BEAM, whilst about two thirds (62.58 percent) of all primary school OVC are on BEAM. A total of 163 800 secondary school learners are either under the BEAM (123 658) or other assistance (40 142). The proportion of secondary school learners under BEAM constitute 75.49 percent of all assisted with school funding. Overall, 10.99 percent of all secondary school learners are on BEAM, whilst 40.06 percent of all secondary school OVC are on BEAM. Although declining, the percentage of outstanding BEAM claims for both secondary and primary school learners remain high at 68.26 percent and 59.73 percent, respectively, hence the need to ensure that BEAM is adequately funded so that arrears do not accumulate. Appropriate targeting of BEAM beneficiaries is also important. At both primary and secondary school levels, the most common type of impairment is intellectual challenges and the lowest is albinism.

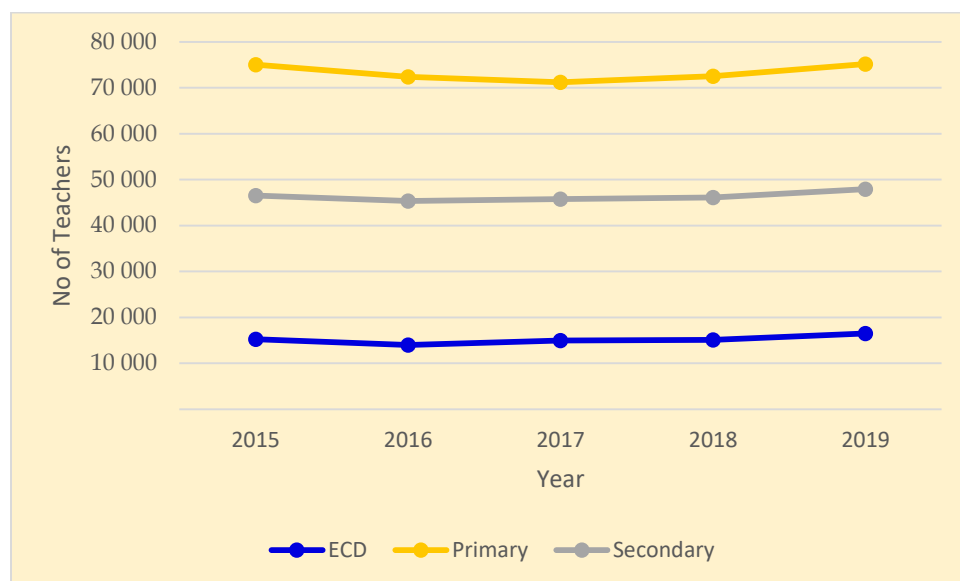
## CHAPTER 7: Teacher Establishment

The Ministry of Primary and Secondary Education Learner Teacher Ratio (LTR) recommends the following Learner Teacher Ratios: ECD – 20:1; primary school – 40:1 and lower secondary (Form 1 -2) – 33:1 and (Form 3-4) – 30:1; and upper secondary (Lower 6 and Upper 6) – 20:1. For special classes the recommended LTRs are as follows: hearing impairment 7:1; and visual impairment and mentally challenged 10:1 each.

### 7.1. Teacher Trends

The total number of ECD teachers has generally increased from 15 260 in 2015 to 16 469 in 2019, an increase of 1 209 representing an 8% increase, Table 7.1 and Figure 7.1. Trained teachers constitute 59.58 percent of all ECD teachers in Zimbabwe, and this is above the ESSD, 2016-2020 target of 56 percent in 2019. The number of ECD teachers increased by 1 383 between 2018 and 2019. The number of trained ECD teachers increased by 61.16 percent from 6 089 in 2015 to 9 813 in 2019. The ECD overall LTR is 40, double the recommended 20, and it has increased since 2015. The 2019 ECD Learner Trained Teacher Ratio (LTTR) is 66 and it has greatly decreased from its 2015 level of 85. The ESSP, 2016-2020 target of LTTR of 65 in 2019 is almost achieved.

Figure 7.1: Teachers by Level of Education, Zimbabwe, 2015-2019



The total number of primary school (Grade 1 to 7) teachers has generally decreased since 2015 but remaining close to its 2015 level in 2019 of 75 183. However, between 2018 and 2019, the number of primary school teachers increased by 2 671. Trained teachers constitute 97.25 percent of all primary school teachers in Zimbabwe, Table 7.1 and Figure 7.1. The number of trained primary school generally increased from 70 466 in 2015 to 73 117 in 2019, an increase of 3.76 percent. The primary school overall LTR is 37, which is within the recommended 40, and it has



generally remained at the same level during the reference period. The primary school Learner Trained Teacher Ratio (LTTR) is 38, the same level it was in 2015.

At secondary school (Form 1-6) level, there are 47 964 teachers of whom 86.86 percent (41 660) are trained, Table 7.1 and Figure 7.1. The total number of teachers at secondary school level has increased by 1 452 since 2015. Between 2018 and 2019, the number of secondary school teachers increased by 1 804. The number of trained secondary school teachers has been increasing since 2015. It increased by 17.67 percent between 2015 and 2019. The secondary school overall LTR is 23, and it has generally remained at the same level during the reference period. The secondary school Learner Trained Teacher Ratio (LTTR) has decreased over the years from 29 in 2015 to its 2019 level of 27.

Table 7.1: Teachers by Level, Training, Learner to Teacher Ratio Trends, Number and Percentage, Zimbabwe, 2015-2019

| Year | ECD            |                  |           |     |         | Primary (Grade 1-7) |                  |           |     |         | Secondary (Form 1-6) |                  |           |     |         |
|------|----------------|------------------|-----------|-----|---------|---------------------|------------------|-----------|-----|---------|----------------------|------------------|-----------|-----|---------|
|      | Teachers       |                  |           | LTR |         | Teachers            |                  |           | LTR |         | Teachers             |                  |           | LTR |         |
|      | Total Teachers | Trained Teachers | % Trained | All | Trained | Total Teachers      | Trained Teachers | % Trained | All | Trained | Total Teachers       | Trained Teachers | % Trained | All | Trained |
| 2015 | 15 260         | 6 089            | 39.90     | 34  | 85      | 75 072              | 70 466           | 93.86     | 35  | 38      | 46 512               | 35 405           | 76.12     | 22  | 29      |
| 2016 | 14 006         | 7 073            | 50.50     | 41  | 82      | 72 410              | 70 397           | 97.22     | 37  | 38      | 45 326               | 36 293           | 80.07     | 23  | 29      |
| 2017 | 14 937         | 7 904            | 52.92     | 42  | 79      | 71 242              | 69 401           | 97.42     | 38  | 39      | 45 750               | 38 326           | 83.77     | 23  | 28      |
| 2018 | 15 086         | 8 818            | 58.45     | 42  | 71      | 72 512              | 70 437           | 97.14     | 38  | 39      | 46 160               | 39 454           | 85.47     | 24  | 28      |
| 2019 | 16 469         | 9 813            | 59.58     | 40  | 66      | 75 183              | 73 117           | 97.25     | 37  | 38      | 47 964               | 41 660           | 86.86     | 23  | 27      |

## 7.2. ECD Teachers

ECD has the lowest percentage (59.58) of trained teachers, compared to secondary school level (86.86 percent) and primary school level (97.25 percent). At provincial level, the percentage of trained ECD teachers range from 37.67 percent in Matabeleland North province to 83.04 percent in Harare, Table 7.2.

Table 7.2: ECD Trained and Untrained Teachers by Province, Number and Percentage Zimbabwe, 2019

| Province            | Trained | Untrained | Total  | % Trained |
|---------------------|---------|-----------|--------|-----------|
| Bulawayo            | 794     | 377       | 1 171  | 67.81     |
| Harare              | 1 116   | 228       | 1 344  | 83.04     |
| Manicaland          | 1 310   | 1 687     | 2 997  | 43.71     |
| Mashonaland Central | 588     | 859       | 1 447  | 40.64     |
| Mashonaland East    | 1 384   | 434       | 1 818  | 76.13     |
| Mashonaland West    | 1 036   | 639       | 1 675  | 61.85     |
| Masvingo            | 1 369   | 714       | 2 083  | 65.72     |
| Matabeleland North  | 420     | 695       | 1 115  | 37.67     |
| Matabeleland South  | 469     | 353       | 822    | 57.06     |
| Midlands            | 1 327   | 670       | 1 997  | 66.45     |
| Total               | 9 813   | 6 656     | 16 469 | 59.58     |

Of the 16 469 ECD teachers, about three quarters (72.62percent) teach in rural areas, Table 7.3. Most of the ECD teachers (89.19 percent) are females, with a higher percentage for urban areas (93.95 percent) than rural ones (87.40 percent). There is a higher proportion of ECD trained teachers in urban areas (68.73 percent), than in rural ones (56.14 percent). At national level, males have a higher proportion of trained ECD teachers, 76.29 percent compared to the females with 57.56 percent and the pattern is similar for both rural and urban.

Table 7.3: ECD Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2019

| Location | Trained Teachers, No. |        |       | Untrained Teachers, No. |        |       | Grand Total, No. |        |        | % Trained Teachers |        |       |
|----------|-----------------------|--------|-------|-------------------------|--------|-------|------------------|--------|--------|--------------------|--------|-------|
|          | Male                  | Female | Total | Male                    | Female | Total | Male             | Female | Total  | Male               | Female | Total |
| Rural    | 1 134                 | 5 580  | 6 714 | 373                     | 4 873  | 5 246 | 1 507            | 10 453 | 11 960 | 75.25              | 53.38  | 56.14 |
| Urban    | 224                   | 2 875  | 3 099 | 49                      | 1 361  | 1 410 | 273              | 4 236  | 4 509  | 82.05              | 67.87  | 68.73 |
| Total    | 1 358                 | 8 455  | 9 813 | 422                     | 6 234  | 6 656 | 1 780            | 14 689 | 16 469 | 76.29              | 57.56  | 59.58 |

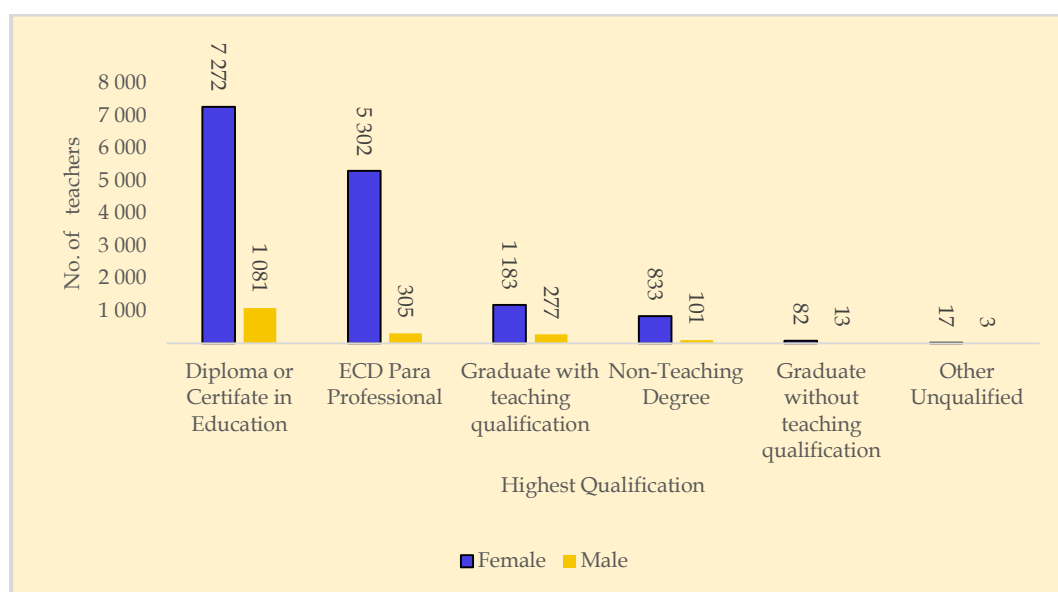
Most of the ECD teachers (84.77 percent) hold either a diploma or certificate in Education (50.72 percent), or are ECD Paraprofessionals (34.05 percent), Table 7.4 and Figure 7.2. Males have a higher proportion of ECD teachers (60.73 percent) who hold diploma or certificate in Education than females (49.51 percent), whilst females have a higher proportion of ECD Paraprofessionals

(36.10 percent) than males (17.13 percent). For these two levels of highest qualification, female teachers constitute 87.06 percent and 94.56 percent, respectively.

Table 7.4: ECD Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2019

| Highest qualification                   | ECD Teachers, No. |        |        | % Total |        |        | % Female |
|---|-------------------|--------|--------|---------|--------|--------|----------|
|   | Male              | Female | Total  | Male    | Female | Total  |          |
| Graduate with teaching qualification    | 277               | 1 183  | 1 460  | 15.56   | 8.05   | 8.87   | 81.03    |
| ECD Paraprofessional                    | 305               | 5 302  | 5 607  | 17.13   | 36.10  | 34.05  | 94.56    |
| Graduate without teaching qualification | 13                | 82     | 95     | 0.73    | 0.56   | 0.58   | 86.32    |
| Non-Teaching Degree                     | 101               | 833    | 934    | 5.67    | 5.67   | 5.67   | 89.19    |
| Other Unqualified                       | 3                 | 17     | 20     | 0.17    | 0.12   | 0.12   | 85.00    |
| Diploma or Certificate in Education     | 1 081             | 7 272  | 8 353  | 60.73   | 49.51  | 50.72  | 87.06    |
| Total                                   | 1 780             | 14 689 | 16 469 | 100.00  | 100.00 | 100.00 | 89.19    |

Figure 7.2: ECD teachers by Qualification and Sex, Number, Zimbabwe, 2019



At national level, 53.46 percent of the ECD teachers are employed as permanent Public Service Commission (PSC) teachers, 46.06 percent as other and a very small proportion are employed on a PSC contract, Table 7.5. For those ECD teachers with Diploma or Certificate in Education, 87.30 percent of them are employed as permanent PSC teachers, whilst 96.99 percent of ECD Paraprofessionals are employed under the other category. Teachers who are graduates with teaching qualification are also mainly employed permanently (88.15 percent) by the PSC. ECD teachers who hold non-teaching degrees are mainly employed under the other category.

Table 7.5: ECD Teachers by Type of Employment, Sex and Qualification Status, Number and Percentage, Zimbabwe, 2019

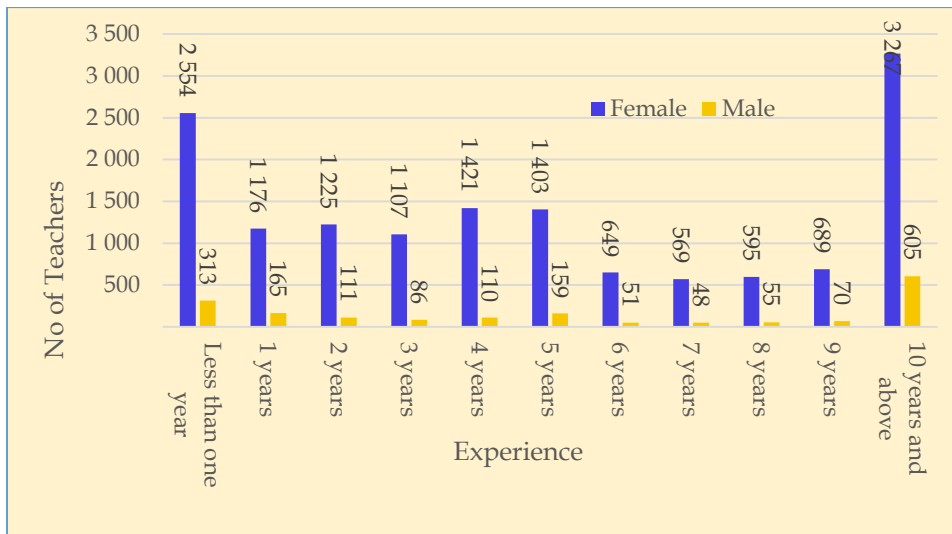
| Highest qualification                   | Permanent PSC, No. |        |       | Contract PSC, No. |        |       | Other, No. |        |       | Grand Total |        |        |
|---|--------------------|--------|-------|-------------------|--------|-------|------------|--------|-------|-------------|--------|--------|
|   | Male               | Female | Total | Male              | Female | Total | Male       | Female | Total | Male        | Female | Total  |
|   | Number             |        |       |                   |        |       |            |        |       |             |        |        |
| Graduate with teaching qualification    | 255                | 1 032  | 1 287 | 1                 | 6      | 7     | 21         | 145    | 166   | 277         | 1 183  | 1 460  |
| ECD Paraprofessional                    | 15                 | 114    | 129   | 1                 | 39     | 40    | 289        | 5 149  | 5 438 | 5 607       | 5 302  | 5 607  |
| Graduate without teaching qualification | 8                  | 29     | 37    | 0                 | 0      | 0     | 5          | 53     | 58    | 95          | 82     | 95     |
| Non-Teaching Degree                     | 7                  | 50     | 57    | 2                 | 11     | 13    | 92         | 772    | 864   | 934         | 833    | 934    |
| Other Unqualified                       | 1                  | 2      | 3     |                   | 1      | 1     | 2          | 14     | 16    | 20          | 17     | 20     |
| Diploma or Certificate in Education     | 975                | 6 317  | 7 292 | 3                 | 14     | 17    | 103        | 941    | 1 044 | 8 353       | 7 272  | 8 353  |
| Total                                   | 1 261              | 7 544  | 8 805 | 7                 | 71     | 78    | 512        | 7 074  | 7 586 | 15 286      | 14 689 | 16 469 |
|   | Percentage         |        |       |                   |        |       |            |        |       |             |        |        |
| Graduate with teaching qualification    | 92.06              | 87.24  | 88.15 | 0.36              | 0.51   | 0.48  | 7.58       | 12.26  | 11.37 | 100.00      | 100.00 | 100.00 |
| ECD Paraprofessional                    | 0.27               | 2.15   | 2.30  | 0.02              | 0.74   | 0.71  | 5.15       | 97.11  | 96.99 | 100.00      | 100.00 | 100.00 |
| Graduate without teaching qualification | 8.42               | 35.37  | 38.95 | 0.00              | 0.00   | 0.00  | 5.26       | 64.63  | 61.05 | 100.00      | 100.00 | 100.00 |
| Non-Teaching Degree                     | 0.75               | 6.00   | 6.10  | 0.21              | 1.32   | 1.39  | 9.85       | 92.68  | 92.51 | 100.00      | 100.00 | 100.00 |
| Other Unqualified                       | 5.00               | 11.76  | 15.00 | 0.00              | 5.88   | 5.00  | 10.00      | 82.35  | 80.00 | 100.00      | 100.00 | 100.00 |
| Diploma or Certificate in Education     | 11.67              | 86.87  | 87.30 | 0.04              | 0.19   | 0.20  | 1.23       | 12.94  | 12.50 | 100.00      | 100.00 | 100.00 |
| Total                                   | 8.25               | 51.36  | 53.46 | 0.05              | 0.48   | 0.47  | 3.35       | 48.16  | 46.06 | 100.00      | 100.00 | 100.00 |

Of all ECD teachers about half of them (50.20 percent) have less than five years of experience, with the female teachers having a greater proportion (50.94 percent) than males (44.10 percent), Table 7.6 and Figure 7.3. About a quarter (23.51 percent) have 10 years or more experience, with male teachers having a greater proportion of 33.99 percent than females with 22.24 percent. Table 7.6. Those with less than one-year experience constitutes 17.41 percent.

Table 7.6: ECD Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2019

| Experience         | ECD Teachers, No. |        |        | % Total |        |        |
|--------------------|-------------------|--------|--------|---------|--------|--------|
|                    | Male              | Female | Total  | Male    | Female | Total  |
| Less than one year | 313               | 2 554  | 2 867  | 17.58   | 17.39  | 17.41  |
| 1 years            | 165               | 1 176  | 1 341  | 9.27    | 8.01   | 8.14   |
| 2 years            | 111               | 1 225  | 1 336  | 6.24    | 8.34   | 8.11   |
| 3 years            | 86                | 1 107  | 1 193  | 4.83    | 7.54   | 7.24   |
| 4 years            | 110               | 1 421  | 1 531  | 6.18    | 9.67   | 9.30   |
| 5 years            | 159               | 1 403  | 1 562  | 8.93    | 9.55   | 9.48   |
| 6 years            | 51                | 649    | 700    | 2.87    | 4.42   | 4.25   |
| 7 years            | 48                | 569    | 617    | 2.70    | 3.87   | 3.75   |
| 8 years            | 55                | 595    | 650    | 3.09    | 4.05   | 3.95   |
| 9 years            | 70                | 689    | 759    | 3.93    | 4.69   | 4.61   |
| 10 years and above | 605               | 3 267  | 3 872  | 33.99   | 22.24  | 23.51  |
| Not stated         | 7                 | 34     | 41     | 0.39    | 0.23   | 0.25   |
| Total              | 1 780             | 14 689 | 16 469 | 100.00  | 100.00 | 100.00 |

Figure 7.3: ECD Teachers by Teaching Experience and Sex, Number, Zimbabwe, 2019



### 7.3. ECD Learner -Teacher Ratios

The national ECD LTR is 40, and this is double the recommended one of 20, with the LTTR being more than treble (66). Rural areas have much higher LTR and LTTR than urban ones, Table 7.7. The rural LTTR is almost double the urban one.

Table 7.7: ECD Teachers and Learner to Teacher Ratio by Location, Number, Zimbabwe, 2019

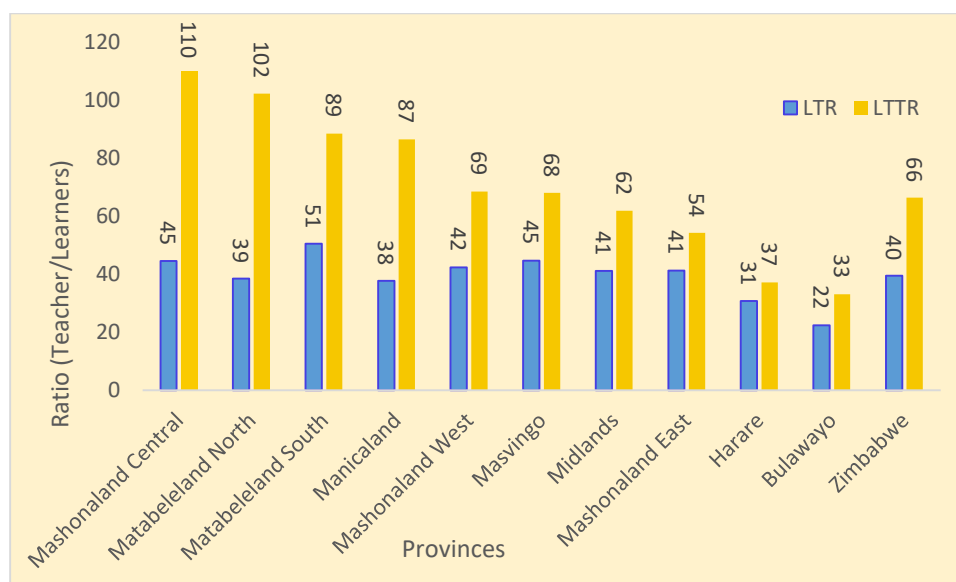
| Location | ECD Teachers, No. |                |          | LTR | LTTR |
|----------|-------------------|----------------|----------|-----|------|
|          | Trained Teachers  | Total Teachers | Learners |     |      |
| Rural    | 6 714             | 11 960         | 525 763  | 44  | 78   |
| Urban    | 3 099             | 4 509          | 126 450  | 28  | 41   |
| Total    | 9 813             | 16 469         | 652 213  | 40  | 66   |

All provinces have higher than recommended ECD LTR ratio of 20, except Bulawayo province with 22 has a ratio less than 30. Matabeleland South with a ratio of 51 has the highest, Table 7.8 and Figure 7.4. The high LTTRs reflect the shortage of trained teachers. The LTTR range from 33 in Bulawayo province to 110 in Mashonaland Central province. Matabeleland North province with LTTRs of 102 is another one with high LTTR.

Table 7.8: ECD Teachers by Training, Learner to Teacher Ratio and Province, Number, Zimbabwe, 2019

| Province            | Trained Teachers, No. | Total Teachers, No. | ECD Learners, No. | Learner to Teacher Ratio | Learner to Trained Teacher Ratio |
|---------------------|-----------------------|---------------------|-------------------|--------------------------|----------------------------------|
| Bulawayo            | 794                   | 1 171               | 26 330            | 22                       | 33                               |
| Harare              | 1 116                 | 1 344               | 41 518            | 31                       | 37                               |
| Manicaland          | 1 310                 | 2 997               | 113 389           | 38                       | 87                               |
| Mashonaland Central | 588                   | 1 447               | 64 667            | 45                       | 110                              |
| Mashonaland East    | 1 384                 | 1 818               | 75 152            | 41                       | 54                               |
| Mashonaland West    | 1 036                 | 1 675               | 71 114            | 42                       | 69                               |
| Masvingo            | 1 369                 | 2 083               | 93 302            | 45                       | 68                               |
| Matabeleland North  | 420                   | 1 115               | 42 979            | 39                       | 102                              |
| Matabeleland South  | 469                   | 822                 | 41 559            | 51                       | 89                               |
| Midlands            | 1 327                 | 1 997               | 82 203            | 41                       | 62                               |
| Total               | 9 813                 | 16 469              | 652 213           | 40                       | 66                               |

Figure 7.4: ECD Teachers by Learner to Teacher Ratios and Province, Zimbabwe, 2019



## 7.4. Primary School Teachers

At primary school level, the percentage of trained teachers is at least 94 percent, ranging from 94.60 percent in Matabeleland North province to 98.82 percent in Masvingo province, Table 7.9.

Table 7.9: Primary School Teachers by Training and Province, Number and Percentage Zimbabwe, 2019

| Province            | Primary School Teachers, No. |           |        | % Trained |
|---------------------|------------------------------|-----------|--------|-----------|
|                     | Trained                      | Untrained | Total  |           |
| Bulawayo            | 3 354                        | 71        | 3 425  | 97.93     |
| Harare              | 7 011                        | 255       | 7 266  | 96.49     |
| Manicaland          | 11 613                       | 286       | 11 899 | 97.60     |
| Mashonaland Central | 6 233                        | 118       | 6 351  | 98.14     |
| Mashonaland East    | 8 305                        | 210       | 8 515  | 97.53     |
| Mashonaland West    | 8 108                        | 375       | 8 483  | 95.58     |
| Masvingo            | 10 456                       | 125       | 10 581 | 98.82     |
| Matabeleland North  | 4 237                        | 242       | 4 479  | 94.60     |
| Matabeleland South  | 3 975                        | 101       | 4 076  | 97.52     |
| Midlands            | 9 825                        | 283       | 10 108 | 97.20     |
| Total               | 73 117                       | 2 066     | 75 183 | 97.25     |

Of the 75 183 primary school teachers, about three quarters (75.56 percent) teach in rural areas, Table 7.10. More than half of the primary school teachers (60.60 percent) are females, with a higher percentage for urban areas (78.77 percent) than rural ones (54.72 percent). At national level, 97.25 percent of primary school teachers are trained, with parity for rural and urban areas. There is a gender parity in the proportion of trained teachers in both rural areas and urban areas.

Table 7.10: Primary School Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2019

| Location | Trained, No. |        |        | Untrained, No. |        |       | Grand Total, No |        |        | % Trained |        |       |
|----------|--------------|--------|--------|----------------|--------|-------|-----------------|--------|--------|-----------|--------|-------|
|          | Male         | Female | Total  | Male           | Female | Total | Male            | Female | Total  | Male      | Female | Total |
| Rural    | 25 014       | 30 248 | 55 262 | 708            | 838    | 1 546 | 25 722          | 31 086 | 56 808 | 97.25     | 97.30  | 97.28 |
| Urban    | 3 738        | 14 117 | 17 855 | 163            | 357    | 520   | 3 901           | 14 474 | 18 375 | 95.82     | 97.53  | 97.17 |
| Total    | 28 752       | 44 365 | 73 117 | 871            | 1 195  | 2 066 | 29 623          | 45 560 | 75 183 | 97.06     | 97.38  | 97.25 |

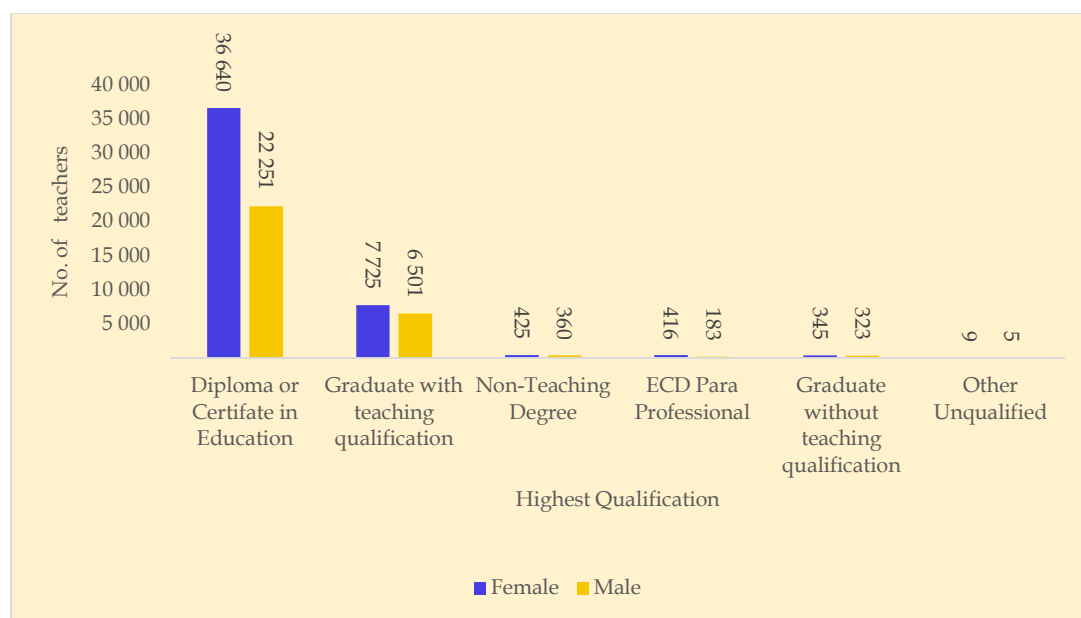
Most of the primary school teachers hold a diploma or certificate in Education (78.33 percent) or are graduates with a teaching qualification (18.92 percent), and this is the same pattern for both sexes, Table 7.11 and Figure 7.5. Females have a higher proportion of primary school teachers (80.42 percent) who hold diploma or certificate in Education than males (75.11 percent), whilst males have a higher proportion of ECD Paraprofessionals (21.95 percent) than females (16.96 percent). For the diploma or certificate in education and ECD paraprofessional highest qualification female teachers constitute 62.22 percent and 69.45 percent, respectively. There are more women for all qualification categories.

Table 7.11: Primary School Teachers by Qualification and Sex, Number and Percentage, Zimbabwe, 2019

| Highest qualification                   | Primary School Teachers, No. |        |        | % Total |        |        | % Female |
|---|------------------------------|--------|--------|---------|--------|--------|----------|
|   | Male                         | Female | Total  | Male    | Female | Total  |          |
| Graduate with teaching qualification    | 6 501                        | 7 725  | 14 226 | 21.95   | 16.96  | 18.92  | 54.30    |
| ECD Paraprofessional                    | 183                          | 416    | 599    | 0.62    | 0.91   | 0.80   | 69.45    |
| Graduate without teaching qualification | 323                          | 345    | 668    | 1.09    | 0.76   | 0.89   | 51.65    |
| Non-Teaching Degree                     | 360                          | 425    | 785    | 1.22    | 0.93   | 1.04   | 54.14    |
| Other Unqualified                       | 5                            | 9      | 14     | 0.02    | 0.02   | 0.02   | 64.29    |
| Diploma or Certificate in Education     | 22 251                       | 36 640 | 58 891 | 75.11   | 80.42  | 78.33  | 62.22    |
| Total                                   | 29 623                       | 45 560 | 75 183 | 100.00  | 100.00 | 100.00 | 60.60    |



Figure 7.5: Primary School Teachers by Qualification and Sex, Number, Zimbabwe, 2019



At national level, 95.37 percent of primary school teachers are employed as permanent Public Service Commission (PSC) teachers, with gender parity, and a very small proportion are employed on a PSC contract, with the rest as other, Table 7.12. Primary school teachers with a diploma or certificate in Education, have the highest percentage ( 96.53) and are employed as permanent PSC teachers, followed by graduates with teaching qualification ( 94.68percent); graduate without teaching qualification (80.39 percent ); ECD para professionals (68.11 percent); non- teaching degree ( 54.65 percent) and other unqualified ( 42.86 percent), that order. For all qualification’s males have higher proportions than females, except for other unqualified.

Other unqualified primary school teachers have more than half of them (57.14 percent) employed under the other category, followed by those with non-teaching degrees (43.06 percent), ECD paraprofessionals (30.72 percent) and graduate without teaching qualification (17.51 percent).

Table 7.12: Primary School Teachers by Type of Employment, Sex and Qualification Status, Number and Percentage, Zimbabwe, 2019

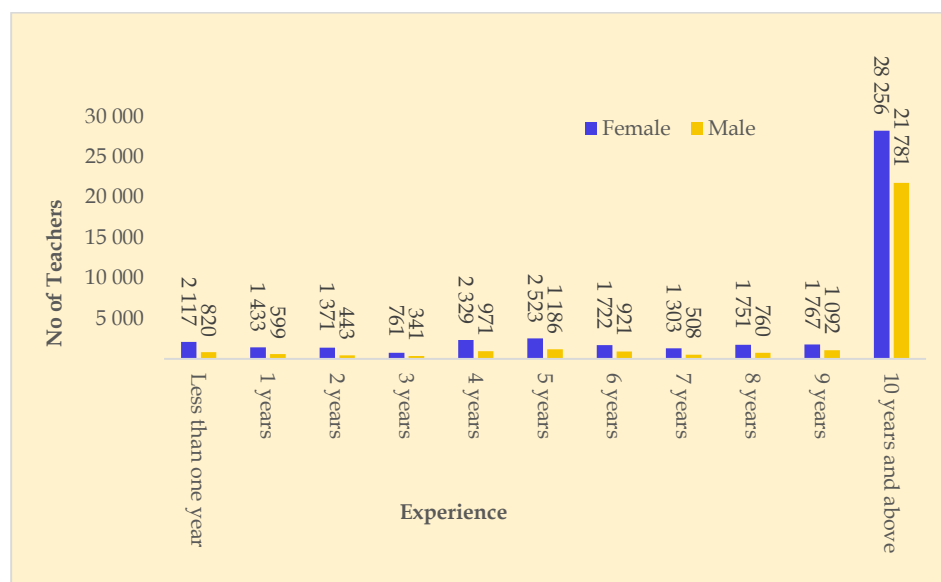
| Highest Qualifications                  | Type of Employment |        |        |              |        |       |       |        |       | Grand Total |        |        |
|---|--------------------|--------|--------|--------------|--------|-------|-------|--------|-------|-------------|--------|--------|
|   | Permanent PSC      |        |        | Contract PSC |        |       | Other |        |       |             |        |        |
|   | Male               | Female | Total  | Male         | Female | Total | Male  | Female | Total | Male        | Female | Total  |
|   | Number             |        |        |              |        |       |       |        |       |             |        |        |
| Graduate with teaching qualification    | 6 242              | 7 227  | 13 469 | 20           | 20     | 40    | 239   | 478    | 717   | 6 501       | 7 725  | 14 226 |
| ECD Paraprofessional                    | 150                | 258    | 408    |              | 7      | 7     | 33    | 151    | 184   | 183         | 416    | 599    |
| Graduate without teaching qualification | 265                | 272    | 537    | 7            | 7      | 14    | 51    | 66     | 117   | 323         | 345    | 668    |
| Non-Teaching Degree                     | 201                | 228    | 429    | 10           | 8      | 18    | 149   | 189    | 338   | 360         | 425    | 785    |
| Other Unqualified                       | 2                  | 4      | 6      |              |        |       | 3     | 5      | 8     | 5           | 9      | 14     |
| Diploma or Certificate in Education     | 21 549             | 35 301 | 56 850 | 50           | 94     | 144   | 652   | 1 245  | 1 897 | 22 251      | 36 640 | 58 891 |
| Total                                   | 28 409             | 43 290 | 71 699 | 87           | 136    | 223   | 1 127 | 2 134  | 3 261 | 29 623      | 45 560 | 75 183 |
|   | Percentage         |        |        |              |        |       |       |        |       |             |        |        |
| Graduate with teaching qualification    | 96.02              | 93.55  | 94.68  | 0.31         | 0.26   | 0.28  | 3.68  | 6.19   | 5.04  | 100.00      | 100.00 | 100.00 |
| ECD Paraprofessional                    | 81.97              | 62.02  | 68.11  | 0.00         | 1.68   | 1.17  | 18.03 | 36.30  | 30.72 | 100.00      | 100.00 | 100.00 |
| Graduate without teaching qualification | 82.04              | 78.84  | 80.39  | 2.17         | 2.03   | 2.10  | 15.79 | 19.13  | 17.51 | 100.00      | 100.00 | 100.00 |
| Non-Teaching Degree                     | 55.83              | 53.65  | 54.65  | 2.78         | 1.88   | 2.29  | 41.39 | 44.47  | 43.06 | 100.00      | 100.00 | 100.00 |
| Other Unqualified                       | 40.00              | 44.44  | 42.86  | 0.00         | 0.00   | 0.00  | 60.00 | 55.56  | 57.14 | 100.00      | 100.00 | 100.00 |
| Diploma or Certificate in Education     | 96.85              | 96.35  | 96.53  | 0.22         | 0.26   | 0.24  | 2.93  | 3.40   | 3.22  | 100.00      | 100.00 | 100.00 |
| Total                                   | 95.90              | 95.02  | 95.37  | 0.29         | 0.30   | 0.30  | 3.80  | 4.68   | 4.34  | 100.00      | 100.00 | 100.00 |

Primary school teachers are highly experienced with 66.55 percent of them having 10 or more years of teaching experience, and 14.88 percent having less than five years of experience, Table 7.13 and Figure 7.6. A greater proportion of males (73.53 percent) have more than 10 years of experience than females (62.02 percent). For those teachers with less than five years' experience, females have a greater proportion (17.58 percent) than males (10.71 percent).

Table 7.13: Primary School Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2019

| Experience         | Primary School Teachers, No. |        |        | % Total |        |        |
|--------------------|------------------------------|--------|--------|---------|--------|--------|
|                    | Male                         | Female | Total  | Male    | Female | Total  |
| Less than one year | 820                          | 2 117  | 2 937  | 2.77    | 4.65   | 3.91   |
| 1 years            | 599                          | 1 433  | 2 032  | 2.02    | 3.15   | 2.70   |
| 2 years            | 443                          | 1 371  | 1 814  | 1.50    | 3.01   | 2.41   |
| 3 years            | 341                          | 761    | 1 102  | 1.15    | 1.67   | 1.47   |
| 4 years            | 971                          | 2 329  | 3 300  | 3.28    | 5.11   | 4.39   |
| 5 years            | 1 186                        | 2 523  | 3 709  | 4.00    | 5.54   | 4.93   |
| 6 years            | 921                          | 1 722  | 2 643  | 3.11    | 3.78   | 3.52   |
| 7 years            | 508                          | 1 303  | 1 811  | 1.71    | 2.86   | 2.41   |
| 8 years            | 760                          | 1 751  | 2 511  | 2.57    | 3.84   | 3.34   |
| 9 years            | 1 092                        | 1 767  | 2 859  | 3.69    | 3.88   | 3.80   |
| 10 years and above | 21 781                       | 28 256 | 50 037 | 73.53   | 62.02  | 66.55  |
| Not Stated         | 201                          | 227    | 428    | 0.68    | 0.50   | 0.57   |
| Total              | 29 623                       | 45 560 | 75 183 | 100.00  | 100.00 | 100.00 |

Figure 7.6: Primary School Teachers by Teaching Experience and Sex, Number, Zimbabwe, 2019



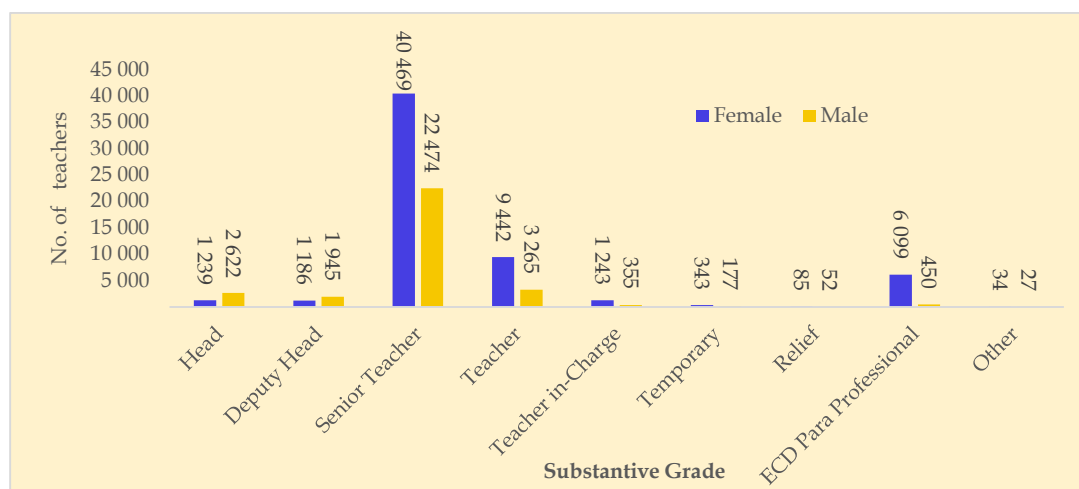
Whilst 65.74 percent of the primary school substantive teachers are females, the proportion of females is much lower for positions of head and deputy head, Table 7.14 and Figure 7.7. For Heads and Deputy Heads, about a third, 32.09 percent and 37.88 percent of them are women, respectively. The highest proportion of 68.68 percent of primary school teachers are senior teachers, of whom 64.30 percent are females. Teachers constitute 13.86 percent of all teachers,

with 74.31 percent of them being females. ECD paraprofessionals have the highest proportion of women with 93.13 percent.

