



ZIMBABWE
Ministry of Education,
Sport, Arts and Culture

education medium term plan

2011-15



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2011-15

Prepared by
Ministry of Education, Sport, Arts and Culture



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Sport, Arts and Culture

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acronyms

BEM	Boy Empowerment Movement
BEAM	Basic Education Assistance Module
CPD	Continuous Professional Development
CDU	Curriculum Development Unit
DEO	District Education Officer
ECD	Early Childhood Development
ETC	Education Training Centre
ETF	Education Transition Fund
EMTP	Education Medium Term Plan
EMIS	Education Management Information System
GEM	Girl Empowerment Movement
GER	Gross Enrolment Ratio
HOD	Head of Department
IES	Interim Education Strategy

M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MOESAC	Ministry of Education, Sport, Arts and Culture
NACZ	National Arts Council of Zimbabwe
NDP	National Development Plan
NER	Net Enrolment Rate
NGZ	National Gallery of Zimbabwe
OVC	Orphans and Vulnerable Children
P1	Primary school in low density urban area
P2	Primary school in high density urban area
P3	Primary school in rural area
PCR	Pupil Classroom Ratio
PDL	Poverty Datum Line
PSC	Public Service Commission
PSIP	Public Sector Investment Programme
PTR	Pupil Teacher Ratio
QA	Quality Assurance
S1	Secondary school in low density urban area
S2	Secondary school in high density urban area
S3	Secondary school in rural area
SAC	Sport, Arts and Culture
SDC	School Development Committee
SNE	Special Needs Education
SRC	Sports and Recreation Commission
TIC	Teacher in Charge
WASH	Water and School Hygiene
ZIMSEC	Zimbabwe School Examination Council

minister's message

Zimbabwe has always considered human capital investment in the form of education as a major tool for sustainable development. Education plays a key role in achieving moral, aesthetic, intellectual, ideological, cultural, social, scientific and technological development of the people in society as well as the national goals of unity, democracy, economic progress and security for all the country's citizens. The country has also always recognised education as a fundamental human right.

Two decades into Independence, Zimbabwe's education system was the envy of Africa as it was regarded as one of the best and strongest in sub-Saharan Africa.

It is a matter of historical fact that as the economy of this country deteriorated education suffered badly resulting in poor physical infrastructure, brain drain and deteriorating standards of performance in schools. Teaching and learning materials including textbooks became a cause for concern.

The indicators cited above presented a challenge in meeting the Education for All goals and the 2015 MDG targets. Therefore, my Ministry has developed this Education Medium Term Plan in line with the National Vision of participatory democracy in which citizens and civil society organisations play a more active role in political, economic, social and educational affairs within an agreed consensus. The vision is given credence in the Zimbabwe

Education Act, 2006, as amended which provides, inter alia, that:-

- Every child in Zimbabwe shall have the right to school education
- It is the objective in Zimbabwe, that, primary education for every child of school-going age

shall be compulsory and to this end, it shall be the duty of the parents of any such child to ensure that their child attends primary school

- It is the objective that tuition in schools in Zimbabwe be provided for the lowest possible fees consistent with the maintenance of high

standards of education, and the Minister shall encourage the attainment of this objective by every appropriate means.

In this regard, and following a process of consultation and analysis, my Ministry has prepared this Five Year Medium Term Strategic Plan 2011 - 2015.

SENATOR DAVID COLTART

Minister of Education, Sport, Arts and Culture

permanent secretary's foreword

The Ministry of Education, Sport, Arts and Culture Medium Term Strategic Plan 2011-2015 was drawn up after a long process of wide consultation throughout the country's ten provinces and involving a variety of stakeholders such as local authorities, parent communities, SDCs, School Heads, teachers and learners. The main purpose of the Mid Term Plan is to guide processes that will lead to the provision of a quality, all round education from ECD to 'A' Level. In order to attain this noble goal, our Ministry

prioritised seven strategic objectives whose implementation will realise effective and efficient service delivery.

The following are the seven strategic objectives:

1. Restore the professional status of teachers
2. Revitalise learning quality and relevance
3. Restore and improve conditions of learning
4. Quality Assurance and Staff Development
5. Re-invigorate school and system governance and management
6. Focus resources on those with greatest need
7. Revitalise Sport, Arts and Culture

It is hoped that all levels in the Ministry from School to District to Province up to Head Office will be actively involved in implementing the plan to ensure its success. As an implementation strategy, activities that require minimal financial, human and other

resources should be carried out first, while other more demanding activities are phased over the five-year period.

The success of the implementation of the plan will be measured against a set of key performance indicators such as Net Enrolment Ratio, completion rates, pass rates, Gender Parity,

percentage of learners participating in amateur and professional sport and percentage of learners accessing Special Needs Education.

Ministry banks on the usual cooperation of all involved for the successful implementation of this Medium Term Plan.

DR S. M. MAHERE FCIS

Secretary for Education, Sport,
Arts and Culture

executive summary

This Education Medium Term Plan is a key output of a strategic planning process that was initiated in 2010. The process began with a broad-based stakeholder consultation exercise which involved visits to locations in all ten provinces conducted in early 2010, leading to the development of the 2011-2012 Interim Education Strategy. In early 2011 the Government of Zimbabwe published its Medium Term Plan 2011-2015, with ambitious targets for the Education Sector. This provided an impetus for the education sector to build on the 2011-2012 Interim Education Strategy and prepare a full Education Medium Term Plan for 2011-2015.

Situation Analysis

The Situation Analysis reveals a broadly encouraging picture.

With regard to almost every one of the challenges identified in 2009 and 2010, the Ministry can report that there has been progress, either through reviving some long standing policies and practices that had stood the system in good stead over previous decades, or adapting or introducing new initiatives to address the challenges.

The macro economic analysis is based on projections developed by the Ministry of Finance, and sets out expected economic growth and central

government expenditure for the period of the Medium Term Plan (2011 – 2015). Zimbabwe is expected to continue its recent recovery with real GDP growth above 6% per annum throughout the period of the EMTP. The Ministry of Finance projects that central government expenditure will stabilise at 34% of GDP in the three years up to 2015 and that nominal growth in government expenditure will decline from the very high levels of recent years to 12.5% by 2015.

Within this context an analysis of MOESAC (pre-tertiary) **expenditure patterns indicates a declining trend in share of public expenditure since 2000,**

MOESAC Expenditure as % of Total Public Expenditure



Source: Zimbabwe Audited Expenditure Tables 2000-2009; 2010 MOESAC Expenditure; 2011 MOESAC Budget; 2012-2015 Own Projections

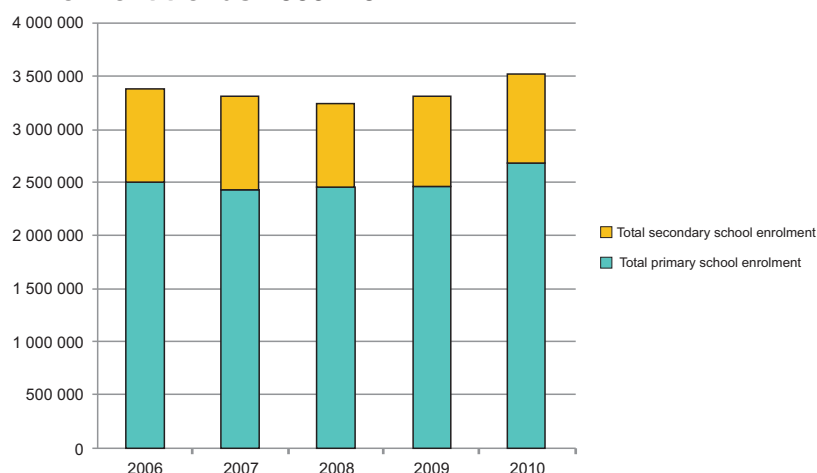
and international trends. The figures below provide graphic representation of these trends.

In addition, **administrative infrastructure** down to district level is still largely in place, and progress has been made in equipping provincial and district officials with vehicles and resources to enable closer supervision of the system. The management information system (EMIS) has been revitalised and data for 2010 and 2011 are now being processed, with plans for

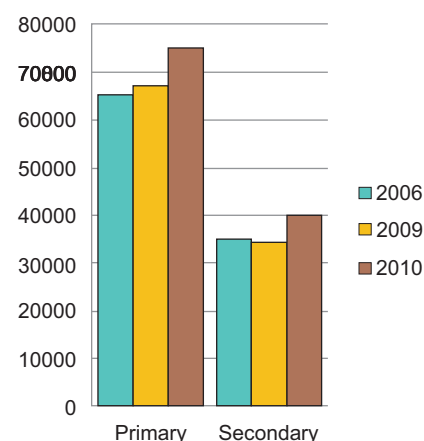
from highs of over 30% to a low point in 2010 of 15%. As indicated in the graph above, the EMTP assumes a moderate recovery in MOESAC share of public expenditure to 20% by 2015. A higher prioritisation of education in development planning, or a higher than expected growth in GDP could yield a higher revenue scenario for the pre-tertiary education sub-sector. For this reason the EMTP envisages a range of possible cost scenarios.

The **enrolment decline noted in 2008 and 2009 has been reversed** and 2010 shows a significant recovery in both primary and secondary education, while **teacher recruitment has also recovered** with an increase in the number of teachers, so that pupil : teacher ratios remain within national policy parameters

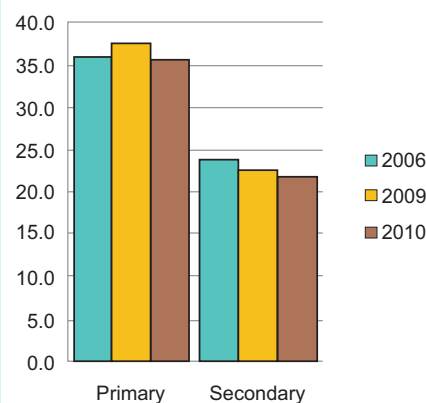
Enrolment trends 2006 -10



Teacher numbers 2006-10



Pupil: Teacher RATIOS 2006 -10



substantial capacity building and expansion of the EMIS system. Donor coordination mechanisms are in place and there is a growing donor commitment to fund education priorities identified as strategic, and going beyond humanitarian priorities.

