

# Back on Track: Reviving Primary and Secondary Education in Zimbabwe

**PRIORITY ACTIVITIES FOR  
A DRAFT 2011 INTERIM PLAN**

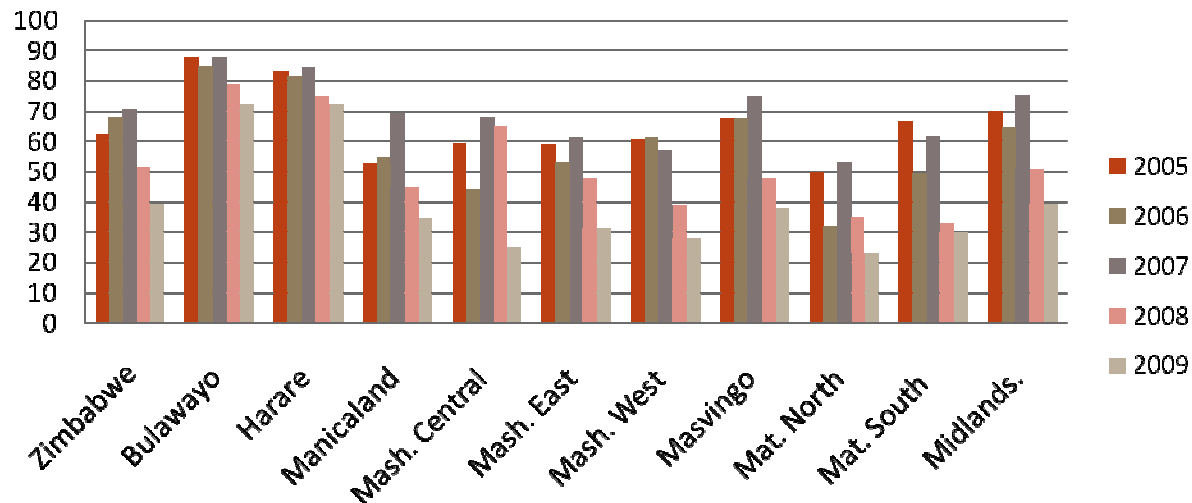


## Key 2010 - 2011 Strategic Areas of Intervention

- Restore the professional status of teachers
- Re-establish minimum conditions of learning
- Improve the quality of learning
- Reinvigorate school and system governance
- Focus resources on those with greatest need

# Examination results signal a serious crisis in the system:

## Grade 7 Pass Rates 2006-9

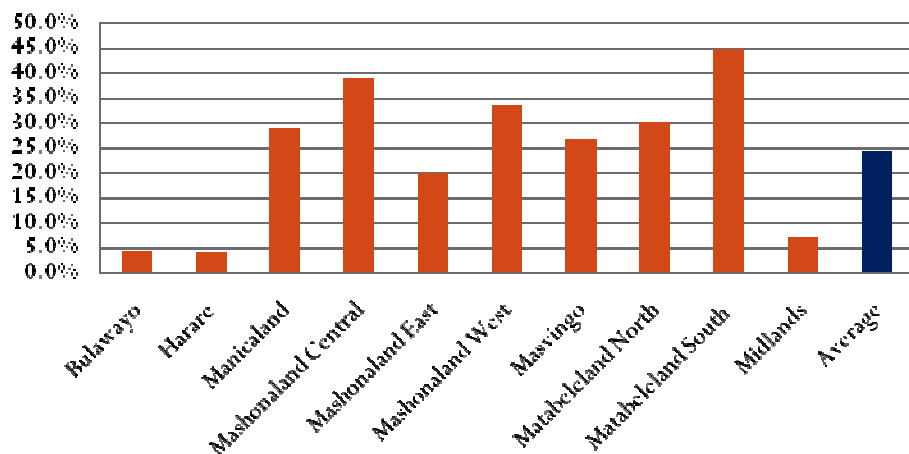


## O-Level Pass Rates Very Low 2009

- Fewer than 20% of O-level candidates attain 5 or more passes in 2009
- 2009 O-level candidates registered declined by 47% from 2008
- Of those registered, around 50% actually wrote, 20% passed 5