Table 7.14: Primary School Teachers by Teacher Substantive Grade by Sex, Number and Percentage, Zimbabwe, 2019

| Substantive Grade    | Primary School Teachers, No. |        |        | % Total |        |        | % Female |
|----------------------|------------------------------|--------|--------|---------|--------|--------|----------|
|                      | Male                         | Female | Total  | Male    | Female | Total  |          |
| Head                 | 2 622                        | 1 239  | 3 861  | 8.35    | 2.06   | 4.21   | 32.09    |
| Deputy Head          | 1 945                        | 1 186  | 3 131  | 6.19    | 1.97   | 3.42   | 37.88    |
| Senior Teacher       | 22 474                       | 40 469 | 62 943 | 71.57   | 67.17  | 68.68  | 64.29    |
| Teacher              | 3 265                        | 9 442  | 12 707 | 10.40   | 15.67  | 13.86  | 74.31    |
| Teacher in-Charge    | 355                          | 1 243  | 1 598  | 1.13    | 2.06   | 1.74   | 77.78    |
| Temporary            | 177                          | 343    | 520    | 0.56    | 0.57   | 0.57   | 65.96    |
| Relief               | 52                           | 85     | 137    | 0.17    | 0.14   | 0.15   | 62.04    |
| ECD Paraprofessional | 450                          | 6 099  | 6 549  | 1.43    | 10.12  | 7.15   | 93.13    |
| Other                | 27                           | 34     | 61     | 0.09    | 0.06   | 0.07   | 55.74    |
| Not Stated           | 36                           | 109    | 145    | 0.11    | 0.18   | 0.16   | 75.17    |
| Total                | 31 403                       | 60 249 | 91 652 | 100.00  | 100.00 | 100.00 | 65.74    |

Figure 7.7: Primary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2019



The Primary School LTR of 37 is within the recommended ratio of 40, with a close Learner Trained Teacher Ratio (LTTR) of 38, Table 7.15. The rural and urban LTR and LTTR are close.

Table 7.15: Primary School Teachers, Learner to Teacher Ratio by Location, Zimbabwe, 2019

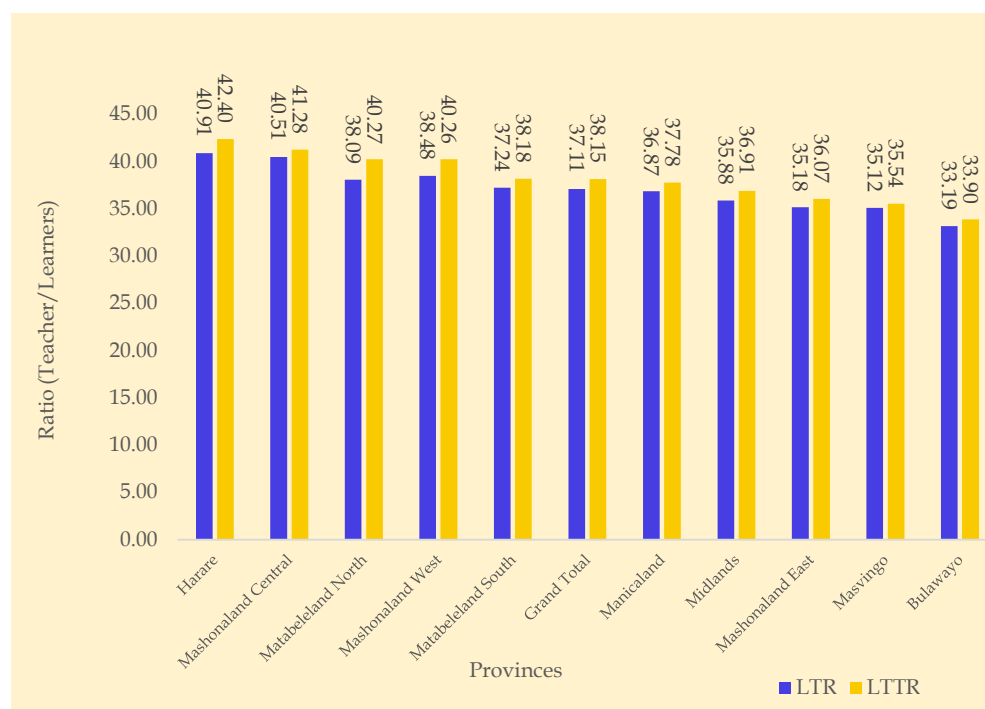
| Location | Trained Teachers, No. | Total Teachers, No. | Learners, no. | LTR | LTTR |
|----------|-----------------------|---------------------|---------------|-----|------|
| Rural    | 55 262                | 56 808              | 2 100 465     | 37  | 38   |
| Urban    | 17 855                | 18 375              | 689 227       | 38  | 39   |
| Total    | 73 117                | 75 183              | 2 789 692     | 37  | 38   |

Generally, primary school LTRs for most provinces are within the recommended ratio of 40. Mashonaland Central and Harare provinces has the highest primary school Teacher LTR of 41 and Bulawayo province has the lowest of 33, Table 7.16 and Figure 7.8. With regards to the LTTR, the same pattern is observed with Bulawayo and Harare provinces having 34 and 42, respectively.

Table 7.16: Primary School Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe, 2019

| Province            | Trained Teachers, No. | Total Teachers, No. | Primary School Learners, No. | Learner to Teacher Ratios | Learner to Trained Teacher Ratios |
|---------------------|-----------------------|---------------------|------------------------------|---------------------------|-----------------------------------|
| Bulawayo            | 3 354                 | 3 425               | 113 690                      | 33                        | 34                                |
| Harare              | 7 011                 | 7 266               | 297 277                      | 41                        | 42                                |
| Manicaland          | 11 613                | 11 899              | 438 760                      | 37                        | 38                                |
| Mashonaland Central | 6 233                 | 6 351               | 257 288                      | 41                        | 41                                |
| Mashonaland East    | 8 305                 | 8 515               | 299 534                      | 35                        | 36                                |
| Mashonaland West    | 8 108                 | 8 483               | 326 436                      | 38                        | 40                                |
| Masvingo            | 10 456                | 10 581              | 371 652                      | 35                        | 36                                |
| Matabeleland North  | 4 237                 | 4 479               | 170 607                      | 38                        | 40                                |
| Matabeleland South  | 3 975                 | 4 076               | 151 782                      | 37                        | 38                                |
| Midlands            | 9 825                 | 10 108              | 362 666                      | 36                        | 37                                |
| Total               | 73 117                | 75 183              | 2 789 692                    | 37                        | 38                                |

Figure 7.8: Primary School Teachers by Learner to Teacher Ratios and Province, Zimbabwe, 2019



## 7.5. Secondary School (Form 1-6) Teacher

Matabeleland South province has the highest percentage of secondary school trained teachers (91.75 percent) and Harare province the lowest of 82.02 percent, Table 7.17.

Table 7.17: Secondary School Teachers by Training and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Secondary School Teachers (Form 1-6) ,<br>No. |           |        | % Trained |
|---------------------|---|-----------|--------|-----------|
|                     | Trained                                       | Untrained | Total  |           |
| Bulawayo            | 2 412   | 404       | 2 816  | 85.65     |
| Harare              | 5 064   | 1 110     | 6 174  | 82.02     |
| Manicaland          | 7 070   | 761       | 7 831  | 90.28     |
| Mashonaland Central | 2 905   | 507       | 3 412  | 85.14     |
| Mashonaland East    | 4 693   | 829       | 5 522  | 84.99     |
| Mashonaland West    | 4 538   | 662       | 5 200  | 87.27     |
| Masvingo            | 5 363   | 706       | 6 069  | 88.37     |
| Matabeleland North  | 2 379   | 311       | 2 690  | 88.44     |
| Matabeleland South  | 2 202   | 198       | 2 400  | 91.75     |
| Midlands            | 5 034   | 816       | 5 850  | 86.05     |
| Total               | 41 660  | 6 304     | 47 964 | 86.86     |

Of the 47 964-secondary school (Form 1-6) teachers, about three quarters (68 percent) teach in rural areas, Table 7.18. Women constitute 48.59 percent of secondary school teachers, with a higher percentage for urban areas (56.39 percent) than rural ones (44.93 percent). At national level, 86.86 percent of secondary school teachers are trained, with rural areas having a slightly higher percentage (87.84 percent) than urban areas (84.77 percent). Gender parity index of trained teachers in both rural and urban areas is in favour of females teachers.

Table 7.18: Secondary School Teachers by Location, Training, and Sex, Number and Percentage, Zimbabwe, 2019

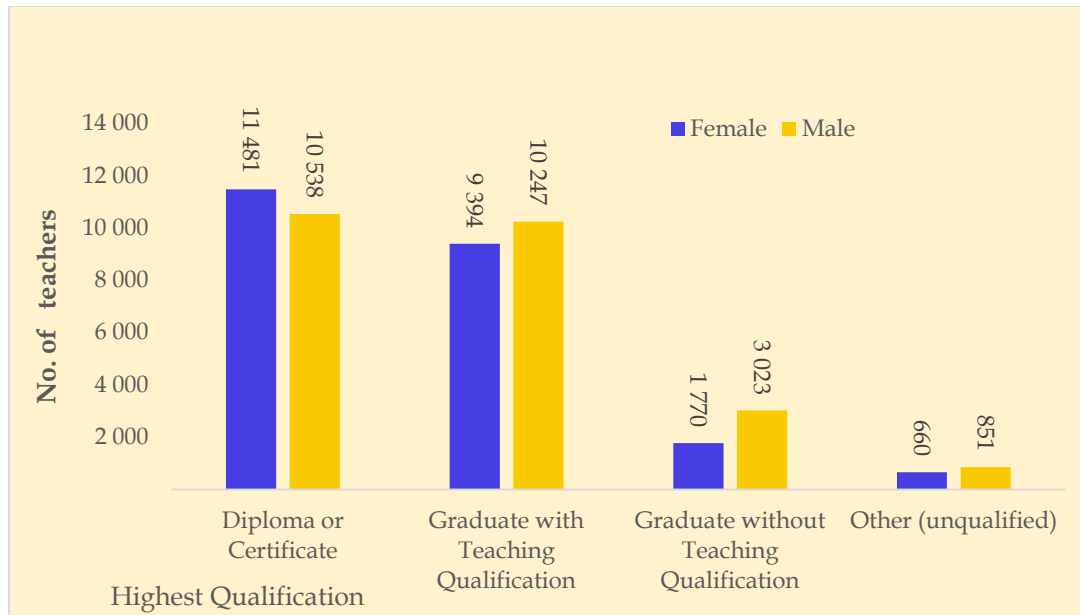
| Location | Secondary School Teachers (Form 1-6), No |        |        |           |        |       |             |        |        | % Trained |        |       |
|----------|--|--------|--------|-----------|--------|-------|-------------|--------|--------|-----------|--------|-------|
|          | Trained                                  |        |        | Untrained |        |       | Grand Total |        |        | Male      | Female | Total |
|          | Male                                     | Female | Total  | Male      | Female | Total | Male        | Female | Total  |           |        |       |
| Rural    | 15 534                                   | 13 142 | 28 676 | 2 445     | 1 526  | 3 971 | 17 979      | 14 668 | 32 647 | 86.40     | 89.60  | 87.84 |
| Urban    | 5 251                                    | 7 733  | 12 984 | 1 429     | 904    | 2 333 | 6 680       | 8 637  | 15 317 | 78.61     | 89.53  | 84.77 |
| Total    | 20 785                                   | 20 875 | 41 660 | 3 874     | 2 430  | 6 304 | 24 659      | 23 305 | 47 964 | 84.29     | 89.57  | 86.86 |

Secondary school teachers that hold a diploma or certificate in Education constitute 45.91 percent or are graduates with a teaching qualification (40.95 percent), Table 7.19 and Figure 7.9. For these two levels of highest qualification female teachers constitute 52.14 percent and 47.83 percent, respectively. For graduate without teaching qualification and other unqualified women constitute 36.93 percent and 43.68 percent, respectively.

Table 7.19: Secondary School Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2019

| Highest Qualification                   | Secondary School Teachers, No. |        |        | % Total |        |        | % Female |
|---|--------------------------------|--------|--------|---------|--------|--------|----------|
|   | Male                           | Female | Total  | Male    | Female | Total  |          |
| Diploma or Certificate                  | 10 538                         | 11 481 | 22 019 | 42.73   | 49.26  | 45.91  | 52.14    |
| Graduate with Teaching Qualification    | 10 247                         | 9 394  | 19 641 | 41.55   | 40.31  | 40.95  | 47.83    |
| Graduate without Teaching Qualification | 3 023                          | 1 770  | 4 793  | 12.26   | 7.59   | 9.99   | 36.93    |
| Other (unqualified)                     | 851                            | 660    | 1 511  | 3.45    | 2.83   | 3.15   | 43.68    |
| Total                                   | 24 659                         | 23 305 | 47 964 | 100.00  | 100.00 | 100.00 | 48.59    |

Figure 7.9: Secondary Teachers by Qualification Status and Sex, Number , Zimbabwe, 2019



At national level, 88.96 percent of the secondary school teachers are employed as permanent Public Service Commission (PSC) teachers, 10.71 percent as other , and a very small proportion are employed on a PSC contract, Table 7.20. Female teachers have a higher proportion (91.02 percent employed as PSC teachers than males (87.01 percent). The proportions employed by the PSC for the various qualifications are as follows: Diploma or Certificate(92.85 percent); Graduate with Teaching Qualification(89.62 percent); Graduate without Teaching Qualification ( 73.71 percent) and Other (unqualified) -( 72.07 percent) .For all types of employment there are more males than females, except for teachers with diploma or certificate in education , who are in permanent PSC employment.



Table 7.20: Secondary School Teachers by Type of Employment, Sex and Qualification Status, Number and Percentage, Zimbabwe 2019

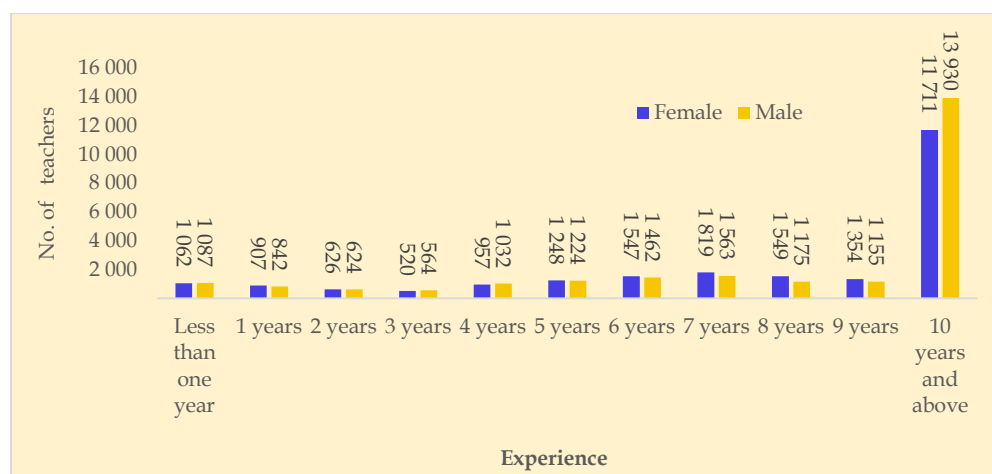
| Highest Qualification                   | Secondary School Teachers (Form 1-6), Type of Employment, No. |        |        |              |        |       |       |        |       |        |        |        |
|---|---|--------|--------|--------------|--------|-------|-------|--------|-------|--------|--------|--------|
|   | Permanent PSC   |        |        | Contract PSC |        |       | Other |        |       | Total  |        |        |
|   | Male  | Female | Total  | Male         | Female | Total | Male  | Female | Total | Male   | Female | Total  |
|   | Number  |        |        |              |        |       |       |        |       |        |        |        |
| Diploma or Certificate                  | 9 616   | 10 828 | 20 444 | 27           | 19     | 46    | 895   | 634    | 1 529 | 10 538 | 11 481 | 22 019 |
| Graduate with Teaching Qualification    | 9 091   | 8 511  | 17 602 | 24           | 17     | 41    | 1 132 | 866    | 1 998 | 10 247 | 9 394  | 19 641 |
| Graduate without Teaching Qualification | 2 167   | 1 366  | 3 533  | 41           | 21     | 62    | 815   | 383    | 1 198 | 3 023  | 1 770  | 4 793  |
| Other (unqualified)                     | 582   | 507    | 1 089  | 8            | 4      | 12    | 261   | 149    | 410   | 851    | 660    | 1 511  |
| Total                                   | 21 456  | 21 212 | 42 668 | 100          | 61     | 161   | 3 103 | 2 032  | 5 135 | 24 659 | 23 305 | 47 964 |
|   | Percentage  |        |        |              |        |       |       |        |       |        |        |        |
| Diploma or Certificate                  | 91.25   | 94.31  | 92.85  | 0.26         | 0.17   | 0.21  | 8.49  | 5.52   | 6.94  | 100.00 | 100.00 | 100.00 |
| Graduate with Teaching Qualification    | 88.72   | 90.60  | 89.62  | 0.23         | 0.18   | 0.21  | 11.05 | 9.22   | 10.17 | 100.00 | 100.00 | 100.00 |
| Graduate without Teaching Qualification | 21.15   | 77.18  | 73.71  | 1.36         | 1.19   | 1.29  | 26.96 | 21.64  | 24.99 | 100.00 | 100.00 | 100.00 |
| Other (unqualified)                     | 5.68  | 76.82  | 72.07  | 0.94         | 0.61   | 0.79  | 30.67 | 22.58  | 27.13 | 100.00 | 100.00 | 100.00 |
| Total                                   | 87.01   | 91.02  | 88.96  | 0.41         | 0.26   | 0.34  | 12.58 | 8.72   | 10.71 | 100.00 | 100.00 | 100.00 |

Over half (53.46 percent) of the secondary school teachers have 10 or more years teaching experience, with gender parity in favour of males (males - 56.49 percent: females -50.25 percent). Those with less than five years' experience constituted and 17.15 percent (females- 17.48 percent: males- 16.83 percent), Table 7.21 and Figure 7.10.

Table 7.21: Secondary School Teachers by Teaching Experience, Number and Percentage, Zimbabwe, 2019

| Experience         | Secondary School Teachers (Form 1-6) |        |        | % Total |        |        |
|--------------------|--------------------------------------|--------|--------|---------|--------|--------|
|                    | Male                                 | Female | Total  | Male    | Female | Total  |
| Less than one year | 1 087                                | 1 062  | 2 149  | 4.41    | 4.56   | 4.48   |
| 1 years            | 842                                  | 907    | 1 749  | 3.41    | 3.89   | 3.65   |
| 2 years            | 624                                  | 626    | 1 250  | 2.53    | 2.69   | 2.61   |
| 3 years            | 564                                  | 520    | 1 084  | 2.29    | 2.23   | 2.26   |
| 4 years            | 1 032                                | 957    | 1 989  | 4.19    | 4.11   | 4.15   |
| 5 years            | 1 224                                | 1 248  | 2 472  | 4.96    | 5.36   | 5.15   |
| 6 years            | 1 462                                | 1 547  | 3 009  | 5.93    | 6.64   | 6.27   |
| 7 years            | 1 563                                | 1 819  | 3 382  | 6.34    | 7.81   | 7.05   |
| 8 years            | 1 175                                | 1 549  | 2 724  | 4.76    | 6.65   | 5.68   |
| 9 years            | 1 155                                | 1 354  | 2 509  | 4.68    | 5.81   | 5.23   |
| 10 years and above | 13 930                               | 11 711 | 25 641 | 56.49   | 50.25  | 53.46  |
| Not Stated         | 1                                    | 5      | 6      | 0.00    | 0.02   | 0.01   |
| Total              | 24 659                               | 23 305 | 47 964 | 100.00  | 100.00 | 100.00 |

Figure 7.10: Secondary School Teachers by Teaching Experience, Number, Zimbabwe, 2019

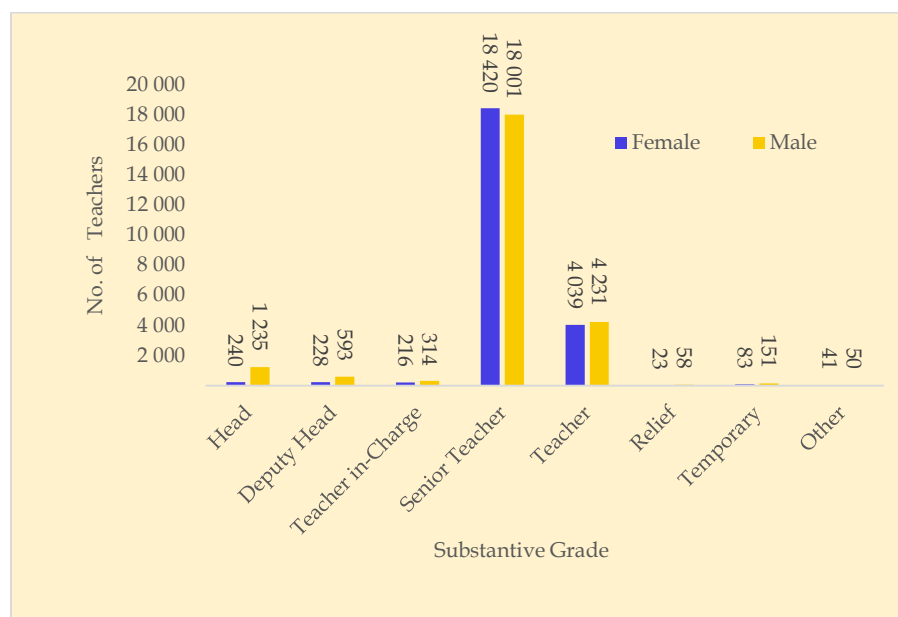


Whilst almost half (48.59 percent) of the secondary school substantive teachers are females, the percentage of females is much lower for the most senior positions of Head and Deputy Head, at 16.27 percent and 27.77 percent, respectively, Table 7.22 and Figure 7.11. The highest proportion (75.93 percent) of the secondary school teachers are Senior Teachers, of whom 50.58 percent are females. Teachers constitute 17.24 percent of whom 48.84 percent are females.

Table 7.22: Secondary School Teachers by Teacher Substantive Grade and Sex, Number and Percentage, Zimbabwe, 2019

| Substantive Grade | Secondary School Teachers, No. |        |        | % Total |        |        | % Female |
|-------------------|--------------------------------|--------|--------|---------|--------|--------|----------|
|                   | Male                           | Female | Total  | Male    | Female | Total  |          |
| Head              | 1 235                          | 240    | 1 475  | 5.01    | 1.03   | 3.08   | 16.27    |
| Deputy Head       | 593                            | 228    | 821    | 2.40    | 0.98   | 1.71   | 27.77    |
| Teacher in-Charge | 314                            | 216    | 530    | 1.27    | 0.93   | 1.10   | 40.75    |
| Senior Teacher    | 18 001                         | 18 420 | 36 421 | 73.00   | 79.04  | 75.93  | 50.58    |
| Teacher           | 4 231                          | 4 039  | 8 270  | 17.16   | 17.33  | 17.24  | 48.84    |
| Relief            | 58                             | 23     | 81     | 0.24    | 0.10   | 0.17   | 28.40    |
| Temporary         | 151                            | 83     | 234    | 0.61    | 0.36   | 0.49   | 35.47    |
| Other             | 50                             | 41     | 91     | 0.20    | 0.18   | 0.19   | 45.05    |
| Not Stated        | 26                             | 15     | 41     | 0.11    | 0.06   | 0.09   | 36.59    |
| Total             | 24 659                         | 23 305 | 47 964 | 100.00  | 100.00 | 100.00 | 48.59    |

Figure 7.11: Secondary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2019



## 7.6. Secondary School Learner (Form 1-6) -Teacher Ratios

The secondary school LTR for rural and urban areas are 24 and 22, respectively. The Learner to Trained Teacher Ratio (LTTR) is 27 for rural areas and 26 for urban areas, Table 7.23.

Table 7.23: Secondary School (Form 1-6) Learner to Teacher Ratio by Location, Number, Zimbabwe, 2019

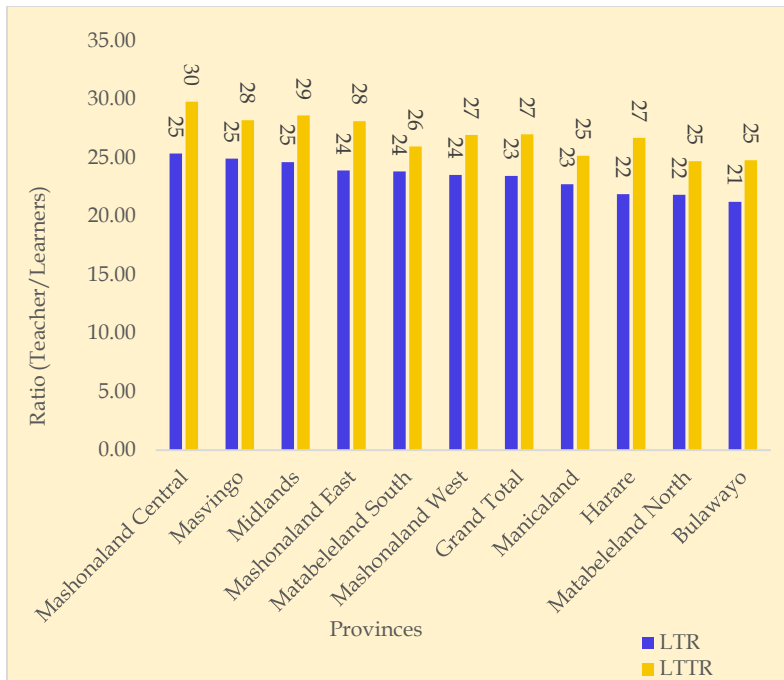
| Location | Teachers, No.    |                | Learners, No. | LTR | LTTR |
|----------|------------------|----------------|---------------|-----|------|
|          | Trained Teachers | Total Teachers |               |     |      |
| Rural    | 28 676           | 32 647         | 781 575       | 24  | 27   |
| Urban    | 12 984           | 15 317         | 343 306       | 22  | 26   |
| Total    | 41 660           | 47 964         | 1 124 881     | 23  | 27   |

Secondary school LTRs range from 21 in Bulawayo province to 25 each in Mashonaland Central, Masvingo and Midlands provinces, Table 7.24 and Figure 7.12. With regards to the LTTR, Bulawayo, Manicaland and Matabeleland North provinces have the lowest of 25 each and Mashonaland Central province the highest of 30.

Table 7.24: Secondary School (Form 1-6) Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe, 2019

| Province            | Secondary School (Form 1-6) Teachers, No |                | Secondary Learners (Form 1-6), No | Learner to Teacher Ratios | Learner to Trained Teacher Ratios |
|---------------------|--|----------------|-----------------------------------|---------------------------|-----------------------------------|
|                     | Trained Teachers                         | Total Teachers |                                   |                           |                                   |
| Bulawayo            | 2 412                                    | 2 816          | 59 761                            | 21                        | 25                                |
| Harare              | 5 064                                    | 6 174          | 135 184                           | 22                        | 27                                |
| Manicaland          | 7 070                                    | 7 831          | 177 935                           | 23                        | 25                                |
| Mashonaland Central | 2 905                                    | 3 412          | 86 547                            | 25                        | 30                                |
| Mashonaland East    | 4 693                                    | 5 522          | 131 988                           | 24                        | 28                                |
| Mashonaland West    | 4 538                                    | 5 200          | 122 278                           | 24                        | 27                                |
| Masvingo            | 5 363                                    | 6 069          | 151 295                           | 25                        | 28                                |
| Matabeleland North  | 2 379                                    | 2 690          | 58 746                            | 22                        | 25                                |
| Matabeleland South  | 2 202                                    | 2 400          | 57 156                            | 24                        | 26                                |
| Midlands            | 5 034                                    | 5 850          | 143 991                           | 25                        | 29                                |
| Total               | 41 660                                   | 47 964         | 1 124 881                         | 23                        | 27                                |

Figure 7.12: Distribution of Secondary School Teachers' Learner to Teacher Ratio, Zimbabwe, 2019



## 7.7. Conclusion

The number of teachers has generally increased between 2018 and 2019. The proportion of female teachers decreases with level. The proportions of trained teachers are relatively high, at both primary (97.25 percent) and secondary (86.86 percent) school levels with the majority of teachers have 10 or more years of experience. At ECD level the proportion of trained teachers, although lowest at 59.58 percent, is above the ESSP, 2016-2020 target of 56 percent in 2019. LTR are generally within the recommended levels, except at ECD level where it is double the recommended one of 20, with the LTTR being more than treble (66). However, the 2016-2020 ESSP, 2019 target of ECD LTTR of 65 in 2019 is almost achieved. The proportion of females who are in the most senior positions of head and deputy head, remain very low at both primary and secondary school levels. Considerations should be made to empower female teachers, so gender equality is achieved in senior positions of Headmaster and Deputy Head.

## CHAPTER 8: Internal Efficiency in the Education System

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), the internal efficiency of an educational system concerns the optimal use of resources (inputs) in producing its outputs<sup>18</sup>. Some of the indicators that can be used to assess the internal efficiency in the education system are the Repetition Rate (RR) and Percentage of Repeater; Dropout Rate (DR), Promotion Rate (PR), Survival Rate (SR) and Completion Rate (CR).

### 8.1. Repetition

In Zimbabwe, there is automatic promotion policy from ECD to Form 4. However, in exceptional circumstances, pupils can repeat a grade at the request of their parents and advice of the Ministry's Schools Psychological Services. Indicators used to measure repetition are the percentage of repeaters<sup>19</sup> in a grade/form or the Repetition Rate<sup>20</sup>. The Repetition Rate measures the phenomenon of pupils from a cohort repeating a Grade and should ideally approach zero percent. A high percentage of repeaters or Repetition Rate reveals problems in the internal efficiency of the education system.

There are 19 470 repeaters in primary school (including ECD) and 10 338 in secondary school (Form 1-6), with more males repeating than females at both levels since 2015, Table 8.1 and Figure 8.1. The percentage repeaters for primary and secondary schools are 0.57 percent and 0.92 percent, respectively. The percentage of repeaters has generally fallen since 2015 for both primary and secondary levels of education.

Table 8.1: Repeaters by Level of Education and Sex, Number and Percentage, Zimbabwe, 2015 to 2019

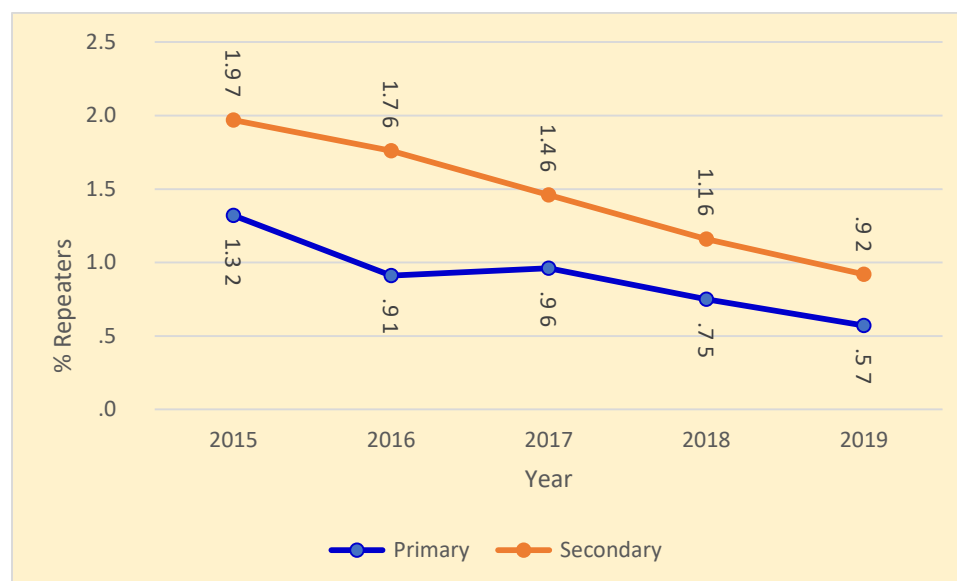
| Year | Primary (including ECD) |        |        | Secondary (Form 1-6) |        |        | Grand Total | % Repeaters Primary | % Repeaters Secondary |
|------|-------------------------|--------|--------|----------------------|--------|--------|-------------|---------------------|-----------------------|
|      | Male                    | Female | Total  | Male                 | Female | Total  |             |                     |                       |
| 2015 | 23 818                  | 17 823 | 41 641 | 10 800               | 9 425  | 20 225 | 61 866      | 1.32                | 1.97                  |
| 2016 | 16 228                  | 13 115 | 29 343 | 10 615               | 8 086  | 18 701 | 48 044      | 0.91                | 1.76                  |
| 2017 | 17 852                  | 13 905 | 31 757 | 8 077                | 7 578  | 15 655 | 47 412      | 0.96                | 1.46                  |
| 2018 | 14 356                  | 10 887 | 25 243 | 6 639                | 5 961  | 12 600 | 37 843      | 0.75                | 1.16                  |
| 2019 | 10 923                  | 8 547  | 19 470 | 5 317                | 5 021  | 10 338 | 29 808      | 0.57                | 0.92                  |

<sup>18</sup> <https://learningportal.iiep.unesco.org/en/glossary/internal-efficiency>

<sup>19</sup> Percentage repeaters is defined as repeaters in a grade/form divided by enrolment in that form in a year, expressed as a percentage.

<sup>20</sup> The Repetition Rate is defined as -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

Figure 8.1: Percentage Repeaters by Level of Education, Zimbabwe, 2015-2019

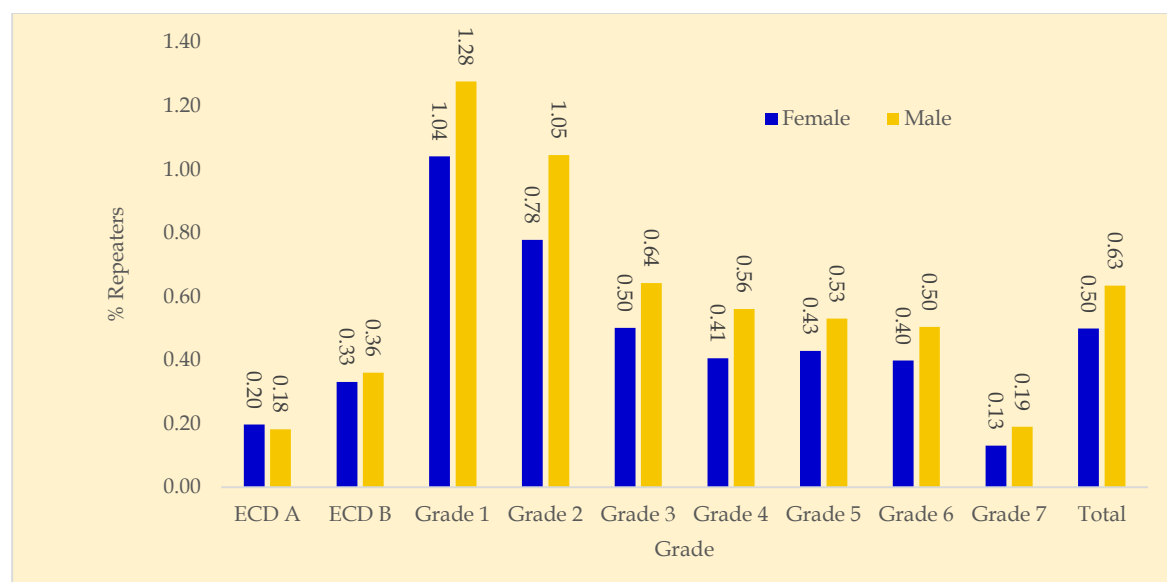


The highest percentage repeaters are for Grade 1 (1.16 percent) and the lowest is for Grade 7 (0.16 percent) and this pattern is generally true for both sexes, Table 8.2 and Figure 8.2. From Grade 1, the percentage of repeaters generally decrease with grade. Gender parity in percentage of repeaters is in favour of females for all grades, except ECDA.

Table 8.2: Primary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Number and Percentage, Zimbabwe, 2019

| Grade   | Repeaters, No. |        |        | Enrolment |           |           | % Repeaters |        |       | GPI  |
|---------|----------------|--------|--------|-----------|-----------|-----------|-------------|--------|-------|------|
|         | Male           | Female | Total  | Male      | Female    | Total     | Male        | Female | Total |      |
| ECD A   | 273            | 293    | 566    | 149 650   | 148 350   | 298 000   | 0.18        | 0.20   | 0.19  | 1.08 |
| ECD B   | 644            | 581    | 1 225  | 178 608   | 175 605   | 354 213   | 0.36        | 0.33   | 0.35  | 0.92 |
| Grade 1 | 3 001          | 2 368  | 5 369  | 234 888   | 227 332   | 462 220   | 1.28        | 1.04   | 1.16  | 0.82 |
| Grade 2 | 2 355          | 1 722  | 4 077  | 225 170   | 221 262   | 446 432   | 1.05        | 0.78   | 0.91  | 0.74 |
| Grade 3 | 1 361          | 1 067  | 2 428  | 211 906   | 212 684   | 424 590   | 0.64        | 0.50   | 0.57  | 0.78 |
| Grade 4 | 1 093          | 791    | 1 884  | 194 730   | 194 850   | 389 580   | 0.56        | 0.41   | 0.48  | 0.72 |
| Grade 5 | 977            | 790    | 1 767  | 184 303   | 184 258   | 368 561   | 0.53        | 0.43   | 0.48  | 0.81 |
| Grade 6 | 909            | 719    | 1 628  | 180 223   | 180 357   | 360 580   | 0.50        | 0.40   | 0.45  | 0.79 |
| Grade 7 | 310            | 216    | 526    | 163 338   | 165 615   | 328 953   | 0.19        | 0.13   | 0.16  | 0.69 |
| Total   | 10 923         | 8 547  | 19 470 | 1 722 816 | 1 710 313 | 3 433 129 | 0.63        | 0.50   | 0.57  | 0.79 |

Figure 8.2: Percentage Repeaters by Grade and Sex, Primary Schools, Zimbabwe, 2019



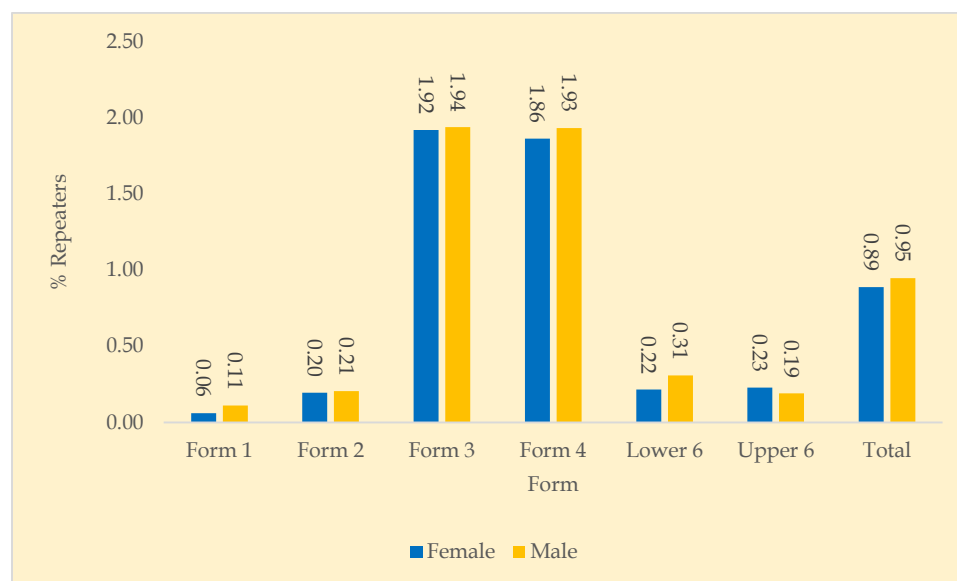
Repeaters peaks at Form 3 at 1.93 percent and declines thereafter, and the same pattern is repeated for both male and female, Table 8.3 and Figure 8.3. Form 4 also has a relatively high percentage of repeaters (1.90 percent). The Gender Parity Index is in favour of females in all grades, except for Form 4 where there is parity.

Table 8.3: Secondary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Form, Zimbabwe, 2019

| Form    | Repeaters, No. |        |        | Enrolment |         |           | % Repeaters |        |       | GPI  |
|---------|----------------|--------|--------|-----------|---------|-----------|-------------|--------|-------|------|
|         | Male           | Female | Total  | Male      | Female  | Total     | Male        | Female | Total |      |
| Form 1  | 151            | 88     | 239    | 133 953   | 141 321 | 275 274   | 0.11        | 0.06   | 0.09  | 0.50 |
| Form 2  | 264            | 262    | 526    | 128 160   | 133 113 | 261 273   | 0.21        | 0.20   | 0.20  | 0.85 |
| Form 3  | 2 478          | 2 468  | 4 946  | 127 700   | 128 367 | 256 067   | 1.94        | 1.92   | 1.93  | 0.95 |
| Form 4  | 2 294          | 2 095  | 4 389  | 118 581   | 112 339 | 230 920   | 1.93        | 1.86   | 1.90  | 1.00 |
| Lower 6 | 80             | 54     | 134    | 25 851    | 24 978  | 50 829    | 0.31        | 0.22   | 0.26  | 0.59 |
| Upper 6 | 50             | 54     | 104    | 26 032    | 23 596  | 49 628    | 0.19        | 0.23   | 0.21  | 0.62 |
| Total   | 5 317          | 5 021  | 10 338 | 560 277   | 563 714 | 1 123 991 | 0.95        | 0.89   | 0.92  | 0.91 |



Figure 8.3: Percentage Repeaters by Form and Sex, Secondary Schools, Zimbabwe, 2019

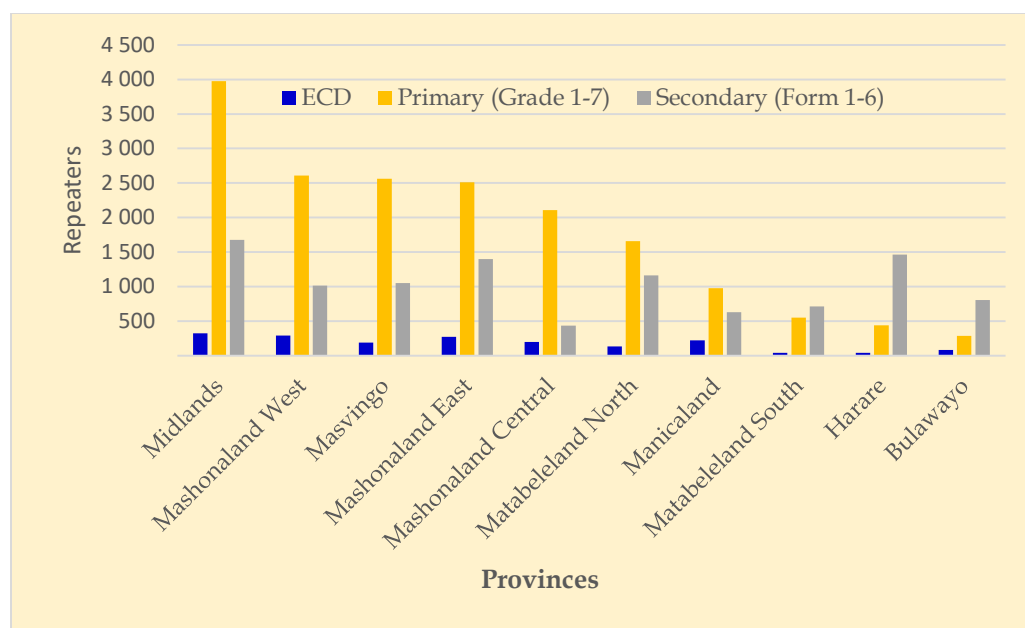


Of all the repeaters (29 808), more than half (59.31 percent) are at primary school level, about a third (34.68 percent) are at secondary school level and 6.01 percent are at ECD level, Table 8.4 and Figure 8.4. For all levels of education, Midlands province has the highest numbers and 20.05 percent of all repeaters and Bulawayo province the lowest (3.94 percent of all repeaters).