These achievements are the outcome of dedicated efforts of over 100,000 teachers, communities and officials throughout the system who continue to work under very difficult circumstances to sustain and develop education, with the support of development partners who provide technical and financial resources to education. Yet there remain some continuing challenges which this medium term plan seeks to address.

In terms of financing of education, **economic instability and unpredictability in the level of revenue have often made planning and budgeting a very challenging exercise.** In 2010, for instance, the original estimates of US\$278m rose by over 16% as the result of a supplementary budget allocation to US\$322m, mostly to cover increased salary levels. Actual expenditure, at US\$319m, was close to the revised allocation indicating improved budget performance. However, in 2010 capital expenditure as a share of total expenditure shrank from 3.3% of the revised budget to

1.7% of actual expenditure. In addition, expenditure on Programmes was reduced from 3% to less than 0.5% of total expenditure. Ensuring a consistent and predictable flow of resources to cover non-salary recurrent expenditure, and capital expenditure remains a persistent challenge in a relatively low revenue environment.

Morale and motivation in the teaching profession remain urgent challenges, despite some real progress in improving teacher incomes over the past two years. In 2009, following the collapse of the national currency, the government was able to pay a flat rate of US\$100 per month to all civil servants including teachers. This has been gradually increased and a more graduated scale and allowances have been reinstated, so that as of July 2011 a diploma-qualified teacher would start at a monthly income of US\$363 (US\$232 basic salary, US\$66 transport allowance and US\$65 housing allowance). The Poverty Datum Line in July 2011 was US\$540, indicating that the starting salary for a qualified teacher remains substantially below the minimum amount required to sustain a small household.

In 2008 some 20,000 teachers left their positions, leading **to the greatest brain-drain the sector has ever experienced.** The

Public Service Commission (PSC) quickly responded to put in place mechanisms such as a waiver of re-appointment procedures for teachers who had been deemed to have abandoned their posts, and positive efforts to attract more teachers into the system. However, while some teachers have returned to duty, **there is still a very substantial loss of expertise, especially in high demand subjects.** Many unqualified or under qualified teachers were drawn in to fill the demand, so that by 2010 there were 19,732 temporary teachers employed in the system, constituting over 17% of the teaching force. Moreover these temporary teachers were unevenly distributed across the provinces, so that as many as 45% of teachers in some provinces were unqualified personnel temporarily employed.

During the worst years of the crisis **many teachers adopted survival strategies** that included providing private lessons and “holiday schools”, and in some lower income urban areas a large number of “backyard schools” sprang up to cater for children whose parents were unable to pay the rapidly rising levies. The MOESAC has been able to invoke or promulgate policies and regulations to limit school fees (to zero in the case of the majority of primary schools) and other

charges, and more closely regulate levies, unregistered schools and illegal exclusion of learners for non-payment of fees or levies. However, the Ministry's capacity to monitor and enforce implementation of these policies has been hindered by shortage of qualified personnel and transport, particularly at the provincial and district levels. Since 2009 some progress has been made in filling these posts and in equipping offices with the transport and equipment to facilitate improved monitoring and management of the system, but the continued strengthening of its capacity to monitor and manage the system remains a key concern in its plans for the next five years.

While the decline in access and enrolment that was experienced during the crisis is now being

reversed, **the impact on quality of learning conditions and learning outcomes will take longer to redress**, and also emerges as a key focus of the EMTP. The pupil:classroom ratio in 2010 was 37:1 for primary schools, and 29:1 for secondary schools. While these figures are not substantially below pre-2008 national norms, this figure does not illustrate the **very serious backlog in maintenance** (a significant proportion of these schools are in need of rehabilitation and/or reconstruction), and a **massive backlog of ancillary buildings which need to be built**, including laboratories, libraries, administration buildings, teacher housing and sanitary facilities, particularly in urban areas. Thus while a significant new

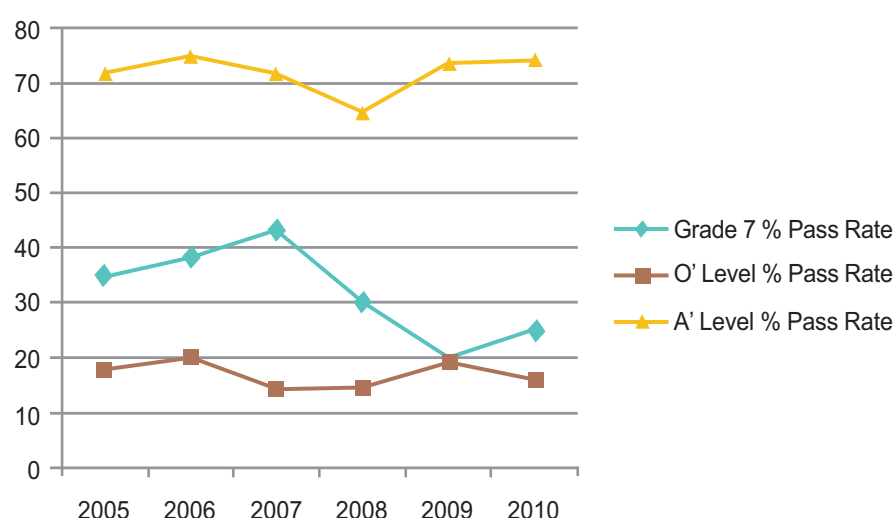
construction programme will be required to cater for growth in student numbers through to 2015, there is an equally great need to invest in major repair and rehabilitation of existing buildings.

While **learning outcomes, measured in terms of performance in public examinations, has started to recover from the record lows of 2008 and 2009**, it will take many years for the ground lost since 2006 to be reversed.

Despite progress in both primary and secondary enrolment, **there is a persistent number of primary school and ECD aged children, perhaps as many as 10%, who are not being enrolled or not attending school**. These are mostly children from indigent homes, orphans or vulnerable children (OVC) or children in extremely remote communities, and programmes such as BEAM have made a significant contribution in targeting resources to these groups. There are an estimated 976,000 HIV/AIDS affected children in schools, not all of whom are among the over 600,000 who benefited from the BEAM program in 2010. The BEAM program is currently under review.

The largest number of children not in school, however, is among the youth who have

Examination Results 2005-10



either failed to make the transition from primary into secondary school (about 50% given the current transition rate) or who have dropped out and are now too old to be reincorporated into the schooling system. There are about 150,000 children with special needs identified in the schools, although conservative estimates place the number of children that require support at around 300,000, some of whom may be enrolled in schools but not identified as in need, and many of whom are among the children not in school. Depending on how special need is defined, this number could be substantially higher. The deterioration in the quality of learning in schools in remote and poor areas also means that there are many talented and gifted children who are missing out on opportunities to develop their talents.

The Ministry has responsibility for **supporting the development of Sport, Arts and Culture in Zimbabwe**. To date it has carried out this function largely through managing transfers to institutions and authorities, and has a limited role in supporting the development of sport, arts and culture in the nation's schools. The institutional capacity of the Ministry to carry out its responsibilities, including the coordination of the various disciplines, institutions and

authorities and supporting school and community based activities is very limited and needs to be strengthened to permit a more effective delivery and more efficient coordination.

While serious problems still persist, the Ministry has demonstrated that it can lead the process of policy and strategy research and development, strategic and operational planning and budgeting, and systematic monitoring that is required to build on the momentum established and make substantial progress towards its goal of quality education for all citizens of Zimbabwe. The Ministry achieves this by working with communities, other government departments and civil society, including the teacher organisations, and is supported by a new working relationship with its development partners.

However, **the strong lesson to emerge from the analysis is the need for careful and strategic targeting of interventions** to ensure that the public, private and external resources that will be required for progress can be mobilised and efficiently and equitably deployed. This means that serious and tough decisions are required to identify the most feasible targets for the next five years that will fit a range of different revenue scenarios. It also requires that a set of

carefully designed strategic interventions are implemented to ensure that the most pressing needs and challenges are addressed in a systematic and prioritised way.

Objectives of the Education Medium Term Plan (EMTP)

This section summarises the overall and strategic objectives of the EMTP in light of the Ministry's mission.

Vision

The vision of the Ministry of Education, Sport, Arts and Culture is of holistically well-educated Zimbabweans with unhu/ubuntu who are patriotic, balanced, competitive and self-reliant.

MOESAC Mission Statement

To promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD), Primary and Secondary Education, Life-long Learning and Continuing Education, and to enhance Sports, Arts and Culture in education.

Goal of the EMTP

To revitalise the provision of

relevant, quality, inclusive and holistic education, sport, arts and culture for all Zimbabweans in line with the MDG targets by 2015.

Strategic Objectives

The attainment of this Goal by 2015 in a context of competing priorities and limited financial, human and institutional resources calls for the identification of strategic objectives based on the most important strategic priorities that emerged from the situation analysis. The Ministry will strive over the period to work with teachers, parents, communities, civil society and the private sector to achieve the following seven strategic objectives:

Strategic Objective 1: Restore the professional status of teachers

By 2015, Zimbabwe will have a highly motivated and competent professional teaching cadre providing high quality opportunities for all learners in Zimbabwe.

Strategic Objective 2: Revitalise learning quality and relevance

By 2015, a renewed integrated curriculum will be in place in primary and secondary schools,

supported by effective learning assessment and necessary learning materials with a specific focus on revitalising libraries.

Strategic Objective 3: Restore and improve conditions of learning

By 2015 all government-assisted primary and secondary schools will receive support to build and renovate classrooms, with water and sanitation provided in areas of need to create an environment conducive to learning.

Strategic Objective 4: Quality Assurance and Staff Development

By 2015, there will be improved education service delivery through enhanced supervision, monitoring and evaluation and strengthened capacity development resulting in economically relevant, modern, streamlined and child centred education at ECD, Primary and Secondary School levels.