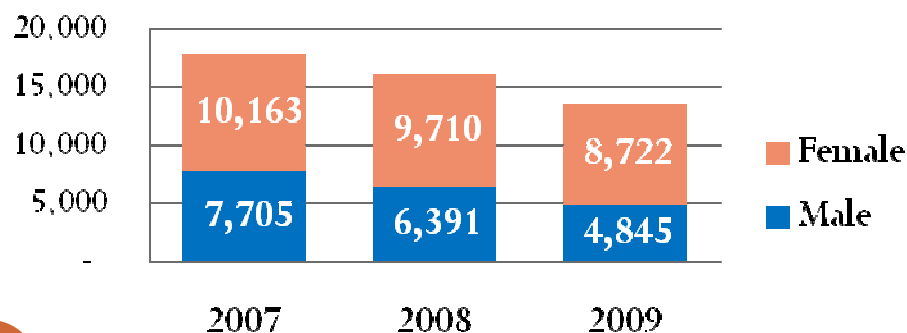
# The teaching profession is in crisis:

## % of Unqualified Primary Teachers



- 24% posts filled by unqualified teachers.
- Teacher salaries are very low (US\$171 for entry level qualified teacher).
- Salary scale very compressed
- Salary supplements from parents very unequal (median subsidy \$30; 40% of teachers get no subsidy).
- Enrolment in teacher colleges declining.

## Teachers College Enrolment 2007 - 2009



# The learning environment has deteriorated very seriously

- At least 26% of primary classrooms in need of major repair;
- Serious shortage of functioning toilets, especially in urban areas;
- At least 555 primary and 399 secondary schools have no desks
- Primary textbook:pupil ratio as low as 1:15, 12% of secondary schools reported having no maths textbooks in 2009.

# Quality of learning has been seriously affected

- Low and declining examination pass rates
- Primary curriculum congested
  - 13 subjects at primary level
- Secondary curriculum overly academic
  - Vocational subjects and sport, art and culture neglected
- Examination system needs capacity & updating
- Insufficient assessment of learning
  - Limited learning assessment at system level (only SACMEQ)
  - Minimal school and classroom learning assessment

# Crisis in school and system governance and management

- *The system is seriously undersupervised*
  - 24% decline in school supervision reports since 2006
  - 40% of District Education Officer posts vacant in 2010
  - 8 out of 73 District Offices currently have vehicles
- *Current information systems not yielding sufficient information for planning and policy (EMIS, HR)*
- *School level governance and management badly affected*
  - Strained relations between SDC and school management over teacher salary supplements and roles and responsibilities
  - Need for expanded capacity building of both school leadership and School Development Committees

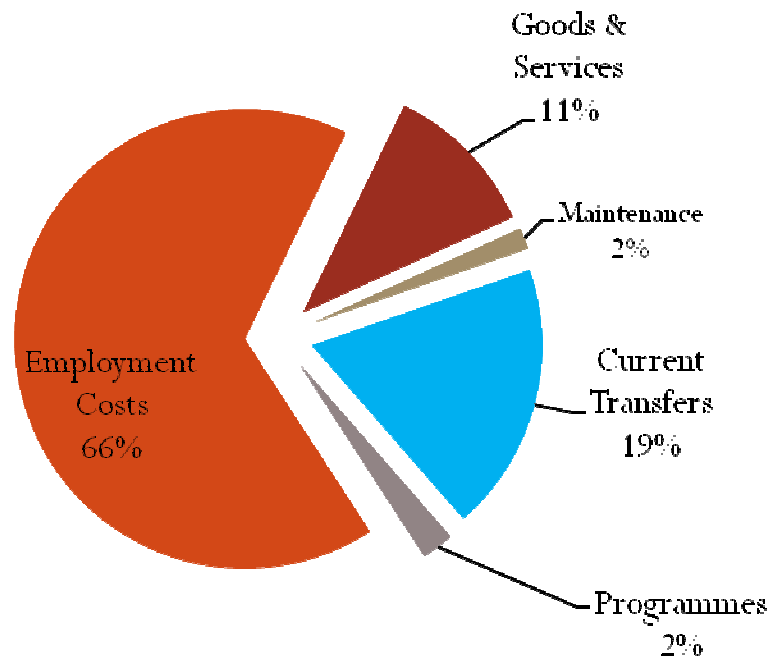
# Impact has been greatest on the most marginalised

- Serious interprovincial and rural/urban disparities persist and are growing
- At least 10-15% children not in school
- 976,000 AIDS orphans in schools
- At least 25% of school-going children are indigent (unable to pay for basic services)
- 150,000 children with special needs in schools; no functioning equipment for testing and diagnosis.