Table 8.4 : Repeaters by Level of Education, Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Repeaters, No. |        |       |           |        |        |          |        |        | Grand Total |        |
|---------------------|----------------|--------|-------|-----------|--------|--------|----------|--------|--------|-------------|--------|
|                     | ECD A and B    |        |       | Grade 1-7 |        |        | Form 1-6 |        |        | No.         | %      |
|                     | Male           | Female | Total | Male      | Female | Total  | Male     | Female | Total  |             |        |
| Bulawayo            | 35             | 47     | 82    | 144       | 142    | 286    | 404      | 401    | 805    | 1 173       | 3.94   |
| Harare              | 21             | 20     | 41    | 250       | 190    | 440    | 727      | 737    | 1 464  | 1 945       | 6.53   |
| Manicaland          | 104            | 115    | 219   | 542       | 434    | 976    | 329      | 298    | 627    | 1 822       | 6.11   |
| Mashonaland Central | 98             | 100    | 198   | 1 213     | 895    | 2 108  | 231      | 201    | 432    | 2 738       | 9.19   |
| Mashonaland East    | 155            | 118    | 273   | 1 382     | 1 130  | 2 512  | 783      | 613    | 1 396  | 4 181       | 14.03  |
| Mashonaland West    | 156            | 135    | 291   | 1 480     | 1 130  | 2 610  | 570      | 445    | 1 015  | 3 916       | 13.14  |
| Masvingo            | 88             | 102    | 190   | 1 451     | 1 112  | 2 563  | 525      | 524    | 1 049  | 3 802       | 12.75  |
| Matabeleland North  | 71             | 64     | 135   | 986       | 671    | 1 657  | 546      | 615    | 1 161  | 2 953       | 9.91   |
| Matabeleland South  | 20             | 19     | 39    | 337       | 213    | 550    | 339      | 373    | 712    | 1 301       | 4.36   |
| Midlands            | 169            | 154    | 323   | 2 221     | 1 756  | 3 977  | 863      | 814    | 1 677  | 5 977       | 20.05  |
| Total               | 917            | 874    | 1 791 | 10 006    | 7 673  | 17 679 | 5 317    | 5 021  | 10 338 | 29 808      | 100.00 |

Figure 8.4: Repeaters by Level of Education and Province, Number, Zimbabwe, 2019

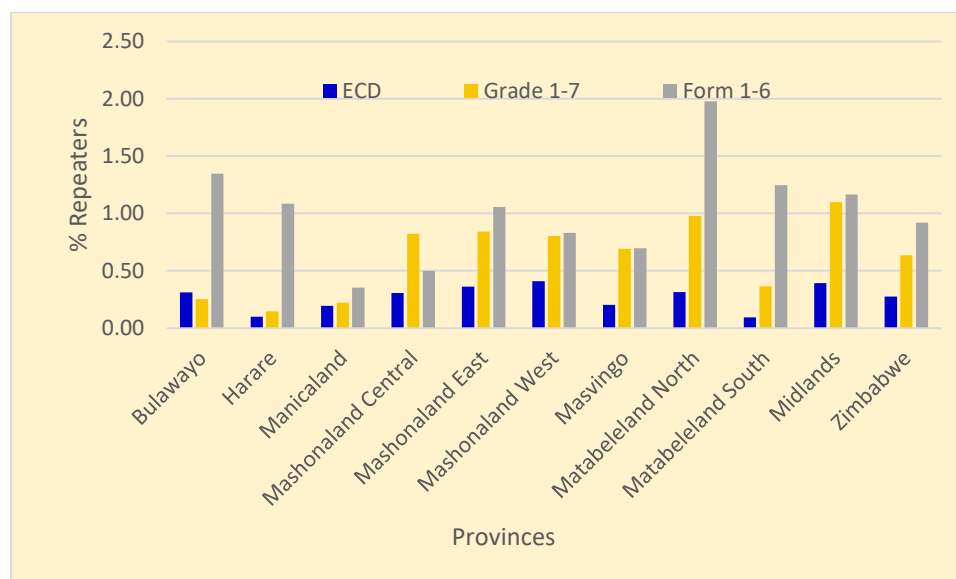


At ECD level, the percentage of repeaters range from 0.09 in Matabeleland South province to 0.41 percent in Mashonaland West. There is gender parity in the percentage of repeaters at national level and in Harare and in Matabeleland South provinces, whilst in Bulawayo, Manicaland, Mashonaland Central and Masvingo provinces the Gender Parity Index is in favour of males and the remaining four provinces having GPI in favour of females, Table 8.5 and Figure 8.5. Midlands province has the highest percentage of repeaters at primary school (Grade 1-7) level of 1.10 percent, whilst Harare province has the lowest of 0.15 percent. At primary school level the GPI nationally and in all provinces is in favour of females, except in Bulawayo where there is gender parity. At secondary school (Form 1-6) level, the percentage of repeaters range from 0.35 percent in Manicaland province to 1.35 percent in Bulawayo province, with the GPI in favour of girls at national level and in all provinces, except Harare and Masvingo provinces which have gender parity.

Table 8.5: Percentage of Repeaters by Level of Education, Sex and Province, Zimbabwe, 2019

| Province            | ECD A and B |        |       |      | Grade 1-7 |        |       |      | Form 1-6 |        |       |      |
|---------------------|-------------|--------|-------|------|-----------|--------|-------|------|----------|--------|-------|------|
|                     | Male        | Female | Total | GPI  | Male      | Female | Total | GPI  | Male     | Female | Total | GPI  |
| Bulawayo            | 0.27        | 0.36   | 0.31  | 1.33 | 0.26      | 0.25   | 0.25  | 0.97 | 1.43     | 1.27   | 1.35  | 0.89 |
| Harare              | 0.10        | 0.10   | 0.10  | 0.97 | 0.17      | 0.13   | 0.15  | 0.75 | 1.10     | 1.07   | 1.09  | 0.97 |
| Manicaland          | 0.18        | 0.20   | 0.19  | 1.11 | 0.25      | 0.20   | 0.22  | 0.81 | 0.36     | 0.34   | 0.35  | 0.95 |
| Mashonaland Central | 0.30        | 0.31   | 0.31  | 1.04 | 0.94      | 0.70   | 0.82  | 0.74 | 0.52     | 0.48   | 0.50  | 0.92 |
| Mashonaland East    | 0.41        | 0.32   | 0.36  | 0.78 | 0.92      | 0.76   | 0.84  | 0.83 | 1.16     | 0.95   | 1.06  | 0.82 |
| Mashonaland West    | 0.44        | 0.38   | 0.41  | 0.86 | 0.91      | 0.70   | 0.80  | 0.77 | 0.90     | 0.75   | 0.83  | 0.84 |
| Masvingo            | 0.19        | 0.22   | 0.20  | 1.19 | 0.78      | 0.60   | 0.69  | 0.77 | 0.69     | 0.70   | 0.70  | 1.02 |
| Matabeleland North  | 0.33        | 0.30   | 0.31  | 0.91 | 1.17      | 0.79   | 0.98  | 0.68 | 2.04     | 1.92   | 1.98  | 0.94 |
| Matabeleland South  | 0.10        | 0.09   | 0.09  | 0.97 | 0.44      | 0.28   | 0.36  | 0.64 | 1.29     | 1.21   | 1.25  | 0.94 |
| Midlands            | 0.41        | 0.38   | 0.39  | 0.92 | 1.22      | 0.97   | 1.10  | 0.80 | 1.23     | 1.10   | 1.16  | 0.90 |
| Total               | 0.28        | 0.27   | 0.27  | 0.97 | 0.72      | 0.55   | 0.64  | 0.77 | 0.95     | 0.89   | 0.92  | 0.94 |

Figure 8.5: Percentage of Repeaters by Level of Education and Province, Number, Zimbabwe, 2019



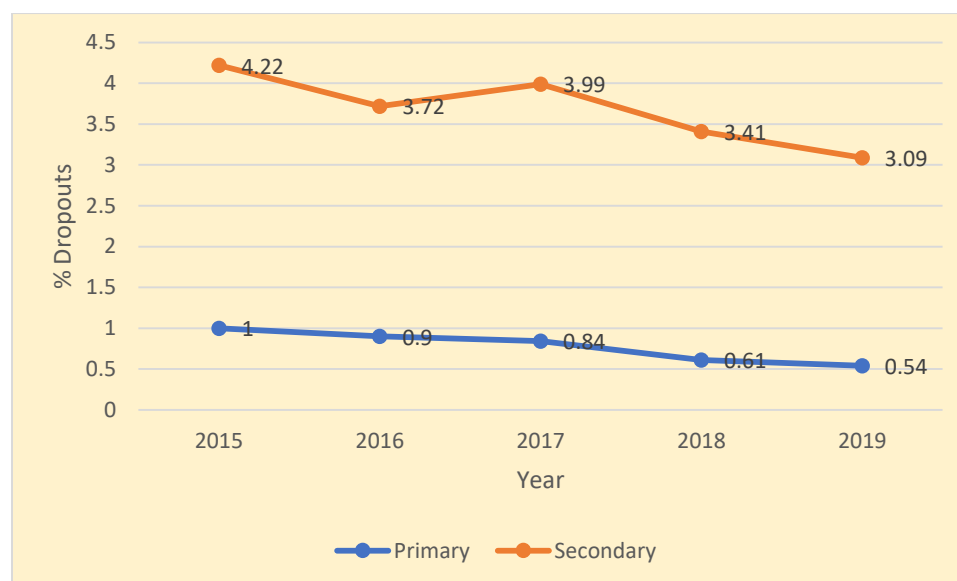
## 8.2. Dropouts

There are a total 53 267 dropouts of whom 18 459 are at primary school level (including ECD) and 34 808 at the secondary school level. The secondary school (Form 1-6) percentage dropouts<sup>21</sup> is higher than the primary school one at 3.09 percent and 0.54 percent, respectively, Table 8.6. The percentage dropouts for both the primary school and secondary school have been decreasing since 2015, and the pattern is the same for both sexes, Figure 8.6. There are more male dropouts than female at primary school level, while at secondary school level the reverse is true.

Table 8.6: Dropouts by Level of Education, Number and Percentage, Zimbabwe, 2015 to 2019

| Year | Primary |        |        | Secondary |        |        | Grand Total | % Dropouts Primary | % Dropouts Secondary |
|------|---------|--------|--------|-----------|--------|--------|-------------|--------------------|----------------------|
|      | Male    | Female | Total  | Male      | Female | Total  |             |                    |                      |
|      | Number  |        |        |           |        |        |             |                    |                      |
| 2015 | 16 905  | 14 882 | 31 787 | 19 534    | 23 810 | 43 344 | 75 131      | 1.00               | 4.22                 |
| 2016 | 15 588  | 13 715 | 29 303 | 18 174    | 21 468 | 39 642 | 68 945      | 0.90               | 3.72                 |
| 2017 | 14 941  | 12 708 | 27 649 | 19 687    | 23 272 | 42 959 | 70 608      | 0.84               | 3.99                 |
| 2018 | 11 070  | 9 330  | 20 400 | 16 423    | 20 658 | 37 081 | 57 481      | 0.61               | 3.41                 |
| 2019 | 10 058  | 8 401  | 18 459 | 15 630    | 19 178 | 34 808 | 53 267      | 0.54               | 3.09                 |

Figure 8.6: Percentage Dropout by Level of Education, Zimbabwe, 2015-2019



The main reasons for dropping out of primary school are absconding (42.11 percent) and financial reasons (34.60 percent), with the same pattern for both females and males, Table 8.7 and Figure

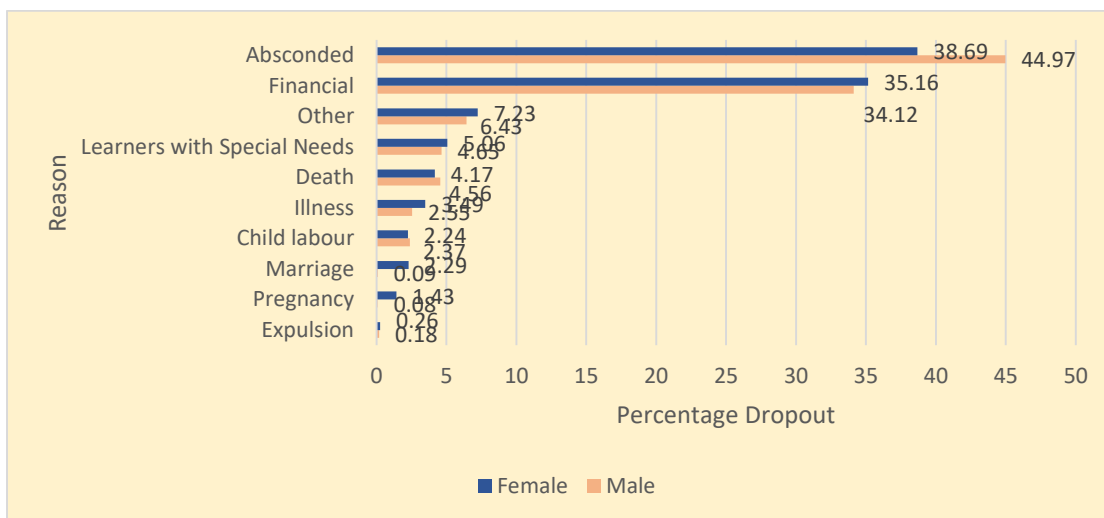
<sup>21</sup> Percentage dropouts is defined as dropouts in a grade/form divided by enrolment in that form in a year, expressed as a percentage.

8.7. In addition, 4.84 percent had special needs ;4.38 percent of the primary school learners died; and the 2.97 percent were ill. In absolute terms, there are more females than males who dropped out of school because of marriage (95.52 percent), pregnancy (93.75 percent), expulsion (55 percent) and illness (53.37 percent). More males than females dropped out of school because of absconding, death, financial reasons, special needs and child labour.

Table 8.7: Primary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2019.

| Reason                      | Dropouts, No. |        |        | % Total |        |        | % Female |
|-----------------------------|---------------|--------|--------|---------|--------|--------|----------|
|                             | Male          | Female | Total  | Male    | Female | Total  |          |
| Absconded                   | 4 523         | 3 250  | 7 773  | 44.97   | 38.69  | 42.11  | 41.81    |
| Death                       | 459           | 350    | 809    | 4.56    | 4.17   | 4.38   | 43.26    |
| Expulsion                   | 18            | 22     | 40     | 0.18    | 0.26   | 0.22   | 55.00    |
| Illness                     | 256           | 293    | 549    | 2.55    | 3.49   | 2.97   | 53.37    |
| Marriage                    | 9             | 192    | 201    | 0.09    | 2.29   | 1.09   | 95.52    |
| Pregnancy                   | 8             | 120    | 128    | 0.08    | 1.43   | 0.69   | 93.75    |
| Financial                   | 3 432         | 2 954  | 6 386  | 34.12   | 35.16  | 34.6   | 46.26    |
| Learners with Special Needs | 468           | 425    | 893    | 4.65    | 5.06   | 4.84   | 47.59    |
| Child labour                | 238           | 188    | 426    | 2.37    | 2.24   | 2.31   | 44.13    |
| Other                       | 647           | 607    | 1 254  | 6.43    | 7.23   | 6.79   | 48.41    |
| Total                       | 10 058        | 8 401  | 18 459 | 100.00  | 100.00 | 100.00 | 45.51    |

Figure 8.7: Primary School Percentage Dropouts by Reasons, Zimbabwe, 2019.



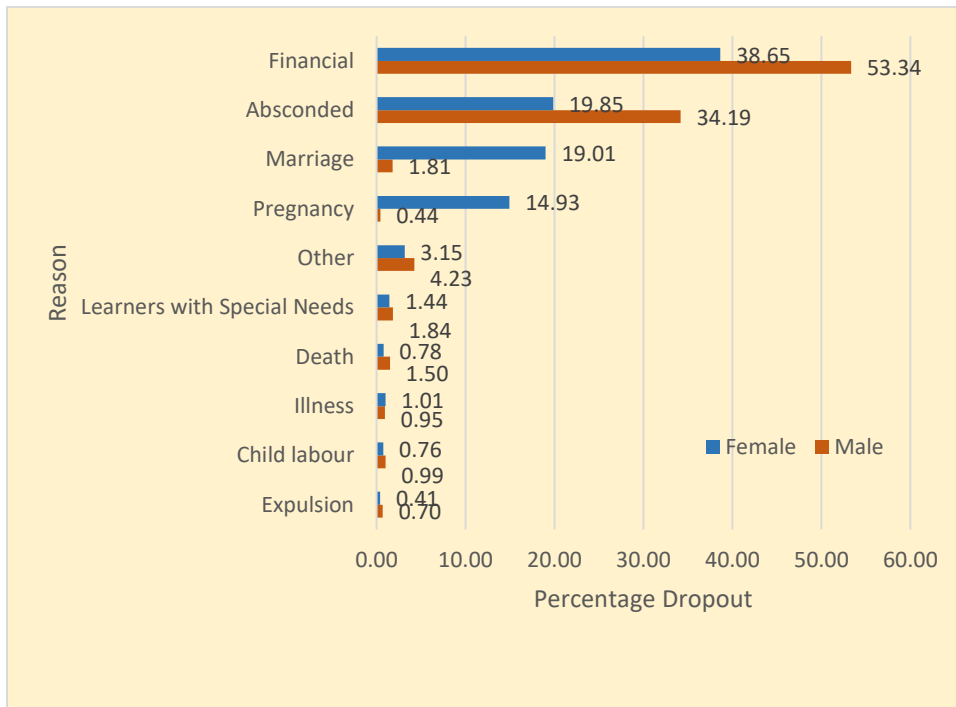
The main reasons for dropping out of secondary school are financial reasons (45.25 percent) and absconding (26.29 percent), Table 8.8 and Figure 8.8. Females have higher proportions of learners who dropped out of secondary school for pregnancy, marriage and illness than males. Secondary

school learners are likely to drop out of school for financial reasons more than primary school ones. The proportion absconding was higher at primary school level than at the secondary school one. In addition, at secondary school level, 11.28 percent of the learners dropped out of school for marriage reasons and 8.43 percent for pregnancy- both these proportions are higher than that at primary level. Lower proportions dropped out of secondary school due to expulsion, death or illness when compared with the primary school level of education. Similarly, as at primary school level, in absolute terms, more females than males dropped out of secondary school because of pregnancy (97.65 percent), marriage (92.80 percent), and illness (56.56 percent). More males than females dropped out of secondary school because of financial reasons, absconding, special needs, death, expulsion and child labour.

Table 8.8: Secondary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2019.

| Reason                      | Dropouts, No. |        |        | % Total |        |        | % Female |
|-----------------------------|---------------|--------|--------|---------|--------|--------|----------|
|                             | Male          | Female | Total  | Male    | Female | Total  |          |
| Absconded                   | 5 344         | 3 807  | 9 151  | 34.19   | 19.85  | 26.29  | 41.60    |
| Death                       | 235           | 150    | 385    | 1.50    | 0.78   | 1.11   | 38.96    |
| Expulsion                   | 110           | 79     | 189    | 0.70    | 0.41   | 0.54   | 41.80    |
| Illness                     | 149           | 194    | 343    | 0.95    | 1.01   | 0.99   | 56.56    |
| Marriage                    | 283           | 3 645  | 3 928  | 1.81    | 19.01  | 11.28  | 92.80    |
| Pregnancy                   | 69            | 2 864  | 2 933  | 0.44    | 14.93  | 8.43   | 97.65    |
| Financial                   | 8 337         | 7 412  | 15 749 | 53.34   | 38.65  | 45.25  | 47.06    |
| Learners with Special Needs | 287           | 276    | 563    | 1.84    | 1.44   | 1.62   | 49.02    |
| Child labour                | 155           | 146    | 301    | 0.99    | 0.76   | 0.86   | 48.50    |
| Other                       | 661           | 605    | 1 266  | 4.23    | 3.15   | 3.64   | 47.79    |
| Total                       | 15 630        | 19 178 | 34 808 | 100.00  | 100.00 | 100.00 | 55.10    |

Figure 8.8: Secondary Level Percentage Dropout by Reason, Zimbabwe, 2019



### 8.3. Promotion, Repetition and Dropout Rates

Table 8.9 presents the enrolments for 2018 and 2019 and repeaters for 2019 and promotions for 2018 for secondary and primary levels of education by grade/form.

Table 8.9: Enrolments, Repeaters and Promotion by Grade/ Form, Number, Zimbabwe 2018 and 2019

| Grade/Form      | Enrolment 2018 |           |           | Enrolment 2019 |           |           | Repetition 2019, No. |        |        | Promotion 2018, No. |           |           |
|-----------------|----------------|-----------|-----------|----------------|-----------|-----------|----------------------|--------|--------|---------------------|-----------|-----------|
|                 | Male           | Female    | Total     | Male           | Female    | Total     | Male                 | Female | Total  | Male                | Female    | Total     |
| Grade 1         | 234 000        | 227 581   | 461 581   | 234 823        | 227 274   | 462 097   | 3 001                | 2 368  | 5 369  | 222 770             | 219 480   | 442 250   |
| Grade 2         | 216 166        | 213 770   | 429 936   | 225 125        | 221 202   | 446 327   | 2 355                | 1 722  | 4 077  | 210 482             | 211 545   | 422 027   |
| Grade 3         | 200 442        | 198 511   | 398 953   | 211 843        | 212 612   | 424 455   | 1 361                | 1 067  | 2 428  | 193 578             | 194 002   | 387 580   |
| Grade 4         | 187 742        | 186 517   | 374 259   | 194 671        | 194 793   | 389 464   | 1 093                | 791    | 1 884  | 183 276             | 183 412   | 366 688   |
| Grade 5         | 184 032        | 182 946   | 366 978   | 184 253        | 184 202   | 368 455   | 977                  | 790    | 1 767  | 179 269             | 179 594   | 358 863   |
| Grade 6         | 176 365        | 175 430   | 351 795   | 180 178        | 180 313   | 360 491   | 909                  | 719    | 1 628  | 162 984             | 165 355   | 328 339   |
| Grade 7         | 165 792        | 168 954   | 334 746   | 163 294        | 165 571   | 328 865   | 310                  | 216    | 526    | 133 802             | 141 233   | 275 035   |
| Total Primary   | 1 364 539      | 1 353 709 | 2 718 248 | 1 394 187      | 1 385 967 | 2 780 154 | 10 006               | 7 673  | 17 679 | 1 286 161           | 1 294 621 | 2 580 782 |
| Form 1          | 132 627        | 137 295   | 269 922   | 133 953        | 141 321   | 275 274   | 151                  | 88     | 239    | 127 896             | 132 851   | 260 747   |
| Form 2          | 127 128        | 130 680   | 257 808   | 128 160        | 133 113   | 261 273   | 264                  | 262    | 526    | 125 222             | 125 899   | 251 121   |
| Form 3          | 131 174        | 127 789   | 258 963   | 127 700        | 128 367   | 256 067   | 2 478                | 2 468  | 4 946  | 116 287             | 110 244   | 226 531   |
| Form 4          | 103 759        | 97 793    | 201 552   | 118 581        | 112 339   | 230 920   | 2 294                | 2 095  | 4 389  | 25 771              | 24 924    | 50 695    |
| Total 1-4       | 494 688        | 493 557   | 988 245   | 508 394        | 515 140   | 1 023 534 | 5 187                | 4 913  | 10 100 | 395 176             | 393 918   | 789 094   |
| Lower 6         | 26 542         | 23 989    | 50 531    | 25 851         | 24 978    | 50 829    | 80                   | 54     | 134    | 25 982              | 23 542    | 49 524    |
| Upper 6         | 24 348         | 21 881    | 46 229    | 26 032         | 23 596    | 49 628    | 50                   | 54     | 104    | 15 000              | 15 000    | 30 000    |
| Total 5-6       | 50 890         | 45 870    | 96 760    | 51 883         | 48 574    | 100 457   | 130                  | 108    | 238    | 40 982              | 38 542    | 79 524    |
| Total Secondary | 545 578        | 539 427   | 1 085 005 | 560 277        | 563 714   | 1 123 991 | 5 317                | 5 021  | 10 338 | 436 158             | 432 460   | 868 618   |

The highest Dropout Rate<sup>22: 23</sup> is when learners move to Form 5 (72.67 percent); followed by when they move to Form 1 (17.68 percent); to Form 4 (10.61 percent) and to Grade 7 (6.20 percent), Table 8.10 and Figure 8.9. Males have higher dropout rates for all grades and forms, except at Forms 3 and 4. As mentioned earlier, at form 4 level, learners write 'O' level examinations, with just about a quarter (25.15 percent) proceeding to Form 5 in 2018 to 2019 and others enrolling into tertiary institutions or joining the labour market.

<sup>22</sup> The Dropout Rate is defined as the 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.

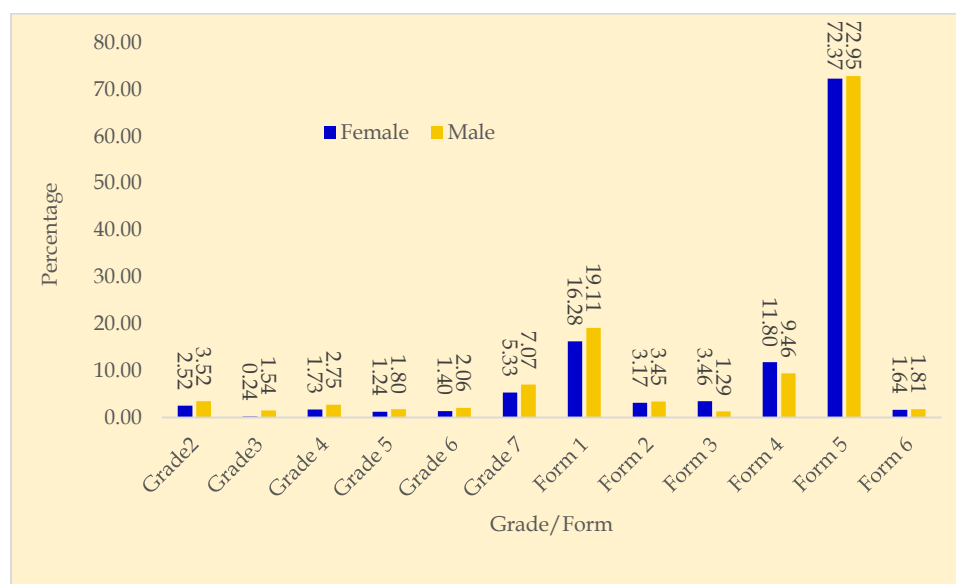
<sup>23</sup> Note that the Promotion Rate, Repetition and Dropout Rates add to 100 percent.



Table 8.10: Promotion, Repetition and Dropout Rates by Grade/Form, Zimbabwe, 2018 and 2019

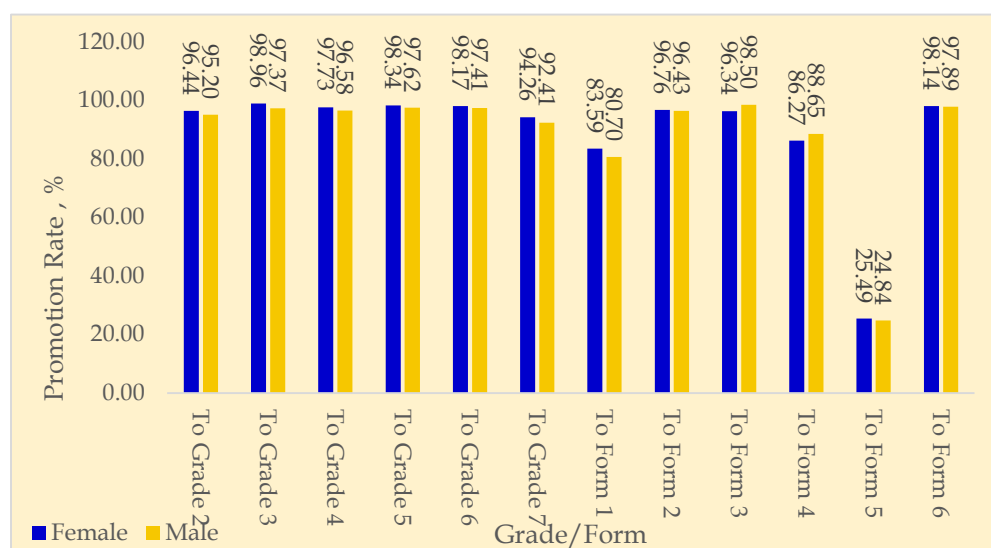
|            | Promotion |        |       | Repetition |        |       | Dropout |        |       |
|------------|-----------|--------|-------|------------|--------|-------|---------|--------|-------|
|            | Male      | Female | Total | Male       | Female | Total | Male    | Female | Total |
| To Grade 2 | 95.20     | 96.44  | 95.81 | 1.28       | 1.04   | 1.16  | 3.52    | 2.52   | 3.02  |
| To Grade 3 | 97.37     | 98.96  | 98.16 | 1.09       | 0.81   | 0.95  | 1.54    | 0.24   | 0.89  |
| To Grade 4 | 96.58     | 97.73  | 97.15 | 0.68       | 0.54   | 0.61  | 2.75    | 1.73   | 2.24  |
| To Grade 5 | 97.62     | 98.34  | 97.98 | 0.58       | 0.42   | 0.50  | 1.80    | 1.24   | 1.52  |
| To Grade 6 | 97.41     | 98.17  | 97.79 | 0.53       | 0.43   | 0.48  | 2.06    | 1.40   | 1.73  |
| To Grade 7 | 92.41     | 94.26  | 93.33 | 0.52       | 0.41   | 0.46  | 7.07    | 5.33   | 6.20  |
| To Form 1  | 80.70     | 83.59  | 82.16 | 0.19       | 0.13   | 0.16  | 19.11   | 16.28  | 17.68 |
| To Form 2  | 96.43     | 96.76  | 96.60 | 0.11       | 0.06   | 0.09  | 3.45    | 3.17   | 3.31  |
| To Form 3  | 98.50     | 96.34  | 97.41 | 0.21       | 0.20   | 0.20  | 1.29    | 3.46   | 2.39  |
| To Form 4  | 88.65     | 86.27  | 87.48 | 1.89       | 1.93   | 1.91  | 9.46    | 11.80  | 10.61 |
| To Form 5  | 24.84     | 25.49  | 25.15 | 2.21       | 2.14   | 2.18  | 72.95   | 72.37  | 72.67 |
| To Form 6  | 97.89     | 98.14  | 98.01 | 0.30       | 0.23   | 0.27  | 1.81    | 1.64   | 1.73  |

Figure 8.9: Dropout Rates by Grade/Form and Sex, Percentage, Zimbabwe, 2019



Promotion Rates are the opposite of Dropout Rates as shown in Table 8.10 and Figure 8.10. The lowest Promotion Rate is when learners move to Form 5 (25.15 percent); followed by when they move to Form 1 (82.16 percent); to Form 4 (87.48 percent) and to Grade 7 (93.33 percent), with all the other grades/forms having at least 95 percent, Table 8.10 and Figure 8.10. There is gender parity in Promotion Rates for all grades and forms, except in Forms 1.

Figure 8.10: Promotion Rate by Grade/ Form and Sex, Percentage, Zimbabwe, 2019



## 8.4. Transition Rates

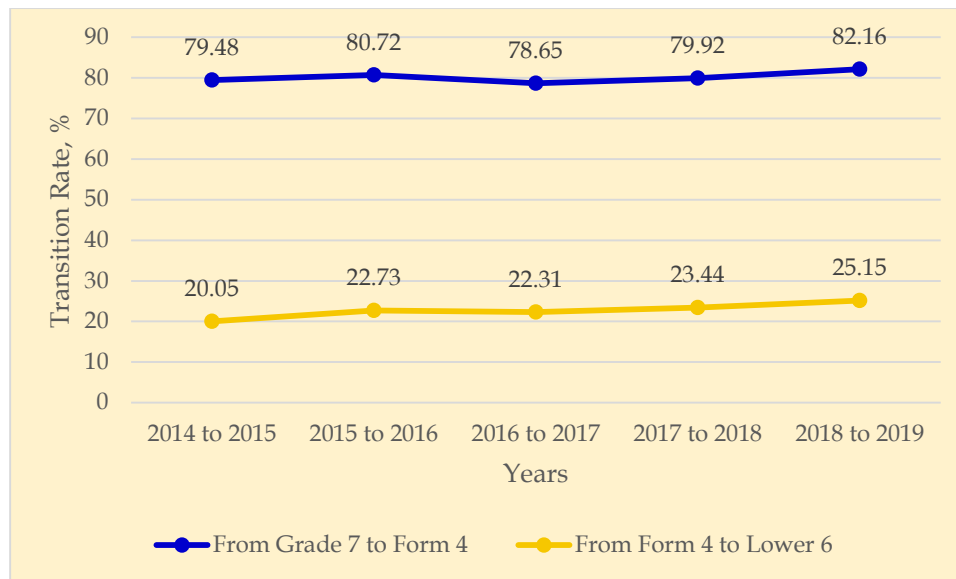
The Transition Rate<sup>24</sup> is ideally the same as the Promotion Rate discussed above but looking at movement from one level of education to the other. Table 8.11 presents the trends in the Transition Rate since 2015. The Transition Rate from Grade 7 to Form 1 from 2018 to 2019 is 82.16 percent, with the GPI in favour of females. The Grade 7 to Form 1 Transition Rate, which was generally stable with gender parity from 2015, increased in 2019, Table 8.11 and Figure 8.11. For Form 4 to Form 5 the Transition Rate from 2018 to 2019 is 25.15 percent. Since 2015, the Transition Rate, which was biased against females, has generally increased, and has achieved gender parity in 2019.

Table 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex and GPI, Percentage, Zimbabwe 2014-2015 to 2018 - 2019

| Years        | Transition Rate, %     |        |       | GPI  | Transition Rate, %     |        |       | GPI  |
|--------------|------------------------|--------|-------|------|------------------------|--------|-------|------|
|              | From Grade 7 to Form 1 |        |       |      | From Form 4 to Lower 6 |        |       |      |
|              | Male                   | Female | Total |      | Male                   | Female | Total |      |
| 2014 to 2015 | 78.59                  | 80.39  | 79.48 | 1.02 | 21.32                  | 18.69  | 20.05 | 0.88 |
| 2015 to 2016 | 80.27                  | 81.16  | 80.72 | 1.01 | 24.08                  | 21.30  | 22.73 | 0.88 |
| 2016 to 2017 | 77.88                  | 79.41  | 78.65 | 1.02 | 23.18                  | 21.41  | 22.31 | 0.92 |
| 2017 to 2018 | 78.87                  | 80.96  | 79.92 | 1.03 | 24.28                  | 22.58  | 23.44 | 0.93 |
| 2018 to 2019 | 80.70                  | 83.59  | 82.16 | 1.04 | 24.84                  | 25.49  | 25.15 | 1.03 |

<sup>24</sup> The Transition Rate is defined as -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.

Figure 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex, Percentage, Zimbabwe, 2014-2015 to 2018 - 2019



## 8.5. Survival Rates

Survival Rates<sup>25</sup> for the primary school level shows that the retention of learners is decreasing with grade / form. For the primary school level, the Survival Rate decrease from 96.90 percent as learners move to Grade 2 to 85.20 percent when they move to Grade 7, with gender parity for Grades 2 to Grade 4, and with GPI in favour of females for the rest of the grades, Table 8.12 and Figure 8.12. For the secondary school level, the Survival Rate decrease from 96.70 percent as learners move to Form 2 to 21.40 percent when they move to Form 6, with gender parity for all forms, except for Form 4, where GPI is in favour of males, Table 8.12 and Figure 8.13. The Form 4 Survival Rate of 84.20 percent (female - 82.23 percent: male - 86.11 percent) is below the 2016-2020 ESSP 2019 target of 88 percent (female - 85 percent: male -91 percent).

<sup>25</sup>The Survival Rate is defined as- Percentage of a cohort of learners who enrolled in the first grade of 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.

Table 8.12: Survival Rates by Education Level, Grade/Form and Sex, Zimbabwe, 2019

| Grade/Form       | Male  | Female | Total |
|------------------|-------|--------|-------|
| Primary School   |       |        |       |
| To Grade 2       | 96.40 | 97.50  | 96.90 |
| To Grade 3       | 94.90 | 97.20  | 96.10 |
| To Grade 4       | 92.30 | 95.50  | 93.90 |
| To Grade 5       | 90.60 | 94.30  | 92.50 |
| To Grade 6       | 88.80 | 93.00  | 90.90 |
| To Grade 7       | 82.50 | 88.00  | 85.20 |
| Secondary School |       |        |       |
| To Form 2        | 96.54 | 96.83  | 96.70 |
| To Form 3        | 95.29 | 93.47  | 94.40 |
| To Form 4        | 86.11 | 82.23  | 84.20 |
| To Form 5        | 21.96 | 21.50  | 21.70 |
| To Form 6        | 21.57 | 21.15  | 21.40 |

Figure 8.12: Primary School Survival Rate by Grade and Sex, Zimbabwe, 2019

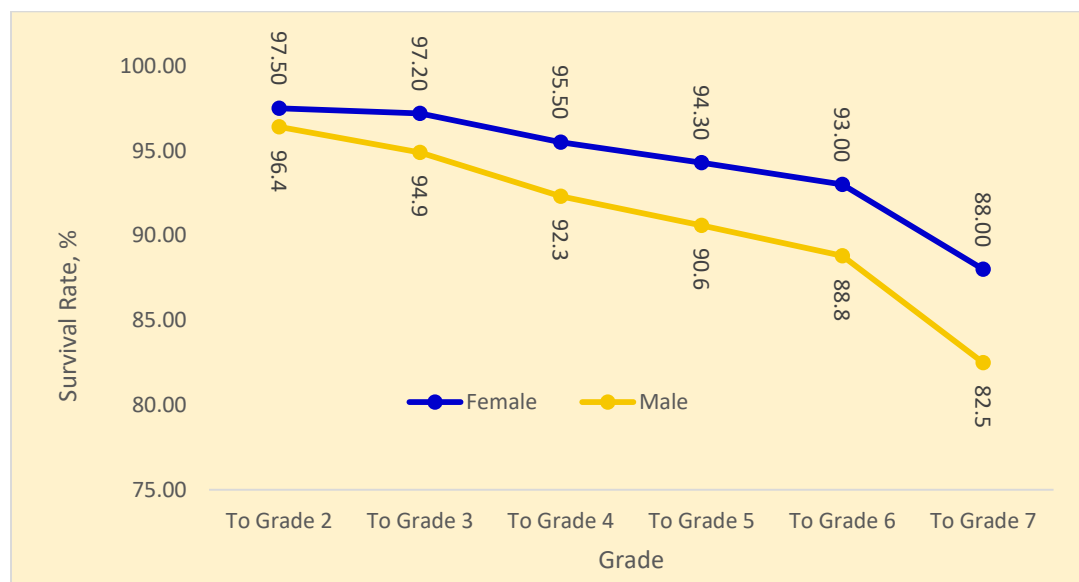
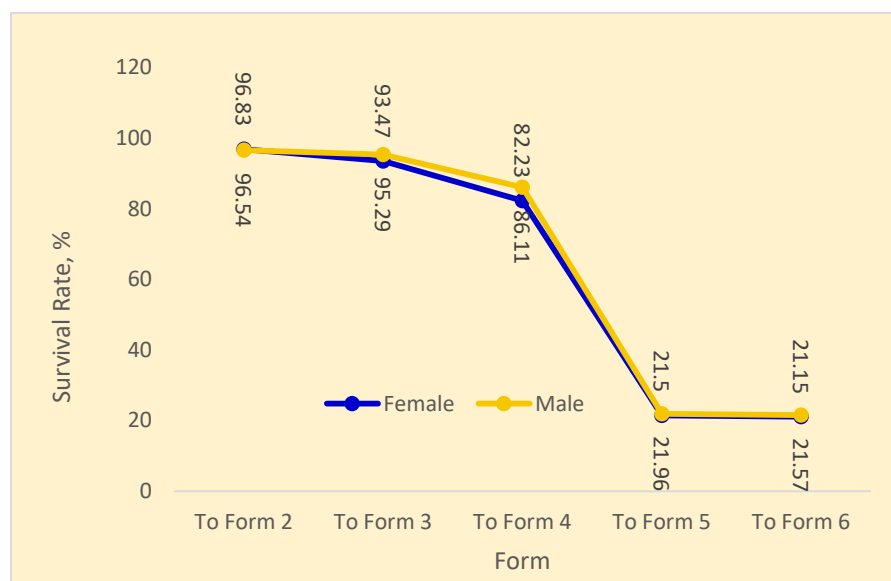


Figure 8.13: Secondary School Survival Rate by Form and Sex, Zimbabwe, 2019



The 2019 Form 4 Survival Rate of 84.20 percent is close to the 2016-2020 ESSP 2019 target of 85 percent. The male Survival Rate of 86.11 percent has surpassed the 2019 target whilst the female one of 82.23 percent is still below the target.

## 8.6. Completion Rate

The Completion Rate<sup>26</sup> decreases, with the level of education, Table 8.13 and Figure 8.14.

At ECD level the Completion Rate is 94.54 percent, with gender parity. The Completion Rate generally increased from 2015, with gender parity in all the years.

At primary school level the Completion Rate is 75.65 percent (Female - 76.75: Male- 74.50 percent), depicting gender parity. The primary school Completion Rate has been declining since 2015, with gender parity, except in 2018. Zimbabwe has not achieved its 2016-2020 ESSP, 2019 Target of 83 percent with gender parity. However, surveys such as the 2014 Multiple Indicator Survey (MICS) by the National Statistics Agency have recorded an almost universal (98.9 percent) Completion Rate at primary school level. The low Completion Rate from EMIS is probably due to the bulge in the estimated population aged 12 years noted earlier in Chapter 2 which has the effect of lowering the completion rates at Grade 7 level.

<sup>26</sup> The Completion Rate is calculated as follows -The number of persons in the relevant age group who have completed the last grade of the given level of education is expressed as a percentage of the total population (in the survey sample) of the same age group. The completion rate indicates how many persons in a given age group have completed primary, lower secondary, or upper secondary education. It indicates how many children and adolescents enter school on time and progress through the education system without excessive delays.