Strategic Objective 5: Reinvigorate school and system governance and management

By 2015 there will be a more efficient governance and management system at all levels.

Strategic Objective 6: Focus resources on those with greatest need

By 2015, the learning needs of all disadvantaged children including OVC, children with special needs, talented disadvantaged children, out-of school youths and illiterate adults are addressed through appropriate policies and equitable allocation of resources for education.

Strategic Objective 7: Revitalise Sport, Arts and Culture

By 2015 Sport, Arts and Culture will have been institutionalised and professionalised and fully integrated into the education curriculum.

Costs of the Education Medium Term Plan

These cost estimates and funding projections have been calculated using a costing model designed for this purpose. Estimates and projections have been prepared using the best data available from MOESAC and other government ministries at the date of this EMTP.

Costing model

The costing model is designed to provide cost estimates and

funding projections under the following categories:

- **MOESAC core costs** are estimated and projected forward using the Ministry's cost centre and economic classification system as used in its regular financial reporting system. These core costs represent regular MOESAC personnel, operational and capital expenditure across the five cost centres of the Ministry.
- **Strategic priority costs** are estimated and projected forward for each of the seven strategic objectives and for each activity set out within each strategic objective. These costs are also allocated by economic classification and by anticipated source of funding. These strategic priority costs represent the costs of implementing the strategic objectives of the EMTP.
- **Education resourcing** models the expected domestic funds available for pre-tertiary education based on the macro-financial framework for overall government expenditure set out by the Ministry of Finance. Expected funding for pre-tertiary education by other government ministries and from international partners is

also included in this component of the model.

- **Funding gaps** are estimated by comparing total MOESAC core and strategic priority costs with the total pre-tertiary education funding envelope to identify the additional funding required for each year of the EMTP period.

Cost estimates are projected forward from the 2010 baseline year with costs estimated in **current prices** for each year.

Cost scenarios

The model is also designed to estimate costs under four different scenarios as follows:

- **No change scenario** takes the values for the main education planning ratios and targets in the 2010 baseline year and projects these forward unchanged over 2011-15. It estimates the costs of keeping the basic education system 'frozen' under the conditions that prevailed in 2010, subject only to increasing enrolment, moderate salary increases and the impact of inflation.
- **Full cost scenario** takes the targets set out in both the National Development Plan (NDP) 2011 and under each of

the seven strategic objectives and projects the full attainment of these targets by 2015. It estimates the costs of fully achieving national policy and the targets of the strategic objectives by the final year of the EMTP and envisages a scenario where all costs are covered by available revenue.

- **Medium cost scenario** reduces the targets set out under all costs and the seven strategic objectives, especially in the case of targets that have a strong impact on costs. It estimates a lower level of costs that will nevertheless achieve significant progress towards the targets of national policy and the strategic objectives over the duration of the EMTP.
- **Lower cost scenario** slightly reduces the targets of the medium cost scenario, again especially in the case of targets that have a strong impact on costs. It estimates a slightly lower level of costs in comparison to the medium cost scenario.

The most important key variables and targets for each of these four scenarios are set out in the table below. The model estimates the costs of achieving the targets set under each scenario.

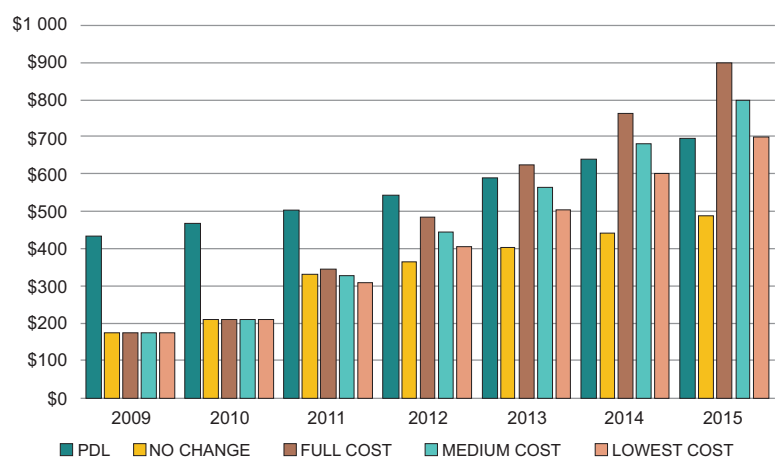
Key variables and targets under each scenario of the EMTP

SCENARIO DESCRIPTION	NO CHANGE	FULL COST	MEDIUM COST	LOWER COST
Target year to reach all targets	2015	2015	2015	2015
TEACHER SALARIES AND BENEFITS	\$193	\$700	\$600	\$500
Average monthly permanent teacher's salary	\$9	\$100	\$100	\$100
Average monthly teachers transport allowance	\$8	\$100	\$100	\$100
Average monthly teachers housing allowance	\$0	\$100	\$100	\$100
Average monthly rural teacher's allowance (S3 and P3 schools only)				
III. SECONDARY EDUCATION				
Gross transition rate into secondary education	75.4%	86.0%	86.0%	86.0%
Gross transition rate into A levels	11.5%	22.0%	22.0%	22.0%
Inter-grade progression: all other grades	95.0%	95.0%	95.0%	95.0%
Pupil:teacher ratio (PTR)	21.8	28.0	28.0	28.0
Pupil:classroom ratio (PCR)	29.2	33.6	33.6	33.6
Per capita grants, per annum	\$2.90	\$10.00	\$10.00	\$10.00
IV. PRIMARY EDUCATION				
Gross grade 1 intake rates (% of current rates)	130.1%	130.0%	130.0%	130.0%
Inter-grade progression: all other grades	95.0%	95.0%	95.0%	95.0%
Pupil:teacher ratio (PTR)	35.6	28.0	35.0	37.0
Pupil:classroom ratio (PCR)	39.0	28.0	35.0	37.0
School grants (per capital per annum)	\$0.35	\$10.00	\$10.00	\$10.00

Teacher Costs

Teacher costs represent the greatest cost driver in the education system. While teacher salaries are not directly under the control of the MOESAC, they constitute the most significant component of the education budget. A target of Strategic Objective One is to achieve a salary for qualified teachers equivalent to the Poverty Datum Line. Using projected inflation rates, this is calculated as US\$700 per month. The model calculates average teachers' salaries with and without allowances, under the three scenarios.

PDL Against Average Basic Permanent Teachers Salary Plus Allowances



The chart above shows that under the no change scenario of moderate teacher salary increases, set at 10% per annum in the model for 2012 onwards, the average teacher salary with allowances would still be below the PDL in 2015. The other three scenarios however include the objective of teacher remuneration increasing to meet or exceed the PDL. Under the full cost scenario the average teacher's salary increases to \$700 basic and \$900 including allowances, exceeding the projected PDL of \$697 in both cases. Under the medium cost scenario the average teacher's salary increases to \$800 including allowances, while under the lower cost scenario the average teacher's salary increases to \$700 including allowances. In the case of the lower cost scenario the projected PDL is met only in the case of full remuneration, including allowances. The model also provides for rural allowances for all P3 and S3 teachers, increasing to a level of \$100 per month by 2015 which is the same as for the transport and housing allowances.

Meeting the national target of the basic teacher's salary reaching the PDL by 2015 is high cost and will require a substantial increase in the education budget, given the high proportion of MOESAC core costs accounted for by personnel.

MOESAC Core Costs

MOESAC core costs represent the on-going costs of keeping the education system running in schools and offices before adding the costs of transforming the system through the strategic objectives.

In recent years MOESAC has suffered from a very low operational budget to provide teaching and learning materials in schools, per capita grants for school running costs and keep the head office and provincial and district offices running effectively. Only \$7 million (2% of total expenditure) was incurred on operational items in 2010. The no change scenario projects this unsustainable situation forward with operational expenditure increasing to \$21 million by 2015 (3% of total expenditure). At this level of funding the education system will be under severe pressure in the medium term with insufficient resources provided to ensure quality of teaching and learning in schools.

All three alternative scenarios therefore provide for a substantial increase in operational expenditure by 2015 to \$75 million, \$67 million and \$66 million for the full cost, medium cost and lower cost scenarios respectively. Under all three scenarios expenditure on head office and provincial and

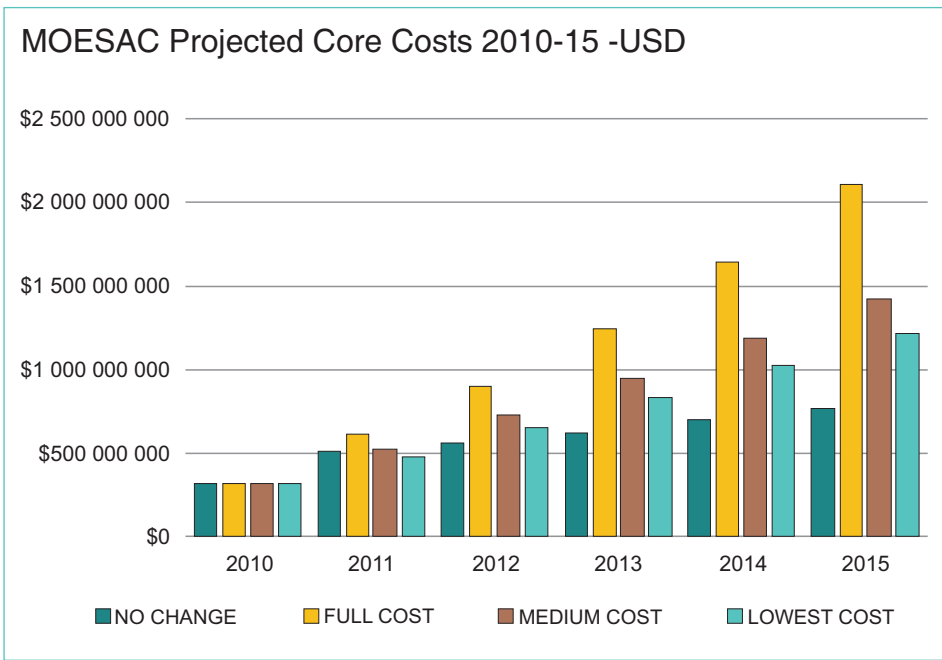
district offices increases to the level necessary to sustain operations.