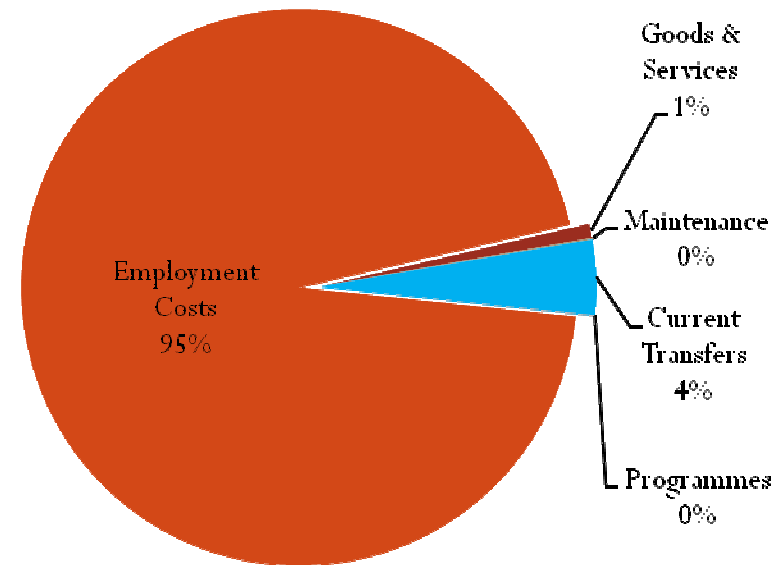
# In the face of this crisis, the system faces serious financing challenges:

Employment costs, even at low teacher salary levels, consume most of recurrent expenditure ...

### 2009 Revised Recurrent



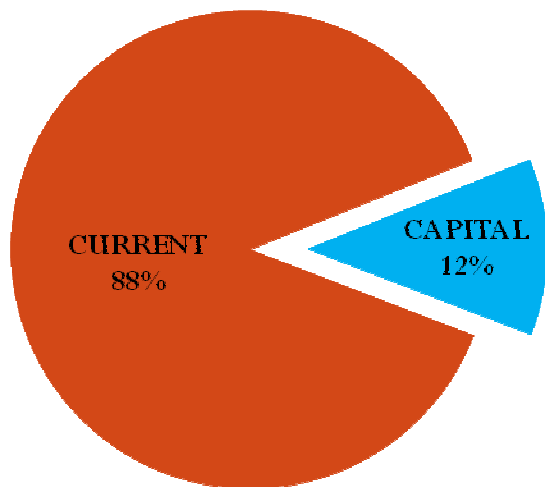
### 2009 Released Recurrent



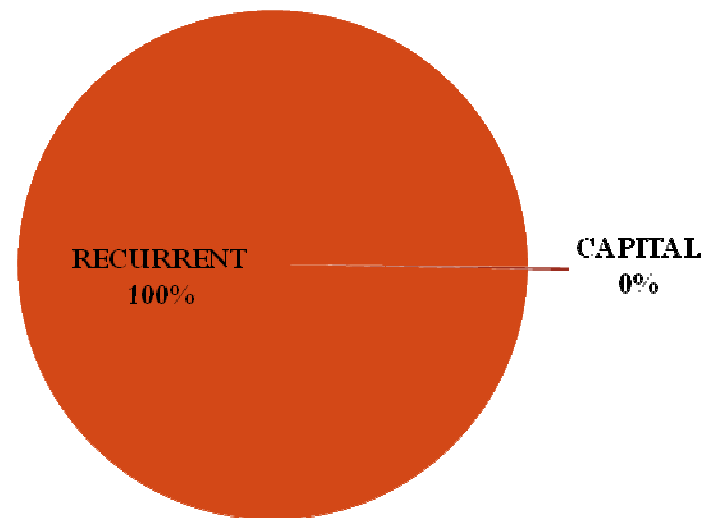
# Recurrent expenditure consumes almost all allocated budget:

- Risen from 92% (2000) to 96% (2009)
- In 2009, was almost completely wiped out (\$52,374)

**2009 Revised  
Recurrent and Capital**



**2009 Released  
Recurrent and Capital**



# Despite the challenges, there are some important opportunities;

- **Parents and communities** continue to have confidence in education and send their children to school
- Despite enormous challenges, majority of **teachers** continue to teach
- **Administrative infrastructure** down to district level still largely in place
- Momentum on **government led strategic planning** is building
- **Donor coordination** mechanisms in place and growing donor commitment to fund education priorities

For 2010-2011 Five strategic areas of intervention have been identified:

- Restore the professional **status of teachers**
- Re-establish minimum **conditions of learning**
- Improve the **quality of learning**
- Reinvigorate school and system **governance**
- Focus resources on those with **greatest need**

# Restore professional status of teachers

## Key Interventions

### 2011 PRIORITY ACTIONS

- Make recommendations to PSC for maximum affordable increase to teachers' salaries
- Reintroduce payment of rural allowances.
- Launch Teaching Service Professional Council

### 2011 SYSTEM DEVELOPMENT

- Teacher Study: review of teacher supply, training, utilization, conditions of service and professional development
- Launch and pilot competency-based inservice training.
- Finalise development and roll out implementation of Teach/Learn Without Fear programme over five years.
- Launch programme to give teachers with HIV/AIDS access to ARV.

# Improve the learning environment: Key Interventions

## ● 2011 PRIORITY ACTIONS

- Rehabilitation/reconstruction of 150 unsafe schools.
- Rehabilitation grants to 300 schools
- Emergency repairs to 300 schools with non-functioning toilets
- Provision of core subject textbooks to all schools on 1:1 ratio.
- Provision of basic furniture to 500 schools without any furniture.

## 2011 SYSTEM DEVELOPMENT

- Design a 5 year capital development plan (needs, priorities, design, construction methods and financing strategies).
- Design and pilot a grants-based school rehabilitation program.
- Ensure recurrent budget to maintain stocks of textbooks in schools.

# Improve the quality of learning: Key Interventions

## 2011 PRIORITY ACTIONS

- Institutional capacity of EDS and ZIMSEC strengthened.
- Curriculum and Examinations Council established.

## 2011 SYSTEM DEVELOPMENT

- Develop and launch a programme to progressively renew and reorient the curriculum and examinations.
- Design and pilot learning assessment (to complement SACMEQ) to provide information on learning.
- Adapt and pilot learning assessment tools for teachers and schools to provide more rigorous assessment of learning.

# School and system supervision and management: Key Interventions

## ● 2011 PRIORITY ACTIONS

- Reinvigorate school and system supervision (incl. vehicles and communication equipment for District and Provincial offices)
- Fill DEO and EO posts.

## 2011 SYSTEM DEVELOPMENT

- Develop and implement a plan to upgrade EMIS and link to other information systems (GIS, HR)
- Develop and pilot a school leadership and governance program supported by grants
- Design and implement a multi year strategy to build capacity for policy analysis, budgeting and financial management at all levels to enhance a culture of information based decision making.

# Focus resources on the most marginalised: Key initiatives

## ● 2011 PRIORITY ACTIONS

- Review, refocus and refinance BEAM for better coverage and management
- 'Back to School' campaign
- Resuscitate special needs education (incl. provision of equipment)

## 2011 SYSTEM DEVELOPMENT

- Strengthen and refocus non-formal education to prioritise the needs of out-of-school youth who cannot return to school
- Finalise and pilot a programme to give talented disadvantaged children access to high-quality schools
- Review and adapt policy for special needs education to reflect current conditions

# Next Steps

- Presentation to Cabinet to prioritise emergency education actions in 2011 budget discussions
- With partners, refine 2011 plan with implementation strategies and more detailed costs
- Complete facilities survey to incorporate findings into Medium Term Strategic Plan and Expenditure Framework
- Finalize implementation and monitoring and reporting arrangements