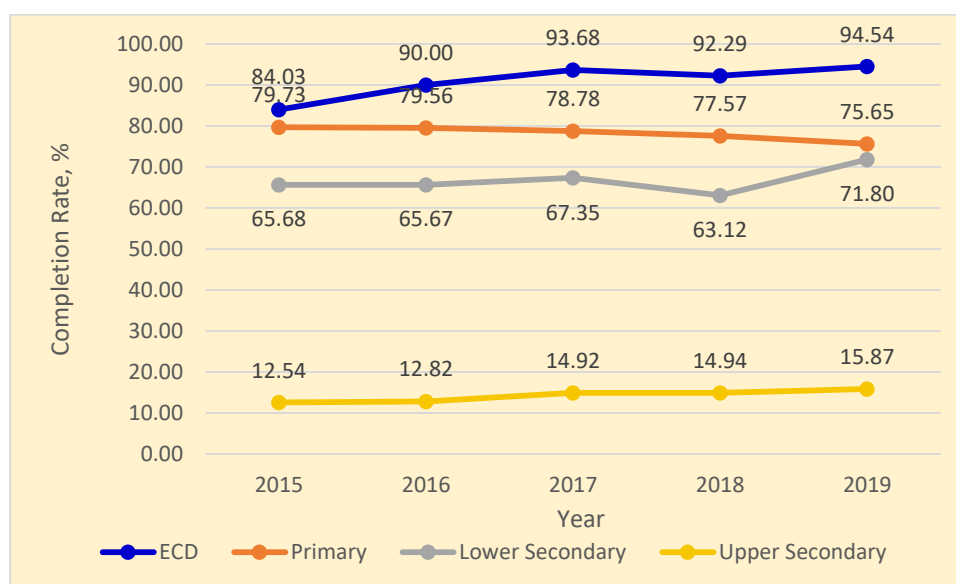
Completion Rates for the Lower Secondary level of education is 71.80 percent (female -70.06 percent: male-73.38 percent), with GPI in favour of males. The Completion Rates have generally increased from 2015 level of 65.68 percent but falling to a lowest of 63.12 percent in 2018. Zimbabwe's has surpassed the lower secondary level of education Completion Rate 2016-2020 ESSP, 2019 Target of 67.5 percent (female- 68 percent: male-67.5 percent).

The Upper Secondary Completion Rate is 15.87 percent and it has continuously increased from its 2015 level of 12.54 percent. As mentioned earlier, this low rate is because not all who enroll in Form one continue to Form 6, as they join the tertiary institutions or labour market after Form 4. Gender parity at this level has continued to be in favour of males for years.

Table 8.13: Completion Rate by Level of Education and Sex, Percentage, Zimbabwe 2015-2019

| Year | Education Level |        |       |      |         |        |       |      |                 |        |       |      |                 |        |       |      |
|------|-----------------|--------|-------|------|---------|--------|-------|------|-----------------|--------|-------|------|-----------------|--------|-------|------|
|      | ECD             |        |       |      | Primary |        |       |      | Lower Secondary |        |       |      | Upper Secondary |        |       |      |
|      | Male            | Female | Total | GPI  | Male    | Female | Total | GPI  | Male            | Female | Total | GPI  | Male            | Female | Total | GPI  |
| 2015 | 84.45           | 83.61  | 84.03 | 0.99 | 78.71   | 80.78  | 79.73 | 1.03 | 67.27           | 64.08  | 65.68 | 0.95 | 14.33           | 10.83  | 12.54 | 0.76 |
| 2016 | 90.17           | 89.82  | 90.00 | 1.00 | 78.88   | 80.24  | 79.56 | 1.02 | 66.79           | 64.53  | 65.67 | 0.97 | 14.53           | 11.18  | 12.82 | 0.77 |
| 2017 | 94.12           | 93.25  | 93.68 | 0.99 | 77.74   | 79.83  | 78.78 | 1.03 | 68.06           | 66.65  | 67.35 | 0.98 | 16.61           | 13.29  | 14.92 | 0.80 |
| 2018 | 92.68           | 91.91  | 92.29 | 0.99 | 76.20   | 78.96  | 77.57 | 1.04 | 64.76           | 61.47  | 63.12 | 0.95 | 16.04           | 13.88  | 14.94 | 0.87 |
| 2019 | 95.00           | 93.96  | 94.54 | 0.99 | 74.50   | 76.75  | 75.65 | 1.03 | 73.38           | 70.06  | 71.80 | 0.95 | 16.98           | 14.81  | 15.87 | 0.87 |

Figure 8.14: Completion Rate by Level of Education, Percentage, Zimbabwe, 2015-2019



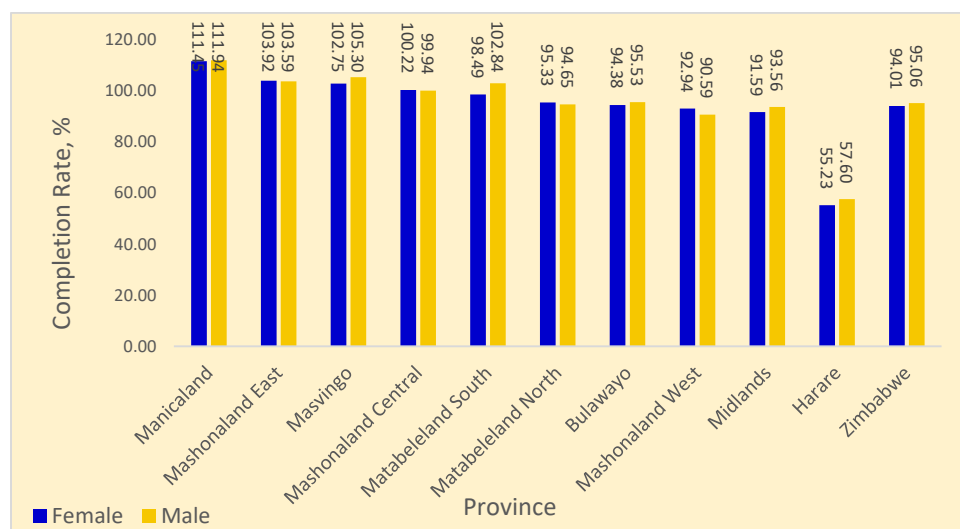
## 8.7. ECD Completion Rate

Manicaland province has the highest Completion Rate of 111.70 percent and Harare the lowest of 56.40 percent at ECD level, Table 8.14 and Figure 8.15. A Completion Rate of more than 100 percent reflects the joining of learners, who were not at the entry level and also because of over and under aged learners enrolled at that level. There is gender parity in the Completion Rate in all provinces, except Harare and Matabeleland South provinces where it is in favour of males.

Table 8.14: ECD Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Enrolment ECD B less Repeaters |         |         | Population Aged 5 |         |         | Completion Rate, % |        |        | GPI  |
|---------------------|--------------------------------|---------|---------|-------------------|---------|---------|--------------------|--------|--------|------|
|                     | Male                           | Female  | Total   | Male              | Female  | Total   | Male               | Female | Total  |      |
| Bulawayo            | 7 111                          | 7 177   | 14 288  | 7 444             | 7 604   | 15 047  | 95.53              | 94.38  | 94.96  | 0.99 |
| Harare              | 13 866                         | 13 561  | 27 427  | 24 073            | 24 554  | 48 627  | 57.60              | 55.23  | 56.40  | 0.96 |
| Manicaland          | 30 038                         | 29 492  | 59 530  | 26 834            | 26 461  | 53 296  | 111.94             | 111.45 | 111.70 | 1.00 |
| Mashonaland Central | 17 626                         | 17 184  | 34 810  | 17 636            | 17 147  | 34 782  | 99.94              | 100.22 | 100.08 | 1.00 |
| Mashonaland East    | 20 253                         | 19 815  | 40 068  | 19 551            | 19 067  | 38 618  | 103.59             | 103.92 | 103.75 | 1.00 |
| Mashonaland West    | 19 423                         | 19 554  | 38 977  | 21 441            | 21 039  | 42 479  | 90.59              | 92.94  | 91.76  | 1.03 |
| Masvingo            | 25 429                         | 24 727  | 50 156  | 24 148            | 24 066  | 48 214  | 105.30             | 102.75 | 104.03 | 0.98 |
| Matabeleland North  | 11 046                         | 10 953  | 21 999  | 11 670            | 11 490  | 23 160  | 94.65              | 95.33  | 94.99  | 1.01 |
| Matabeleland South  | 10 877                         | 10 549  | 21 426  | 10 577            | 10 711  | 21 287  | 102.84             | 98.49  | 100.65 | 0.96 |
| Midlands            | 22 295                         | 22 012  | 44 307  | 23 830            | 24 033  | 47 863  | 93.56              | 91.59  | 92.57  | 0.98 |
| Total               | 177 964                        | 175 024 | 352 988 | 187 203           | 186 171 | 373 374 | 95.06              | 94.01  | 94.54  | 0.99 |

Figure 8.15: ECD Completion Rate by Sex and Province, Zimbabwe, 2019



## 8.8. Primary School Completion Rate

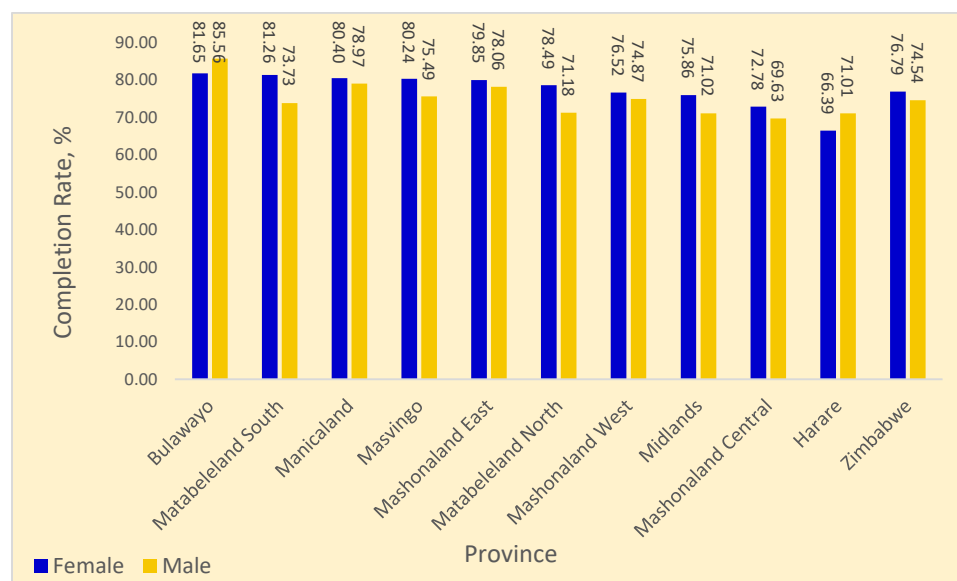
The primary school level Completion Rate range from 68.60 percent in Harare province to 83.52 percent in Bulawayo province, Table 8.15 and Figure 8.16. There is gender parity in the primary school Completion Rate in Manicaland, Mashonaland East and Mashonaland West provinces. In Mashonaland Central, Masvingo, Matabeleland North, Matabeleland South and Midlands provinces the GPI is in favour of females, whilst in Bulawayo and Harare provinces it is in favour of males.

Table 8.15: Primary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Enrolment Grade 7 less Repeaters, No. |         |         | Population Aged 12, No. |         |         | Completion Rate, % |        |       | GPI  |
|---------------------|---------------------------------------|---------|---------|-------------------------|---------|---------|--------------------|--------|-------|------|
|                     | Male                                  | Female  | Total   | Male                    | Female  | Total   | Male               | Female | Total |      |
| Bulawayo            | 6 821                                 | 7 084   | 13 905  | 7 972                   | 8 676   | 16 648  | 85.56              | 81.65  | 83.52 | 0.95 |
| Harare              | 17 618                                | 17 903  | 35 521  | 24 812                  | 26 966  | 51 779  | 71.01              | 66.39  | 68.60 | 0.94 |
| Manicaland          | 25 377                                | 25 217  | 50 594  | 32 134                  | 31 363  | 63 497  | 78.97              | 80.40  | 79.68 | 1.02 |
| Mashonaland Central | 14 452                                | 14 709  | 29 161  | 20 754                  | 20 210  | 40 964  | 69.63              | 72.78  | 71.19 | 1.05 |
| Mashonaland East    | 18 523                                | 18 267  | 36 790  | 23 728                  | 22 878  | 46 607  | 78.06              | 79.85  | 78.94 | 1.02 |
| Mashonaland West    | 19 318                                | 19 079  | 38 397  | 25 802                  | 24 933  | 50 735  | 74.87              | 76.52  | 75.68 | 1.02 |
| Masvingo            | 20 974                                | 21 565  | 42 539  | 27 783                  | 26 877  | 54 661  | 75.49              | 80.24  | 77.82 | 1.06 |
| Matabeleland North  | 10 124                                | 10 711  | 20 835  | 14 223                  | 13 647  | 27 870  | 71.18              | 78.49  | 74.76 | 1.10 |
| Matabeleland South  | 9 285                                 | 9 576   | 18 861  | 12 594                  | 11 784  | 24 378  | 73.73              | 81.26  | 77.37 | 1.10 |
| Midlands            | 20 536                                | 21 288  | 41 824  | 28 914                  | 28 063  | 56 978  | 71.02              | 75.86  | 73.40 | 1.07 |
| Total               | 163 028                               | 165 399 | 328 427 | 218 719                 | 215 397 | 434 116 | 74.54              | 76.79  | 75.65 | 1.03 |



Figure 8.16: Primary School Completion Rate by Sex and Province, Zimbabwe, 2019



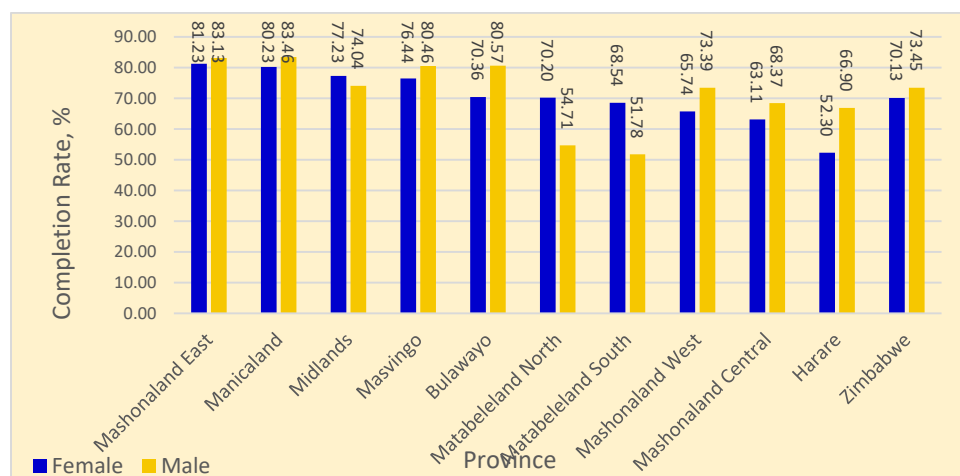
## 8.9. Lower Secondary School Completion Rate

At lower secondary school level Completion Rate Mashonaland East province has the highest Completion Rate of 82.24 percent and Harare province the lowest of 58.68 percent, Table 8.16 and Figure 8.17. There is gender parity in the lower secondary school Completion Rate in Mashonaland East province. In Matabeleland North, Matabeleland South and Midlands provinces gender parity is in favour of females, whilst in the rest of the provinces gender parity is in favour of males.

Table 8.16: Lower Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Enrolment less Repeaters |         |         | Population Aged 16 |         |         | Completion Rate, % |        |       | GPI  |
|---------------------|--------------------------|---------|---------|--------------------|---------|---------|--------------------|--------|-------|------|
|                     | Male                     | Female  | Total   | Male               | Female  | Total   | Male               | Female | Total |      |
| Bulawayo            | 5 904                    | 6 514   | 12 418  | 7 328              | 9 258   | 16 586  | 80.57              | 70.36  | 74.87 | 0.87 |
| Harare              | 13 524                   | 13 634  | 27 158  | 20 214             | 26 067  | 46 281  | 66.90              | 52.30  | 58.68 | 0.78 |
| Manicaland          | 19 026                   | 17 094  | 36 120  | 22 797             | 21 305  | 44 102  | 83.46              | 80.23  | 81.90 | 0.96 |
| Mashonaland Central | 9 523                    | 7 961   | 17 484  | 13 929             | 12 614  | 26 543  | 68.37              | 63.11  | 65.87 | 0.92 |
| Mashonaland East    | 14 600                   | 12 606  | 27 206  | 17 563             | 15 518  | 33 081  | 83.13              | 81.23  | 82.24 | 0.98 |
| Mashonaland West    | 13 098                   | 11 345  | 24 443  | 17 847             | 17 257  | 35 104  | 73.39              | 65.74  | 69.63 | 0.90 |
| Masvingo            | 15 467                   | 14 312  | 29 779  | 19 224             | 18 723  | 37 947  | 80.46              | 76.44  | 78.48 | 0.95 |
| Matabeleland North  | 5 242                    | 6 100   | 11 342  | 9 582              | 8 690   | 18 271  | 54.71              | 70.20  | 62.08 | 1.28 |
| Matabeleland South  | 5 084                    | 6 053   | 11 137  | 9 819              | 8 831   | 18 650  | 51.78              | 68.54  | 59.72 | 1.32 |
| Midlands            | 14 819                   | 14 625  | 29 444  | 20 015             | 18 936  | 38 951  | 74.04              | 77.23  | 75.59 | 1.04 |
| Total               | 116 287                  | 110 244 | 226 531 | 158 317            | 157 199 | 315 515 | 73.45              | 70.13  | 71.80 | 0.95 |

Figure 8.17: Lower Secondary Completion Rate by Sex and Province, Zimbabwe, 2019



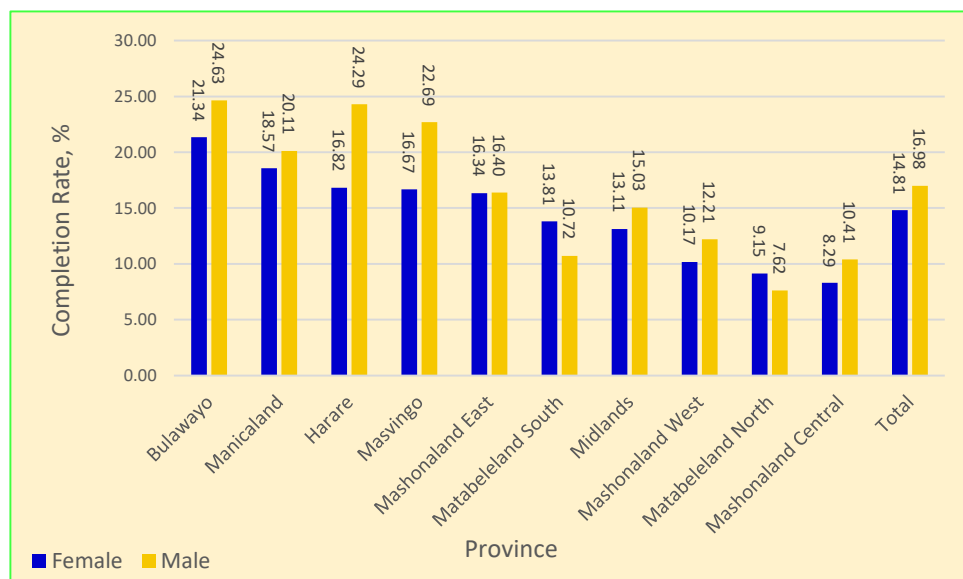
## 8.10. Upper Secondary Completion Rate

At upper school level, the Completion Rate ranges from 8.35 percent in Matabeleland North province to 22.75 percent in Bulawayo province, Table 8.17 and Figure 8.18. There is gender parity in the upper secondary school Completion Rate in Mashonaland East province. GPI is in favour of males in all the other provinces, except in Matabeleland North and Matabeleland South provinces where it is favour of females.

Table 8.17: Upper Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Enrolment less Repeaters |        |        | Population Aged 18 |         |         | Completion Rate, % |        |       | GPI  |
|---------------------|--------------------------|--------|--------|--------------------|---------|---------|--------------------|--------|-------|------|
|                     | Male                     | Female | Total  | Male               | Female  | Total   | Male               | Female | Total |      |
| Bulawayo            | 1 899                    | 2 201  | 4 100  | 7 710              | 10 312  | 18 022  | 24.63              | 21.34  | 22.75 | 0.87 |
| Harare              | 5 045                    | 4 964  | 10 009 | 20 772             | 29 514  | 50 285  | 24.29              | 16.82  | 19.90 | 0.69 |
| Manicaland          | 4 207                    | 3 678  | 7 885  | 20 918             | 19 808  | 40 726  | 20.11              | 18.57  | 19.36 | 0.92 |
| Mashonaland Central | 1 446                    | 1 067  | 2 513  | 13 895             | 12 869  | 26 764  | 10.41              | 8.29   | 9.39  | 0.80 |
| Mashonaland East    | 2 649                    | 2 399  | 5 048  | 16 155             | 14 678  | 30 832  | 16.40              | 16.34  | 16.37 | 1.00 |
| Mashonaland West    | 2 185                    | 1 766  | 3 951  | 17 899             | 17 361  | 35 260  | 12.21              | 10.17  | 11.21 | 0.83 |
| Masvingo            | 3 858                    | 2 884  | 6 742  | 17 003             | 17 297  | 34 300  | 22.69              | 16.67  | 19.66 | 0.73 |
| Matabeleland North  | 728                      | 804    | 1 532  | 9 552              | 8 790   | 18 342  | 7.62               | 9.15   | 8.35  | 1.20 |
| Matabeleland South  | 1 009                    | 1 159  | 2 168  | 9 412              | 8 391   | 17 803  | 10.72              | 13.81  | 12.18 | 1.29 |
| Midlands            | 2 956                    | 2 620  | 5 576  | 19 662             | 19 987  | 39 649  | 15.03              | 13.11  | 14.06 | 0.87 |
| Total               | 25 982                   | 23 542 | 49 524 | 152 978            | 159 005 | 311 983 | 16.98              | 14.81  | 15.87 | 0.87 |

Figure 8.18: Upper Secondary Completion Rate by Sex and Province, Zimbabwe, 2019



## 8.11. Conclusion

Of all the repeaters (29 808), more than half (59.31 percent) are at primary school level, about a third (34.68 percent) are at secondary school level and 6.01 percent are at ECD level. There are a total 53 267 dropouts of whom 34.65 percent are at primary school level (including ECD) and the remainder at the secondary school level. The secondary school (Form 1-6) percentage dropouts is higher than the primary school one at 3.09 percent and 0.54 percent, respectively. The main reasons for dropping out of primary school are absconding (42.11 percent) and financial reasons (34.60 percent), with the same pattern for both females and males. The main reasons for dropping out of secondary school are financial reasons (45.25 percent) and absconding (26.29 percent). Females have higher proportions of learners who dropped out of secondary school for pregnancy, marriage, and illness than males. Measures should be taken to deal with the challenge of school dropouts at primary school level, especially absconding. While BEAM is catering for the disadvantaged its reach should be widened so that pupils that drop out of school due to financial challenges decrease. Government needs to consider removing barriers to females accessing secondary education that include financial constraints and early marriages. Form 4 Survival Rate is close to its 2019 ESSP target. However, male Survival Rate has surpassed the 2019 target whilst the female one is still below the target. The lower secondary Completion Rate is on target, whilst the primary school Completion Rate remain below its 2019 target .

## CHAPTER 9: Facilities

This chapter analyses provision of and access to various school infrastructure and services, namely: classrooms, access to electricity, Water and Sanitation Hygiene (WASH) facilities; access to water; health and feeding; sporting and specialist facilities; Information Communication Technology (ICT), computers access, use and connectivity; and seating and writing places.

### 9.1. Classrooms

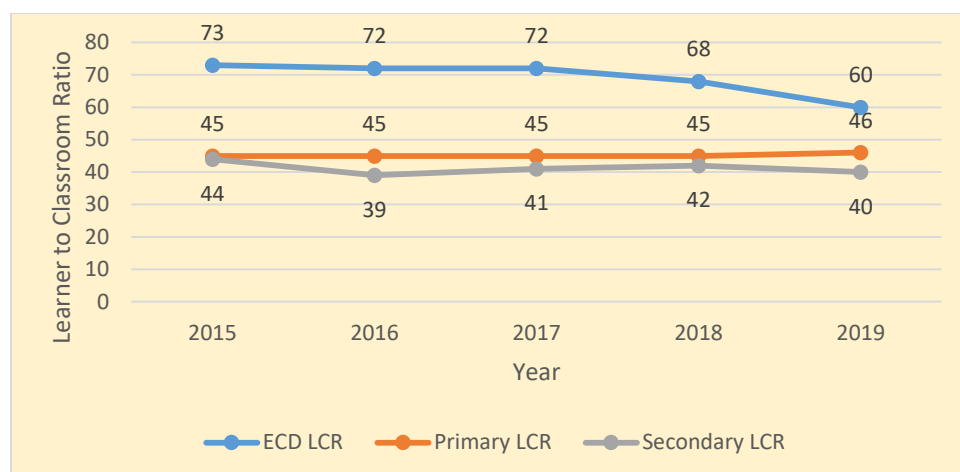
A classroom is defined as a discrete room for formal instruction<sup>27</sup>. The recommended learner to classroom ratios are as follows : ECD- 20:1; primary -40:1 and secondary- 30:1. At all levels of education, Learner to Classroom Ratios (LCR) are above the recommended levels, reflecting the need to improve on classroom infrastructure, Table 9.1 and Figure 9.1. ECD has an LCR of 60, which has been generally decreasing since 2015. The primary school LCR increased to 46 in 2019 from 45 since 2015. Secondary school LCR is 40, having generally decreased from 2015 level of 44. The number of classrooms has been generally increasing at all levels between 2015 and 2019, by 4 969 for ECD, 2 414 for primary schools and 5 863 for secondary schools.

Table 9.1: ECD, Primary and Secondary Classrooms, Enrolment and Learner to Classroom Ratio Trend, Number, Zimbabwe 2015-2019

| Year | Classrooms, No. |         |           | Enrolment |           |           | Learner to Classroom Ratio |             |               |
|------|-----------------|---------|-----------|-----------|-----------|-----------|----------------------------|-------------|---------------|
|      | ECD             | Primary | Secondary | ECD       | Primary   | Secondary | ECD LCR                    | Primary LCR | Secondary LCR |
| 2015 | 5 884           | 58 556  | 22 437    | 427 826   | 2 658 690 | 979 644   | 73                         | 45          | 44            |
| 2016 | 7 163           | 59 645  | 26 597    | 517 950   | 2 658 415 | 1 026 984 | 72                         | 45          | 39            |
| 2017 | 8 116           | 58 857  | 25 719    | 580 365   | 2 662 010 | 1 064 804 | 72                         | 45          | 41            |
| 2018 | 9 142           | 59 288  | 25 799    | 623 981   | 2 676 485 | 1 075 325 | 68                         | 45          | 42            |
| 2019 | 10 853          | 60 970  | 28 300    | 652 213   | 2 789 692 | 1 124 881 | 60                         | 46          | 40            |

<sup>27</sup> Ministry of Primary and Secondary Education, 2016; 2016 Annual Statistical Report, Harare

Figure 9.1: ECD, Primary and Secondary Learner to Classroom Ratio, Number, Zimbabwe 2015-2019

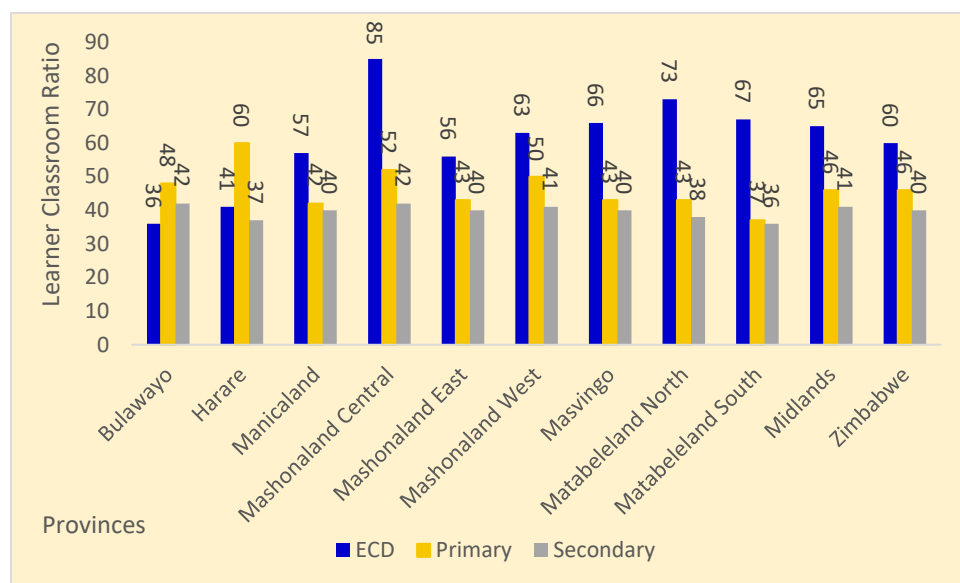


Mashonaland Central province has the highest ECD LCR (85), which is more than four times the recommended size and Bulawayo province the lowest (36) which is almost double the recommended size of 20, Table 9.2 and Figure 9.2. At the primary school level, Harare province has the highest LCR (60) and Matabeleland South province the lowest LCR of 37. The latter province is the only one within the recommended size of 40. Bulawayo and Mashonaland Central provinces have the highest secondary school level LCR (42 each), and Matabeleland South province the lowest (36). All provinces are above the recommended ratio LCR of 30.

Table 9.2: Classrooms, Enrolments, and Learner to Classroom Ratio (LCR) by Level of Education and Province, Number, Zimbabwe, 2019

| Province            | ECD             |           |                            | Primary         |           |                            | Secondary       |           |                            |
|---------------------|-----------------|-----------|----------------------------|-----------------|-----------|----------------------------|-----------------|-----------|----------------------------|
|                     | Classrooms, No. | Enrolment | Learner to Classroom Ratio | Classrooms, No. | Enrolment | Learner to Classroom Ratio | Classrooms, No. | Enrolment | Learner to Classroom Ratio |
| Bulawayo            | 738             | 26 330    | 36                         | 2 350           | 113 690   | 48                         | 1 412           | 59 761    | 42                         |
| Harare              | 1 010           | 41 518    | 41                         | 4 935           | 297 277   | 60                         | 3 648           | 135 184   | 37                         |
| Manicaland          | 1 997           | 113 389   | 57                         | 10 461          | 438 760   | 42                         | 4 489           | 177 935   | 40                         |
| Mashonaland Central | 764             | 64 667    | 85                         | 4 990           | 257 288   | 52                         | 2 071           | 86 547    | 42                         |
| Mashonaland East    | 1 336           | 75 152    | 56                         | 6 921           | 299 534   | 43                         | 3 295           | 131 988   | 40                         |
| Mashonaland West    | 1 136           | 71 114    | 63                         | 6 594           | 326 436   | 50                         | 2 957           | 122 278   | 41                         |
| Masvingo            | 1 408           | 93 302    | 66                         | 8 675           | 371 652   | 43                         | 3 812           | 151 295   | 40                         |
| Matabeleland North  | 589             | 42 979    | 73                         | 3 988           | 170 607   | 43                         | 1 538           | 58 746    | 38                         |
| Matabeleland South  | 616             | 41 559    | 67                         | 4 096           | 151 782   | 37                         | 1 573           | 57 156    | 36                         |
| Midlands            | 1 259           | 82 203    | 65                         | 7 960           | 362 666   | 46                         | 3 505           | 143 991   | 41                         |
| Total               | 10 853          | 652 213   | 60                         | 60 970          | 2 789 692 | 46                         | 28 300          | 1 124 881 | 40                         |

Figure 9.2: Learner to Classroom Ratio (LCR) by Level of Education and Province, Number, Zimbabwe, 2019



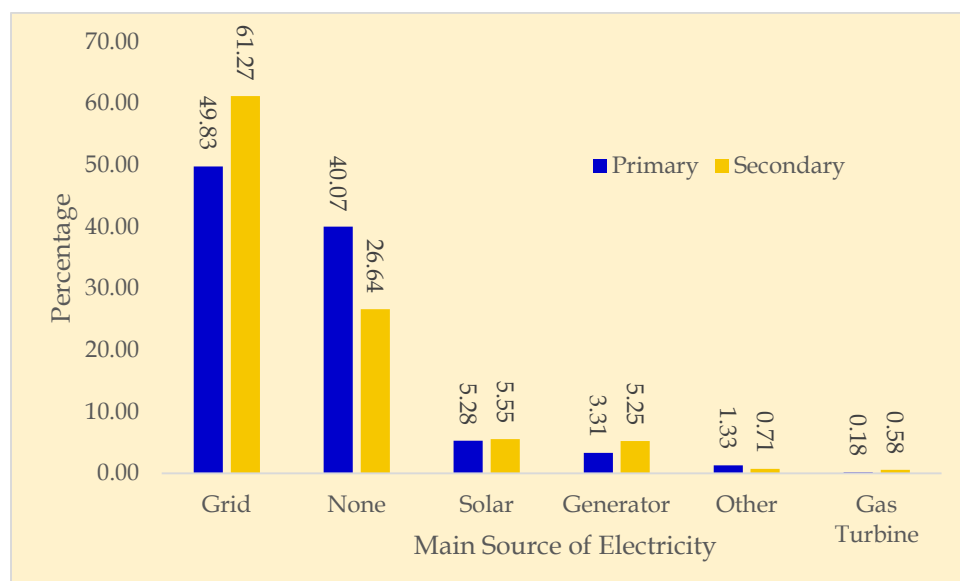
## 9.2. Access to Electricity

The main sources of electricity used by schools are gas turbine, generator, grid and solar. Most schools use grid as their main source of electricity – 49.83 percent and 61.27 percent for primary and secondary schools respectively, Table 9.3 and Figure 9.3. A total of 2 673 primary schools (40.07 percent) do not have electricity. For secondary schools, 787 (26.64 percent) of them do not have electricity. At least 5 percent each use solar as the main source of electricity for both primary and secondary schools, with the same proportion for secondary schools using generators. Gas turbine and other forms of electricity are not used much at both levels of education.

Table 9.3: Schools Main Source of Electricity by Type and Level of Education, Number and Percentage, Zimbabwe, 2019

| Main Source | Electricity | Primary |         | Secondary |           |
|-------------|-------------|---------|---------|-----------|-----------|
|             |             | No      | Primary | No        | Secondary |
| Gas Turbine |             | 12      | 0.18    | 17        | 0.58      |
| Generator   |             | 221     | 3.31    | 155       | 5.25      |
| Grid        |             | 3 324   | 49.83   | 1 810     | 61.27     |
| None        |             | 2 673   | 40.07   | 787       | 26.64     |
| Solar       |             | 352     | 5.28    | 164       | 5.55      |
| Other       |             | 89      | 1.33    | 21        | 0.71      |
| Total       |             | 6 671   | 100.00  | 2 954     | 100.00    |

Figure 9.3: Schools Source of Electricity by Level of Education, Percentage Distribution, Zimbabwe, 2019



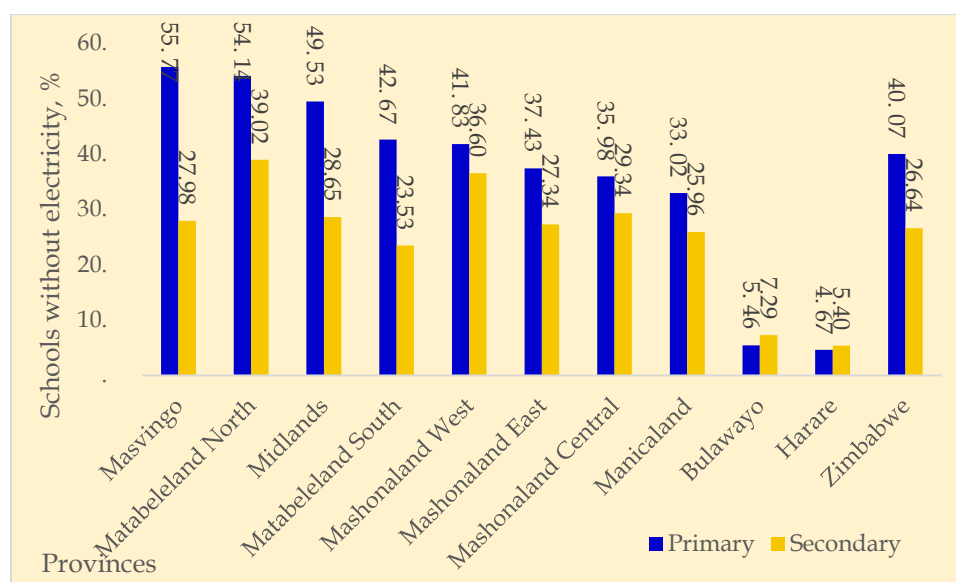
Among the rural provinces, Masvingo province has the highest proportion of primary schools without electricity (55.77 percent) and Manicaland province the lowest (33.02 percent), Table 9.4 and Figure 9.4. Bulawayo and Harare provinces, which are predominantly urban have 5.46 percent and 4.67 percent primary schools without electricity, respectively. In absolute terms, for the predominantly rural provinces Masvingo province has the highest number of primary schools (488) without electricity and Mashonaland Central the least (204).

At secondary school level, for the predominantly rural provinces, Matabeleland North province has the highest proportion of secondary schools without electricity (39.02 percent) and Matabeleland South province the lowest (23.53 percent). Bulawayo and Harare provinces, which are predominantly urban have 7 and 15 secondary schools without electricity, respectively. In absolute terms, for the predominantly rural provinces, Mashonaland West province has the highest number of secondary schools (142) without electricity and Matabeleland South province the least (40).

Table 9.4: Schools Without Electricity by Education Level and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Level of Education |                             |                   |                      |                             |                   | Grand Total without electricity |
|---------------------|--------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|---------------------------------|
|                     | Primary            |                             |                   | Secondary            |                             |                   |                                 |
|                     | Schools, Total, No | Schools without electricity | % Schools without | Total Number schools | Schools without electricity | % schools without |                                 |
| Bulawayo            | 293                | 16                          | 5.46              | 96                   | 7                           | 7.29              | 23                              |
| Harare              | 321                | 15                          | 4.67              | 278                  | 15                          | 5.40              | 30                              |
| Manicaland          | 1 072              | 354                         | 33.02             | 443                  | 115                         | 25.96             | 469                             |
| Mashonaland Central | 567                | 204                         | 35.98             | 259                  | 76                          | 29.34             | 280                             |
| Mashonaland East    | 764                | 286                         | 37.43             | 384                  | 105                         | 27.34             | 391                             |
| Mashonaland West    | 765                | 320                         | 41.83             | 388                  | 142                         | 36.60             | 462                             |
| Masvingo            | 875                | 488                         | 55.77             | 361                  | 101                         | 27.98             | 589                             |
| Matabeleland North  | 628                | 340                         | 54.14             | 205                  | 80                          | 39.02             | 420                             |
| Matabeleland South  | 532                | 227                         | 42.67             | 170                  | 40                          | 23.53             | 267                             |
| Midlands            | 854                | 423                         | 49.53             | 370                  | 106                         | 28.65             | 529                             |
| Total               | 6 671              | 2 673                       | 40.07             | 2 954                | 787                         | 26.64             | 3 460                           |

Figure 9.4: Schools Without Electricity by Level of Education and Province, Percentage, Zimbabwe, 2019



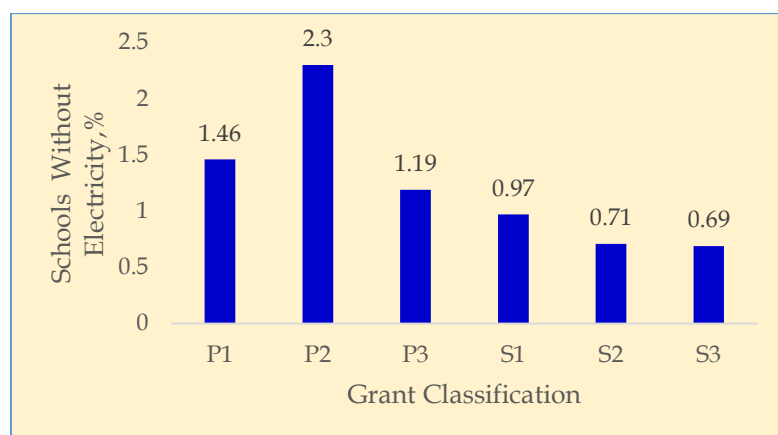
P1 and S1 schools have the highest proportions of schools using grid of about 87 each, followed by P2 and S2, with about 84 percent each, Table 9.5. P3 and S3 schools which are mostly rural have the least proportion using grid of 42.7 percent and 54.75 percent, respectively. For schools without electricity, the highest proportions are for P3 and S3 schools, followed by P2 and S2 and lastly P1 and S1, Figure 9.5.



Table 9.5: Schools by Grant Classification and Main Source of Electricity, Number and Percentage, Zimbabwe, 2019

| Source of Electricity | Grant Classification |        |     |        |       |        |     |        |     |        |       |        |
|-----------------------|----------------------|--------|-----|--------|-------|--------|-----|--------|-----|--------|-------|--------|
|                       | P1                   |        | P2  |        | P3    |        | S1  |        | S2  |        | S3    |        |
|                       | Schools              |        |     |        |       |        |     |        |     |        |       |        |
|                       | No                   | %      | No  | %      | No    | %      | No  | %      | No  | %      | No    | %      |
| Gas Turbine           | 4                    | 1.17   | 1   | 0.13   | 7     | 0.13   | 3   | 1.46   | 3   | 0.71   | 11    | 0.47   |
| Generator             | 20                   | 5.85   | 30  | 3.83   | 171   | 3.08   | 11  | 5.34   | 20  | 4.75   | 124   | 5.33   |
| Grid                  | 300                  | 87.72  | 657 | 83.8   | 2 367 | 42.7   | 180 | 87.38  | 356 | 84.56  | 1 274 | 54.75  |
| None                  | 5                    | 1.46   | 18  | 2.3    | 66    | 1.19   | 2   | 0.97   | 3   | 0.71   | 16    | 0.69   |
| Other                 | 2                    | 0.58   | 17  | 2.17   | 333   | 6.01   | 6   | 2.91   | 8   | 1.9    | 150   | 6.45   |
| Solar                 | 11                   | 3.22   | 61  | 7.78   | 2 601 | 46.9   | 4   | 1.94   | 31  | 7.36   | 752   | 32.32  |
| Total                 | 342                  | 100.00 | 784 | 100.00 | 5 545 | 100.00 | 206 | 100.00 | 421 | 100.00 | 2 327 | 100.00 |

Figure 9.5: Schools Without Electricity by Grant Classification, Percentage, Zimbabwe, 2019



### 9.3. Water and Sanitation Hygiene (WASH) Facilities

The recommended learner toilet ratio is 20 for females and 25 with a urinary for males.

#### 9.3.1 Learner and Teacher to Toilet Ratios

The primary school male learner to toilet ratio is 26, whilst the female one is 25. For primary school teachers, the male teacher to toilet ratio is 2, whilst the female one is 4. The primary school learner to toilet ratio has generally increased for both males and females, with the teacher toilet ratios generally remaining the same from 2015 to 2019 for both females and males, Table 9.6.

The secondary school learner to toilet ratio is 18 for males and 18 for females and the teacher to toilet ratio is the same for females and males at 3. At secondary school level the situation has remained generally constant since 2015, for both the learner and teacher to toilet ratios.