MOESAC capital expenditure has fallen to very low levels with only \$6 million spent in 2010, insufficient to keep pace with classroom construction for enrolment growth or to reduce overcrowding. Crowded classrooms seem to be especially prevalent in primary schools in urban high-density areas, with an average pupil: classroom ratio (PCR) of 42:1 in P2 primary schools in 2009. The no change scenario projects classroom construction only to keep pace with enrolment growth and not to reduce over-crowding, yielding capital expenditure of around \$30 million each year from 2011-15.

By contrast, **the full cost scenario includes meeting the NDP target of a pupil: teacher ratio (PTR) of 28:1 in all schools by 2015**. As this target also implies an average PCR of 28:1 in primary school, this scenario projects a massive capital programme, primarily to reduce the primary PCR to this level by 2015. The medium cost and lower cost scenarios project capital programmes significantly greater than the no change scenario but rising at a more sustainable rate that can be managed through a well-designed and executed classroom construction programme.

The lower target primary PTRs and PCRs of 35:1 and 37:1 lead to projected capital expenditure rising to \$62 million and \$41 million under the favourable revenue and moderate revenue scenarios respectively.

The chart below brings together the three personnel, operational and capital core cost components to project total core costs under each of the four scenarios. The high personnel expenditure inherent in the projections of the full cost scenario lead to projected total core costs of \$2,105 million by 2015, equivalent to 43% of central government expenditure as projected by the Ministry of Finance. This projected level of expenditure on MOESAC core costs is highly unlikely to be affordable. Projected MOESAC core costs under the medium cost and lower cost scenarios rise to \$1,423 million and \$1,213 million, equivalent to 29% and 25% of central government expenditure respectively. 25% is considered to be a realistic medium term target for education’s share of central government expenditure and probably constitutes an upper limit on available domestic funding for pre-tertiary education.



Strategic Priority Costs

Strategic priority costs represent the costs of transforming the education system to meet the seven strategic objectives. They have been estimated by activity based costing, in contrast to the cost driver method used for estimating core costs. The activities needed to meet each of the seven strategic objectives were identified by seven MOESAC working groups, with each working group also estimating costs and setting targets for each activity. The costs of these activities were then projected for

each of the years 2011-15 from 2010 unit costs, escalated by the projected annual inflation figures used by the Ministry of Finance. Given the methodology used, these costs should be regarded as indicative, since full activity based costing would require more detailed specification of activities, and more systematic assessment of unit costs. This level of planning would be undertaken in annual work planning and budgeting.

The table below provides a summary of the projected strategic priority costs under each cost scenario.

Strategic priority costs by cost scenario (US\$ million)

	2011	2012	2013	2014	2015	TOTAL
FULL COST SCENARIO						
Strategic Area 1: Improve status and motivation of teachers	\$0.0	\$2.0	\$2.6	\$3.7	\$6.5	\$14.9
Strategic Area 2: Revitalise learning quality and relevance	\$6.4	\$14.5	\$19.9	\$20.8	\$21.7	\$83.3
Strategic Area 3: Restore and improve conditions of learning	\$22.7	\$43.2	\$80.8	\$169.4	\$291.0	\$607.0
Strategic Area 4: Quality Assurance and Staff Development	\$2.1	\$4.9	\$5.3	\$5.7	\$6.1	\$24.1
Strategic Area 5: Reinvigorate school and system governance, management and financing	\$0.0	\$1.4	\$1.6	\$2.9	\$2.4	\$8.2
Strategic Area 6: Focus resources on those with greatest need	\$34.9	\$48.4	\$50.8	\$53.9	\$57.0	\$245.1
Strategic Area 7: Revitalise Sport, Arts and Culture	\$0.1	\$1.6	\$4.3	\$8.1	\$12.1	\$26.1
ANNUAL TOTAL FOR STRATEGIC PRIORITIES	\$66.1	\$115.9	\$165.3	\$264.4	\$396.8	\$1008.6
MEDIUM COST SCENARIO						
Strategic Area 1: Improve status and motivation of teachers	\$0.0	\$1.2	\$1.7	\$2.8	\$5.5	\$11.1
Strategic Area 2: Revitalise learning quality and relevance	\$4.7	\$11.4	\$12.3	\$14.0	\$14.6	\$41.0
Strategic Area 3: Restore and improve conditions of learning	\$21.3	\$35.5	\$59.0	\$116.1	\$228.4	\$460.3
Strategic Area 4: Quality Assurance and Staff Development	\$2.1	\$4.9	\$5.3	\$5.7	\$6.1	\$24.1
Strategic Area 5: Reinvigorate school and system governance, management and financing	\$0.0	\$1.4	\$1.6	\$2.3	\$1.7	\$7.0
Strategic Area 6: Focus resources on those with greatest need	\$34.1	\$44.3	\$43.0	\$42.0	\$40.5	\$204.0
Strategic Area 7: Revitalise Sport, Arts and Culture	\$0.1	\$1.2	\$3.3	\$6.5	\$9.6	\$20.6
ANNUAL TOTAL FOR STRATEGIC PRIORITIES	\$62.3	\$99.8	\$126.2	\$189.4	\$306.4	\$784.1
LOWER COST SCENARIO						
Strategic Area 1: Improve status and motivation of teachers	\$0.0	\$1.2	\$1.7	\$2.8	\$5.5	\$11.1
Strategic Area 2: Revitalise learning quality and relevance	\$4.2	\$12.5	\$12.3	\$12.7	\$13.2	\$55.0
Strategic Area 3: Restore and improve conditions of learning	\$19.7	\$33.7	\$57.1	\$92.1	\$133.5	\$336.0
Strategic Area 4: Quality Assurance and Staff Development	\$2.1	\$4.9	\$5.3	\$5.7	\$6.1	\$24.1
Strategic Area 5: Reinvigorate school and system governance, management and financing	\$0.0	\$1.4	\$1.6	\$1.7	\$1.1	\$5.7
Strategic Area 6: Focus resources on those with greatest need	\$33.4	\$43.5	\$42.2	\$41.2	\$39.6	\$199.8
Strategic Area 7: Revitalise Sport, Arts and Culture	\$0.1	\$0.9	\$2.3	\$4.9	\$7.1	\$15.2
ANNUAL TOTAL FOR STRATEGIC PRIORITIES	\$59.4	\$98.0	\$122.4	\$161.0	\$206.0	\$646.8

The graph below summarises the total costs for the strategic priorities under each cost scenario. Full attainment of the targets set out under the seven strategic areas requires a rapid escalating level of investment from this first year 2011. By providing for a less rapid achievement of the strategic area targets, the other two scenarios represent both an increase in investment and a planned improvement in capacity which is perhaps more realistic given the severe resource constraints MOESAC has faced in recent years.

Resourcing the Education Medium Term Plan

The share of government expenditure invested in pre-tertiary education needs to rise

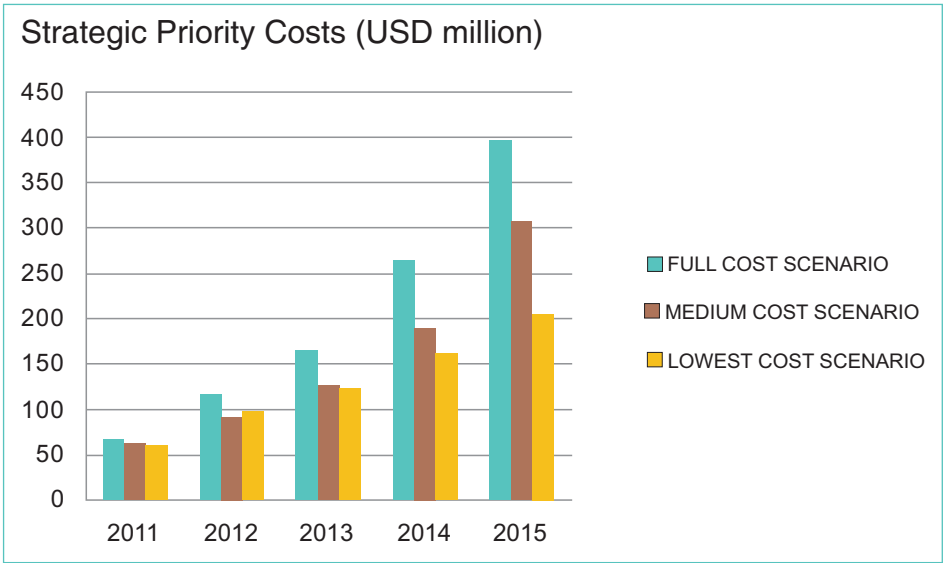
significantly in order to both fund MOESAC core costs and the transformation of education as set out in the seven strategic objectives. **A slow and fairly conservative rise in MOESAC’s share of central government expenditure to 20% by 2015 will be equivalent to an estimated nominal MOESAC budget of \$972 million in 2015.**

Domestic funding for basic education through the MOESAC budget is supplemented by funding from international partners. The second half of the table gives planned funding up to 2015. It needs to be stressed that these figures for partner funding are based only on current planned and programmed assistance, including funding through ETF 1 and 2, known funding for BEAM and other partner funding outside these two pooled funds. Further partner



funding can be anticipated in the later years of the EMTP, especially based upon the planning for education transformation set out in this EMTP. It is nevertheless wise to only set out known planned and programmed partner funding.

After projected domestic funding for education has been supplemented by partner funding, the projected resource envelope available rises significantly, especially for the first few years of the EMTP in which partner funding is reliably known. It seems safe to project that the total level of funding available for basic education will exceed \$1 billion by the last year of the EMTP in 2015, based on fairly conservative projections for both domestic funding, partner commitments and funding from other government departments.