Table 9.6: Learners and Teachers to Toilet Ratios by Sex, Zimbabwe, 2015-2019

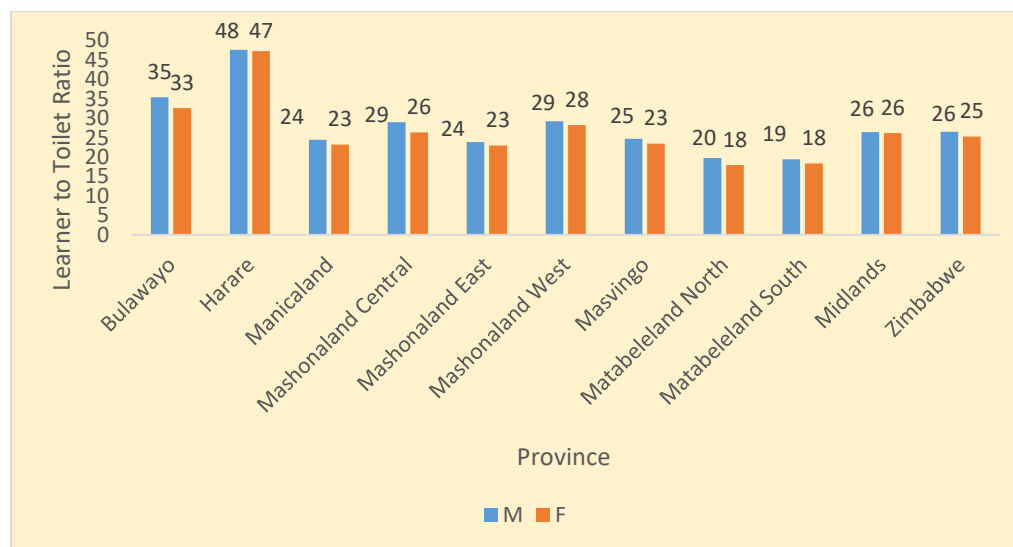
| Year | Primary School Learner and Teacher to Toilet Ratio by Sex |        |          |        | Secondary School Learner and Teacher Toilet Ratio by Sex |        |          |        |
|------|---|--------|----------|--------|--|--------|----------|--------|
|      | Learner   |        | Teachers |        | Learner  |        | Teachers |        |
|      | Male  | Female | Male     | Female | Male   | Female | Male     | Female |
| 2015 | 25  | 24     | 2        | 4      | 18   | 18     | 3        | 3      |
| 2016 | 21  | 20     | 2        | 3      | 18   | 18     | 3        | 2      |
| 2017 | 25  | 24     | 2        | 3      | 17   | 18     | 3        | 3      |
| 2018 | 22  | 21     | 2        | 3      | 17   | 17     | 3        | 3      |
| 2019 | 26  | 25     | 2        | 4      | 18   | 18     | 3        | 3      |

The predominantly urban provinces of Harare and Bulawayo have relatively more congested toilet facilities than the predominantly rural ones for both primary and secondary levels of education. At primary school level, the teacher to toilet ratio is highest for female teachers in Bulawayo and Harare provinces, where 9 and 10 female teachers are sharing a toilet, respectively, with all the other provinces having ratios ranging from 2 to 4, Table 9.7. For ECD Learner to Toilet Ratios, Mashonaland Central province has the highest ratio of 30 for males and 28 for females and Harare province the least of 14 for males and 15 for females. With regards to primary school Learner to Toilet ratios, Harare province has the highest ratio of 48 for males and 47 for females and Matabeleland South province has the least ratios of 19 for males and 18 for females.

Table 9.7: ECD and Primary Teacher and Learner to Toilet Ratios by Sex and Province, Zimbabwe, 2019

| Province            | Toilets for teachers |        | Toilets for ECD |        | Toilets for Primary |        | Teacher to Toilet Ratio |    | ECD Learner to Toilet Ratio |    | Primary Learner to Toilet Ratio |    |
|---------------------|----------------------|--------|-----------------|--------|---------------------|--------|-------------------------|----|-----------------------------|----|---------------------------------|----|
|                     | M                    | F      | M               | F      | M                   | F      | M                       | F  | M                           | F  | M                               | F  |
| Bulawayo            | 365                  | 454    | 797             | 779    | 1 594               | 1 759  | 1                       | 9  | 16                          | 17 | 35                              | 33 |
| Harare              | 811                  | 739    | 1 499           | 1 417  | 3 113               | 3 164  | 2                       | 10 | 14                          | 15 | 48                              | 47 |
| Manicaland          | 2 886                | 2 895  | 2 584           | 2 715  | 9 059               | 9 365  | 2                       | 3  | 22                          | 21 | 24                              | 23 |
| Mashonaland Central | 1 514                | 1 588  | 1 089           | 1 130  | 4 470               | 4 856  | 2                       | 3  | 30                          | 28 | 29                              | 26 |
| Mashonaland East    | 2 492                | 2 520  | 1 634           | 1 587  | 6 343               | 6 473  | 1                       | 3  | 23                          | 23 | 24                              | 23 |
| Mashonaland West    | 1 748                | 1 692  | 1 596           | 1 595  | 5 614               | 5 760  | 2                       | 4  | 22                          | 22 | 29                              | 28 |
| Masvingo            | 2 617                | 2 756  | 2 124           | 2 121  | 7 571               | 7 895  | 2                       | 3  | 22                          | 22 | 25                              | 23 |
| Matabeleland North  | 916                  | 1 021  | 902             | 905    | 4 313               | 4 768  | 2                       | 4  | 24                          | 24 | 20                              | 18 |
| Matabeleland South  | 962                  | 1 073  | 1 127           | 1 104  | 3 922               | 4 116  | 2                       | 3  | 19                          | 19 | 19                              | 18 |
| Midlands            | 2 049                | 2 117  | 1 952           | 1 951  | 6 898               | 6 903  | 2                       | 4  | 21                          | 21 | 26                              | 26 |
| Total               | 16 360               | 16 855 | 15 304          | 15 304 | 52 897              | 55 059 | 2                       | 4  | 21                          | 21 | 26                              | 25 |

Figure 9.6: Primary School Learner to Toilet Ratio by Sex, Zimbabwe, 2019



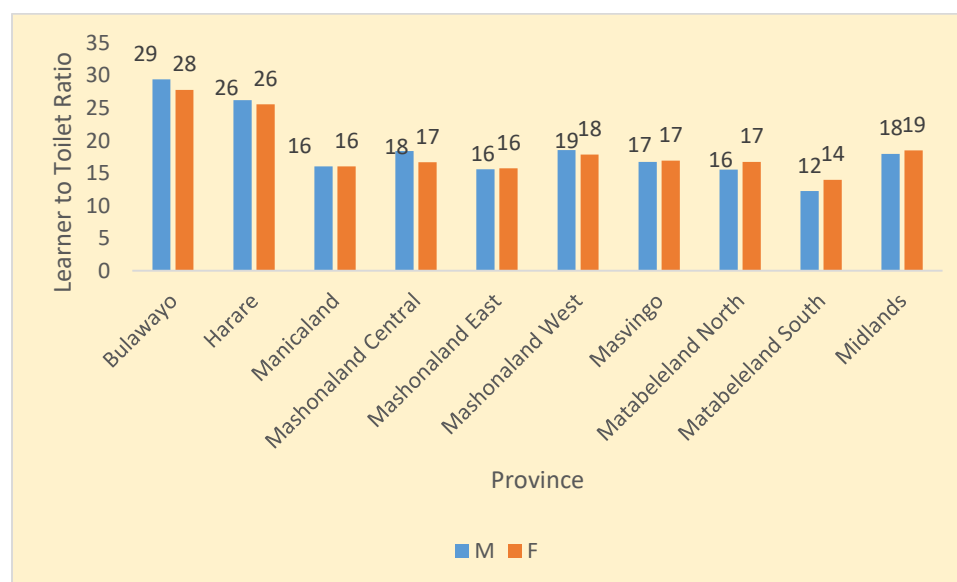
The secondary school learner to toilet ratios are highest for Bulawayo province with males (29) and females (28) and least in Matabeleland South province with males (12) and females (14), Table 9.8. Bulawayo province has the highest secondary school teacher to toilet ratio of 4 for males and

7 for females, followed by Harare with 3 for males and 5 for females, with all the other provinces having ratios of 2 or 3 and generally with gender parity.

Table 9.8: Secondary Learner and Teacher to Toilet Ratios by Sex and Province, Number, Zimbabwe, 2019

| Province            | Toilets for Learners, No. |        | Toilets for Teachers, No. |       | Secondary Learner to Toilet Ratio |    | Teacher to Toilet Ratio |   |
|---------------------|---------------------------|--------|---------------------------|-------|-----------------------------------|----|-------------------------|---|
|                     | M                         | F      | M                         | F     | M                                 | F  | M                       | F |
| Bulawayo            | 960                       | 1 134  | 275                       | 236   | 29                                | 28 | 4                       | 7 |
| Harare              | 2 529                     | 2 695  | 863                       | 721   | 26                                | 26 | 3                       | 5 |
| Manicaland          | 5 682                     | 5 403  | 1 663                     | 1 475 | 16                                | 16 | 3                       | 2 |
| Mashonaland Central | 2 417                     | 2 519  | 767                       | 777   | 18                                | 17 | 2                       | 2 |
| Mashonaland East    | 4 315                     | 4 105  | 1 425                     | 1 288 | 16                                | 16 | 2                       | 2 |
| Mashonaland West    | 3 412                     | 3 300  | 907                       | 805   | 19                                | 18 | 3                       | 3 |
| Masvingo            | 4 575                     | 4 422  | 1 532                     | 1 283 | 17                                | 17 | 2                       | 2 |
| Matabeleland North  | 1 723                     | 1 909  | 429                       | 414   | 16                                | 17 | 3                       | 3 |
| Matabeleland South  | 2 154                     | 2 200  | 527                       | 489   | 12                                | 14 | 2                       | 2 |
| Midlands            | 3 906                     | 3 985  | 1 288                     | 1 179 | 18                                | 19 | 2                       | 2 |
| Total               | 31 673                    | 31 672 | 9 676                     | 8 667 | 18                                | 18 | 3                       | 3 |

Figure 9.7: Secondary School Learner to Toilet Ratio by Sex, Zimbabwe, 2019



### 9.3.2 Number of Toilets by Type and Province

At national level, learners in schools at all levels mostly use Blair toilets, followed by water closets, urinals and lastly pit latrines, Figure 9.8. Both females and males use the same facilities following the same pattern. The predominantly urban provinces of Bulawayo and Harare mostly use water closets and urinals at all levels of education. In the predominantly rural provinces, schools mainly use Blair and pit latrines, Tables 9.11, 9.12 and 9.13.

Figure 9.8: Percentage of Toilets by Type, Sex and Level of Education, Zimbabwe, 2019

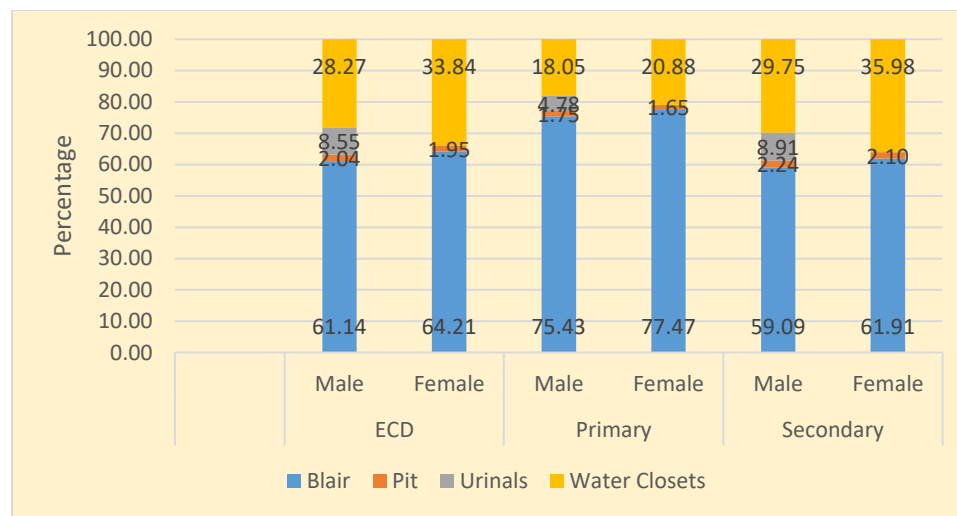


Table 9.9: ECD Toilets for Learners by Type and Province, Number, Zimbabwe, 2019

| Province            | Type of Toilet, No. |        |              |        |         |               |        |
|---------------------|---------------------|--------|--------------|--------|---------|---------------|--------|
|                     | Blair Toilets       |        | Pit Latrines |        | Urinals | Water Closets |        |
|                     | Male                | Female | Male         | Female | Male    | Male          | Female |
| Bulawayo            | 37                  | 43     | 0            | 0      | 133     | 627           | 736    |
| Harare              | 71                  | 79     | 4            | 5      | 335     | 1 089         | 1 333  |
| Manicaland          | 1 854               | 2 114  | 44           | 48     | 184     | 502           | 553    |
| Mashonaland Central | 825                 | 900    | 24           | 23     | 57      | 183           | 207    |
| Mashonaland East    | 1 186               | 1 238  | 37           | 32     | 150     | 261           | 317    |
| Mashonaland West    | 1 116               | 1 157  | 37           | 44     | 111     | 332           | 394    |
| Masvingo            | 1 795               | 1 834  | 30           | 29     | 66      | 233           | 258    |
| Matabeleland North  | 700                 | 722    | 21           | 20     | 15      | 166           | 163    |
| Matabeleland South  | 946                 | 935    | 4            | 4      | 26      | 151           | 165    |
| Midlands            | 1 477               | 1 534  | 45           | 44     | 117     | 313           | 373    |
| Total               | 10 007              | 10 556 | 246          | 249    | 1 194   | 3 857         | 4 499  |

Table 9.10: Primary Toilets for Learners by Type and Province, Number, Zimbabwe, 2019

| Province            | Type of Toilet, No. |        |              |        |         |               |        |
|---------------------|---------------------|--------|--------------|--------|---------|---------------|--------|
|                     | Blair Toilets       |        | Pit Latrines |        | Urinals | Water Closets |        |
|                     | Male                | Female | Male         | Female | Male    | Male          | Female |
| Bulawayo            | 140                 | 161    |              |        | 217     | 1 237         | 1 598  |
| Harare              | 237                 | 242    | 43           | 28     | 466     | 2 367         | 2 894  |
| Manicaland          | 7 553               | 8 049  | 142          | 162    | 382     | 982           | 1 154  |
| Mashonaland Central | 3 777               | 4 024  | 67           | 73     | 122     | 504           | 759    |
| Mashonaland East    | 5 269               | 5 601  | 112          | 121    | 243     | 719           | 751    |
| Mashonaland West    | 4 167               | 4 339  | 188          | 180    | 224     | 1 035         | 1 241  |
| Masvingo            | 6 744               | 7 087  | 99           | 101    | 99      | 629           | 707    |
| Matabeleland North  | 3 997               | 4 395  | 54           | 55     | 13      | 249           | 318    |
| Matabeleland South  | 3 596               | 3 803  | 14           | 15     | 43      | 269           | 298    |
| Midlands            | 5 633               | 5 709  | 133          | 128    | 253     | 879           | 1 066  |
| Total               | 41 113              | 43 410 | 852          | 863    | 2 062   | 8 870         | 10 786 |

Table 9.11: Secondary Toilets for Learners by Type and Province, Number, Zimbabwe, 2019

| Province            | Blair Toilets |        | Pit Latrines |        | Urinals | Water Closets |        |
|---------------------|---------------|--------|--------------|--------|---------|---------------|--------|
|                     | Male          | Female | Male         | Female | Male    | Male          | Female |
| Bulawayo            | 33            | 25     | 1            | 1      | 202     | 724           | 1 108  |
| Harare              | 75            | 85     | 27           | 15     | 597     | 1 830         | 2 595  |
| Manicaland          | 3 795         | 3 877  | 121          | 122    | 480     | 1 286         | 1 404  |
| Mashonaland Central | 1 765         | 1 894  | 75           | 85     | 143     | 434           | 540    |
| Mashonaland East    | 2 661         | 2 698  | 106          | 99     | 335     | 1 213         | 1 308  |
| Mashonaland West    | 1 968         | 2 046  | 95           | 94     | 267     | 1 082         | 1 160  |
| Masvingo            | 3 265         | 3 396  | 81           | 65     | 308     | 921           | 961    |
| Matabeleland North  | 1 249         | 1 398  | 88           | 67     | 66      | 320           | 444    |
| Matabeleland South  | 1 306         | 1 453  | 38           | 37     | 148     | 662           | 710    |
| Midlands            | 2 600         | 2 737  | 79           | 81     | 276     | 951           | 1 167  |
| Total               | 18 717        | 19 609 | 711          | 666    | 2 822   | 9 423         | 11 397 |

### 9.3.3 Access to Water in Schools

The sources of water for schools include boreholes, piped water, protected wells (safe water) and river/stream, dam, unprotected well, dam and abstraction spring (unsafe sources).

In 2019, 98.37 percent of all primary schools in Zimbabwe have a source of water, with 1.63 percent schools reporting that they do not have. There is universal access to water in primary schools in Bulawayo province. There are 109 primary schools without a water source, and these are in the predominantly rural provinces, ranging from one school in Harare province to 25 schools in Midlands province, Table 9.12.

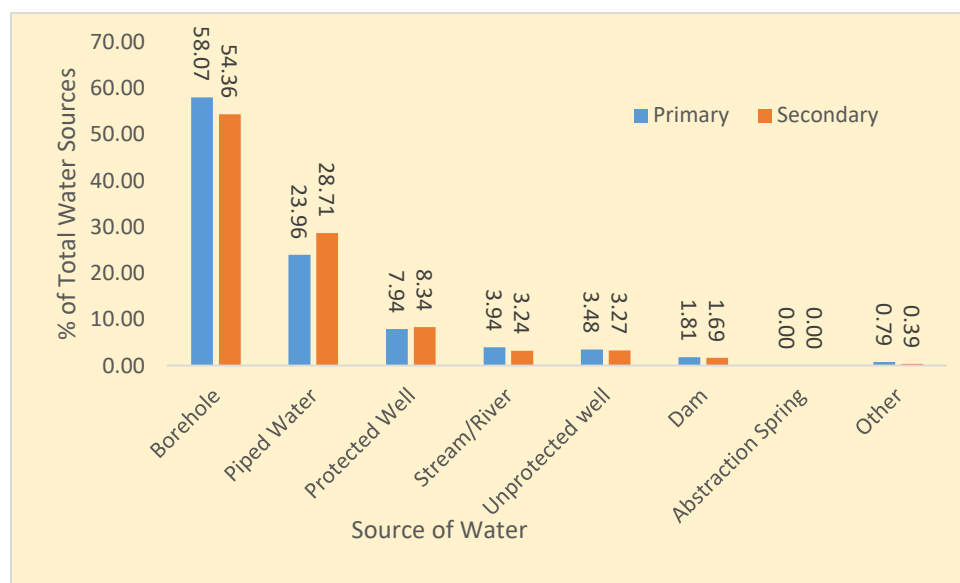
Table 9.12: Primary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Total Primary | With Water Source |        | Without Water Source |      | Water source |     |       |             |                |              |                  | Total Water Sources |
|---------------------|---------------|-------------------|--------|----------------------|------|--------------|-----|-------|-------------|----------------|--------------|------------------|---------------------|
|                     |               | No.               | %      | No.                  | %    | Borehole     | Dam | Other | Piped Water | Protected Well | Stream/River | Unprotected well |                     |
| Bulawayo            | 293           | 293               | 100.00 | 0                    | 0.00 | 97           | 0   | 0     | 272         | 3              | 0            | 0                | 372                 |
| Harare              | 321           | 320               | 99.69  | 1                    | 0.31 | 232          | 0   | 0     | 212         | 20             | 0            | 2                | 466                 |
| Manicaland          | 1 072         | 1 065             | 99.35  | 7                    | 0.65 | 638          | 7   | 8     | 389         | 129            | 67           | 50               | 1 288               |
| Mashonaland Central | 567           | 554               | 97.71  | 13                   | 2.29 | 414          | 19  | 9     | 106         | 61             | 17           | 20               | 646                 |
| Mashonaland East    | 764           | 757               | 99.08  | 7                    | 0.92 | 565          | 16  | 3     | 165         | 147            | 24           | 35               | 955                 |
| Mashonaland West    | 765           | 750               | 98.04  | 15                   | 1.96 | 585          | 18  | 6     | 143         | 73             | 22           | 28               | 875                 |
| Masvingo            | 875           | 862               | 98.51  | 13                   | 1.49 | 646          | 34  | 8     | 161         | 62             | 55           | 45               | 1 011               |
| Matabeleland North  | 628           | 611               | 97.29  | 17                   | 2.71 | 417          | 15  | 14    | 132         | 30             | 46           | 37               | 691                 |
| Matabeleland South  | 532           | 521               | 97.93  | 11                   | 2.07 | 390          | 9   | 10    | 98          | 21             | 37           | 14               | 579                 |
| Midlands            | 854           | 829               | 97.07  | 25                   | 2.93 | 566          | 24  | 4     | 199         | 76             | 41           | 42               | 952                 |
| Total               | 6 671         | 6 562             | 98.37  | 109                  | 1.63 | 4 550        | 142 | 62    | 1 877       | 622            | 309          | 273              | 7 835               |

More than half of all water sources for both primary (58.07 percent) and secondary schools (54.36 percent) are boreholes, respectively, followed by piped water, and then protected well, which are safe water sources<sup>28</sup>, with very small proportions using the unsafe sources namely streams or rivers, unprotected wells and dams, Figure 9.9 and Tables 9.13 and 9.16.

<sup>28</sup> Note multiple responses are acceptable. A school can have more than one water source. The total percentages can therefore be above 100 percent.

Figure 9.9: Source of Water As a Percentage of All Water Sources by Education Level, Zimbabwe, 2019



Mashonaland West province has the highest proportion of borehole water sources (66.86 percent) getting water from boreholes and Bulawayo province is the least with 26.08 percent, Table 9.13. The proportion of piped water sources range from 15.92 percent in Masvingo province to 73.12 percent in Bulawayo province. Mashonaland East province has the highest proportion of protected well water sources (15.39 percent) and Bulawayo province the lowest (0.81 percent)

Table 9.13: Primary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2019

| Province            | Water Source, % |      |       |             |                |              |                  | Total Water Sources |       |
|---------------------|-----------------|------|-------|-------------|----------------|--------------|------------------|---------------------|-------|
|                     | Borehole        | Dam  | Other | Piped Water | Protected Well | Stream/River | Unprotected well | %                   | No    |
| Bulawayo            | 26.08           | 0.00 | 0.00  | 73.12       | 0.81           | 0.00         | 0.00             | 100.00              | 372   |
| Harare              | 49.79           | 0.00 | 0.00  | 45.49       | 4.29           | 0.00         | 0.43             | 100.00              | 466   |
| Manicaland          | 49.53           | 0.54 | 0.62  | 30.20       | 10.02          | 5.20         | 3.88             | 100.00              | 1 288 |
| Mashonaland Central | 64.09           | 2.94 | 1.39  | 16.41       | 9.44           | 2.63         | 3.10             | 100.00              | 646   |
| Mashonaland East    | 59.16           | 1.68 | 0.31  | 17.28       | 15.39          | 2.51         | 3.66             | 100.00              | 955   |
| Mashonaland West    | 66.86           | 2.06 | 0.69  | 16.34       | 8.34           | 2.51         | 3.20             | 100.00              | 875   |
| Masvingo            | 63.90           | 3.36 | 0.79  | 15.92       | 6.13           | 5.44         | 4.45             | 100.00              | 1 011 |
| Matabeleland North  | 60.35           | 2.17 | 2.03  | 19.10       | 4.34           | 6.66         | 5.35             | 100.00              | 691   |
| Matabeleland South  | 67.36           | 1.55 | 1.73  | 16.93       | 3.63           | 6.39         | 2.42             | 100.00              | 579   |
| Midlands            | 59.45           | 2.52 | 0.42  | 20.90       | 7.98           | 4.31         | 4.41             | 100.00              | 952   |
| Total               | 58.07           | 1.81 | 0.79  | 23.96       | 7.94           | 3.94         | 3.48             | 100.00              | 7 835 |



Primary schools are generally worse off than secondary schools with regards to many aspects of access to and use of water. Access to water and use of water is much better in Harare and Bulawayo provinces than in the predominantly rural provinces, for all options, hence this analysis will concentrate on the predominantly rural provinces

The proportion of primary schools whose distance to the water source is greater than 500 metres is 25.68 percent, ranging from 19.68 percent in Manicaland province to 33.27 percent in Matabeleland South province, in the predominantly rural provinces, Table 9.14. With regards to safe water to drink, 86.73 percent of the primary schools had access. The proportions ranged from 80.25 percent in Matabeleland North province to 88.90 percent in Manicaland province. The proportion of primary schools with sufficient water was 70.86 percent, ranging from 64.52 percent in Midlands province to 72.01 percent in Manicaland province. In 2019, 70.14 percent of the primary schools have consistently available water, ranging from 65.04 in Matabeleland South province to 73.88 percent in Manicaland province. The percentage of primary schools using treated water in Zimbabwe is relatively low at 33.25 percent, ranging from 20.70 percent in Matabeleland North province to 36.47 percent in Manicaland province. About two thirds (61.76 percent) of the primary schools have a water source which is also used by the community. The proportions from 55.25 percent of primary schools in Matabeleland North province to 73.03 percent in Masvingo province.

Table 9.14: Primary Schools by Access to Water and Use of Water, Number and Percentage, Zimbabwe, 2019

| Province            | Total Primary | Distance from Source |              |               | Safe to Drink |       | Sufficient |       | Consistently Available |       | Water is Treated |       | Used by the community |       |
|---------------------|---------------|----------------------|--------------|---------------|---------------|-------|------------|-------|------------------------|-------|------------------|-------|-----------------------|-------|
|                     |               | < 500 metres         | > 500 metres | % > 500 meter | No            | %     | No         | %     | No                     | %     | No               | %     | No                    | %     |
| Bulawayo            | 293           | 263                  | 30           | 10.24         | 283           | 96.59 | 283        | 96.59 | 246                    | 83.96 | 275              | 93.86 | 67                    | 22.87 |
| Harare              | 321           | 275                  | 45           | 14.02         | 314           | 97.82 | 304        | 94.70 | 292                    | 90.97 | 254              | 79.13 | 146                   | 45.48 |
| Manicaland          | 1 072         | 861                  | 211          | 19.68         | 953           | 88.90 | 772        | 72.01 | 792                    | 73.88 | 391              | 36.47 | 676                   | 63.06 |
| Mashonaland Central | 567           | 432                  | 135          | 23.81         | 493           | 86.95 | 378        | 66.67 | 381                    | 67.20 | 153              | 26.98 | 398                   | 70.19 |
| Mashonaland East    | 764           | 575                  | 189          | 24.74         | 675           | 88.35 | 563        | 73.69 | 534                    | 69.90 | 222              | 29.06 | 482                   | 63.09 |
| Mashonaland West    | 765           | 568                  | 197          | 25.75         | 664           | 86.80 | 523        | 68.37 | 519                    | 67.84 | 229              | 29.93 | 502                   | 65.62 |
| Masvingo            | 875           | 597                  | 278          | 31.77         | 755           | 86.29 | 568        | 64.91 | 592                    | 67.66 | 209              | 23.89 | 639                   | 73.03 |
| Matabeleland North  | 628           | 446                  | 182          | 28.98         | 504           | 80.25 | 431        | 68.63 | 414                    | 65.92 | 130              | 20.70 | 347                   | 55.25 |
| Matabeleland South  | 532           | 355                  | 177          | 33.27         | 447           | 84.02 | 354        | 66.54 | 346                    | 65.04 | 116              | 21.80 | 322                   | 60.53 |
| Midlands            | 854           | 585                  | 269          | 31.50         | 698           | 81.73 | 551        | 64.52 | 563                    | 65.93 | 239              | 27.99 | 541                   | 63.35 |
| Total               | 6 671         | 4 957                | 1 713        | 25.68         | 5 786         | 86.73 | 4 727      | 70.86 | 4 679                  | 70.14 | 2 218            | 33.25 | 4 120                 | 61.76 |

In 2019, 97.43 percent of all secondary schools in Zimbabwe have a source of water, with 2.57 percent of the schools reporting that they do not have. There is universal access to water in secondary schools in Bulawayo province. There are 76 secondary schools with no water source, and these are in the predominantly rural provinces, ranging from 2 schools in Harare province to 15 schools in Mashonaland West province, Table 9.15

Table 9.15: Secondary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2019

| Province            | No. of Second Schools | With Water Source |        | Without Water Source |      | Water Source |     |       |             |                |                |                  | Total Sources, No |
|---------------------|-----------------------|-------------------|--------|----------------------|------|--------------|-----|-------|-------------|----------------|----------------|------------------|-------------------|
|                     |                       | No                | %      | No                   | %    | Borehole     | Dam | Other | Piped Water | Protected Well | Stream / River | Unprotected well |                   |
| Bulawayo            | 96                    | 96                | 100.00 | 0                    | 0.00 | 34           | 0   | 0     | 87          | 1              | 0              | 0                | 122               |
| Harare              | 278                   | 276               | 99.28  | 2                    | 0.72 | 157          | 0   | 3     | 173         | 40             | 0              | 2                | 375               |
| Manicaland          | 443                   | 432               | 97.52  | 11                   | 2.48 | 267          | 4   | 4     | 166         | 65             | 28             | 21               | 555               |
| Mashonaland Central | 259                   | 247               | 95.37  | 12                   | 4.63 | 185          | 6   | 1     | 62          | 18             | 6              | 10               | 288               |
| Mashonaland East    | 384                   | 375               | 97.66  | 9                    | 2.34 | 280          | 13  | 0     | 97          | 73             | 12             | 17               | 492               |
| Mashonaland West    | 388                   | 373               | 96.13  | 15                   | 3.87 | 288          | 8   | 3     | 92          | 28             | 14             | 19               | 452               |
| Masvingo            | 361                   | 356               | 98.61  | 5                    | 1.39 | 271          | 13  | 1     | 124         | 25             | 18             | 12               | 464               |
| Matabeleland North  | 205                   | 196               | 95.61  | 9                    | 4.39 | 133          | 6   | 1     | 56          | 10             | 10             | 11               | 227               |
| Matabeleland South  | 170                   | 167               | 98.24  | 3                    | 1.76 | 121          | 3   | 0     | 51          | 6              | 6              | 2                | 189               |
| Midlands            | 370                   | 360               | 97.30  | 10                   | 2.70 | 226          | 8   | 1     | 128         | 35             | 23             | 24               | 445               |
| Total               | 2 954                 | 2 878             | 97.43  | 76                   | 2.57 | 1 962        | 61  | 14    | 1 036       | 301            | 117            | 118              | 3 609             |

For secondary schools, boreholes are the most common source of water Figure 9.9 and Table 9.16. In predominantly rural provinces borehole water sources constituted 48.11 percent of all water sources in Manicaland province to 64.24 percent in Mashonaland Central province, followed closely by Matabeleland South Province with 64.02 percent. Harare and Bulawayo provinces have the least proportions of boreholes as water sources at 41.87 percent and 27.87 percent, respectively. These two predominantly urban provinces have the highest proportions of piped water sources of 46.13 percent and 71.31 percent, respectively in secondary schools. Piped water sources in predominantly rural provinces constituted from 19.72 percent of all water sources in Mashonaland East province to 29.91 percent in Manicaland province. The proportion of protected well water sources range from 3.17 percent in Matabeleland South province to 14.84 percent in Mashonaland East province. For urban provinces, the proportions of protected well sources for Bulawayo and Harare provinces were 0.82 percent and 10.67 percent respectively.

Table 9.16: Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2019

| Province            | Water Source, % |      |       |             |                |        |                  | Total Water Sources |       |
|---------------------|-----------------|------|-------|-------------|----------------|--------|------------------|---------------------|-------|
|                     | Borehole        | Dam  | Other | Piped Water | Protected Well | Stream | Unprotected well | %                   | No.   |
| Bulawayo            | 27.87           | 0.00 | 0.00  | 71.31       | 0.82           | 0.00   | 0.00             | 100.00              | 122   |
| Harare              | 41.87           | 0.00 | 0.80  | 46.13       | 10.67          | 0.00   | 0.53             | 100.00              | 375   |
| Manicaland          | 48.11           | 0.72 | 0.72  | 29.91       | 11.71          | 5.05   | 3.78             | 100.00              | 555   |
| Mashonaland Central | 64.24           | 2.08 | 0.35  | 21.53       | 6.25           | 2.08   | 3.47             | 100.00              | 288   |
| Mashonaland East    | 56.91           | 2.64 | 0.00  | 19.72       | 14.84          | 2.44   | 3.46             | 100.00              | 492   |
| Mashonaland West    | 63.72           | 1.77 | 0.66  | 20.35       | 6.19           | 3.10   | 4.20             | 100.00              | 452   |
| Masvingo            | 58.41           | 2.80 | 0.22  | 26.72       | 5.39           | 3.88   | 2.59             | 100.00              | 464   |
| Matabeleland North  | 58.59           | 2.64 | 0.44  | 24.67       | 4.41           | 4.41   | 4.85             | 100.00              | 227   |
| Matabeleland South  | 64.02           | 1.59 | 0.00  | 26.98       | 3.17           | 3.17   | 1.06             | 100.00              | 189   |
| Midlands            | 50.79           | 1.80 | 0.22  | 28.76       | 7.87           | 5.17   | 5.39             | 100.00              | 445   |
| Total               | 54.36           | 1.69 | 0.39  | 28.71       | 8.34           | 3.24   | 3.27             | 100.00              | 3 609 |

As for the primary schools, access to water and use of water for secondary schools is much better in Harare and Bulawayo provinces than in the predominantly rural provinces, for all options, hence this analysis will concentrate on the predominantly rural provinces. The proportion of primary schools whose distance to the water source is greater than 500 metres is 22.78 percent, ranging from 22.12 percent in Manicaland province to 29.34 percent in Mashonaland Central province, in the predominantly rural provinces, Table 9.17. With regards to safe water to drink, 87.88 percent of the secondary schools had access. The proportions ranged from 80.98 percent in Matabeleland North province to 89.47 percent in Masvingo province. The proportion of secondary schools with sufficient water was 70.95 percent, ranging from 65.29 percent in Matabeleland South province to 69.75 percent in Manicaland province. In 2019, 69.43 percent of the secondary schools have consistently available water, ranging from 64.09 in Mashonaland Central province to 70.88 percent in Manicaland province. The percentage of secondary schools using treated water in Zimbabwe is relatively low at 36.36 percent, ranging from 23.94 percent in Mashonaland Central province to 32.35 percent in Matabeleland South province. Over half (56.84 percent) of the secondary schools have a water source which is also used by the community. The proportions range from 48.78 percent of primary schools in Matabeleland North province to 62.93 percent in Mashonaland Central province.

Table 9.17: Secondary Schools by Access to Water and Use of Water, Percentage and Number, Zimbabwe, 2019

| Province            | Total Secondary | Distance from Source |              |               | Safe to Drink |       | Sufficient |       | Consistently Available |       | Water is Treated |       | Used by the community |       |
|---------------------|-----------------|----------------------|--------------|---------------|---------------|-------|------------|-------|------------------------|-------|------------------|-------|-----------------------|-------|
|                     |                 | < 500 metres         | > 500 metres | % > 500 meter | No            | %     | No         | %     | No                     | %     | No               | %     | No                    | %     |
| Bulawayo            | 96              | 88                   | 8            | 8.33          | 93            | 96.88 | 91         | 94.79 | 77                     | 80.21 | 79               | 82.29 | 30                    | 31.25 |
| Harare              | 278             | 261                  | 17           | 6.12          | 269           | 96.76 | 264        | 94.96 | 248                    | 89.21 | 224              | 80.58 | 124                   | 44.60 |
| Manicaland          | 443             | 344                  | 98           | 22.12         | 391           | 88.26 | 309        | 69.75 | 314                    | 70.88 | 141              | 31.83 | 272                   | 61.40 |
| Mashonaland Central | 259             | 183                  | 76           | 29.34         | 224           | 86.49 | 170        | 65.64 | 166                    | 64.09 | 62               | 23.94 | 163                   | 62.93 |
| Mashonaland East    | 384             | 294                  | 90           | 23.44         | 338           | 88.02 | 260        | 67.71 | 263                    | 68.49 | 114              | 29.69 | 226                   | 58.85 |
| Mashonaland West    | 388             | 288                  | 100          | 25.77         | 330           | 85.05 | 256        | 65.98 | 263                    | 67.78 | 118              | 30.41 | 236                   | 60.82 |
| Masvingo            | 361             | 274                  | 87           | 24.10         | 323           | 89.47 | 248        | 68.70 | 237                    | 65.65 | 113              | 31.30 | 221                   | 61.22 |
| Matabeleland North  | 205             | 152                  | 53           | 25.85         | 166           | 80.98 | 134        | 65.37 | 132                    | 64.39 | 53               | 25.85 | 100                   | 48.78 |
| Matabeleland South  | 170             | 122                  | 48           | 28.24         | 150           | 88.24 | 111        | 65.29 | 111                    | 65.29 | 55               | 32.35 | 89                    | 52.35 |
| Midlands            | 370             | 274                  | 96           | 25.95         | 312           | 84.32 | 253        | 68.38 | 240                    | 64.86 | 115              | 31.08 | 218                   | 58.92 |
| Total               | 2 954           | 2 280                | 673          | 22.78         | 2 596         | 87.88 | 2 096      | 70.95 | 2 051                  | 69.43 | 1 074            | 36.36 | 1 679                 | 56.84 |

## 9.4. Health and Feeding

This section presents the presence of trained health teachers, supplementary feeding programmes and functioning health clubs at schools.

At national level, there are 67.83 percent primary schools with trained health teachers, 74.32 percent with supplementary feeding programmes and 85.46 percent with functioning health clubs, Table 9.18. Masvingo province has the highest percentage of primary schools with trained health teachers, supplementary feeding programmes and functioning health clubs of 77.03 percent and 93.60 percent, and 91.43 percent, respectively. Bulawayo province has the lowest percentages trained health teachers (49.83 percent) and functioning health clubs (68.60 percent). For supplementary feeding programmes, Matabeleland South province with 35.15 percent has the lowest percentage.

Table 9.18: Percentage of Primary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentages, Zimbabwe, 2019

| Province            | Total No. of Primary Schools | No. of Primary Schools with: |                                 |                         | % of Primary Schools with: |                                 |                         |
|---------------------|------------------------------|------------------------------|---------------------------------|-------------------------|----------------------------|---------------------------------|-------------------------|
|                     |                              | Trained Health Teachers      | Supplementary Feeding Programme | Functioning Health club | Trained Health Teacher     | Supplementary Feeding Programme | Functioning Health club |
| Bulawayo            | 293                          | 146                          | 184                             | 201                     | 49.83                      | 62.80                           | 68.60                   |
| Harare              | 321                          | 188                          | 215                             | 227                     | 58.57                      | 66.98                           | 70.72                   |
| Manicaland          | 1 072                        | 780                          | 889                             | 892                     | 72.76                      | 82.93                           | 83.21                   |
| Mashonaland Central | 567                          | 359                          | 329                             | 475                     | 63.32                      | 58.02                           | 83.77                   |
| Mashonaland East    | 764                          | 508                          | 588                             | 660                     | 66.49                      | 76.96                           | 86.39                   |
| Mashonaland West    | 765                          | 482                          | 547                             | 665                     | 63.01                      | 71.50                           | 86.93                   |
| Masvingo            | 875                          | 674                          | 819                             | 800                     | 77.03                      | 93.60                           | 91.43                   |
| Matabeleland North  | 628                          | 408                          | 570                             | 543                     | 64.97                      | 90.76                           | 86.46                   |
| Matabeleland South  | 532                          | 406                          | 187                             | 483                     | 76.32                      | 35.15                           | 90.79                   |
| Midlands            | 854                          | 574                          | 630                             | 755                     | 67.21                      | 73.77                           | 88.41                   |
| Total               | 6 671                        | 4 525                        | 4 958                           | 5 701                   | 67.83                      | 74.32                           | 85.46                   |

Table 9.19: Percentage of Secondary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentage, Zimbabwe, 2019

| Province            | Total No of Secondary Schools | No. of Secondary Schools with: |                                 |                         | % of Secondary Schools with: |                                 |                         |
|---------------------|-------------------------------|--------------------------------|---------------------------------|-------------------------|------------------------------|---------------------------------|-------------------------|
|                     |                               | Trained Health Teacher         | Supplementary Feeding Programme | Functioning Health Club | Trained Health Teacher       | Supplementary Feeding Programme | Functioning Health Club |
| Bulawayo            | 96                            | 44                             | 4                               | 63                      | 45.83                        | 4.17                            | 65.63                   |
| Harare              | 278                           | 118                            | 34                              | 142                     | 42.45                        | 12.23                           | 51.08                   |
| Manicaland          | 443                           | 324                            | 85                              | 365                     | 73.14                        | 19.19                           | 82.39                   |
| Mashonaland Central | 259                           | 151                            | 46                              | 197                     | 58.3                         | 17.76                           | 76.06                   |
| Mashonaland East    | 384                           | 237                            | 52                              | 287                     | 61.72                        | 13.54                           | 74.74                   |
| Mashonaland West    | 388                           | 203                            | 65                              | 277                     | 52.32                        | 16.75                           | 71.39                   |
| Masvingo            | 361                           | 231                            | 15                              | 295                     | 63.99                        | 4.16                            | 81.72                   |
| Matabeleland North  | 205                           | 119                            | 17                              | 156                     | 58.05                        | 8.29                            | 76.10                   |
| Matabeleland South  | 170                           | 111                            | 10                              | 127                     | 65.29                        | 5.88                            | 74.71                   |
| Midlands            | 370                           | 204                            | 66                              | 285                     | 55.14                        | 17.84                           | 77.03                   |
| Total               | 2 954                         | 1 742                          | 394                             | 2 194                   | 58.97                        | 13.34                           | 74.27                   |

Secondary schools have much lower proportions of schools with trained health teachers, supplementary feeding programmes and functioning health clubs than primary schools at both national and provincial levels, Figures 9.10, 9.11 and 9.12. At national level, there are 58.97 percent secondary schools with trained health teachers, 13.34 percent with supplementary feeding programmes and 74.27 percent with functioning health clubs, Table 9.19. Manicaland province has the highest percentage of secondary schools with trained health teachers of 73.14 percent, and Harare province has the lowest of 42.45 percent. For supplementary feeding programmes, Bulawayo province has the lowest percentage of 4.17 percent, with Manicaland province having the highest of 19.19 percent. The proportion of secondary schools with functioning health clubs range from 51.08 percent in Harare province to 82.39 percent in Manicaland province.

Figure 9.10: Schools with Trained Health Teachers by Level of Education, Percentage, Zimbabwe, 2019.

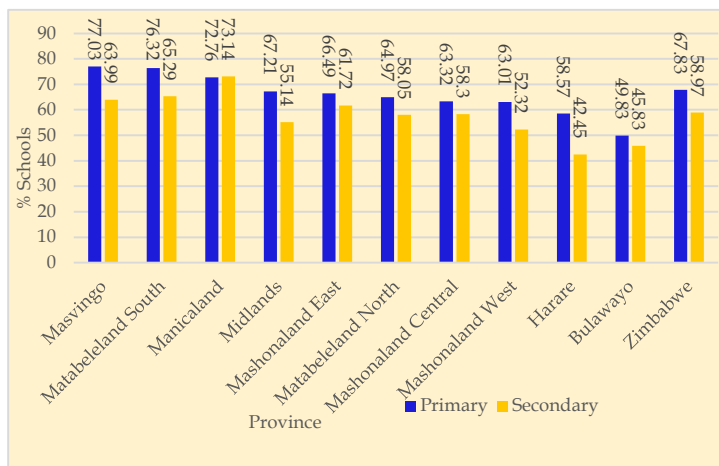


Figure 9.11: Schools with Supplementary Feeding Programmes by Level of Education, Percentage, Zimbabwe, 2019

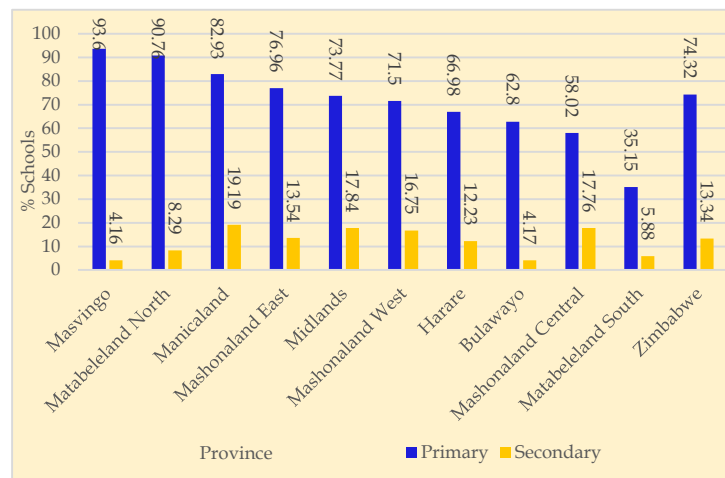
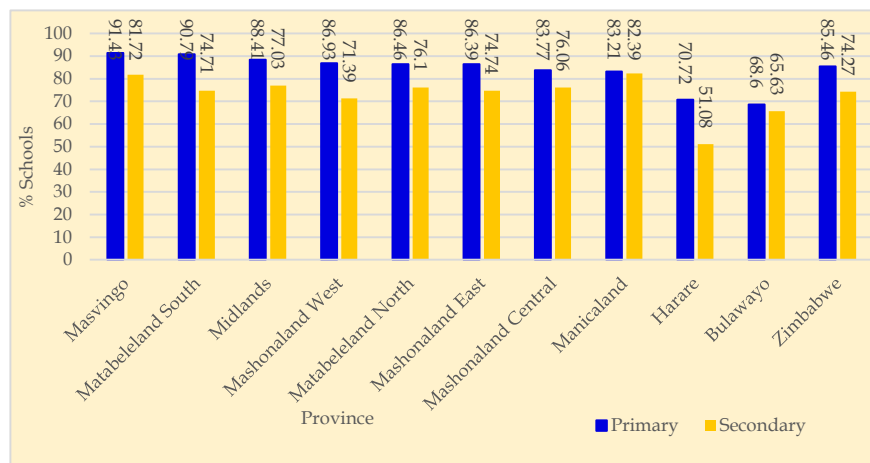


Figure 9.12: Schools with Functioning Health Clubs by Level of Education, Percentage, Zimbabwe, 2019.



## 9.5. ICT, Computer Access, Use and Connectivity

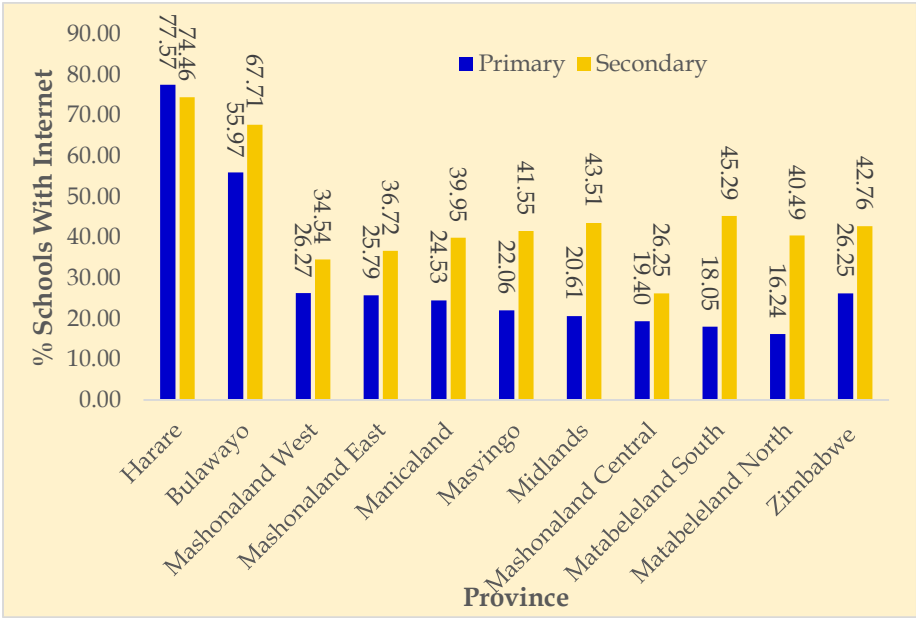
ICT has become indispensable in all facets of life worldwide hence its inclusion in the school curriculum. This will also enable learners to acquire set of skills critical on entering higher education or the employment sector. Ultimately it leads to improved institutional management and administration<sup>29</sup>. All schools are expected to use ICT in teaching and learning in order to

<sup>29</sup> Ministry of Primary and Secondary Education, 2015; Education Sector Strategic Plan, 2016-2020; Harare; pp 37

advance technology in achieving quality education<sup>30</sup>. Computers in schools are either used by the school administration, teachers and learners.

At national level, just above a quarter (26.25 percent), of the primary schools have internet, Table 9.20. A higher proportion (42.76 percent) of the secondary schools have internet. Primary schools without internet are 4 920 and 1 691 secondary schools. The predominantly urban provinces of Harare and Bulawayo provinces have the highest percentage of primary schools with internet 77.57 percent and 55.97 percent, respectively. For the predominantly rural provinces, the percentages of primary schools with internet ranges from 16.24 percent in Matabeleland North province to 26.27 percent in Mashonaland West province. For all provinces secondary schools have a higher portion with internet than primary schools, except for Harare province, Figure 9.13.

Figure 9.13: Schools With Internet Connectivity by Level of Education and Province, Percentage, Zimbabwe, 2019



<sup>30</sup> Ministry of Primary and Secondary Education, 2017; 2016 Annual Statistical Report; Harare pp 95

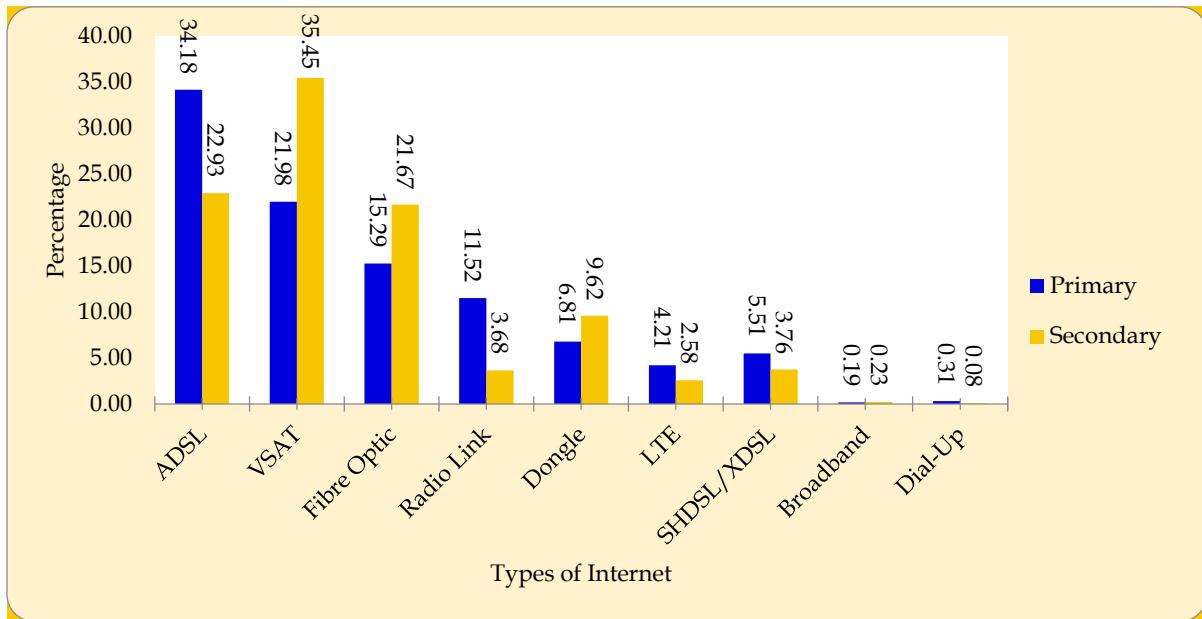


Table 9.20: Schools With and Without Internet by Education Level and Province, Number and Percentage, Zimbabwe, 2019

| Province            | Primary Schools, No. |         |       | % With Internet | Secondary Schools, No |         |       | % With Internet |
|---------------------|----------------------|---------|-------|-----------------|-----------------------|---------|-------|-----------------|
|                     | With Internet        | Without | Total |                 | With Internet         | Without | Total |                 |
| Bulawayo            | 164                  | 129     | 293   | 55.97           | 65                    | 31      | 96    | 67.71           |
| Harare              | 249                  | 72      | 321   | 77.57           | 207                   | 71      | 278   | 74.46           |
| Manicaland          | 263                  | 809     | 1 072 | 24.53           | 177                   | 266     | 443   | 39.95           |
| Mashonaland Central | 110                  | 457     | 567   | 19.40           | 68                    | 191     | 259   | 26.25           |
| Mashonaland East    | 197                  | 567     | 764   | 25.79           | 141                   | 243     | 384   | 36.72           |
| Mashonaland West    | 201                  | 564     | 765   | 26.27           | 134                   | 254     | 388   | 34.54           |
| Masvingo            | 193                  | 682     | 875   | 22.06           | 150                   | 211     | 361   | 41.55           |
| Matabeleland North  | 102                  | 526     | 628   | 16.24           | 83                    | 122     | 205   | 40.49           |
| Matabeleland South  | 96                   | 436     | 532   | 18.05           | 77                    | 93      | 170   | 45.29           |
| Midlands            | 176                  | 678     | 854   | 20.61           | 161                   | 209     | 370   | 43.51           |
| Total               | 1 751                | 4 920   | 6 671 | 26.25           | 1 263                 | 1 691   | 2 954 | 42.76           |

The percentages of secondary schools with internet for Harare and Bulawayo provinces are 74.46 percent and 67.71 percent, respectively, Table 9.20. For the predominantly rural provinces, the percentages of secondary schools with internet ranges from 26.25 percent in Mashonaland Central province to 45.29 percent in Matabeleland South. The main types of internet for both primary and secondary schools are ADSL VSAT, Fiber Optic and Radio Link, Figure 9.14. For primary schools, the biggest proportion uses ADSL (34.18 percent) with the smallest proportion using Dial up (0.31 percent), whilst for secondary schools the biggest proportion uses VSAT (35.45 percent) with the smallest proportion using Dial up (0.08 percent)

Figure 9.14: Types of Internet by Level of Education, Percentage, Zimbabwe, 2019



Tables 9.21 and 9.22 present primary schools by type of connectivity by provinces and the percentage distributions thereof by provinces, respectively. Harare and Bulawayo provinces primary schools mainly use ADSL, with about a quarter of Harare primary schools also using Fibre Optic. The predominantly rural provinces mainly connected to VSAT, followed by ADSL and the Fibre Optic. There is minimal usage of Dial up and broadband, at both levels of education.

Table 9.21: Primary Schools by Type of Connectivity and Province, Number, Zimbabwe, 2019

| Province            | Type of Connectivity |         |            |      |             |        |      |            |     |       |
|---------------------|----------------------|---------|------------|------|-------------|--------|------|------------|-----|-------|
|                     | Broadband            | Dial-Up | Radio Link | ADSL | Fibre Optic | Dongle | VSAT | SHDSL/XDSL | LTE | None  |
| Bulawayo            | 0                    | 1       | 1          | 115  | 15          | 7      | 5    | 13         | 4   | 129   |
| Harare              | 0                    | 0       | 5          | 140  | 68          | 13     | 10   | 18         | 3   | 72    |
| Manicaland          | 0                    | 0       | 34         | 65   | 21          | 18     | 78   | 12         | 19  | 809   |
| Mashonaland Central | 0                    | 2       | 21         | 17   | 12          | 14     | 18   | 3          | 2   | 457   |
| Mashonaland East    | 0                    | 0       | 22         | 43   | 22          | 13     | 52   | 6          | 6   | 567   |
| Mashonaland West    | 1                    | 0       | 22         | 60   | 29          | 12     | 39   | 8          | 11  | 564   |
| Masvingo            | 1                    | 0       | 28         | 18   | 31          | 11     | 46   | 11         | 12  | 682   |
| Matabeleland North  | 0                    | 1       | 9          | 17   | 12          | 4      | 28   | 3          | 4   | 526   |
| Matabeleland South  | 1                    | 0       | 10         | 24   | 12          | 6      | 37   | 7          | 2   | 436   |
| Midlands            | 0                    | 1       | 34         | 53   | 25          | 12     | 42   | 8          | 5   | 678   |
| Total               | 3                    | 5       | 186        | 552  | 247         | 110    | 355  | 89         | 68  | 4 920 |

Table 9.22: Primary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe, 2019

| Province            | Broadband | Dial-Up | Radio Link | ADSL  | Fibre Optic | Dongle | VSAT  | SHDSL/XDSL | LTE  | Total  | Total, No. |
|---------------------|-----------|---------|------------|-------|-------------|--------|-------|------------|------|--------|------------|
| Bulawayo            | 0.00      | 0.62    | 0.62       | 71.43 | 9.32        | 4.35   | 3.11  | 8.07       | 2.48 | 100.00 | 161        |
| Harare              | 0.00      | 0.00    | 1.95       | 54.47 | 26.46       | 5.06   | 3.89  | 7.00       | 1.17 | 100.00 | 257        |
| Manicaland          | 0.00      | 0.00    | 13.77      | 26.32 | 8.50        | 7.29   | 31.58 | 4.86       | 7.69 | 100.00 | 247        |
| Mashonaland Central | 0.00      | 2.25    | 23.60      | 19.10 | 13.48       | 15.73  | 20.22 | 3.37       | 2.25 | 100.00 | 89         |
| Mashonaland East    | 0.00      | 0.00    | 13.41      | 26.22 | 13.41       | 7.93   | 31.71 | 3.66       | 3.66 | 100.00 | 164        |
| Mashonaland West    | 0.55      | 0.00    | 12.09      | 32.97 | 15.93       | 6.59   | 21.43 | 4.40       | 6.04 | 100.00 | 182        |
| Masvingo            | 0.63      | 0.00    | 17.72      | 11.39 | 19.62       | 6.96   | 29.11 | 6.96       | 7.59 | 100.00 | 158        |
| Matabeleland North  | 0.00      | 1.28    | 11.54      | 21.79 | 15.38       | 5.13   | 35.90 | 3.85       | 5.13 | 100.00 | 78         |
| Matabeleland South  | 1.01      | 0.00    | 10.10      | 24.24 | 12.12       | 6.06   | 37.37 | 7.07       | 2.02 | 100.00 | 99         |
| Midlands            | 0.00      | 0.56    | 18.89      | 29.44 | 13.89       | 6.67   | 23.33 | 4.44       | 2.78 | 100.00 | 180        |
| Total               | 0.19      | 0.31    | 11.52      | 34.18 | 15.29       | 6.81   | 21.98 | 5.51       | 4.21 | 100.00 | 1 615      |

Tables 9.23 and 9.24 present secondary schools by type of connectivity by provinces and the percentage distributions thereof by provinces, respectively. Harare and Bulawayo provinces' secondary schools mainly use ADSL. The predominantly rural provinces are mainly connected to VSAT, followed by ADSL and then Fibre Optic. Use of ADSL in secondary schools is highest in Bulawayo and Harare provinces, 63.24 percent and 39.07 percent, respectively and ranges from 9.03 percent in Masvingo province to 25.81 percent in Mashonaland West province in the predominantly rural provinces, Tables 9.23 and 9.24. VSAT usage is highest in the predominantly rural provinces, ranging from 31.45 percent in Mashonaland West province to 51.85 in Matabeleland South province. Fiber optic usage is highest in Harare province (36.74 percent) and lowest in Mashonaland Central province (12.86 percent). Dongle usage range from 3.70 percent in Matabeleland South province to 18.57 percent in Mashonaland Central province. The rest of the connectivity types are minimally used.

Table 9.23: Secondary Schools by Type of Connectivity and Province, Number, Zimbabwe, 2019

| Province            | Type of Connectivity |         |            |      |             |        |      |             |     | None  |
|---------------------|----------------------|---------|------------|------|-------------|--------|------|-------------|-----|-------|
|                     | Broadband            | Dial-Up | Radio Link | ADSL | Fibre Optic | Dongle | VSAT | S/DDSL/XDSL | LTE |       |
| Bulawayo            | 0                    | 0       | 0          | 43   | 12          | 9      | 1    | 1           | 2   | 31    |
| Harare              | 0                    | 0       | 4          | 84   | 79          | 20     | 12   | 11          | 5   | 71    |
| Manicaland          | 0                    | 0       | 4          | 32   | 28          | 23     | 85   | 7           | 4   | 266   |
| Mashonaland Central | 0                    | 0       | 4          | 9    | 9           | 13     | 30   | 3           | 2   | 191   |
| Mashonaland East    | 1                    | 1       | 6          | 24   | 24          | 10     | 65   | 6           | 2   | 243   |
| Mashonaland West    | 0                    | 0       | 7          | 32   | 24          | 15     | 39   | 5           | 2   | 254   |
| Masvingo            | 1                    | 0       | 8          | 14   | 47          | 8      | 68   | 5           | 4   | 211   |
| Matabeleland North  | 0                    | 0       | 4          | 14   | 13          | 6      | 37   | 2           | 4   | 122   |
| Matabeleland South  | 0                    | 0       | 1          | 13   | 14          | 3      | 42   | 3           | 5   | 93    |
| Midlands            | 1                    | 0       | 9          | 28   | 27          | 16     | 74   | 5           | 3   | 209   |
| Total               | 3                    | 1       | 47         | 293  | 277         | 123    | 453  | 48          | 33  | 1 691 |

Table 9.24: Secondary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe, 2019

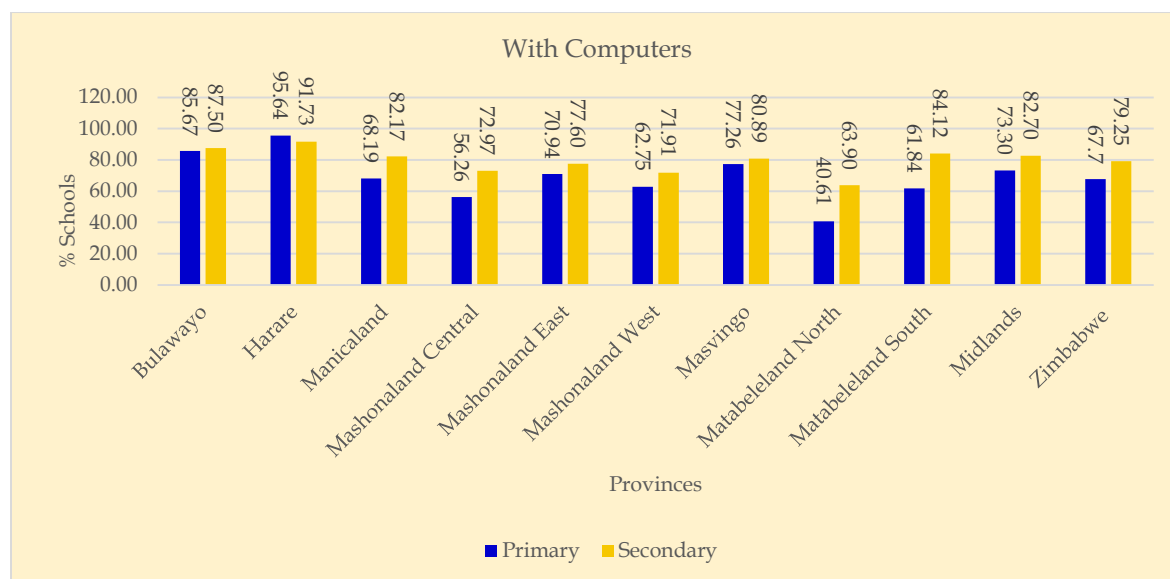
| Province            | Type of Connectivity |         |            |       |             |        |       |            |      |        | Total no. |
|---------------------|----------------------|---------|------------|-------|-------------|--------|-------|------------|------|--------|-----------|
|                     | Broadband            | Dial-Up | Radio Link | ADSL  | Fibre Optic | Dongle | VSAT  | SHDSL/XDSL | LTE  | Total  |           |
| Bulawayo            | 0.00                 | 0.00    | 0.00       | 63.24 | 17.65       | 13.24  | 1.47  | 1.47       | 2.94 | 100.00 | 68        |
| Harare              | 0.00                 | 0.00    | 1.86       | 39.07 | 36.74       | 9.30   | 5.58  | 5.12       | 2.33 | 100.00 | 215       |
| Manicaland          | 0.00                 | 0.00    | 2.19       | 17.49 | 15.30       | 12.57  | 46.45 | 3.83       | 2.19 | 100.00 | 183       |
| Mashonaland Central | 0.00                 | 0.00    | 5.71       | 12.86 | 12.86       | 18.57  | 42.86 | 4.29       | 2.86 | 100.00 | 70        |
| Mashonaland East    | 0.72                 | 0.72    | 4.32       | 17.27 | 17.27       | 7.19   | 46.76 | 4.32       | 1.44 | 100.00 | 139       |
| Mashonaland West    | 0.00                 | 0.00    | 5.65       | 25.81 | 19.35       | 12.10  | 31.45 | 4.03       | 1.61 | 100.00 | 124       |
| Masvingo            | 0.65                 | 0.00    | 5.16       | 9.03  | 30.32       | 5.16   | 43.87 | 3.23       | 2.58 | 100.00 | 155       |
| Matabeleland North  | 0.00                 | 0.00    | 5.00       | 17.50 | 16.25       | 7.50   | 46.25 | 2.50       | 5.00 | 100.00 | 80        |
| Matabeleland South  | 0.00                 | 0.00    | 1.23       | 16.05 | 17.28       | 3.70   | 51.85 | 3.70       | 6.17 | 100.00 | 81        |
| Midlands            | 0.61                 | 0.00    | 5.52       | 17.18 | 16.56       | 9.82   | 45.40 | 3.07       | 1.84 | 100.00 | 163       |
| Total               | 0.23                 | 0.08    | 3.68       | 22.93 | 21.67       | 9.62   | 35.45 | 3.76       | 2.58 | 100.00 | 1 278     |

Out of all the primary schools, 67.70 percent have computers regardless of their use and 45.71 percent have computers for learners, Table 9.25 and Figure 9.15. Harare and Bulawayo provinces have very high proportions of their primary schools with computers of 95.64 percent and 85.67 percent, respectively. For the predominantly rural provinces, Masvingo province has the highest proportion of primary schools (77.26 percent) with computers and Matabeleland North province the lowest (40.61 percent).

Table 9.25: Primary School Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe, 2019

| Province            | Total No. of Schools | Schools with computers | Schools with computers for learners | Total Functional Computers | Computers for learners | Learners  | % of schools with computers | % of schools with computers for learners | Average computers per school | Learners per computer |
|---------------------|----------------------|------------------------|-------------------------------------|----------------------------|------------------------|-----------|-----------------------------|--|------------------------------|-----------------------|
| Bulawayo            | 293                  | 251                    | 223                                 | 3 932                      | 3 113                  | 140 020   | 85.67                       | 76.11                                    | 13                           | 45                    |
| Harare              | 321                  | 307                    | 288                                 | 8 764                      | 6 651                  | 338 795   | 95.64                       | 89.72                                    | 27                           | 51                    |
| Manicaland          | 1 072                | 731                    | 478                                 | 5 818                      | 4 287                  | 552 149   | 68.19                       | 44.59                                    | 5                            | 129                   |
| Mashonaland Central | 567                  | 319                    | 231                                 | 2 221                      | 1 647                  | 321 955   | 56.26                       | 40.74                                    | 4                            | 52                    |
| Mashonaland East    | 764                  | 542                    | 372                                 | 4 162                      | 3 101                  | 374 686   | 70.94                       | 48.69                                    | 5                            | 121                   |
| Mashonaland West    | 765                  | 480                    | 289                                 | 3 211                      | 2 302                  | 397 550   | 62.75                       | 37.78                                    | 4                            | 53                    |
| Masvingo            | 875                  | 676                    | 389                                 | 3 367                      | 2 435                  | 464 954   | 77.26                       | 44.46                                    | 4                            | 191                   |
| Matabeleland North  | 628                  | 255                    | 188                                 | 1 962                      | 1 740                  | 213 586   | 40.61                       | 29.94                                    | 3                            | 54                    |
| Matabeleland South  | 532                  | 329                    | 259                                 | 2 128                      | 1 618                  | 193 341   | 61.84                       | 48.68                                    | 4                            | 119                   |
| Midlands            | 854                  | 626                    | 332                                 | 3 914                      | 2 809                  | 444 869   | 73.30                       | 38.88                                    | 5                            | 55                    |
| Total               | 6 671                | 4 516                  | 3 049                               | 39 479                     | 29 703                 | 3 441 905 | 67.70                       | 45.71                                    | 6                            | 116                   |

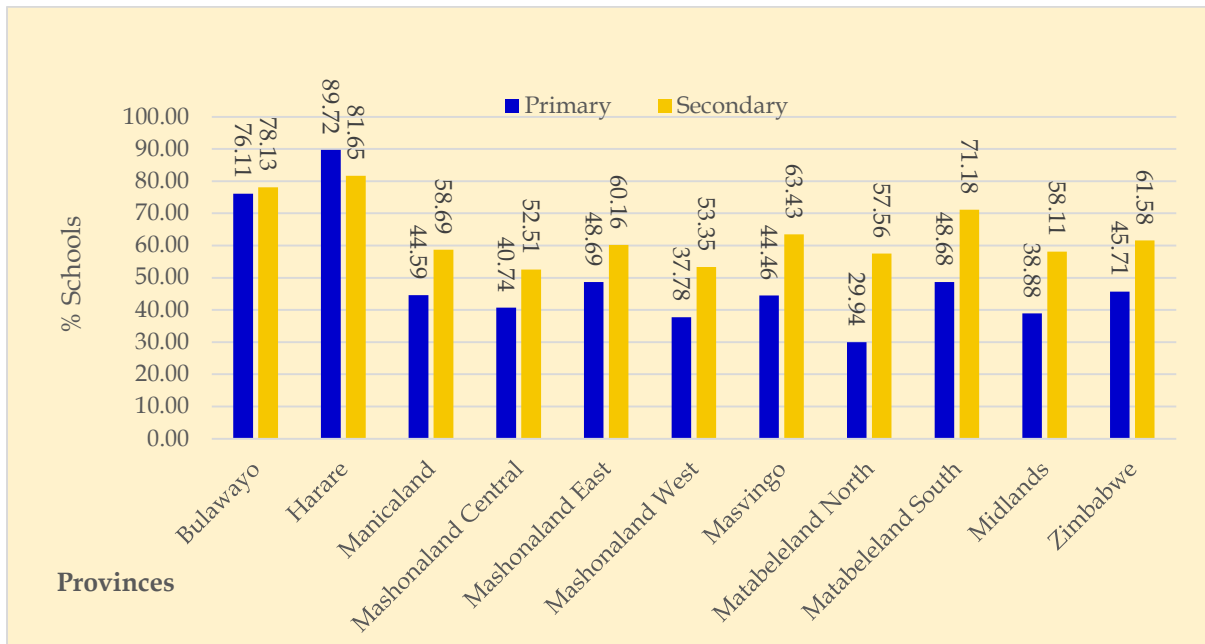
Figure 9.15: Primary and Secondary Schools, Percentage with Computers, by Province, Zimbabwe, 2019



With regards to computers for primary school learners, Harare and Bulawayo provinces have the highest proportions of 89.72 percent and 76.11 percent, respectively, Figure 9.16. For the predominantly rural provinces, the proportion of primary schools with computers ranged from

29.94 percent in Matabeleland North province to 48.69 percent in Mashonaland East province, followed closely by Matabeleland South province with 48.68 percent.

Figure 9.16: Primary and Secondary Schools, Percentage with Computers for Learners, by Province, Zimbabwe, 2019



At national level, the average number of computers per primary school is 6. Harare and Bulawayo provinces have relatively high average number of computers per primary school of 27 and 13, respectively, compared to the predominantly rural provinces whose averages range from three (3) to five (5) computers, Figure 9.17. On average there are 116 primary school learners per computer, ranging from 45 in Bulawayo province to 191 in Masvingo province, Figure 9.18.

Figure 9.17: Primary and Secondary Schools, Average Computers per School, by Province, Zimbabwe, 2019

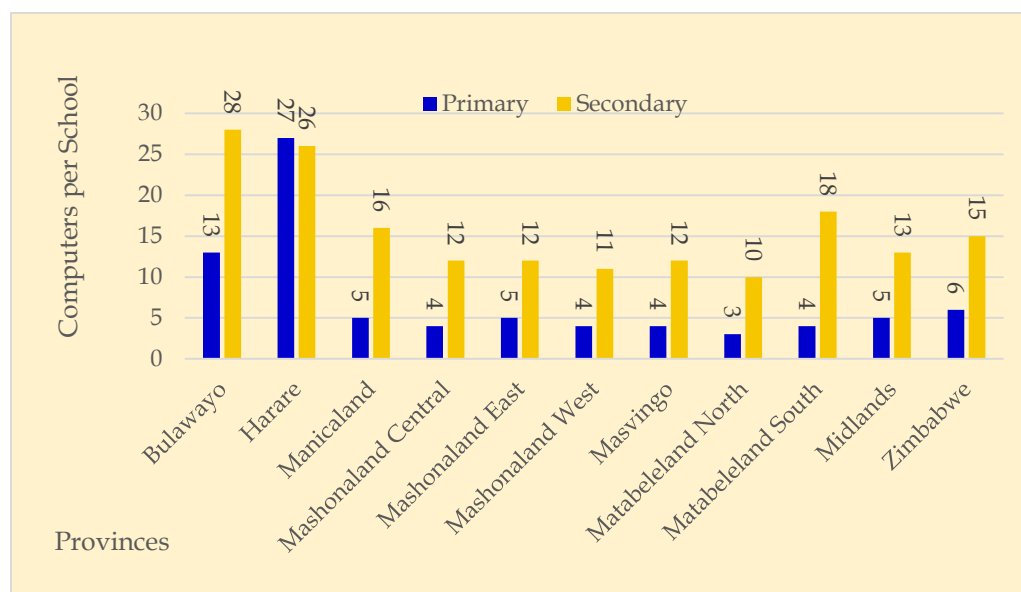
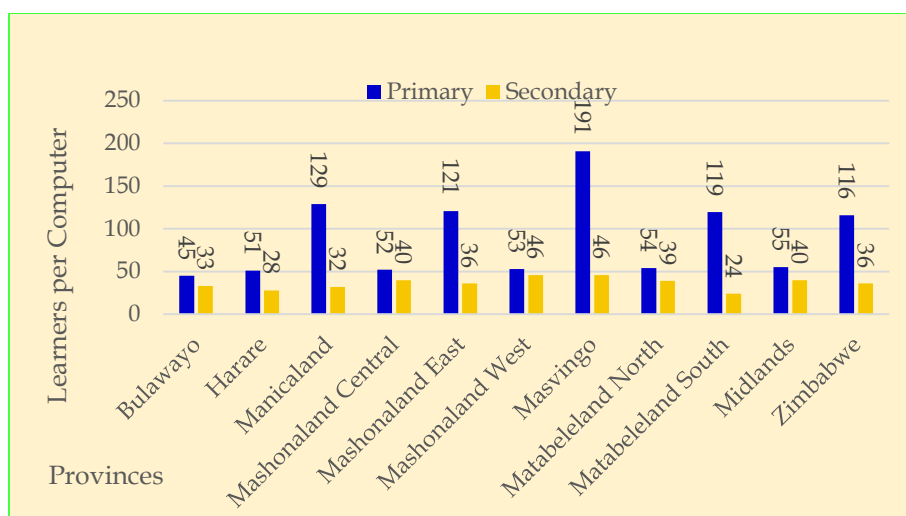


Figure 9.18: Primary and Secondary Schools, Average Learners per Computer by Province, Zimbabwe, 2019



Out of all the secondary schools, 79.25 percent have computers regardless of their use and 61.58 percent have computers for learners, Table 9.26 and Figure 9.15. Harare and Bulawayo provinces have very high proportions of their secondary schools with computers of 91.73 percent and 87.50 percent, respectively. For the predominantly rural provinces, Matabeleland South province has the highest proportion of secondary schools (84.12 percent) with computers and Matabeleland North province the lowest (63.90 percent).

In 2019, 61.58 percent of all secondary schools have computers for their learners. Harare and Bulawayo provinces have the highest proportions of 81.65 percent and 78.13 percent, respectively, Figure 9.16. For the predominantly rural provinces, the proportion of secondary



schools with computers ranged from 52.51 percent in Mashonaland Central province to 71.18 percent in Matabeleland South province.

At national level, the average number of computers per secondary school is 15. Harare and Bulawayo provinces have relatively high average number of computers per secondary school of 26 and 28, respectively, compared to the predominantly rural provinces whose averages range from 10 computers in Matabeleland North to 18 computers in Matabeleland South province, Figure 9.17. On average there are 36 secondary school learners per computer, ranging from 24 in Matabeleland South province to 46 each in Masvingo and Mashonaland West provinces, Figure 9.18. The number of secondary schools with computers for learners of 1 819 remain below the 2016-2020 ESSP 2019 target of 2027

Table 9.26: Secondary Schools Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe, 2019

| Province            | Total No. of Secondary Schools | Schools with computers | Schools with computers for learners | Total Functional Computers | Computers for learners | Learners  | % of schools with computers | % of schools with computers for learners | Average computers per school | Learners per computer |
|---------------------|--------------------------------|------------------------|-------------------------------------|----------------------------|------------------------|-----------|-----------------------------|--|------------------------------|-----------------------|
| Bulawayo            | 96                             | 84                     | 75                                  | 2 700                      | 1 811                  | 59 761    | 87.50                       | 78.13                                    | 28                           | 33                    |
| Harare              | 278                            | 255                    | 227                                 | 7 318                      | 4 802                  | 135 184   | 91.73                       | 81.65                                    | 26                           | 28                    |
| Manicaland          | 443                            | 364                    | 260                                 | 6 970                      | 5 492                  | 177 935   | 82.17                       | 58.69                                    | 16                           | 32                    |
| Mashonaland Central | 259                            | 189                    | 136                                 | 3 015                      | 2 155                  | 86 547    | 72.97                       | 52.51                                    | 12                           | 40                    |
| Mashonaland East    | 384                            | 298                    | 231                                 | 4 766                      | 3 690                  | 131 988   | 77.60                       | 60.16                                    | 12                           | 36                    |
| Mashonaland West    | 388                            | 279                    | 207                                 | 4 433                      | 2 669                  | 122 278   | 71.91                       | 53.35                                    | 11                           | 46                    |
| Masvingo            | 361                            | 292                    | 229                                 | 4 387                      | 3 288                  | 151 295   | 80.89                       | 63.43                                    | 12                           | 46                    |
| Matabeleland North  | 205                            | 131                    | 118                                 | 1 989                      | 1 505                  | 58 746    | 63.90                       | 57.56                                    | 10                           | 39                    |
| Matabeleland South  | 170                            | 143                    | 121                                 | 3 024                      | 2 379                  | 57 156    | 84.12                       | 71.18                                    | 18                           | 24                    |
| Midlands            | 370                            | 306                    | 215                                 | 4 785                      | 3 633                  | 143 991   | 82.70                       | 58.11                                    | 13                           | 40                    |
| Total               | 2 954                          | 2 341                  | 1 819                               | 43 387                     | 31 424                 | 1 124 881 | 79.25                       | 61.58                                    | 15                           | 36                    |

## 9.6. Seating and Writing Places

The provision of appropriate furniture is a prerequisite for quality education. It enables smooth learning as pupils can concentrate and teachers are able to deliver. The ideal pupil writing, and seating place ratios are 1:1. Learner to Seating Place and Learner to Writing Place Ratios which are above one mean that at least more than one learner are sharing these places, and this is the situation at both primary and secondary school levels, Table 9.27 and Table 9.28.

At national level, the proportions of primary school learners without seating places is 28 percent and that of those without writing places is 35.27 percent, Table 9.27. The percentage of learners with no seating places ranged from 17.14 percent in Matabeleland South to 33.47 percent in Mashonaland West province. The proportion of learners without writing places ranged from 27.22 percent in Matabeleland South to 39.21 percent in Mashonaland West province.

Table 9.27: Primary School (ECDA to Grade 7) Seating and Writing Places by Province, Number and Percentage, Zimbabwe, 2019

| Province            | Seating Places      |                          |             |                          | Writing Places      |                          |              |                          |
|---------------------|---------------------|--------------------------|-------------|--------------------------|---------------------|--------------------------|--------------|--------------------------|
|                     | Seating Places, No. | Learner to Seating Place | No Required | % Pupils Without Seating | Writing Places, No. | Learner to Writing Place | No. Required | % Pupils Without Writing |
| Bulawayo            | 115 275             | 1.21                     | 24 745      | 17.67                    | 95 858              | 1.46                     | 44 162       | 31.54                    |
| Harare              | 276 395             | 1.23                     | 62 400      | 18.42                    | 235 183             | 1.44                     | 103 612      | 30.58                    |
| Manicaland          | 399 574             | 1.38                     | 152 575     | 27.63                    | 365 786             | 1.51                     | 186 363      | 33.75                    |
| Mashonaland Central | 216 038             | 1.49                     | 105 917     | 32.90                    | 203 185             | 1.58                     | 118 770      | 36.89                    |
| Mashonaland East    | 273 020             | 1.37                     | 101 666     | 27.13                    | 254 053             | 1.47                     | 120 633      | 32.20                    |
| Mashonaland West    | 264 473             | 1.50                     | 133 077     | 33.47                    | 241 664             | 1.65                     | 155 886      | 39.21                    |
| Masvingo            | 316 212             | 1.47                     | 148 742     | 31.99                    | 286 922             | 1.62                     | 178 032      | 38.29                    |
| Matabeleland North  | 152 070             | 1.40                     | 61 516      | 28.80                    | 131 844             | 1.62                     | 81 742       | 38.27                    |
| Matabeleland South  | 160 201             | 1.21                     | 33 140      | 17.14                    | 140 716             | 1.37                     | 52 625       | 27.22                    |
| Midlands            | 304 938             | 1.46                     | 139 931     | 31.45                    | 272 652             | 1.63                     | 172 217      | 38.71                    |
| Grand Total         | 2478 196            | 1.39                     | 963 709     | 28.00                    | 2227 863            | 1.54                     | 1 214 042    | 35.27                    |

At national level, the proportions of secondary school learners without seating places is 13.17 percent and that of those without writing places is almost the same at 14.04 percent, Table 9.28. Harare province has more seating and writing places than those required. In the predominantly rural provinces, the percentage of secondary school learners with no seating places ranged from 9.95 percent in Matabeleland South to 20.08 percent in Mashonaland Central province. The proportion of secondary school learners without writing places ranged from 12.33 percent in Manicaland province to 19.81 percent in Matabeleland North province.

Table 9.28: Secondary School (Form 1-6) Seating and Writing Places, Number and Percentage, Zimbabwe, 2019

| Province            | Seating Places      |                                |              |                          | Writing Places      |                                |              |                          |
|---------------------|---------------------|--------------------------------|--------------|--------------------------|---------------------|--------------------------------|--------------|--------------------------|
|                     | Seating Places, No. | Learner to Seating Place Ratio | No. Required | % Pupils Without Seating | Writing Places, No. | Learner to Writing Place Ratio | No. Required | % Pupils Without Writing |
| Bulawayo            | 52 913              | 1.13                           | 6 848        | 11.46                    | 52 107              | 1.15                           | 7 654        | 12.81                    |
| Harare              | 138 800             | 0.97                           | -3 616       | -2.67                    | 137 270             | 0.98                           | -2 086       | -1.54                    |
| Manicaland          | 157 304             | 1.13                           | 20 631       | 11.59                    | 155 990             | 1.14                           | 21 945       | 12.33                    |
| Mashonaland Central | 69 169              | 1.25                           | 17 378       | 20.08                    | 69 593              | 1.24                           | 16 954       | 19.59                    |
| Mashonaland East    | 108 318             | 1.22                           | 23 670       | 17.93                    | 107 829             | 1.22                           | 24 159       | 18.30                    |
| Mashonaland West    | 99 698              | 1.23                           | 22 580       | 18.47                    | 99 132              | 1.23                           | 23 146       | 18.93                    |
| Masvingo            | 125 461             | 1.21                           | 25 834       | 17.08                    | 126 111             | 1.20                           | 25 184       | 16.65                    |
| Matabeleland North  | 48 559              | 1.21                           | 10 187       | 17.34                    | 47 107              | 1.25                           | 11 639       | 19.81                    |
| Matabeleland South  | 51 470              | 1.11                           | 5 686        | 9.95                     | 49 984              | 1.14                           | 7 172        | 12.55                    |
| Midlands            | 125 083             | 1.15                           | 18 908       | 13.13                    | 121 815             | 1.18                           | 22 176       | 15.40                    |
| Grand Total         | 976 775             | 1.15                           | 148 106      | 13.17                    | 966 938             | 1.16                           | 157 943      | 14.04                    |

## 9.7. Conclusion

Improvement of schools' infrastructure is an imperative especially classrooms as Learner to Classroom Ratios (LCR) which are above the recommended levels at all levels. The percentages of schools without electricity remain high at 40.07 percent and 26.64 percent, for primary and secondary schools, respectively, and is a bottleneck to school computerization. In order to improve the learning environment at both primary and secondary levels, there is need to improve access to electricity, computers, and internet. Access to and use of water in predominantly rural provinces is not good, compared to Bulawayo and Harare provinces and needs attention. The 2016-2020 ESSP 2019 target on the number of secondary schools offering computer assisted learning remains below target. The use of renewable solar energy remains low and should be increased given the challenges being faced by the grid system. In addition, there is also need to furnish schools with the requisite furniture so that there are no learners without seating or writing places

## CHAPTER 10: Non-Formal Education

### 10.1. Non-Formal Education Enrolment

The Zimbabwe Non-Formal Education Policy of 2015's goals are to provide high quality, relevant and inclusive non-formal education; to increase access through the non-formal route and to provide adult learners, youths and out of school children with functional skills. Non-formal education will provide a second chance to children, youth and adults who have not been able to start school or who have not been able to complete their education.

There are a total of 105 138 NFE enrolments at primary and secondary school levels, Table 10.1. Out of all the learners enrolled in NFE women constitute more (57.43 percent) than males, and the same picture is depicted for all provinces, ranging from 52.76 percent in Harare province to 65.21 percent in Matabeleland South province.