Projected pre-tertiary education funding from different sources up to 2015 (US\$ million)

EDUCATION RESOURCING	2009	2010	2011	2012	2013	2014	2015	TOTAL 2011-15
DOMESTIC FUNDING FOR PRE-TERTIARY EDUCATION								
MOESAC expenditure/projected budget US\$	\$174.3	\$318.8	\$469.4	\$580.7	\$693.4	\$822.1	\$972.2	\$3 537.8
MOESAC as a proportion of central government expenditure	18.9%	15.1%	17.1%	17.1%	18.1%	19.0%	20.0%	
PLANNED FUNDING BY PARTNERS								
Education Transition Fund (ETF) US\$		\$17.3	\$35.8	\$25.0	\$26.0	\$20.0	\$11.0	\$117.8
BEAM US\$		\$15.0	\$10.0					\$25.0
Other partner funding US\$		\$10.0	\$10.0	\$10.0	\$15.0			\$35.0
Total Planned funding by partners		\$42.3	\$55.8	\$35.0	\$41.0	\$20.0	\$11.0	\$162.8
ALL FUNDING FOR PRE-TERTIARY EDUCATION		\$361.1	\$525.1	\$615.7	\$734.4	\$842.1	\$983.2	\$3 715.6

The full cost scenario

incorporates the estimated costs of meeting all NDP and strategic objective targets by 2015 and is therefore the highest cost scenario. MOESAC core costs and strategic priority costs under the full cost scenario are projected to total \$2,502 million by 2015 with these costs rising rapidly, especially in the later years of the EMTP. **Total funding for pre-tertiary education** (including the MOESAC budget, some funding from other government departments and funding from external partners) **is projected to reach \$1037 million by 2015, only 41% of projected costs by that year, resulting in a funding gap of \$1,465 million.** This funding gap between the

projected costs of attaining all policy targets by 2015 and projected available funding can be reduced in three ways as follows:

- Increasing the mobilisation of domestic funding for pre-tertiary education. Increasing the MOESAC share of central government expenditure more rapidly to 25% by 2015 will provide a projected budget of \$1,215 million, still just under half of total costs under the all costs scenario.
- Increasing partner funding commitments to pre-tertiary education. The table above shows that partner funding planned for 2011 is \$56 million from all sources. It seems highly unlikely that this level of funding can increase substantially over the medium term.

- Revising policy targets to more achievable levels that represent either a better allocation of education resources or an achievement of at least some of the national policy targets later than 2015. The medium cost scenario and lower cost scenario model the costs of such alternatives.

The medium cost scenario

principally differs from the full cost scenario by targeting average teacher remuneration, including allowances, that meets the PDL by 2015 together with a primary PTR and PCR of 35:1 (below the National Development Plan PTR target of 28:1). MOESAC core costs and strategic priority costs under this medium cost scenario are projected to total \$1,728

million by 2015 with costs rising at a slower rate than under the full cost scenario. Compared to the same projected level of total funding for basic education the funding gap is a much lower at \$708 million by 2015, with projected total funding covering 59% of projected total costs. This constitutes a funding gap of far more manageable proportions which can be reduced or potentially eliminated by additional government funding for pre-tertiary education as well as an increase in planned partner funding for the EMTP.

The lower cost scenario differs from the medium cost scenario by modelling a slightly lower primary PTR and PCR of 37:1 that is nevertheless significantly better than conditions in many primary

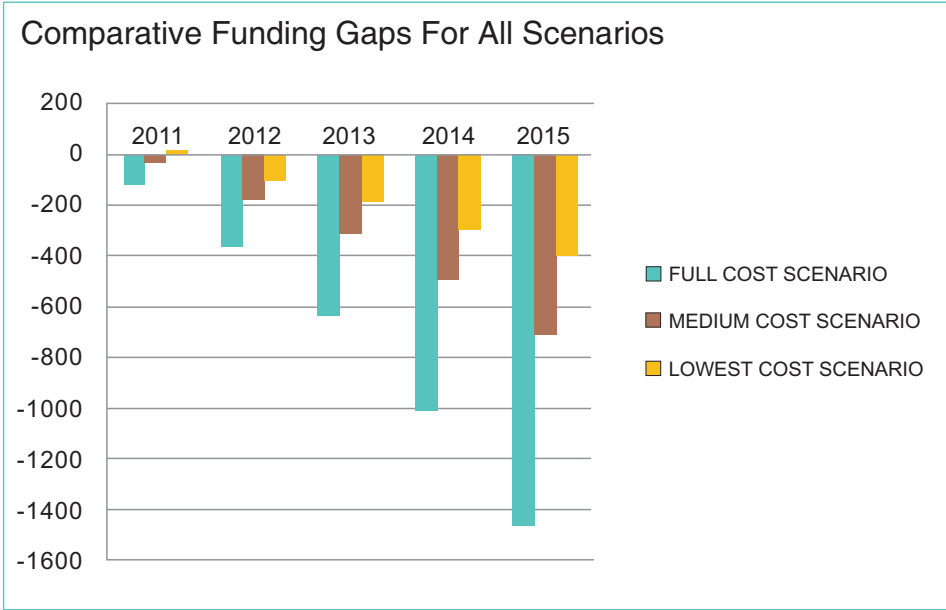
classrooms in urban high-density area P2 schools. **MOESAC core costs and strategic priority costs under the lower cost scenario are projected to total \$1,419 million by 2015 with costs rising at a relatively constant and manageable rate.** The projected funding gap falls further to \$398 million by 2015, with projected total funding covering 72% of projected total costs. This funding gap could in theory be eliminated by an increase in the proportion of government expenditure devoted to pre-tertiary education to 25%, coupled with an increase in planned partner funding for the EMTP to around \$166 million a year by 2015.

The figure above compares the funding gaps under the three different scenarios. The Ministry

recognises that attainment of the targets implied in the full costs scenario, including the 1:28 pupil:teacher ratio, implies what is likely to be an unsustainable increase in educational expenditure, and has identified two alternative lower cost scenarios which it believes would still permit the country to achieve its most important strategic targets in respect of both access and quality. Both alternative scenarios remain ambitious in terms of both cost and implementation demands, and will require the full support of government at every level of the system, plus development partners, the private sector and communities to achieve.

Conclusion

Given the highly unpredictable revenue situation for the next five years in Zimbabwe, this medium term plan provides for a range of scenarios. The starting point for the plan is the identification of strategic objectives based on a comprehensive situation analysis. This analysis draws on qualitative evidence from extensive consultation with education stakeholders and quantitative evidence from EMIS and a range of studies undertaken by MOESAC and development partners. The plan assesses the costs of achieving these



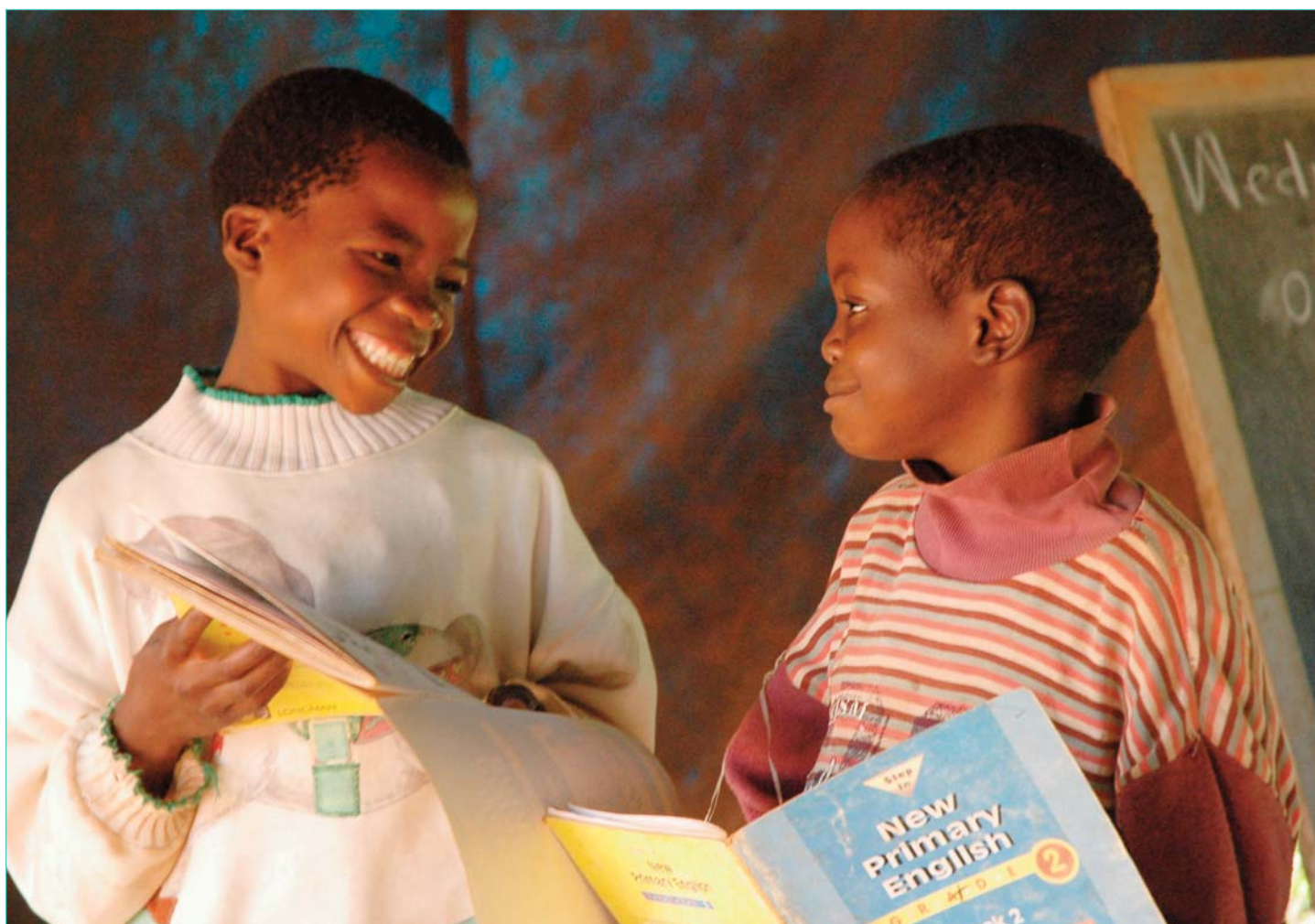
objectives both in terms of the ongoing costs of the system, and the additional costs of the strategic investments identified as critical to achieving access, quality and equity targets. The cost projections clearly point to a need for Zimbabwe to increase its allocation of resources to the education sector if it is to achieve progress towards its aspirations. It also identifies the key investments that will help to achieve these targets, and points to the strategic trade-offs that may be required to accommodate

different revenue scenarios.