*Table 10.1: Total Enrolment in NFE Programmes (Primary and Secondary Education Levels) by, Sex and Province, Number and Percentage, Zimbabwe, 2019*

| Province            | Enrolment in NFE Enrolment (Primary and Secondary Levels) |        |         |        |        |        |          |
|---------------------|---|--------|---------|--------|--------|--------|----------|
|                     | No  |        |         | %      |        |        | % Female |
|                     | Male  | Female | Total   | Male   | Female | Total  |          |
| Bulawayo            | 1 949   | 3 254  | 5 203   | 4.35   | 5.39   | 4.95   | 62.54    |
| Harare              | 7 591   | 8 478  | 16 069  | 16.96  | 14.04  | 15.28  | 52.76    |
| Manicaland          | 7 074   | 11 172 | 18 246  | 15.81  | 18.50  | 17.35  | 61.23    |
| Mashonaland Central | 3 063   | 4 576  | 7 639   | 6.84   | 7.58   | 7.27   | 59.90    |
| Mashonaland East    | 5 364   | 6 219  | 11 583  | 11.98  | 10.30  | 11.02  | 53.69    |
| Mashonaland West    | 3 726   | 4 581  | 8 307   | 8.32   | 7.59   | 7.90   | 55.15    |
| Masvingo            | 7 389   | 8 471  | 15 860  | 16.51  | 14.03  | 15.08  | 53.41    |
| Matabeleland North  | 3 791   | 5 982  | 9 773   | 8.47   | 9.91   | 9.30   | 61.21    |
| Matabeleland South  | 2 127   | 3 986  | 6 113   | 4.75   | 6.60   | 5.81   | 65.21    |
| Midlands            | 2 683   | 3 662  | 6 345   | 5.99   | 6.06   | 6.03   | 57.71    |
| Total               | 44 757  | 60 381 | 105 138 | 100.00 | 100.00 | 100.00 | 57.43    |

Enrolment in NFE at primary education levels is 70 832, Table 10.2. Out of all the learners enrolled in NFE women constitute more (57.99 percent), and the same trend is depicted for all provinces, ranging from 50.15 percent in Harare province to 67.61 percent in Matabeleland South province.

Table 10.2: Enrolment in NFE Programmes (Primary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | NFE Enrolment, Primary Level |        |        |        |        |        |          |
|---------------------|------------------------------|--------|--------|--------|--------|--------|----------|
|                     | No                           |        |        | %      |        |        | % Female |
|                     | Male                         | Female | Total  | Male   | Female | Total  |          |
| Bulawayo            | 1 234                        | 1 882  | 3 116  | 4.15   | 4.58   | 4.40   | 60.40    |
| Harare              | 4 990                        | 5 021  | 10 011 | 16.77  | 12.22  | 14.13  | 50.15    |
| Manicaland          | 5 145                        | 8 106  | 13 251 | 17.29  | 19.74  | 18.71  | 61.17    |
| Mashonaland Central | 1 880                        | 3 120  | 5 000  | 6.32   | 7.60   | 7.06   | 62.40    |
| Mashonaland East    | 3 340                        | 4 170  | 7 510  | 11.22  | 10.15  | 10.60  | 55.53    |
| Mashonaland West    | 2 546                        | 3 009  | 5 555  | 8.56   | 7.33   | 7.84   | 54.17    |
| Masvingo            | 4 742                        | 5 726  | 10 468 | 15.93  | 13.94  | 14.78  | 54.70    |
| Matabeleland North  | 3 053                        | 5 006  | 8 059  | 10.26  | 12.19  | 11.38  | 62.12    |
| Matabeleland South  | 1 534                        | 3 202  | 4 736  | 5.15   | 7.80   | 6.69   | 67.61    |
| Midlands            | 1 295                        | 1 831  | 3 126  | 4.35   | 4.46   | 4.41   | 58.57    |
| Total               | 29 759                       | 41 073 | 70 832 | 100.00 | 100.00 | 100.00 | 57.99    |

At secondary education level, enrolment in NFE is 34 306, Table 10.3. Out of all the learners enrolled in NFE women constitute more (56.28 percent) than males, and this picture is true for all provinces, ranging from 50.31 percent in Mashonaland East province to 65.74 percent in Bulawayo province.

Table 10.3: Enrolment in NFE Programmes (Secondary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2019

| Province            | NFE Enrolment, Secondary Level |        |        |        |        |        |          |
|---------------------|--------------------------------|--------|--------|--------|--------|--------|----------|
|                     | No.                            |        |        | %      |        |        | % Female |
|                     | Male                           | Female | Total  | Male   | Female | Total  |          |
| Bulawayo            | 715                            | 1 372  | 2 087  | 4.77   | 7.11   | 6.08   | 65.74    |
| Harare              | 2 601                          | 3 457  | 6 058  | 17.34  | 17.90  | 17.66  | 57.07    |
| Manicaland          | 1 929                          | 3 066  | 4 995  | 12.86  | 15.88  | 14.56  | 61.38    |
| Mashonaland Central | 1 183                          | 1 456  | 2 639  | 7.89   | 7.54   | 7.69   | 55.17    |
| Mashonaland East    | 2 024                          | 2 049  | 4 073  | 13.50  | 10.61  | 11.87  | 50.31    |
| Mashonaland West    | 1 180                          | 1 572  | 2 752  | 7.87   | 8.14   | 8.02   | 57.12    |
| Masvingo            | 2 647                          | 2 745  | 5 392  | 17.65  | 14.22  | 15.72  | 50.91    |
| Matabeleland North  | 738                            | 976    | 1 714  | 4.92   | 5.05   | 5.00   | 56.94    |
| Matabeleland South  | 593                            | 784    | 1 377  | 3.95   | 4.06   | 4.01   | 56.94    |
| Midlands            | 1 388                          | 1 831  | 3 219  | 9.25   | 9.48   | 9.38   | 56.88    |
| Total               | 14 998                         | 19 308 | 34 306 | 100.00 | 100.00 | 100.00 | 56.28    |

## 10.2. Non-Formal Education Programmes

More than half (50.64 percent) of the primary school level non-formal learners were enrolled for functional literacy, followed by in basic literacy (17.41 percent), Fit for Life (11.58 percent), with the remaining fifth (20.37 percent) enrolled in ZABEC 1, ZABEC 2 and ZABEC 3, Table 10.4. This pattern is true for both sexes. For all NFE levels, there were more females than males.

*Table 10.4: Primary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2019*

| NFE Level           | Enrolment, No |        |        | %      |        |        | % Female |
|---------------------|---------------|--------|--------|--------|--------|--------|----------|
|                     | Male          | Female | Total  | Male   | Female | Total  |          |
| Basic Literacy      | 5 458         | 6 875  | 12 333 | 18.34  | 16.74  | 17.41  | 55.74    |
| Fit For Life        | 3 785         | 4 418  | 8 203  | 12.72  | 10.76  | 11.58  | 53.86    |
| Functional Literacy | 13 688        | 22 180 | 35 868 | 46.00  | 54.00  | 50.64  | 61.84    |
| ZABEC 1             | 3 363         | 3 557  | 6 920  | 11.30  | 8.66   | 9.77   | 51.40    |
| ZABEC 2             | 1 712         | 2 070  | 3 782  | 5.75   | 5.04   | 5.34   | 54.73    |
| ZABEC 3             | 1 753         | 1 973  | 3 726  | 5.89   | 4.80   | 5.26   | 52.95    |
| Total               | 29 759        | 41 073 | 70 832 | 100.00 | 100.00 | 100.00 | 57.99    |

Most of the primary school NFEs are in registered schools (93.03 percent), followed by Satellite schools (6.89 percent), with the least enrolled in unregistered schools (0.07 percent), Table 10.5. This pattern is true for all NFE levels.

Table 10.5: Primary Level Enrolment in NFE Programmes by Registration Status of School, Sex and NFE Level, Number and Percentage, Zimbabwe, 2019

| NFE Level           | Primary School Registration Status, No. |        |        |           |        |       |              |        |       |        |        |        |
|---------------------|---|--------|--------|-----------|--------|-------|--------------|--------|-------|--------|--------|--------|
|                     | Registered                              |        |        | Satellite |        |       | Unregistered |        |       | Total  |        |        |
|                     | Male                                    | Female | Total  | Male      | Female | Total | Male         | Female | Total | Male   | Female | Total  |
| Number              |   |        |        |           |        |       |              |        |       |        |        |        |
| Basic Literacy      | 4 923                                   | 6 378  | 11 301 | 535       | 494    | 1 029 | 0            | 3      | 3     | 5 458  | 6 875  | 12 333 |
| Fit For Life        | 3 365                                   | 4 015  | 7 380  | 420       | 403    | 823   | 0            | 0      | 0     | 3 785  | 4 418  | 8 203  |
| Functional Literacy | 12 932                                  | 21 064 | 33 996 | 738       | 1 089  | 1 827 | 18           | 27     | 45    | 13 688 | 22 180 | 35 868 |
| ZABEC 1             | 3 144                                   | 3 279  | 6 423  | 216       | 278    | 494   | 3            | 0      | 3     | 3 363  | 3 557  | 6 920  |
| ZABEC 2             | 1 572                                   | 1 901  | 3 473  | 140       | 169    | 309   | 0            | 0      | 0     | 1 712  | 2 070  | 3 782  |
| ZABEC 3             | 1 559                                   | 1 766  | 3 325  | 194       | 207    | 401   | 0            | 0      | 0     | 1 753  | 1 973  | 3 726  |
| Total               | 27 495                                  | 38 403 | 65 898 | 2 243     | 2 640  | 4 883 | 21           | 30     | 51    | 29 759 | 41 073 | 70 832 |
| Percentage          |   |        |        |           |        |       |              |        |       |        |        |        |
| Basic Literacy      | 90.2                                    | 92.77  | 91.63  | 9.8       | 7.19   | 8.34  | 0.00         | 0.04   | 0.02  | 100.00 | 100.00 | 100.00 |
| Fit For Life        | 88.9                                    | 90.88  | 89.97  | 11.1      | 9.12   | 10.03 | 0.00         | 0.00   | 0.00  | 100.00 | 100.00 | 100.00 |
| Functional Literacy | 94.48                                   | 94.97  | 94.78  | 5.39      | 4.91   | 5.09  | 0.13         | 0.12   | 0.13  | 100.00 | 100.00 | 100.00 |
| ZABEC 1             | 93.49                                   | 92.18  | 92.82  | 6.42      | 7.82   | 7.14  | 0.09         | 0.00   | 0.04  | 100.00 | 100.00 | 100.00 |
| ZABEC 2             | 91.82                                   | 91.84  | 91.83  | 8.18      | 8.16   | 8.17  | 0.00         | 0.00   | 0.00  | 100.00 | 100.00 | 100.00 |
| ZABEC 3             | 88.93                                   | 89.51  | 89.24  | 11.07     | 10.49  | 10.76 | 0.00         | 0.00   | 0.00  | 100.00 | 100.00 | 100.00 |
| Total               | 92.39                                   | 93.5   | 93.03  | 7.54      | 6.43   | 6.89  | 0.07         | 0.07   | 0.07  | 100.00 | 100.00 | 100.00 |

Of all the 70 832 primary school level NFEs, the majority of them (78.15 percent or 55 354 learners) are in rural areas, Table 10.6. The pattern is true for all NFE levels. In rural areas, 55.66 percent of the NFEs are enrolled for functional literacy, 15.28 in Basic Literacy, 13.27 percent in Fit for Life, with ZABEC 1, 2 and 3 having 7.57 percent, 3.88 percent and 4.34 percent of the enrolments, respectively. In urban areas, the highest proportion of primary school level non formal learners are enrolled in functional literacy (32.69 percent), followed by basic literacy (25.05 percent), ZABEC 1 (17.63 percent), ZABEC 2 (10.55 percent), ZABEC 3 (8.54 percent) and Fit for Life (5.54 percent). In rural areas, there are more females for all NFE levels. In urban areas, the trend is the same, except for ZABEC 1, 2 and 3 where there are more males than females enrolled.

Table 10.6: Primary Level Enrolment in NFE Programmes by Location , Sex and NFE Level, Number and Percentage , Zimbabwe, 2019

| NFE Level           | Rural,<br>No. |        |        | Urban,<br>No |        |        |        | Total  |        |
|---------------------|---------------|--------|--------|--------------|--------|--------|--------|--------|--------|
|                     | Male          | Female | Total  | Male         | Female | Total  | Male   | Female | Total  |
|                     | Number        |        |        |              |        |        |        |        |        |
| Basic Literacy      | 3 540         | 4 916  | 8 456  | 1 918        | 1 959  | 3 877  | 5 458  | 6 875  | 12 333 |
| Fit For Life        | 3 434         | 3 911  | 7 345  | 351          | 507    | 858    | 3 785  | 4 418  | 8 203  |
| Functional Literacy | 11 820        | 18 988 | 30 808 | 1 868        | 3 192  | 5 060  | 13 688 | 22 180 | 35 868 |
| ZABEC 1             | 1 943         | 2 249  | 4 192  | 1 420        | 1 308  | 2 728  | 3 363  | 3 557  | 6 920  |
| ZABEC 2             | 885           | 1 264  | 2 149  | 827          | 806    | 1 633  | 1 712  | 2 070  | 3 782  |
| ZABEC 3             | 995           | 1 409  | 2 404  | 758          | 564    | 1 322  | 1 753  | 1 973  | 3 726  |
| Total               | 22 617        | 32 737 | 55 354 | 7 142        | 8 336  | 15 478 | 29 759 | 41 073 | 70 832 |
|                     | Percentage    |        |        |              |        |        |        |        |        |
| Basic Literacy      | 15.65         | 15.02  | 15.28  | 26.86        | 23.50  | 25.05  | 18.34  | 16.74  | 17.41  |
| Fit For Life        | 15.18         | 11.95  | 13.27  | 4.91         | 6.08   | 5.54   | 12.72  | 10.76  | 11.58  |
| Functional Literacy | 52.26         | 58.00  | 55.66  | 26.16        | 38.29  | 32.69  | 46.00  | 54.00  | 50.64  |
| ZABEC 1             | 8.59          | 6.87   | 7.57   | 19.88        | 15.69  | 17.63  | 11.30  | 8.66   | 9.77   |
| ZABEC 2             | 3.91          | 3.86   | 3.88   | 11.58        | 9.67   | 10.55  | 5.75   | 5.04   | 5.34   |
| ZABEC 3             | 4.40          | 4.30   | 4.34   | 10.61        | 6.77   | 8.54   | 5.89   | 4.80   | 5.26   |
| Total               | 100.00        | 100.00 | 100.00 | 100.00       | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

About 67.99 percent of the secondary school level non-formal learners were enrolled in PTCEC, followed by in functional literacy (19.63 percent) and Fit for Life (12.38 percent), Table 10.7. This pattern is true for both sexes. For all NFE levels, there were more females than males. However, the number of learners enrolled for PTCEs of 23 324 is below the 2016-2020 ESSP 2019 Target of 33 500. The 2016-2018 ESSP 2019 Target of 28 831 Learners enrolled in Functional Literacy at primary and secondary has been surpassed with a total of 42 603 ( primary -35 868: secondary -6 735)



Table 10.7: Secondary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2019

| NFE Level           | Enrolment, No. |        |        | %      |        |        | % Female |
|---------------------|----------------|--------|--------|--------|--------|--------|----------|
|                     | Male           | Female | Total  | Male   | Female | Total  |          |
| Fit For Life        | 2 081          | 2 166  | 4 247  | 13.88  | 11.22  | 12.38  | 51.00    |
| Functional Literacy | 2 690          | 4 045  | 6 735  | 17.94  | 20.95  | 19.63  | 60.06    |
| PTCEC               | 10 227         | 13 097 | 23 324 | 68.19  | 67.83  | 67.99  | 56.15    |
| Total               | 14 998         | 19 308 | 34 306 | 100.00 | 100.00 | 100.00 | 56.28    |

The majority of the secondary school NFE learners are in registered schools (86.47 percent), followed by satellite schools (11.11 percent) and finally unregistered schools (2.41 percent), Table 10.8. Female enrolments in non -formal education outnumber males at all levels, except for Fit for Life in unregistered schools.

Table 10.8: Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number and Percentage, Zimbabwe, 2019

| NFE Level           | School Registration Status |        |        |           |        |       |              |        |       |        |        |        |
|---------------------|----------------------------|--------|--------|-----------|--------|-------|--------------|--------|-------|--------|--------|--------|
|                     | Registered                 |        |        | Satellite |        |       | Unregistered |        |       | Total  |        |        |
|                     | Male                       | Female | Total  | Male      | Female | Total | Male         | Female | Total | Male   | Female | Total  |
|                     | Number                     |        |        |           |        |       |              |        |       |        |        |        |
| Fit for Life        | 1 814                      | 1 895  | 3 709  | 223       | 243    | 466   | 44           | 28     | 72    | 2 081  | 2 166  | 4 247  |
| Functional Literacy | 1 991                      | 3 011  | 5 002  | 443       | 760    | 1 203 | 256          | 274    | 530   | 2 690  | 4 045  | 6 735  |
| PTCEC               | 9 147                      | 11 808 | 20 955 | 979       | 1 164  | 2 143 | 101          | 125    | 226   | 10 227 | 13 097 | 23 324 |
| Total               | 12 952                     | 16 714 | 29 666 | 1 645     | 2 167  | 3 812 | 401          | 427    | 828   | 14 998 | 19 308 | 34 306 |
|                     | Percentage                 |        |        |           |        |       |              |        |       |        |        |        |
| Fit for Life        | 87.17                      | 87.49  | 87.33  | 10.72     | 11.22  | 10.97 | 2.11         | 1.29   | 1.70  | 100.00 | 100.00 | 100.00 |
| Functional Literacy | 74.01                      | 74.44  | 74.27  | 16.47     | 18.79  | 17.86 | 9.52         | 6.77   | 7.87  | 100.00 | 100.00 | 100.00 |
| PTCEC               | 89.44                      | 90.16  | 89.84  | 9.57      | 8.89   | 9.19  | 0.99         | 0.95   | 0.97  | 100.00 | 100.00 | 100.00 |
| Total               | 86.36                      | 86.57  | 86.47  | 10.97     | 11.22  | 11.11 | 2.67         | 2.21   | 2.41  | 100.00 | 100.00 | 100.00 |

Of all the 34 306 secondary school level NFEs, 64.62 percent (22 169) of them are in rural areas, Table 10.9. The pattern is true for all NFE levels. In rural areas, 66.09 percent (14 651) of the NFEs are in PTCEC, 22.05 percent (4 889) in functional literacy and 11.86 percent (2 629) in Fit for Life. A similar pattern prevails for urban areas but with a higher proportion enrolled in PTCEC (71.46 percent). In rural areas, there are more females for all NFE levels. The trend is the same for urban areas, except for Fit for Life.

Table 10.9: Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2019

| NFE Level           | Enrolment  |        |        |        |        |        |        |        |        |
|---------------------|------------|--------|--------|--------|--------|--------|--------|--------|--------|
|                     | Rural      |        |        | Urban  |        |        | Total  |        |        |
|                     | Male       | Female | Total  | Male   | Female | Total  | Male   | Female | Total  |
|                     | Number     |        |        |        |        |        |        |        |        |
| Fit for Life        | 1 205      | 1 424  | 2 629  | 876    | 742    | 1 618  | 2 081  | 2 166  | 4 247  |
| Functional Literacy | 1 944      | 2 945  | 4 889  | 746    | 1 100  | 1 846  | 2 690  | 4 045  | 6 735  |
| PTCEC               | 6 659      | 7 992  | 14 651 | 3 568  | 5 105  | 8 673  | 10 227 | 13 097 | 23 324 |
| Total               | 9 808      | 12 361 | 22 169 | 5 190  | 6 947  | 12 137 | 14 998 | 19 308 | 34 306 |
|                     | Percentage |        |        |        |        |        |        |        |        |
| Fit for Life        | 12.29      | 11.52  | 11.86  | 16.88  | 10.68  | 13.33  | 13.88  | 11.22  | 12.38  |
| Functional Literacy | 19.82      | 23.82  | 22.05  | 14.37  | 15.83  | 15.21  | 17.94  | 20.95  | 19.63  |
| PTCEC               | 67.89      | 64.65  | 66.09  | 68.75  | 73.48  | 71.46  | 68.19  | 67.83  | 67.99  |
| Total               | 100.00     | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |

The number of primary and secondary schools offering NFE has generally been increasing since 2015, Table 10.10. In 2019, 2 852 primary schools and 1 549 secondary schools were offering NFE.

### 10.3. Schools Offering NFE Programmes

Table 10.10: Primary and Secondary Schools Offering NFE programmes, Number, Zimbabwe, 2019

| Year | Education Level |           |       |
|------|-----------------|-----------|-------|
|      | Primary         | Secondary | Total |
| 2015 | 900             | 603       | 1 503 |
| 2016 | 1 467           | 964       | 2 431 |
| 2017 | 3 044           | 1 735     | 4 779 |
| 2018 | 2 910           | 1 531     | 4 441 |
| 2019 | 2 852           | 1 549     | 4 401 |

Tables 10.11 and 10.12 presents the number of schools offering the various NFE programmes. The 2016-2020 ESSP 2019 Target of 461 schools providing Basic Literacy Programmes has been surpassed with 683 schools in 2019. Furthermore, the 2016-2020 ESSP 2019 Target of 1 743 schools providing Functional Literacy Programmes has been surpassed with 2 116 schools (primary -1 808; secondary - 308) in 2019 offering it. There are 1 256 primary schools proving ZABEC 1, 2 and 3, thus surpassing the ESSP 2019 target of 990. The number of secondary schools providing PCTEs is 1 301 falling below the 2016-2020 ESSP 2019 Target of 1 253.

Table 10.11: Primary Schools Offering NFE programmes, Zimbabwe 2019

| NFE Programme       | No   |
|---------------------|------|
| Basic Literacy      | 683  |
| Fit for Life        | 446  |
| Functional Literacy | 1808 |
| ZABEC 1             | 525  |
| ZABEC 2             | 360  |
| ZABEC 3             | 371  |

Table 10.12: Secondary Schools Offering NFE programmes, Zimbabwe 2019

| NFE Programme       | No   |
|---------------------|------|
| Fit for Life        | 161  |
| Functional Literacy | 308  |
| PTCE                | 1301 |

## 10.4. Conclusion

There are a total of 105 138 on Formal Education (NFE) enrolments at primary and secondary school levels. Out of all the learners enrolled in NFE women constitute more (57.43 percent) than males. All Non Formal education 2016-2020 ESSP 2019 targets on learners enrolled in functional literacy; number of schools providing Basic Literacy Programmes, Functional Literacy Programmes ; and PCTEs have been met. , except that on the number of schools providing ZABEC and the number of learners enrolled for PCTEs.

# CHAPTER 11: Learning Outcomes

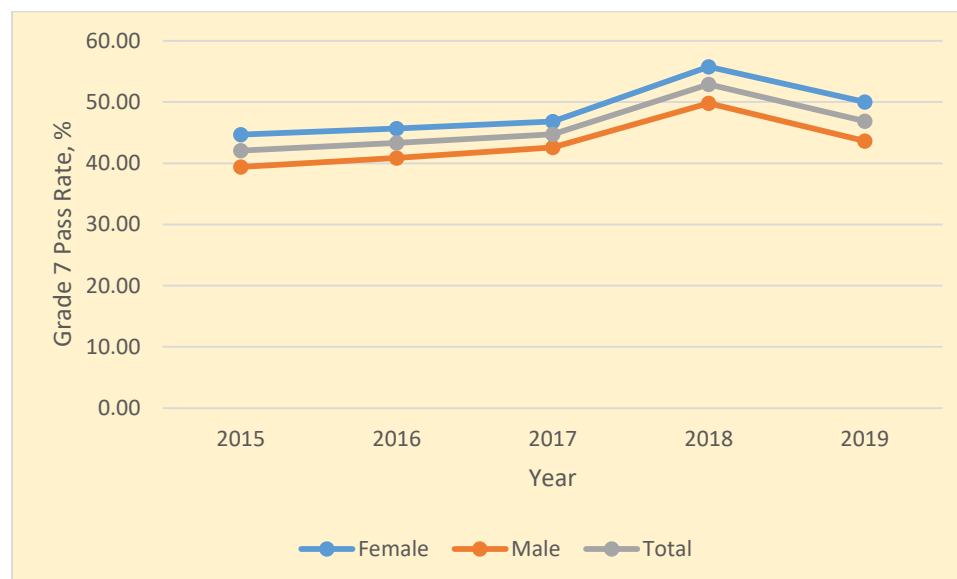
## 11.1. Grade 7 Pass Rates

Zimbabwe has a Grade 7 Pass Rate of 46.89 percent, with gender parity in favour of females. Half of the females passed Grade 7 compared to 43.65 percent of the males. Grade 7 Pass Rates which have been increasing since 2015 to 2018, fell in 2019, Table 11.1 and Figure 11.1. The Grade 7 Pass Rate is now below the 2016-2020 ESSP 2019 Target of 52 percent (females - 53 percent: males - 50 percent).

Table 11.1: Pass Rates by Level (Grade 7, 'O' Level and 'A' Level) and Sex and GPI, Percentage, Zimbabwe, 2015-2019

| Year | Pass Rates, %     |        |       |      |           |        |       |      |           |        |       |      |
|------|-------------------|--------|-------|------|-----------|--------|-------|------|-----------|--------|-------|------|
|      | Grade 7 Pass Rate |        |       |      | 'O' Level |        |       |      | 'A' Level |        |       |      |
|      | Male              | Female | Total | GPI  | Male      | Female | Total | GPI  | Male      | Female | Total | GPI  |
| 2015 | 39.39             | 44.68  | 42.07 | 1.13 | 30.5      | 25.35  | 27.89 | 0.83 | 85.5      | 90.72  | 87.75 | 1.06 |
| 2016 | 40.88             | 45.66  | 43.31 | 1.12 | 32.22     | 27.83  | 29.98 | 0.86 | 86.5      | 91.6   | 88.73 | 1.06 |
| 2017 | 42.61             | 46.81  | 44.76 | 1.10 | 30.66     | 26.85  | 28.71 | 0.88 | 83.49     | 89.2   | 86.05 | 1.07 |
| 2018 | 49.79             | 55.78  | 52.87 | 1.12 | 33.79     | 31.85  | 32.81 | 0.94 | 86.49     | 91.61  | 88.88 | 1.06 |
| 2019 | 43.65             | 50.00  | 46.89 | 1.14 | 34.75     | 33.03  | 33.88 | 0.95 | 84.68     | 89.13  | 86.76 | 1.05 |

Figure 11.1: Grade 7 Pass Rates by Sex, Zimbabwe, 2015-2019

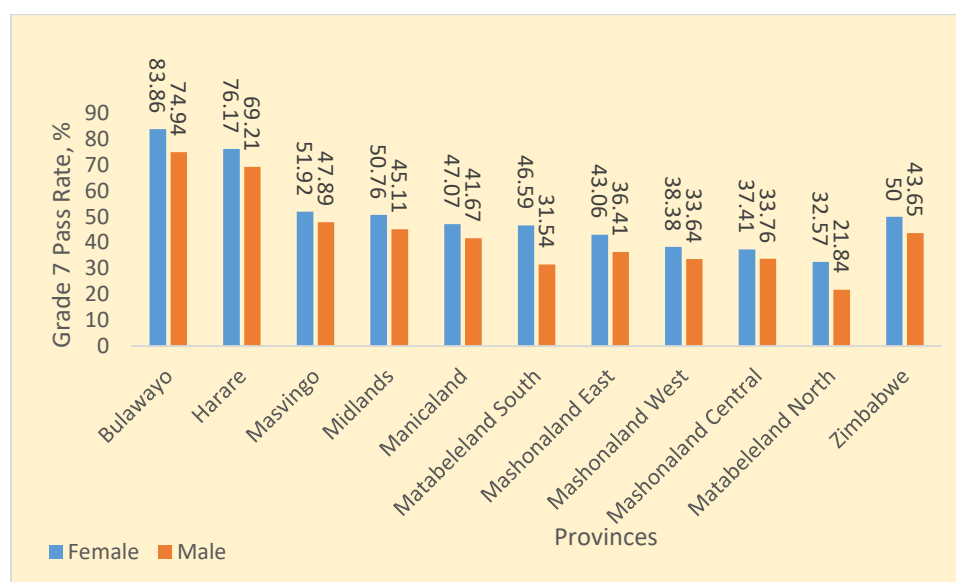


A total of 320 657 school candidates sat for 5 subjects in Grade 7 examinations in 2019, of whom 50.99 percent were females, Table 11.2. Bulawayo and Harare provinces have the highest percentages of candidates who passed Grade 7 at 79.51 percent and 72.74 percent, respectively. For the rest of the provinces, Grade 7 Pass Rates range from 27.49 percent in Matabeleland province to 49.97 percent in Masvingo province.

Table 11.2: Grade 7 Pass Rates by Province and Sex, Zimbabwe, 2019

| Province            | Candidates |         |         | Passed |        |         | % Pass Rates |        |       |
|---------------------|------------|---------|---------|--------|--------|---------|--------------|--------|-------|
|                     | Male       | Female  | Total   | Male   | Female | Total   | Male         | Female | Total |
| Bulawayo            | 6 719      | 7 063   | 13 782  | 5 035  | 5 923  | 10 958  | 74.94        | 83.86  | 79.51 |
| Harare              | 19 023     | 19 571  | 38 594  | 13 166 | 14 908 | 28 074  | 69.21        | 76.17  | 72.74 |
| Manicaland          | 23 995     | 24 270  | 48 265  | 9 999  | 11 425 | 21 424  | 41.67        | 47.07  | 44.39 |
| Mashonaland Central | 13 387     | 14 217  | 27 604  | 4 520  | 5 318  | 9 838   | 33.76        | 37.41  | 35.64 |
| Mashonaland East    | 18 531     | 18 710  | 37 242  | 6 747  | 8 056  | 14 804  | 36.41        | 43.06  | 39.75 |
| Mashonaland West    | 18 529     | 18 506  | 37 035  | 6 234  | 7 103  | 13 337  | 33.64        | 38.38  | 36.01 |
| Masvingo            | 19 573     | 20 727  | 40 300  | 9 374  | 10 762 | 20 136  | 47.89        | 51.92  | 49.97 |
| Matabeleland North  | 9 310      | 10 337  | 19 647  | 2 033  | 3 367  | 5 400   | 21.84        | 32.57  | 27.49 |
| Matabeleland South  | 8 664      | 9 269   | 17 933  | 2 733  | 4 318  | 7 051   | 31.54        | 46.59  | 39.32 |
| Midlands            | 19 438     | 20 817  | 40 255  | 8 768  | 10 567 | 19 335  | 45.11        | 50.76  | 48.03 |
| Total               | 157 169    | 163 487 | 320 657 | 68 609 | 81 747 | 150 357 | 43.65        | 50.00  | 46.89 |

Figure 11.2: Grade 7 Pass Rates by Sex and Province, Zimbabwe, 2019



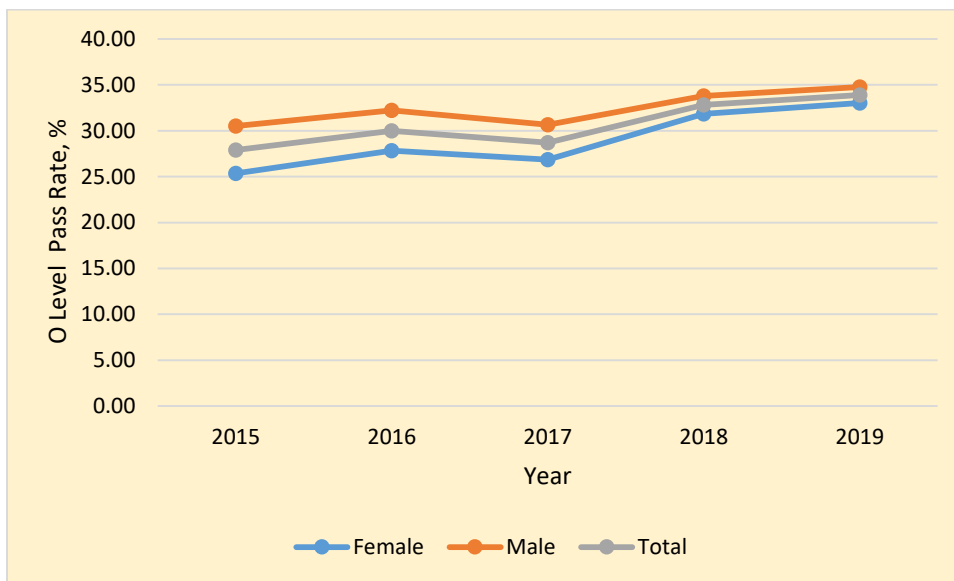
The Grade 7 Mathematics Pass rate is 55.64 percent (females -58.60 percent; males-52.58 percent) which are all below the 2016-2020 ESSP 2019 targets of 62 percent (females- 64 percent; males -61 percent). The Grade 7 Pass Rate for General Paper is 62.49 percent (females - 65.51 percent: 59.37 percent) more than the 2016-2020 ESSP 2019 Target of 58 percent (females - 54 percent: males - 58 percent). The targets on number of districts with 50 percent Pass Rates in Mathematics and General Paper have generally been achieved, except for males in Mathematics. The number districts with G7 Pass Rate of 50 percent in Mathematics out of the 72 for females and males combined is 41 and has almost achieved the 2016-2020 ESSP 2019 target of 42. The number districts with G7 Pass Rate of 50 percent in Mathematics out of the 72 for females is 46, which is above the 2016-2020 ESSP 2019 Target of 45. The number districts with G7 Pass Rate of 50 percent in Mathematics out of the 72 for

males is 33 below the 38. The number districts with G7 Pass Rate of 50 percent in General Paper out of the 72 for totals, males and females have been well achieved. The number districts with G7 Pass Rate of 50 percent in General Paper are 49 (females -59 districts: males- 45 districts, against the 2016-2020 ESSP 2019 targets of 25 districts ( female - 27 districts; males -24 districts)

## 11.2. 'O' Level Pass Rates

The 2019 'O' Level Pass Rate is 33.88 percent, with gender parity in favour of males, Table 11.1 and Figure 11.3. The 'O' level Pass Rates generally increased since 2015, with a slight decline in 2017, and this is true for both sexes. The 'O' Level Pass Rate is above the 2016-2020 ESSP 2019 Target of 32 percent (females -31 percent: males -32 percent). Both males and females with Pass Rates of 34.75 percent and 33.03 percent, respectively, achieved the ESSP 2019 target.

Figure 11.3: 'O' Level Pass Rates by Sex, Zimbabwe 2015 -2019

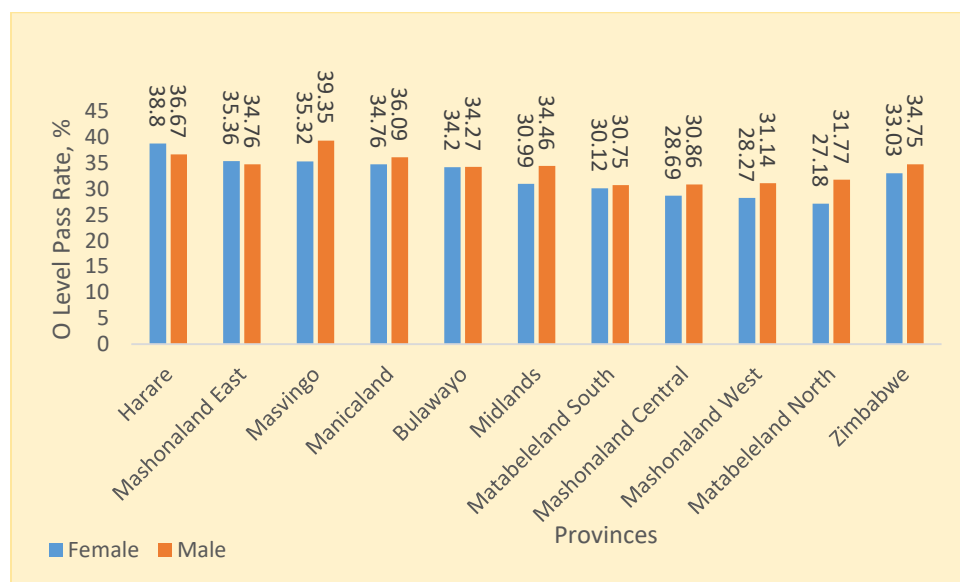


A total of 175 503 candidates sat for 'O' Level examinations of whom 50.31 percent were females, Table 11.3 and Figure 11.4. Harare and Masvingo provinces have the highest percentages of candidates who passed 'O' Level at 37.77 percent and 37.35 percent, respectively, whilst Matabeleland North had the lowest percentage of 29.19 percent, with the pattern being generally true for both sexes.

Table 11.3: 'O' Level Pass Rates by Province and Sex, Zimbabwe 2019

| Province            | Candidates |        |         | Passed |        |        | % Pass Rates |        |       |
|---------------------|------------|--------|---------|--------|--------|--------|--------------|--------|-------|
|                     | Male       | Female | Total   | Male   | Female | Total  | Male         | Female | Total |
| Bulawayo            | 4 216      | 5 070  | 9 286   | 1 445  | 1 734  | 3 179  | 34.27        | 34.20  | 34.23 |
| Harare              | 9 014      | 9 609  | 18 623  | 3 305  | 3 728  | 7 033  | 36.67        | 38.80  | 37.77 |
| Manicaland          | 15 645     | 14 642 | 30 287  | 5 647  | 5 090  | 10 737 | 36.09        | 34.76  | 35.45 |
| Mashonaland Central | 7 048      | 6 287  | 13 335  | 2 175  | 1 804  | 3 979  | 30.86        | 28.69  | 29.84 |
| Mashonaland East    | 11 098     | 10 361 | 21 459  | 3 858  | 3 664  | 7 522  | 34.76        | 35.36  | 35.05 |
| Mashonaland West    | 10 147     | 9 184  | 19 331  | 3 160  | 2 596  | 5 756  | 31.14        | 28.27  | 29.78 |
| Masvingo            | 12 131     | 11 921 | 24 052  | 4 774  | 4 210  | 8 984  | 39.35        | 35.32  | 37.35 |
| Matabeleland North  | 4 010      | 5 129  | 9 139   | 1 274  | 1 394  | 2 668  | 31.77        | 27.18  | 29.19 |
| Matabeleland South  | 3 402      | 4 910  | 8 312   | 1 046  | 1 479  | 2 525  | 30.75        | 30.12  | 30.38 |
| Midlands            | 10 497     | 11 182 | 21 679  | 3 617  | 3 465  | 7 082  | 34.46        | 30.99  | 32.67 |
| Total               | 87 208     | 88 295 | 175 503 | 30 301 | 29 164 | 59 465 | 34.75        | 33.03  | 33.88 |

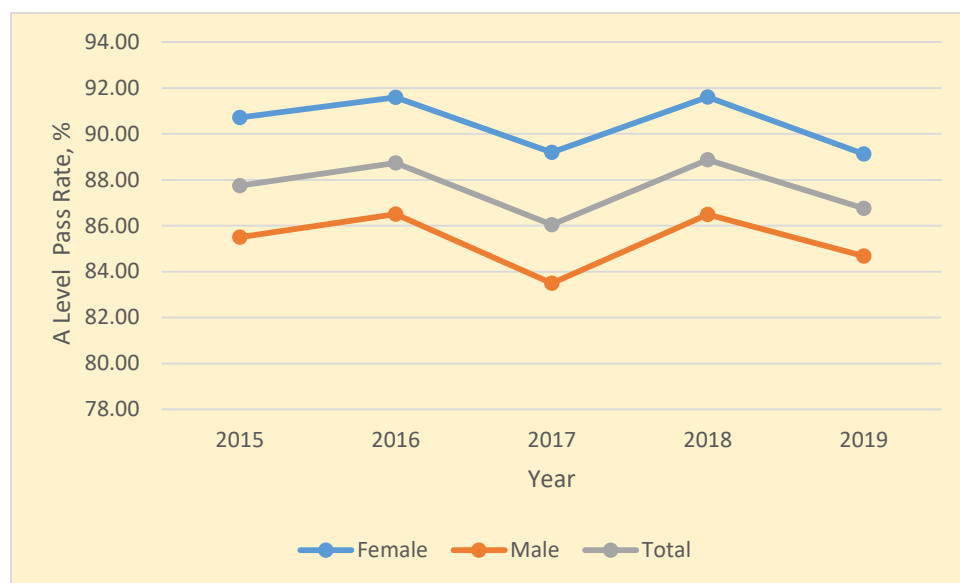
Figure 11.4: 'O' Level Pass Rates by Sex and Province, Zimbabwe, 2019



### 11.3. 'A' Level Pass Rates

In 2019, the 'A' Level Pass Rate is 86.76 percent, with gender parity in favour of females, Table 11.1 and Figure 11.5. 'A' Level Pass Rates have generally decreased since 2015, with a noticeable decline in 2017, and this is true for both sexes. Females have a Pass Rate of 89.13 percent and males of 84.68 percent. Gender parity has been in favour of females since 2015.

Figure 11.5: 'A' Level Pass Rates by Sex Trend, Zimbabwe 2015 -2019



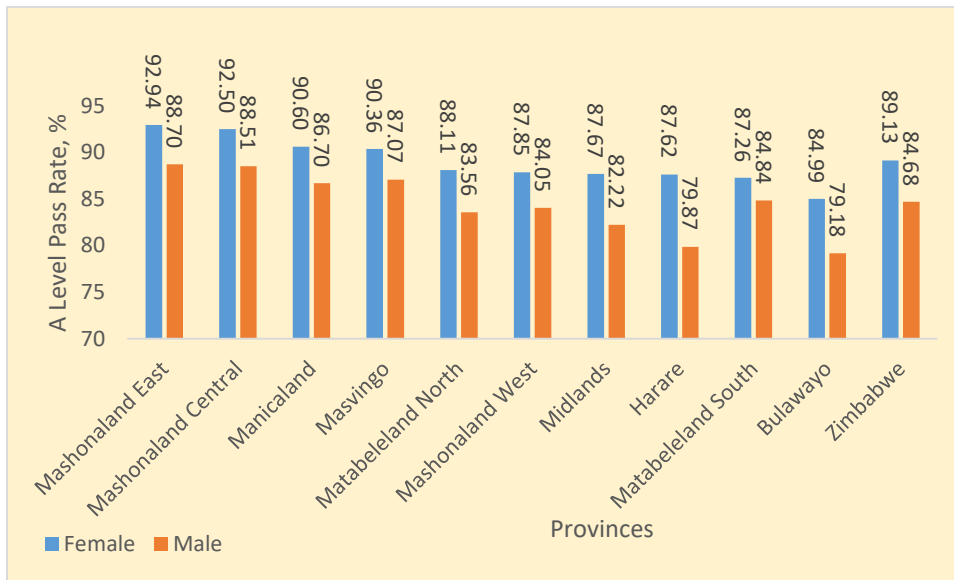
A total of 41 810 candidates sat for 'A' Level examinations of whom 46.79 percent were females, Table 11.4 and Figure 11.6. Bulawayo and Harare provinces have the lowest 'A' level Pass Rates of 82.27 percent and 83.59 percent, respectively. For the predominantly rural provinces, Mashonaland East province has the highest 'A' Level Pass Rate of 90.68 percent, followed closely by Mashonaland Central province with 90.18 percent and Midlands province has the lowest percentage of 84.77 percent, with this pattern generally true for both sexes.