This ambitious but carefully crafted plan reconciles the need to transform education with the fiscal requirements to support this process in a context where domestic funding is still limited and required for many competing priorities. All partners should rally to support the achievement of these educational priorities that are vital to Zimbabwe's future.

Parents ordinarily pay fees that contribute towards the buying of textbooks and stationery; in

addition they pay into a general purpose fund to resource activities such as sports. Parents also pay levies contributing towards the development of the school to create a more congenial learning environment. Some schools currently spend over 60% of their levy on topping up teachers' salaries which are below the Poverty Datum Line of US\$502. It is hoped that as government salaries increase the top up salaries, coined 'incentives,' should be gradually reduced and eventually removed.





introduction

This plan is a product of a process of strategic planning that was initiated in February 2010 following an agreement at a consultative workshop led by the Ministry and including key stakeholders at Nyanga that month. Among the agreements reached at that meeting was a resolution that MOESAC would lead a process to develop an Education Medium Term Plan (2011 – 2015) that would be aligned with the National MTP

which was at that stage under development. The meeting also agreed to initiate the process with a Stakeholder Consultation exercise. This was undertaken in early 2010, and involved visits by teams of officials, representatives of civil society, teacher unions and development partners to all 10 provinces to conduct consultative workshops with local stakeholders. The feedback from this exercise was consolidated at a workshop in Harare in May

2010, and provided a basis for the situation analysis that underlies this MOESAC Medium Term Plan.

The first output of the strategic planning process was an Interim Strategy for 2011 – 2012 which was prepared by technical working groups led by MOESAC officials and which identified four urgent strategic objectives for education:

Table 1: Strategic Objectives for Interim Education Strategy 2011-2012

STRATEGIC OBJECTIVE 1: Restore education service delivery to all eligible children and revitalize the quality of learning:

- Restore the professional status of **teachers**
- Revitalise learning **quality** and relevance
- Improve **learning environments**



STRATEGIC OBJECTIVE 2: Reinvigorate school and system governance and management:

- Revise authorities and **powers of school governance structures**
- Build capacity for **school leadership** and governance
- Introduce **school financing formulae** that ensure basic standards of service delivery in all schools
- Re-establish and **reinvigorate the system of school supervision**
- Strengthen the capacity for **planning and management** using better **information for management**



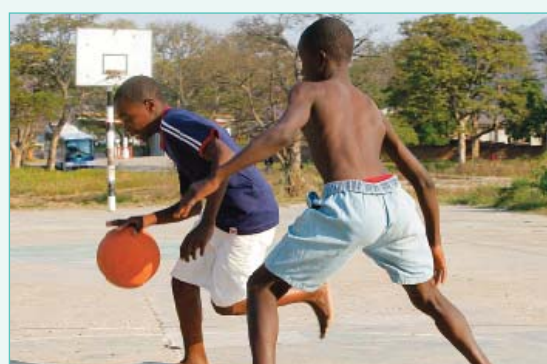
STRATEGIC OBJECTIVE 3: Focus resources on those with greatest need to restore equity:

- Ensure educational opportunities for children with **special needs**, including **gifted and talented** children
- Strive for **increased gender equity** in all aspects of education
- Improve targeting of public support to **orphans and vulnerable children**
- Ensure the inclusion of **marginalised languages**



STRATEGIC OBJECTIVE 4: Revitalise sport, arts and culture in Zimbabwe:

- **Build capacity of personnel** in Sport, Arts and Culture (SAC)
- **Promote institutionalisation of SAC** in schools, prisons, armed forces, hospitals and workplaces
- **Rationalise operations** of SRC and NACZ
- Build revenue capacity of NGZ to achieve B
- Establish **centres of excellence** for especially talented people in sports, arts and culture



The Interim Education Strategy provided a basis for the MOESAC budget negotiations for the 2011 budget in which the education sector received a significant boost in resources for both recurrent and capital expenditure. In early 2011 the Government of Zimbabwe published its Medium Term Plan 2011-2015, with ambitious targets for the Education Sector. This provided an impetus for the education sector to build on the Interim Plan and prepare a full Education Medium Term Plan (EMTP for 2011-2015).

Unlike the Interim Education Strategy, the EMTP has a medium-term perspective and provides for more comprehensive costing of proposed strategies and a preliminary assessment of policy choices under a range of different revenue scenarios.

The starting point for both the IES and the EMTP is the Situation Analysis which draws on evidence from a wide range of stakeholders, field visits to all 10 provinces, an updated Education Management Information System (EMIS) and a large number of studies and reports prepared by both MOESAC and its development partners. The EMTP Situation Analysis builds on the IES 2010 Situation Analysis, and

is structured around 10 key issues: (a) the macro-economic context; (b) education achievements since 2009; (c) the financing of education; (d) the professional status of teachers; (e) teacher qualifications and competence; (f) school and system governance and management; (g) quality learning environments; (h) learning outcomes; (i) out of school children; and (j) sport, arts and culture.

Situation Analysis

The education system in Zimbabwe positioned the country as an education leader on the African continent in the 1980s and 1990s. Despite significant setbacks dating back to a structural adjustment programme of the mid-1990s and culminating in the economic meltdown and political unrest between 2000 and 2009, the system has made remarkable progress in recovering lost ground. This section briefly reviews the macro-economic context which has had a powerful influence on the education sector, and then reviews the education sector, identifying the achievements to be built on and the key challenges that confront the system.

a. Macro-economic context

The macro-economic framework set out in the table below is sourced from the Ministry of Finance and sets out expected economic growth and central government expenditure. Zimbabwe is expected to continue its recent recovery with real GDP growth above 6% per annum throughout the period of the EMTP. It is expected that central government expenditure will stabilise at 34% of GDP in the three years up to 2015 and that nominal growth in government expenditure will fall from the very high levels of recent years to 12.5% by 2015.

Economic recovery has had the benefit of increasing and stabilising government revenue. More predictable government revenue is slowly enabling a reprioritisation of government expenditure away from personnel and towards recurrent and capital expenditure. While public sector employment costs are expected to consume two-thirds of central government expenditure this year, this share is projected to fall to 50% by 2014.

MOESAC's share of government expenditure has fallen from the high levels of the early 2000s to as low as 15% in 2010. The share of government expenditure invested in pre-tertiary education needs to rise significantly in order

to fund this Education Medium Term Plan (EMTP). This share is indeed projected to rise in 2011 to 17% of central government expenditure. The table above projects the MOESAC budget up to 2015 from the macro-economic framework by assuming a slow and fairly conservative rise to 20% of central government expenditure devoted to basic education through MOESAC in 2014 and 2015. This share of expenditure is equivalent to an estimated nominal MOESAC budget of \$972 million in 2015.

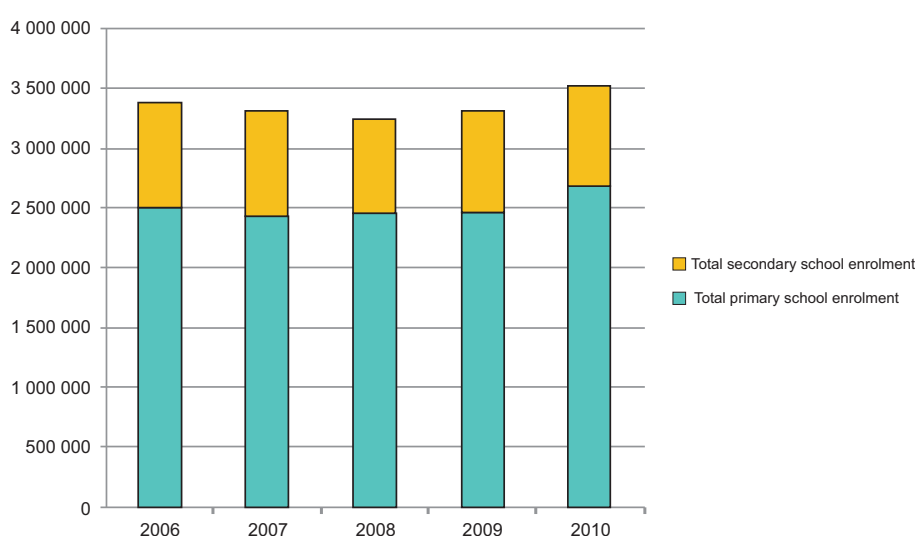
b. Education Achievements

The education sector in Zimbabwe has demonstrated that despite extraordinary challenges there have been a number of

credible accomplishments. Enrolment in primary education remains high with a NER consistently above 90%, with no major differences in urban and rural settings. Zimbabwe is one of the few countries in Africa that can boast gender parity in primary education. More than 97% of all primary schools now have early learning (ECD) classes. The establishment of more than 1,000



Figure 1: Primary and Secondary Enrolment



satellite schools in response to population resettlement has had a dramatic impact on the system. More than 600,000 children now benefit from the BEAM programme ensuring that many of the most vulnerable children continue to be assured of accessing educational opportunities. In 2010 through the support of the ETF, every primary school child received a core set of textbooks, and secondary textbooks were distributed at the end of 2011.

TABLE 2: Macro-economic framework and central government expenditure¹

	2009	2010	2011	2012	2013	2014	2015
MACRO-ECONOMIC FRAMEWORK							
Nominal GDP in US\$ million	\$5 623	\$6 716	\$8 998	\$9 959	\$11 297	\$12 711	\$14 302
Real GDP growth	5.4%	8.1%	9.3%	7.8%	6.6%	6.4%	6.1%
Average inflation	-7.7%	3.0%	4.5%	5.0%	5.5%	5.7%	6.0%
Central government expenditure	\$921	\$2 107	\$2 745	\$3 400	\$3 841	\$4 321	\$4 861
Employment costs	\$550	\$1 099	\$1 800	\$2 040	\$2 113	\$2 161	
Other recurrent expenditure	\$182	\$505	\$340	\$340	\$456	\$622	
Capital expenditure	\$45	\$415	\$550	\$850	\$1 056	\$1 297	
Nominal growth in central government expenditure		128.8%	30.3%	23.9%	13.0%	12.5%	12.5%
Central government expenditure as a proportion of GDP	16.4%	31.4%	30.5%	34.1%	34.0%	34.0%	34.0%
<i>Distribution of central government expenditure</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	<i>100.0%</i>	
<i>Employment costs</i>	<i>59.8%</i>	<i>52.1%</i>	<i>65.6%</i>	<i>60.0%</i>	<i>55.0%</i>	<i>50.0%</i>	
<i>Other recurrent expenditure</i>	<i>19.8%</i>	<i>24.0%</i>	<i>12.4%</i>	<i>10.0%</i>	<i>11.9%</i>	<i>14.4%</i>	
<i>Capital expenditure</i>	<i>4.9%</i>	<i>19.7%</i>	<i>20.0%</i>	<i>25.0%</i>	<i>27.5%</i>	<i>30.0%</i>	
DOMESTIC FUNDING FOR BASIC EDUCATION							
MOESAC expenditure/projected budget US\$ million	\$174.3	\$318.9	\$469.4	\$612.0	\$729.8	\$864.2	\$972.2
MOESAC as a proportion of central government expenditure	18.9%	15.1%	17.1%	18.0%	19.0%	20.0%	20.0%

Parents and communities continue to have confidence in education and to send their children to school. Enrolment in both primary and secondary schools, which declined seriously between 2007 and 2009, recovered significantly in 2010

and indications are that 2011 will see continued growth. Figure 1 on page 4 indicates this recovery graphically. There are almost equal numbers of female and male pupils in grades 1 to 7, while in forms 1 and 2 there are more females enrolled in school.

Female enrolment declines with subsequent forms and reaches a low of just over 40% in A-level.

Progress has also been achieved in the recruitment of teachers, with 2010 showing a substantial recovery in the number of

¹ Detailed government expenditure projections separated into employment, recurrent and capital are not yet available for 2015.

teachers in both primary and secondary schools. Figure 2 and Figure 3 below show that teacher numbers have grown slightly faster than enrolment in secondary, resulting in a declining pupil:teacher ratio in secondary education, and a slightly higher ratio in primary level.

In addition, administrative infrastructure down to district level is still largely in place, and progress has been made in equipping provincial and district officials with vehicles and resources to enable closer supervision of the system. The management information system (EMIS) has been revitalised and data for 2010 and 2011 are now being processed, with plans for substantial capacity building and expansion of the system. Donor coordination mechanisms are in place and there is a growing donor commitment to fund education priorities identified as strategic, and going beyond humanitarian priorities.

These achievements are the outcome of dedicated efforts of over 100,000 teachers, communities nation-wide and officials throughout the system who continue to work under very difficult circumstances to sustain and develop education, with the support of development partners who provide technical and

Figure 2: Teacher numbers 2006 - 2010

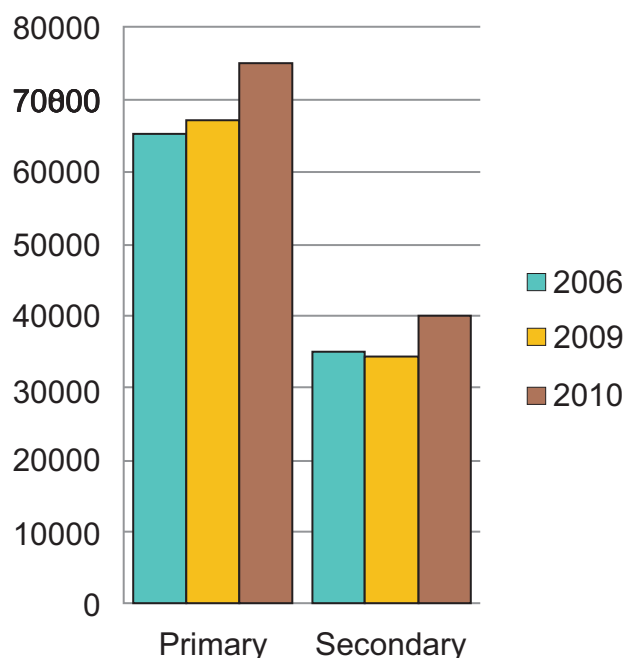
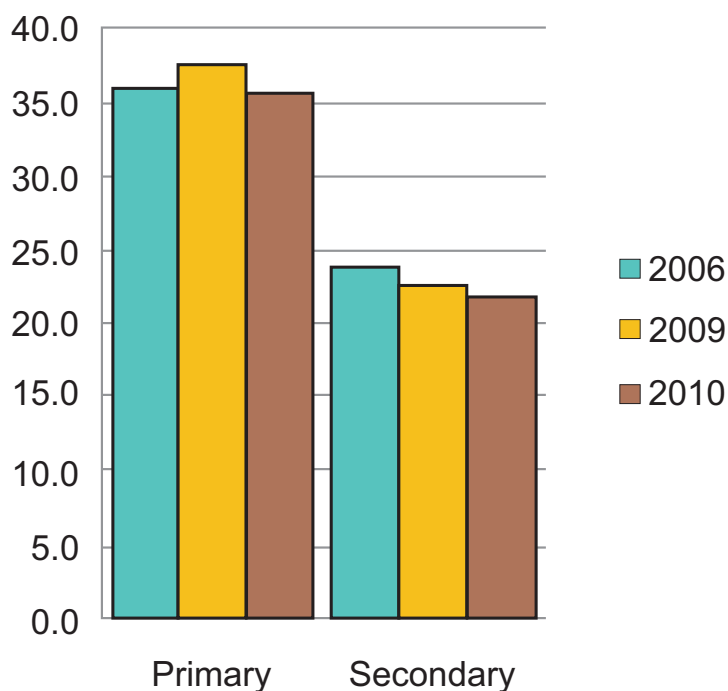


Figure 3: Pupil:Teacher Ratios 2006 - 2010



financial resources to education. Yet there remain some continuing challenges which this medium term plan seeks to address.

c. Financing of Education

As indicated in the Macro-economic context section above, the greatest challenge to the education sector is the drastic decline in the level of financing for the sector. As a share of total public expenditure the sector used to be very well supported, with the MOESAC expenditure constituting over 30% in 2001. However, as indicated in Figure 4 below, this share has seen a steady downward trend over the past 10 years.

The figures reveal a dramatic decline in the level of financing

nationally, since the decline in the total value of public expenditure has been dramatic. The figure above however also shows the relatively conservative projected increase in the share of government expenditure on basic education to 20% by 2015, a relatively low level by historic standards. Moreover, it should be noted that these figures reflect actual expenditure rather than budgetary provision, which has been consistently higher than expenditure. Economic instability and unpredictability in the level of revenue have often resulted in very substantial supplementary allocations, or, when cash flow is constrained, a cut-back in the funds actually released, making planning and budgeting a very challenging exercise. In 2010, for

instance, the original estimates of US\$278m rose by over 16% as the result of a supplementary budget allocation to US\$322m, mostly to cover increased salary levels. Actual expenditure, at US\$319m, was close to the revised allocation indicating an improved budget performance. However, as is indicated in Figure 5 and Figure 6 on page 36, the capital expenditure as a share of total expenditure was reduced from 3.3% of the revised budget to 1.7% of actual expenditure. In addition, expenditure on Programmes was reduced from 3% to less than 0.5% of total expenditure.

d. Professional Status of Teachers

Prior to independence and during the early eighties the teaching profession was highly regarded in society and by the public in general. A teacher was identified by being modestly dressed and displaying a high level of personal integrity.

The remuneration for teachers was between a medium to higher level income such that teachers could afford to send their children to boarding schools and still

Figure 4: MOESAC Expenditure as % of Total Public Expenditure



Source: Zimbabwe Audited Expenditure Tables 2000-2009; 2010 MOESAC Expenditure; 2011 MOESAC Budget; 2012-2015 Own Projections

Figure 5: MOESAC Revised Budget by Expenditure Category 2010

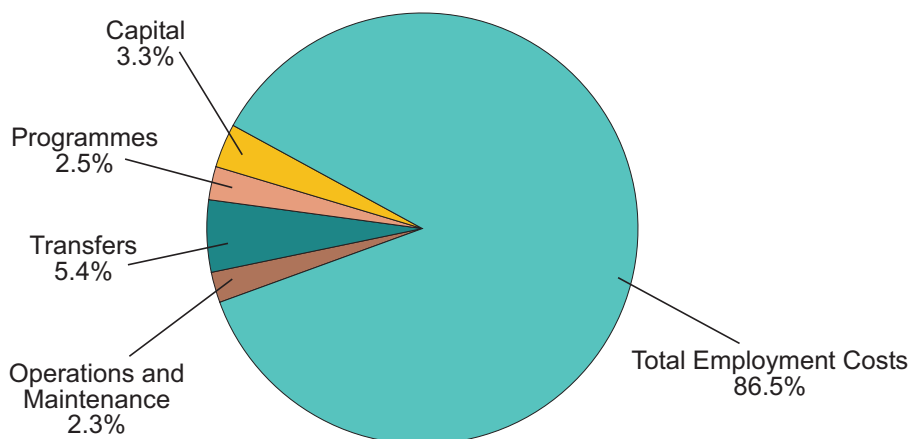
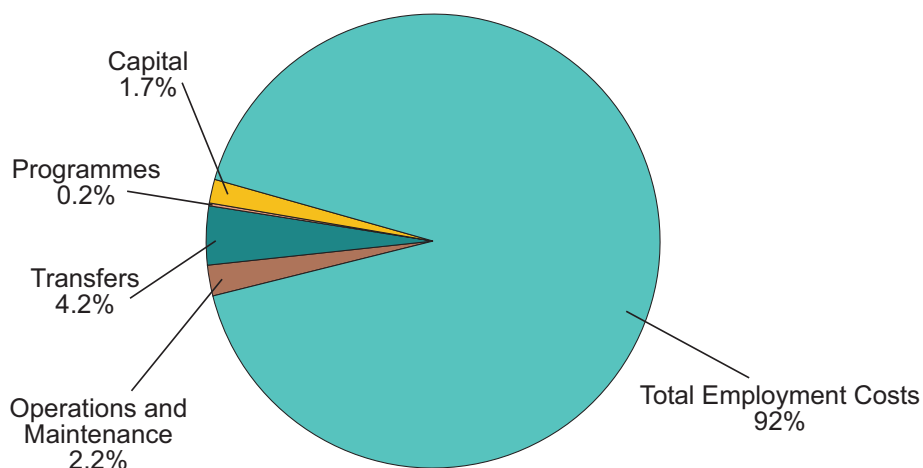