Table 11.4: 'A' Level Pass Rates by Province and Sex, Zimbabwe 2019

| Province            | Candidates |        |        | Passed |        |        | % Pass Rate |        |       |
|---------------------|------------|--------|--------|--------|--------|--------|-------------|--------|-------|
|                     | Male       | Female | Total  | Male   | Female | Total  | Male        | Female | Total |
| Bulawayo            | 1 489      | 1 692  | 3 181  | 1 179  | 1 438  | 2 617  | 79.18       | 84.99  | 82.27 |
| Harare              | 3 105      | 2 867  | 5 972  | 2 480  | 2 512  | 4 992  | 79.87       | 87.62  | 83.59 |
| Manicaland          | 4 023      | 3 352  | 7 375  | 3 488  | 3 037  | 6 525  | 86.70       | 90.60  | 88.47 |
| Mashonaland Central | 1 427      | 1 027  | 2 454  | 1 263  | 950    | 2 213  | 88.51       | 92.50  | 90.18 |
| Mashonaland East    | 2 353      | 2 069  | 4 422  | 2 087  | 1 923  | 4 010  | 88.70       | 92.94  | 90.68 |
| Mashonaland West    | 2 082      | 1 572  | 3 654  | 1 750  | 1 381  | 3 131  | 84.05       | 87.85  | 85.69 |
| Masvingo            | 3 603      | 2 717  | 6 320  | 3 137  | 2 455  | 5 592  | 87.07       | 90.36  | 88.48 |
| Matabeleland North  | 663        | 782    | 1 445  | 554    | 689    | 1 243  | 83.56       | 88.11  | 86.02 |
| Matabeleland South  | 798        | 1 115  | 1 913  | 677    | 973    | 1 650  | 84.84       | 87.26  | 86.25 |
| Midlands            | 2 705      | 2 369  | 5 074  | 2 224  | 2 077  | 4 301  | 82.22       | 87.67  | 84.77 |
| Total               | 22 248     | 19 562 | 41 810 | 18 839 | 17 435 | 36 274 | 84.68       | 89.13  | 86.76 |



Figure 11.6: 'A' Level Pass Rates by Sex and Province, Zimbabwe, 2019



## 11.4. Conclusion

The worsening of Grade 7 Pass Rates in 2019 is an issue of concern. Gender disparities at Grade 7 is in favour of girls. Grade 7 Pass Rates remain below the 2016-2020 ESSP 2019 target, with the "O" level Pass Rates having surpassed the target. Grade 7 Pass Rates for General Paper are above the 2019 2016-2020 ESSP 2019 target, while those for Mathematics remain below target. "A" Level Pass Rates are relatively high. However, Harare and Bulawayo have some of the lowest Pass Rates especially for males, having been outperformed by the predominantly rural provinces.

## Description of the Main Indicators Used in this Publication

### 1. Completion Rate

**Definition** - Persons in the relevant age group who have completed the last grade of the given level of education.

**Purpose** -The completion rate indicates how many persons in a given age group have completed primary, lower secondary, or upper secondary education. It indicates how many children and adolescents enter school on time and progress through the education system without excessive delays.

**Calculation method:** The number of persons in the relevant age group who have completed the last grade of the given level of education expressed as a percentage of the total population of the same age group.

### 2. 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).

### 3. Gender Parity Index (GPI)

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

**Purpose:** The Gender Parity Index represents the relative difference between a group of females and males. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0 percent (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates

a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

According to the Zimbabwe National Statistics Agency, 2015, Women and Men Profile, 2012 National Population Census, page 11-, parity indices such as the GPI are considered to reflect parity within + or - 0.03 percentage points from 1 percent.

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

#### 4. 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 secondary school theoretical leaving age.

**Purpose:** Gross Enrolment Rate 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.

#### 5. 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.

#### 6. 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.

## 7. 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.

## 8. 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

## **9. 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.

## **10. 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)

## **11. 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

## **12. 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.

## List of Tables

|   |    |
|---|----|
| Table 2.1: School Going Age Population Projections by Level of Education and Sex, Number, Zimbabwe, 2019                              | 4  |
| Table 2.2: Projected School Age Population by Single Age and Sex, Number, Zimbabwe, 2019  | 5  |
| Table 2.3 Projected School-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2019 | 7  |
| Table 2.4: Projected School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2019        | 9  |
| Table 2.5: Schools by Level of Education and Year, Number and Percentage, Zimbabwe, 2015-2019   | 10 |
| Table 2.6: Schools by Level of Education and Province, Number and Percentage, Zimbabwe, 2019  | 11 |
| Table 2.7: Schools by Level of Education and Province, Number, Zimbabwe, 2019   | 14 |
| Table 2.8: Schools by Level of Education and Province, Percentage Distribution, Zimbabwe, 2019  | 15 |
| Table 2.9: Schools by Level of Education, Registration Status and Province, Number and Percentage, Zimbabwe, 2019                     | 17 |
| Table 2.10: Number of Schools by Level of Education, Registration Status and Province, Percentage, Distribution, Zimbabwe, 2019       | 19 |
| Table 2.11: Schools by Level of Education, Location (Rural and Urban) and Province, Zimbabwe, 2019                                    | 20 |
| Table 2.12: Schools by Level of Education, Capitation Grant Classification and Province, Number and Percentage, Zimbabwe, 2019        | 22 |
| Table 2.13: Primary Schools by Type, Responsible Authority and Province, Number and Percentage, Zimbabwe, 2019                        | 26 |
| Table 2.14: Secondary Schools by Type, Responsible Authority and Province, Number and Percentage, Zimbabwe, 2019                      | 28 |
| Table 2.15: Schools by Level of Education, Level of Operation and Province, Zimbabwe, 2019  | 30 |
| Table 3.1: ECD Enrolment by Sex, Number and Percentage Change, Zimbabwe, 2015-2019  | 32 |
| Table 3.2: ECD Enrolments by School Capitation Grant Classification and Sex, Zimbabwe, 2019   | 33 |
| Table 3.3: ECD Enrolments by School Registration Status, ECD level and Sex, Number and Percentage, Zimbabwe, 2019                     | 33 |
| Table 3.4: ECD Enrolments by Level of Education, Sex and Age, Number and Percentage, Zimbabwe 2019                                    | 36 |
| Table 3.5: ECD Enrolments by Level, Sex and Location, Number and Percentage, Zimbabwe, 2019   | 37 |
| Table 3.6 : Primary School Enrolment by Sex, Number and Percentage Change, Zimbabwe 2015-2019   | 37 |
| Table 3.7: Primary School Enrolments by Sex and Grade, Number and Percentage, Zimbabwe 2019   | 38 |
| Table 3.8: Primary Enrolment by Location, Sex and Grade, Number and Percentage, Zimbabwe, 2019  | 39 |

|  |    |
|--|----|
| <i>Table 3.9: Primary School Enrolment by School Capitation Grant Classification, Grade and Sex , Number and Percentage Zimbabwe, 2019</i> | 40 |
| <i>Table 3.10: Primary School Enrolment by School Registration Status, Grade and Sex, Number and Percentage, Zimbabwe, 2019</i>            | 41 |
| <i>Table 3.11: Primary School Enrolment by Grade and Age, Number, Zimbabwe, 2019</i>   | 41 |
| <i>Table 3.12: Primary School Enrolments by Grade and Province, Number and Percentage, Zimbabwe, 2019</i>                                  | 43 |
| <i>Table 3.13: Secondary School Enrolment by Level and Sex and Change, Number and Percentage, Zimbabwe, 2015-2019</i>                      | 45 |
| <i>Table 3.14: Secondary School Enrolment by Sex and Form, Number and Percentage Females, Zimbabwe, 2019</i>                               | 46 |
| <i>Table 3.15: Secondary School Enrolment by Location, Sex and Form, Number and Percentage Females, Zimbabwe, 2019</i>                     | 47 |
| <i>Table 3.16 Secondary School Enrolments by School Grant Classification, Sex and Form, Number and Percentage, Zimbabwe, 2019</i>          | 48 |
| <i>Table 3.17: Secondary School Enrolments by School Registration Status, Sex and Form, Number and Percentage, Zimbabwe, 2019</i>          | 49 |
| <i>Table 3.18: Secondary School Enrolments by Form and Age, Number, Zimbabwe, 2019</i>   | 50 |
| <i>Table 3.19: Secondary School Enrolment by Form and Province, Number and Percentage, Zimbabwe, 2019</i>                                  | 51 |
| <i>Table 3.20: Total Enrolment ECD, Primary and Secondary by Sex and Grade, Number, Zimbabwe, 2019</i>                                     | 52 |
| <i>Table 4.1: New Entrants into Grade 1 by Sex and Change, Number and Percentage, Zimbabwe 2015-2019</i>                                   | 54 |
| <i>Table 4.2: New Entrants into Grade 1 by Sex, Age and Gender Parity Index (GPI), Number and Percentage, Zimbabwe, 2019</i>               | 56 |
| <i>Table 4.3: New Entrants into Grade 1 by Location, Sex and Age, Number and Percentage, Zimbabwe, 2019</i>                                | 57 |
| <i>Table 4.4: New Entrants into Form 1 by Sex and Change, Number and Percentage, Zimbabwe 2015-2019</i>                                    | 58 |
| <i>Table 4.5: New Entrants into Form 1 by Sex, Age and GPI, Number and Percentage, Zimbabwe, 2019</i>                                      | 59 |
| <i>Table 4.6: New Entrants into Form 1 by Location, Sex and Age, Number and Percentage, 2019</i>   | 60 |
| <i>Table 4.7: Apparent and Net Intake Rates Trends for Primary School by Sex and GPI, Percentage, 2015-2019</i>                            | 61 |
| <i>Table 4.8: Primary School Apparent Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2019.</i>                         | 62 |
| <i>Table 4.9 : Primary School Net Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2019</i>                              | 63 |



|   |    |
|---|----|
| <i>Table 4.10: Secondary School Apparent Intake Rate and Net Intake Rate Trends by Sex, Percentage, Zimbabwe, 2015 – 2019</i> | 64 |
| <i>Table 4.11: Secondary School Apparent Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2019</i>           | 65 |
| <i>Table 4.12: Secondary School Net Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2019</i>                | 66 |
| <i>Table 5.1: ECD Gross Enrolment Ratio and Net Enrolment Ratio and GPI, Zimbabwe, 2015 to 2019</i>                           | 68 |
| <i>Table 5.2: ECD School Age Population and Enrolment by Province and Sex, Number, Zimbabwe, 2019</i>                         | 69 |
| <i>Table 5.3: ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province, Percentage, Zimbabwe, 2019</i>         | 69 |
| <i>Table 5.4: ECD A School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019</i>                      | 71 |
| <i>Table 5.5 : ECD A Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2019</i>     | 71 |
| <i>Table 5.6: ECD B School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019</i>                      | 73 |
| <i>Table 5.7: ECD B Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2019</i>      | 73 |
| <i>Table 5.8: Infant School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019</i>                     | 74 |
| <i>Table 5.9: Infant Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs by Province, Percentage, Zimbabwe, 2019</i>   | 75 |
| <i>Table 5.10: Junior School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2019</i>                    | 76 |
| <i>Table 5.11: Junior Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs and Province, Percentage, Zimbabwe, 2019</i> | 76 |
| <i>Table 5.12: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2015-2019</i>           | 77 |
| <i>Table 5.13: Primary School Age Population and Enrolments, Number, Zimbabwe, 2019</i>                                       | 78 |
| <i>Table 5.14: Primary Gross Enrolment Ratio, Net Enrolment Ratio and GPI by Sex and Province, Percentage, Zimbabwe, 2019</i> | 79 |
| <i>Table 5.15: Grade Specific Gross Enrolment Rate by Grade and Sex, Percentage and Number, Zimbabwe, 2019</i>                | 80 |
| <i>Table 5.16: Grade Specific Net Enrolment Rate (NER) by Sex and Grade, Percentage, Zimbabwe, 2019</i>                       | 81 |
| <i>Table 5.17: Secondary School Gross Enrolment Rate (GER) by Level and Sex, Percentage, Zimbabwe 2015-2019</i>               | 82 |
| <i>Table 5.18: Secondary School Net Enrolment Rate by Level and Sex, Number and Percentage, Zimbabwe, 2015-2019</i>           | 83 |

|  |     |
|--|-----|
| <i>Table 5.19: Secondary (Form 1-4) School-Age Population and Enrolment by Sex, Number, Zimbabwe, 2019</i>                                   | 85  |
| <i>Table 5.20: Secondary School (Form 1-4) NER and GER by Province and Sex, Percentage, Zimbabwe, 2019</i>                                   | 85  |
| <i>Table 5.21: Secondary School (Form 5-6) Age Population and Enrolment by Sex, Number, Zimbabwe, 2019</i>                                   | 87  |
| <i>Table 5.22: Secondary School (Form 5-6) GER and NER, by Province and Sex, Percentage, Zimbabwe, 2019</i>                                  | 87  |
| <i>Table 5.23: Secondary School (Form 1-6) Population and Enrolment by Sex and Province, Number, Zimbabwe, 2019</i>                          | 89  |
| <i>Table 5.24: Secondary School (Form 1-6) GER, NER and GPI by Sex and Province, Percentage, Zimbabwe, 2019</i>                              | 89  |
| <i>Table 5.25: Form Specific Gross Enrolment Rate (FSGER), Number and Percentage, Zimbabwe, 2019</i>   | 90  |
| <i>Table 5.26: Form Specific Net Enrolment Rate, Number and Percentage, Zimbabwe, 2019</i>   | 91  |
| <i>Table 5.27: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Number and Percentage, Zimbabwe, 2019</i>                         | 92  |
| <i>Table 6.1 Orphaned and Vulnerable Children (OVC) by Sex and Level of Education and Change, Number and Percentage, Zimbabwe, 2015-2019</i> | 95  |
| <i>Table 6.2: ECD Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2019</i>                               | 97  |
| <i>Table 6.3: Primary School Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2019</i>                    | 99  |
| <i>Table 6.4: Secondary School Orphaned and Vulnerable Children (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2019</i>         | 100 |
| <i>Table 6.5: ECD OVC by Type, Sex and Province, Number, Zimbabwe, 2019.</i>   | 102 |
| <i>Table 6.6: ECD OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2019.</i>  | 103 |
| <i>Table 6.7: Primary School OVC by Type, Sex and Province, Number, Zimbabwe, 2019</i>   | 104 |
| <i>Table 6.8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2019.</i>   | 105 |
| <i>Table 6.9: Secondary School OVC by Type, Sex and Province, Number, Zimbabwe, 2019.</i>  | 106 |
| <i>Table 6.10: Secondary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2019.</i>                                      | 107 |
| <i>Table 6.11: Impairments by Education Level, Sex and Province, Number, Zimbabwe, 2019.</i>   | 108 |
| <i>Table 6.12: Enrolment by Impairments by Level, Sex and Province as a Percentage of total Enrolment, Zimbabwe 2019</i>                     | 109 |
| <i>Table 6.13: Impairments, Primary and Secondary Schools by Type and Sex, Number, Zimbabwe, 2019</i>  | 110 |
| <i>Table 6.14: Primary School Learners Impairment by Type and Province, Percentage Distribution, Zimbabwe, 2019</i>                          | 112 |

|  |     |
|--|-----|
| <i>Table 6.15: Secondary School Learners Impairment by Type and Province, Percentage Distribution, Zimbabwe, 2019.</i>                                 | 113 |
| <i>Table 6.16: Primary Enrolments by Impairments and Province, Number, Zimbabwe, 2019.</i>   | 114 |
| <i>Table 6.17: Secondary Enrolments by Impairments and Province, Number, Zimbabwe, 2019.</i>   | 115 |
| <i>Table 6.18: Primary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2019</i>                     | 116 |
| <i>Table 6.19: Primary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2019.</i>   | 117 |
| <i>Table 6.20: Secondary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2019</i>                   | 118 |
| <i>Table 6.21: Secondary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2019.</i> | 119 |
| <i>Table 7.1: Teachers by Level, Training, Learner to Teacher Ratio Trends, Number and Percentage, Zimbabwe, 2015-2019</i>                             | 121 |
| <i>Table 7.2: ECD Trained and Untrained Teachers by Province, Number and Percentage Zimbabwe, 2019</i>   | 122 |
| <i>Table 7.3: ECD Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2019</i>  | 122 |
| <i>Table 7.4: ECD Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2019</i>  | 123 |
| <i>Table 7.5: ECD Teachers by Type of Employment, Sex and Qualification Status, Number and Percentage, Zimbabwe, 2019</i>                              | 124 |
| <i>Table 7.6: ECD Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2019</i>   | 125 |
| <i>Table 7.7: ECD Teachers and Learner to Teacher Ratio by Location, Number, Zimbabwe, 2019</i>  | 126 |
| <i>Table 7.8: ECD Teachers by Training, Learner to Teacher Ratio and Province, Number, Zimbabwe, 2019</i>  | 126 |
| <i>Table 7.9: Primary School Teachers by Training and Province, Number and Percentage Zimbabwe, 2019</i>   | 127 |
| <i>Table 7.10: Primary School Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2019</i>  | 128 |
| <i>Table 7.11: Primary School Teachers by Qualification and Sex, Number and Percentage, Zimbabwe, 2019</i>   | 128 |
| <i>Table 7.12: Primary School Teachers by Type of Employment, Sex and Qualification Status, Number and Percentage, Zimbabwe, 2019</i>                  | 130 |
| <i>Table 7.13: Primary School Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2019</i>                                       | 131 |
| <i>Table 7.14: Primary School Teachers by Teacher Substantive Grade by Sex, Number and Percentage, Zimbabwe, 2019</i>                                  | 132 |
| <i>Table 7.15: Primary School Teachers, Learner to Teacher Ratio by Location, Zimbabwe, 2019</i>   | 133 |

|   |     |
|---|-----|
| <i>Table 7.16: Primary School Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe, 2019</i>                                   | 133 |
| <i>Table 7.17: Secondary School Teachers by Training and Province, Number and Percentage, Zimbabwe, 2019</i>                                  | 134 |
| <i>Table 7.18: Secondary School Teachers by Location, Training, and Sex, Number and Percentage, Zimbabwe, 2019</i>                            | 135 |
| <i>Table 7.19: Secondary School Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2019</i>                           | 135 |
| <i>Table 7.20: Secondary School Teachers by Type of Employment, Sex and Qualification Status, Number and Percentage, Zimbabwe 2019</i>        | 137 |
| <i>Table 7.21: Secondary School Teachers by Teaching Experience, Number and Percentage, Zimbabwe, 2019</i>                                    | 138 |
| <i>Table 7.22: Secondary School Teachers by Teacher Substantive Grade and Sex, Number and Percentage, Zimbabwe, 2019</i>                      | 139 |
| <i>Table 7.23: Secondary School (Form 1-6) Learner to Teacher Ratio by Location, Number, Zimbabwe, 2019</i>                                   | 140 |
| <i>Table 7.24: Secondary School (Form 1-6) Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe, 2019</i>                      | 140 |
| <i>Table 8.1: Repeaters by Level of Education and Sex, Number and Percentage, Zimbabwe, 2015 to 2019</i>                                      | 142 |
| <i>Table 8.2: Primary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Number and Percentage, Zimbabwe, 2019</i> | 143 |
| <i>Table 8.3: Secondary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Form, Zimbabwe, 2019</i>                       | 144 |
| <i>Table 8.4 : Repeaters by Level of Education, Sex and Province, Number and Percentage, Zimbabwe, 2019</i>                                   | 145 |
| <i>Table 8.5: Percentage of Repeaters by Level of Education, Sex and Province, Zimbabwe, 2019</i>   | 147 |
| <i>Table 8.6: Dropouts by Level of Education, Number and Percentage, Zimbabwe, 2015 to 2019</i>   | 148 |
| <i>Table 8.7: Primary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2019.</i>  | 149 |
| <i>Table 8.8: Secondary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2019.</i>  | 150 |
| <i>Table 8.9: Enrolments, Repeaters and Promotion by Grade/ Form, Number, Zimbabwe 2018 and 2019</i>  | 152 |
| <i>Table 8.10: Promotion, Repetition and Dropout Rates by Grade/Form, Zimbabwe, 2018 and 2019</i>   | 153 |
| <i>Table 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex and GPI, Percentage, Zimbabwe 2014-2015 to 2018 - 2019</i>    | 154 |
| <i>Table 8.12: Survival Rates by Education Level, Grade/Form and Sex, Zimbabwe, 2019</i>  | 156 |
| <i>Table 8.13: Completion Rate by Level of Education and Sex, Percentage, Zimbabwe 2015-2019</i>  | 158 |
| <i>Table 8.14: ECD Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019</i>  | 159 |

|  |     |
|--|-----|
| <i>Table 8.15: Primary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019</i>  | 160 |
| <i>Table 8.16: Lower Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019</i>  | 161 |
| <i>Table 8.17: Upper Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2019</i>  | 162 |
| <i>Table 9.1: ECD, Primary and Secondary Classrooms, Enrolment and Learner to Classroom Ratio Trend, Number, Zimbabwe 2015-2019</i>  | 164 |
| <i>Table 9.2: Classrooms, Enrolments, and Learner to Classroom Ratio (LCR) by Level of Education and Province, Number, Zimbabwe, 2019</i>  | 165 |
| <i>Table 9.3: Schools Main Source of Electricity by Type and Level of Education, Number and Percentage, Zimbabwe, 2019</i>   | 166 |
| <i>Table 9.4: Schools Without Electricity by Education Level and Province, Number and Percentage, Zimbabwe, 2019</i>   | 168 |
| <i>Table 9.5: Schools by Grant Classification and Main Source of Electricity, Number and Percentage, Zimbabwe, 2019</i>  | 169 |
| <i>Table 9.6: Learners and Teachers to Toilet Ratios by Sex, Zimbabwe, 2015-2019</i>   | 170 |
| <i>Table 9.7: ECD and Primary Teacher and Learner to Toilet Ratios by Sex and Province, Zimbabwe, 2019</i>   | 171 |
| <i>Table 9.8: Secondary Learner and Teacher to Toilet Ratios by Sex and Province, Number, Zimbabwe, 2019</i>   | 172 |
| <i>Table 9.9: ECD Toilets for Learners by Type and Province, Number, Zimbabwe, 2019</i>  | 173 |
| <i>Table 9.10: Primary Toilets for Learners by Type and Province, Number, Zimbabwe, 2019</i>   | 174 |
| <i>Table 9.11: Secondary Toilets for Learners by Type and Province, Number, Zimbabwe, 2019</i>   | 174 |
| <i>Table 9.12: Primary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2019</i>  | 175 |
| <i>Table 9.13: Primary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2019</i>   | 176 |
| <i>Table 9.14: Primary Schools by Access to Water and Use of Water, Number and Percentage, Zimbabwe, 2019</i>  | 177 |
| <i>Table 9.15: Secondary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2019</i>  | 178 |
| <i>Table 9.16: Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2019</i>   | 179 |
| <i>Table 9.17: Secondary Schools by Access to Water and Use of Water, Percentage and Number, Zimbabwe, 2019</i>  | 180 |
| <i>Table 9.18: Percentage of Primary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentages, Zimbabwe, 2019</i> | 181 |

|   |     |
|---|-----|
| <i>Table 9.19: Percentage of Secondary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentage, Zimbabwe, 2019</i> | 182 |
| <i>Table 9.20: Schools With and Without Internet by Education Level and Province, Number and Percentage, Zimbabwe, 2019</i>   | 185 |
| <i>Table 9.21: Primary Schools by Type of Connectivity and Province, Number, Zimbabwe, 2019</i>   | 187 |
| <i>Table 9.22: Primary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe, 2019</i>  | 187 |
| <i>Table 9.23: Secondary Schools by Type of Connectivity and Province, Number, Zimbabwe, 2019</i>   | 188 |
| <i>Table 9.24: Secondary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe, 2019</i>  | 189 |
| <i>Table 9.25: Primary School Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe, 2019</i>   | 190 |
| <i>Table 9.26: Secondary Schools Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe, 2019</i>  | 193 |
| <i>Table 9.27: Primary School (ECDA to Grade 7) Seating and Writing Places by Province, Number and Percentage, Zimbabwe, 2019</i>   | 194 |
| <i>Table 9.28: Secondary School (Form 1-6) Seating and Writing Places, Number and Percentage, Zimbabwe, 2019</i>  | 195 |
| <i>Table 10.1: Total Enrolment in NFE Programmes (Primary and Secondary Education Levels) by, Sex and Province, Number and Percentage, Zimbabwe, 2019</i>   | 196 |
| <i>Table 10.2: Enrolment in NFE Programmes (Primary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2019</i>  | 197 |
| <i>Table 10.3: Enrolment in NFE Programmes (Secondary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2019</i>  | 197 |
| <i>Table 10.4: Primary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2019</i>  | 198 |
| <i>Table 10.5: Primary Level Enrolment in NFE Programmes by Registration Status of School, Sex and NFE Level, Number and Percentage, Zimbabwe, 2019</i>   | 199 |
| <i>Table 10.6: Primary Level Enrolment in NFE Programmes by Location , Sex and NFE Level, Number and Percentage , Zimbabwe, 2019</i>  | 200 |
| <i>Table 10.7: Secondary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2019</i>  | 201 |
| <i>Table 10.8: Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number and Percentage, Zimbabwe, 2019</i>  | 201 |
| <i>Table 10.9: Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2019</i>  | 202 |
| <i>Table 10.10: Primary and Secondary Schools Offering NFE programmes, Number, Zimbabwe, 2019</i>   | 202 |
| <i>Table 10.11: Primary Schools Offering NFE programmes, Zimbabwe 2019</i>  | 203 |

|  |     |
|--|-----|
| <i>Table 10.12: Secondary Schools Offering NFE programmes, Zimbabwe 2019</i>   | 203 |
| <i>Table 11.1: Pass Rates by Level (Grade 7, 'O' Level and 'A' Level) and Sex and GPI, Percentage, Zimbabwe, 2015-2019</i> | 204 |
| <i>Table 11.2: Grade 7 Pass Rates by Province and Sex, Zimbabwe, 2019</i>  | 205 |
| <i>Table 11.3: 'O' Level Pass Rates by Province and Sex, Zimbabwe 2019</i>   | 207 |
| <i>Table 11.4: 'A' Level Pass Rates by Province and Sex, Zimbabwe 2019</i>   | 208 |

## List of Figures

|   |    |
|---|----|
| Figure 1.1: Structure of the Zimbabwe Education System  | 1  |
| Figure 1.2 Zimbabwe Administrative Boundaries by Province, Districts and Wards  | 3  |
| Figure 1.3 Zimbabwe Ministry of Primary and Secondary Education Administrative Boundaries by Province, Districts and Wards        | 3  |
| Figure 2.1: Distribution of School-Age Population by Level of Education and Sex, Number, Zimbabwe, 2019                           | 5  |
| Figure 2.2: Distribution of Projected School Age Population by Single Age and Sex, Number, Zimbabwe, 2019                         | 6  |
| Figure 2.3: Projected School-Age Population by Province, Percentage Distribution, Zimbabwe, 2019                                  | 8  |
| Figure 2.4: Schools by Level of Education and Year, Zimbabwe 2015-2019  | 11 |
| Figure 2.5: School-Age Population and Schools by Province, Percentage Distribution, Zimbabwe, 2019                                | 12 |
| Figure 2.6: Schools by level of Education and Province, Percentage Distribution, Zimbabwe, 2019                                   | 13 |
| Figure 2.7: Schools by Level of Education and Registration Status, Percentage, Zimbabwe, 2019                                     | 16 |
| Figure 2.8: Schools by Level of Education and Location, Percentage, Zimbabwe, 2019  | 20 |
| Figure 2.9 Schools by Level of Education and Per Capita Grant Classification, Zimbabwe, 2019                                      | 21 |
| Figure 2.10: Schools by Level of Education, Capitation Grant Type and Province, Zimbabwe, 2019                                    | 23 |
| Figure 2.11: Schools by Level of Education and Whether Run by Government or Non-Government, Percentage and Number, Zimbabwe, 2019 | 24 |
| Figure 2.12: Primary Schools, Government and Non-Government by Responsible Authority, Percentage Distribution, Zimbabwe, 2019     | 25 |
| Figure 2.13: Secondary Schools, Government and Non-Government by Responsible Authority, Percentage Distribution, Zimbabwe, 2019.  | 27 |
| Figure 2.14: Schools by Level of Education and Operation Mode, Percentage Distribution, Zimbabwe, 2019.                           | 29 |
| Figure 3.1: ECD Enrolment by Sex, Zimbabwe 2015-2019  | 32 |
| Figure 3.2: ECD Enrolments by Age, Percentage Distribution, Zimbabwe, 2019  | 34 |
| Figure 3.3: ECD Learners by Level, Age and Sex, Zimbabwe, 2019  | 35 |
| Figure 3.4: Primary School Enrolment by Sex, Zimbabwe, 2015 -2019   | 38 |
| Figure 3.5: Primary School Enrolments by Location, Number and Percentage, Zimbabwe, 2019  | 39 |
| Figure 3.6: Primary School Enrolment by School Capitation Grant Classification, Number and Percentage, Zimbabwe, 2019             | 40 |
| Figure 3.7: Primary School Enrolment by Grade and Age, Percentage Distribution, Zimbabwe, 2019                                    | 42 |
| Figure 3.8: Primary School Enrolments by Age and Grade, Percentage Distribution, Zimbabwe, 2019                                   | 42 |
| Figure 3.9: Enrolment in Lower and Upper Secondary Schools Zimbabwe, 2015 - 2019  | 44 |



|   |    |
|---|----|
| Figure 3.10: Secondary School Enrolment, Number, Zimbabwe, 2019   | 44 |
| Figure 3.11: Secondary School Enrolments (Form 1- Form 6) by Location, Number and Percentage, Zimbabwe, 2019  | 46 |
| Figure 3.12: Secondary School Enrolment by School Grant Classification, Number and Percentage, Zimbabwe, 2019 | 47 |
| Figure 3.13: Secondary School Enrolments by School Registration Status, Number and Percentage, Zimbabwe, 2019 | 48 |
| Figure 3.14: Secondary School Enrolments by Form and Age, Percentage, Zimbabwe, 2019                          | 50 |
| Figure 3.15: Distribution of Enrolment by Grade/Form, Number, Zimbabwe, 2019                                  | 52 |
| Figure 4.1: New Entrants into Grade 1 by Sex, Number and Percentage, Zimbabwe 2015-2019                       | 55 |
| Figure 4.2: New Entrants into Grade 1 by Age and Sex, Percentage Distribution, Zimbabwe, 2019                 | 56 |
| Figure 4.3: New Entrants into Form 1 by Sex, Number and Percentage, Zimbabwe 2015-2019                        | 58 |
| Figure 4.4: New Entrants into Form 1 by Age and Sex, Percentage Distribution, Zimbabwe, 2019                  | 59 |
| Figure 4.5: Primary School (Grade1) Apparent Intake Rate , Percentage, Zimbabwe 2015 -2019                    | 61 |
| Figure 4.6: Primary School (Grade1) Net Intake Rate, Percentage, Zimbabwe 2015 -2019                          | 61 |
| Figure 4.7 Primary School Net Intake Rates by Province, Percentage, Zimbabwe, 2019                            | 63 |
| Figure 4.8: Primary School Net Intake Rate GPI by Province, Zimbabwe, 2019                                    | 63 |
| Figure 4.9: Secondary School (Form 1) Apparent Intake Rate , Percentage, Zimbabwe, 2015 -2019                 | 65 |
| Figure 4.10: Secondary School (Form 1) Net Intake Rate, Percentage, Zimbabwe, 2015 -2019                      | 65 |
| Figure 4.11: Secondary School (Form 1) Net Intake Rates by Province, Percentage, Zimbabwe, 2019               | 67 |
| Figure 4.12: Secondary School (Form 1) Net Intake Rate GPI by Province, Zimbabwe, 2019                        | 67 |
| Figure 5.1: ECD Gross Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019.                        | 70 |
| Figure 5.2: ECD Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019                           | 70 |
| Figure 5.3: ECD A Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019                         | 72 |
| Figure 5.4: ECD B Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2019                         | 74 |
| Figure 5.5 Primary School Gross Enrolment Ratio, Percentage, Zimbabwe, 2015-2019                              | 77 |
| Figure 5.6: Primary School Net Enrolment Ratio, Percentage, Zimbabwe, 2015-2019                               | 77 |
| Figure 5.7: Primary School NER by Province, Percentage, Zimbabwe, 2019  | 79 |
| Figure 5.8: Grade Specific Gross and Net Enrolment Rates, Percentage, Zimbabwe, 2019                          | 80 |
| Figure 5.9: Secondary School (Form 1-4) GER, Percentage, Zimbabwe, 2015-2019                                  | 82 |
| Figure 5.10: Secondary School (Form 5-6) GER, Percentage, Zimbabwe, 2015-2019                                 | 82 |
| Figure 5.11: Secondary School (Form 1-6) GER, Percentage, Zimbabwe, 2015-2019                                 | 83 |
| Figure 5.12: Secondary School (Form 1-4) NER, Percentage, Zimbabwe, 2015-2019                                 | 84 |
| Figure 5.13: Secondary School (Form 5-6) NER, Percentage, Zimbabwe, 2015-2019                                 | 84 |

|   |     |
|---|-----|
| Figure 5.14: Secondary School (Form 1-6) NER, Percentage, Zimbabwe, 2015-2019                                   | 84  |
| Figure 5.15: Secondary School (Form 1-4) NER by Province, Percentage, Zimbabwe, 2019                            | 86  |
| Figure 5.16: Secondary School (Form 1-4) NER, Zimbabwe, 2019  | 86  |
| Figure 5.17: Secondary School (Form 5-6), NER by Province, Percentage, Zimbabwe, 2019                           | 88  |
| Figure 5.18: Secondary School (Form 5-6), NER GPI by Province, Zimbabwe, 2019                                   | 88  |
| Figure 5.19: Secondary School (Form 1-6) NER, by Province, Percentage, Zimbabwe, 2019                           | 90  |
| Figure 5.20: Secondary School (Form 1-6), NER - GPI by Province, Zimbabwe, 2019                                 | 90  |
| Figure 5.21: Form Specific Net Enrolment Ratio, Percent, by Gender, Zimbabwe, 2019                              | 91  |
| Figure 5.22: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Percentage, Zimbabwe, 2019             | 92  |
| Figure 6.1: ECD Orphans and Vulnerable Children, Number, Zimbabwe 2015-2019                                     | 96  |
| Figure 6.2: Primary School (Grade 1-7) Orphans and Vulnerable Children, Number, Zimbabwe 2015-2019.             | 96  |
| Figure 6.3: Secondary School (Form 1-6) Orphans and Vulnerable Children, Number, Zimbabwe, 2015-2019.           | 96  |
| Figure 6.4: ECD Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2019.                   | 98  |
| Figure 6.5: ECD Orphaned Children by Province, Percentage Distribution, Zimbabwe, 2019.                         | 98  |
| Figure 6.6: Primary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2019.        | 99  |
| Figure 6.7: Primary School Orphaned Children by Province, Percentage Distribution, Zimbabwe, 2019               | 99  |
| Figure 6.8: Secondary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2019.      | 101 |
| Figure 6.9: Secondary School Orphaned Children by Province, Percentage Distribution, Zimbabwe, 2019.            | 101 |
| Figure 6.10: ECD OVCs by Type and Province, Number, Zimbabwe 2019.  | 103 |
| Figure 6.11: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe 2019.                  | 104 |
| Figure 6.12: Secondary School OVCs by Type and Province, Number, Zimbabwe, 2019                                 | 106 |
| Figure 6.13: Primary and Secondary School Learners by Type of Impairment, Percent Distribution, Zimbabwe, 2019. | 110 |
| Figure 6.14: Primary School Learners Impairment by Sex and Type, Number, Zimbabwe, 2019.                        | 111 |
| Figure 6.15: Secondary School Learners Impairment by Sex and Type, Number, Zimbabwe, 2019.                      | 111 |
| Figure 7.1: Teachers by Level of Education, Zimbabwe, 2015-2019   | 120 |
| Figure 7.2: ECD teachers by Qualification and Sex, Number, Zimbabwe, 2019                                       | 123 |
| Figure 7.3: ECD Teachers by Teaching Experience and Sex, Number, Zimbabwe, 2019                                 | 125 |
| Figure 7.4: ECD Teachers by Learner to Teacher Ratios and Province, Zimbabwe, 2019                              | 127 |

|  |     |
|--|-----|
| <i>Figure 7.5: Primary School Teachers by Qualification and Sex, Number, Zimbabwe, 2019</i>  | 129 |
| <i>Figure 7.6: Primary School Teachers by Teaching Experience and Sex, Number, Zimbabwe, 2019</i>                                    | 131 |
| <i>Figure 7.7: Primary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2019</i>                              | 132 |
| <i>Figure 7.8: Primary School Teachers by Learner to Teacher Ratios and Province, Zimbabwe, 2019</i>                                 | 134 |
| <i>Figure 7.9: Secondary Teachers by Qualification Status and Sex, Number, Zimbabwe, 2019</i>  | 136 |
| <i>Figure 7.10: Secondary School Teachers by Teaching Experience, Number, Zimbabwe, 2019</i>   | 138 |
| <i>Figure 7.11: Secondary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2019</i>                           | 139 |
| <i>Figure 7.12: Distribution of Secondary School Teachers' Learner to Teacher Ratio, Zimbabwe, 2019</i>                              | 141 |
| <i>Figure 8.1: Percentage Repeaters by Level of Education, Zimbabwe, 2015-2019</i>   | 143 |
| <i>Figure 8.2: Percentage Repeaters by Grade and Sex, Primary Schools, Zimbabwe, 2019</i>  | 144 |
| <i>Figure 8.3: Percentage Repeaters by Form and Sex, Secondary Schools, Zimbabwe, 2019</i>   | 145 |
| <i>Figure 8.4: Repeaters by Level of Education and Province, Number, Zimbabwe, 2019</i>  | 146 |
| <i>Figure 8.5: Percentage of Repeaters by Level of Education and Province, Number, Zimbabwe, 2019</i>                                | 147 |
| <i>Figure 8.6: Percentage Dropout by Level of Education, Zimbabwe, 2015-2019</i>   | 148 |
| <i>Figure 8.7: Primary School Percentage Dropouts by Reasons, Zimbabwe, 2019.</i>  | 149 |
| <i>Figure 8.8: Secondary Level Percentage Dropout by Reason, Zimbabwe, 2019</i>  | 151 |
| <i>Figure 8.9: Dropout Rates by Grade/Form and Sex, Percentage, Zimbabwe, 2019</i>   | 153 |
| <i>Figure 8.10: Promotion Rate by Grade/ Form and Sex, Percentage, Zimbabwe, 2019</i>  | 154 |
| <i>Figure 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex, Percentage, Zimbabwe, 2014-2015 to 2018 - 2019</i> | 155 |
| <i>Figure 8.12: Primary School Survival Rate by Grade and Sex, Zimbabwe, 2019</i>  | 156 |
| <i>Figure 8.13: Secondary School Survival Rate by Form and Sex, Zimbabwe, 2019</i>   | 157 |
| <i>Figure 8.14: Completion Rate by Level of Education, Percentage, Zimbabwe, 2015-2019</i>   | 158 |
| <i>Figure 8.15: ECD Completion Rate by Sex and Province, Zimbabwe, 2019</i>  | 160 |
| <i>Figure 8.16: Primary School Completion Rate by Sex and Province, Zimbabwe, 2019</i>   | 161 |
| <i>Figure 8.17: Lower Secondary Completion Rate by Sex and Province, Zimbabwe, 2019</i>  | 162 |
| <i>Figure 8.18: Upper Secondary Completion Rate by Sex and Province, Zimbabwe, 2019</i>  | 163 |
| <i>Figure 9.1: ECD, Primary and Secondary Learner to Classroom Ratio, Number, Zimbabwe 2015-2019</i>                                 | 165 |
| <i>Figure 9.2: Learner to Classroom Ratio (LCR) by Level of Education and Province, Number, Zimbabwe, 2019</i>                       | 166 |
| <i>Figure 9.3: Schools Source of Electricity by Level of Education, Percentage Distribution, Zimbabwe, 2019</i>                      | 167 |

|  |     |
|--|-----|
| <i>Figure 9.4: Schools Without Electricity by Level of Education and Province, Percentage, Zimbabwe, 2019</i>          | 168 |
| <i>Figure 9.5: Schools Without Electricity by Grant Classification, Percentage, Zimbabwe, 2019</i>                     | 169 |
| <i>Figure 9.6: Primary School Learner to Toilet Ratio by Sex, Zimbabwe, 2019</i>                                       | 171 |
| <i>Figure 9.7: Secondary School Learner to Toilet Ratio by Sex, Zimbabwe, 2019</i>                                     | 172 |
| <i>Figure 9.8: Percentage of Toilets by Type, Sex and Level of Education, Zimbabwe, 2019</i>                           | 173 |
| <i>Figure 9.9: Source of Water As a Percentage of All Water Sources by Education Level, Zimbabwe, 2019</i>             | 176 |
| <i>Figure 9.10: Schools with Trained Health Teachers by Level of Education, Percentage, Zimbabwe, 2019.</i>            | 183 |
| <i>Figure 9.11: Schools with Supplementary Feeding Programmes by Level of Education, Percentage, Zimbabwe, 2019</i>    | 183 |
| <i>Figure 9.12: Schools with Functioning Health Clubs by Level of Education, Percentage, Zimbabwe, 2019.</i>           | 183 |
| <i>Figure 9.13: Schools With Internet Connectivity by Level of Education and Province, Percentage, Zimbabwe, 2019</i>  | 184 |
| <i>Figure 9.14: Types of Internet by Level of Education, Percentage, Zimbabwe, 2019</i>                                | 186 |
| <i>Figure 9.15: Primary and Secondary Schools, Percentage with Computers, by Province, Zimbabwe, 2019</i>              | 190 |
| <i>Figure 9.16: Primary and Secondary Schools, Percentage with Computers for Learners, by Province, Zimbabwe, 2019</i> | 191 |
| <i>Figure 9.17: Primary and Secondary Schools, Average Computers per School, by Province, Zimbabwe, 2019</i>           | 192 |
| <i>Figure 9.18: Primary and Secondary Schools, Average Learners per Computer by Province, Zimbabwe, 2019</i>           | 192 |
| <i>Figure 11.1: Grade 7 Pass Rates by Sex, Zimbabwe, 2015-2019</i>   | 204 |
| <i>Figure 11.2: Grade 7 Pass Rates by Sex and Province, Zimbabwe, 2019</i>   | 205 |
| <i>Figure 11.3: 'O' Level Pass Rates by Sex, Zimbabwe 2015 -2019</i>   | 206 |
| <i>Figure 11.4: 'O' Level Pass Rates by Sex and Province, Zimbabwe, 2019</i>   | 207 |
| <i>Figure 11.5: 'A' Level Pass Rates by Sex Trend, Zimbabwe 2015 -2019</i>   | 208 |
| <i>Figure 11.6: 'A' Level Pass Rates by Sex and Province, Zimbabwe, 2019</i>   | 209 |