Figure 6: MOESAC Actual Expenditure by Category 2010



afford the basic necessities which they can hardly do today. Teachers could make some savings during the year and on being awarded bonuses they could afford to buy a car or house, which is now a pipe-dream to the graduate from college.

To attract teachers to remote and difficult schools the government of Zimbabwe introduced rural transport allowances over and above other allowances to cater for the hardships faced by rural teachers.

At the turn of the millennium the country faced a number of

challenges that resulted in a skills flight, in which many teachers moved abroad. Political disturbances in schools in 2008 coupled with economic meltdown saw the teachers' status declining very seriously. While the starting salary for qualified teachers had previously been the equivalent of US\$500 per month, this was reduced by inflation to virtually nothing in late 2008. Respect for the teacher was undermined.

In 2009 the government was able to pay a flat rate of US\$100 per month to all civil servants, including teachers. This has been gradually increased; a more graduated scale and allowances have been reinstated, so that as of July 2011 a diploma-qualified teacher started at a monthly income of US\$363 (US\$232 basic salary, US\$66 transport allowance and US\$65 housing allowance). The Poverty Datum Line in July 2011 was US\$540, indicating that the starting salary for a qualified teacher remains substantially below the minimum amount required to sustain a small household. Thus teaching is no longer the envy of many but the profession of last resort.

On the formation of the transitional inclusive government through the Global Political Agreement, the Ministry of Education, Sport, Arts and Culture made a number of

proposals to lure teachers back into the system. One of the strategies was the introduction of teacher's incentives and the waiver of normal procedures on re-appointment into the service. While this did permit many schools to retain their teachers during the worst days of the crisis, it also generated considerable conflict between teachers and school communities, and exacerbated the gap in earnings of teachers in different types of schools, since many rural and remote communities could not mobilise significant resources to supplement their teachers' incomes.

e. Teacher qualifications and competence

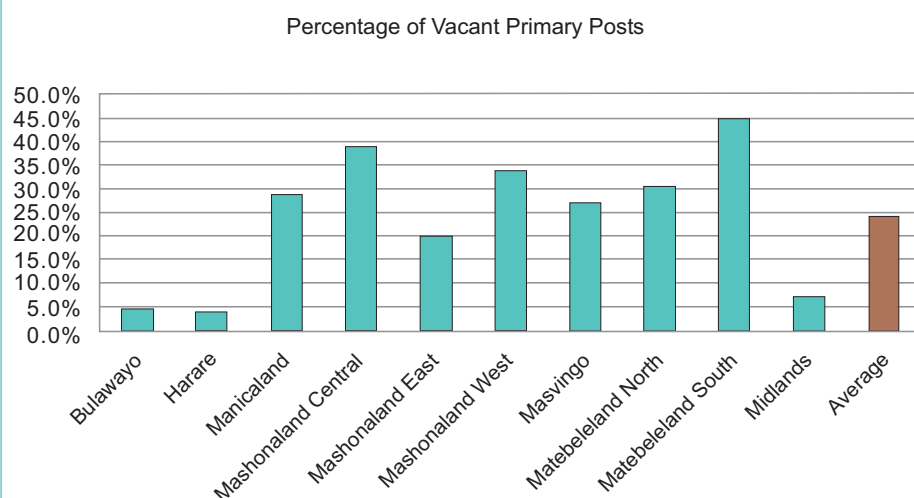
In 2008 some 20,000 teachers left their positions, leading to the greatest brain-drain the sector has ever experienced. The Public Service Commission (PSC) at the request of the Ministry of Education, Sport, Arts and Culture, quickly responded to put in place mechanisms such as a waiver of re-appointment procedures for teachers who had been deemed to have abandoned their posts, and positive efforts to attract more teachers into the system. However, while some teachers have returned to duty, there is still a very substantial loss of expertise, especially in high

demand subjects such as Mathematics, Science and in Practical and Commercial subjects. Many unqualified or under qualified teachers were drawn in to fill the demand, so that by 2010 there were 19,732 temporary teachers employed in the system, constituting over 17% of the teaching force. Moreover these temporary teachers were unevenly distributed across the provinces, so that, as indicated in Figure 7 below, as many as 45% of teachers in some provinces were temporarily employed.

The situation in secondary schools is similar. While there was an initial decline in enrolment in teacher education programmes in colleges and universities in 2009, the data still indicate that the output from the colleges remains at over 5,000 per year,

well in excess of the current annual demand for teachers. The challenge is not in increasing the teacher production capacity, but in attracting qualified teachers into the profession, given the relatively low salaries which teachers currently earn. There is no readily available information on teacher qualifications and subject specialisation, and thus further modelling of teacher supply and demand is not possible at this stage, but lessons from international experience show the value of more systematic modelling in order to better improve the relationship between teacher production and employment. There is also no firm information on the number of qualified and experienced teachers who are currently not in the system but could be attracted back into the profession.

Figure 7: % of Temporary Teachers by Province 2009



f. School and system governance issues

During the worst of the crisis many teachers adopted survival strategies that included providing private lessons and “holiday schools”, and in some lower income urban areas a large number of “backyard schools” sprang up to cater for children whose parents were unable to pay the rapidly rising levies. The MOESAC has been able to invoke or promulgate policies and regulations to limit school fees (to zero in the case of the majority of primary schools) and other charges, and more closely regulate levies, unregistered schools and illegal exclusion of learners for non-payment of fees or levies. However, the Ministry’s capacity to monitor and enforce implementation of these policies was initially hindered by shortage of qualified personnel and transport, particularly at the provincial and district levels. Since 2009 some progress has been made in filling these posts and in equipping offices with the transport and equipment to facilitate improved monitoring and management of the system, but the continued strengthening of its capacity to monitor and manage the system remains a key concern in its plans for the next five years.

The stakeholder consultation that

informed this situation analysis also identified the need to strengthen the school development committees (SDCs). A number of initiatives have been launched to provide capacity building to SDCs, and to improve school level management through training of school heads and SDCs. The reintroduction and expansion of various grants programmes to make resources available to schools for local school needs, maintenance, rehabilitation, school health and sanitation will also strengthen the need for greater capacity building at the level of school and community.

g. Quality learning environments

Due to the economic meltdown experienced in the last decade authorities had difficulty in securing the needed funds to carry out maintenance works, leaving many schools rundown. The money that was availed by government for the purpose was quickly eroded by inflation and translated into very little on the ground. Now that the economy has stabilised and economic growth is beginning to show, there is need to ensure that resources are made available for school rehabilitation. The EMTP is expected to focus on the rehabilitation of key facilities and

making them special needs compliant. By 2015 an estimated 1 million learners should be accommodated in renovated classrooms with targets to renovate 6,000 secondary and 18,000 primary classrooms.

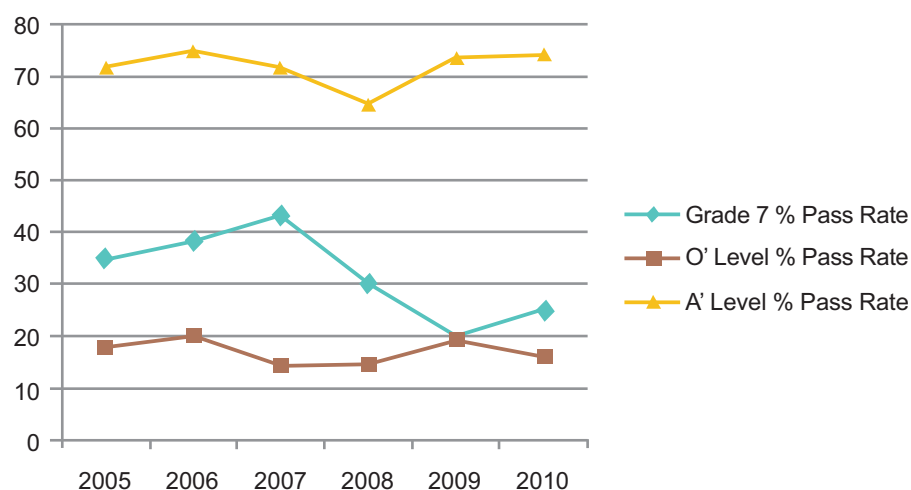
The public sector investment programme (PSIP) seeks to provide new schools in newly settled areas of the land reform programme, new schools in new urban housing development schemes and to alleviate hot-seating. Due to the recent economic challenges, many projects which were at various levels of construction (foundation level, window level, gable level and awaiting finishing touches) could not be completed. Some of the structures have stayed at these levels for a long time and it is likely that most of them have deteriorated due to non-use, affecting their structural integrity.

While the decline in access and enrolment that was experienced during the crisis is now being reversed, the impact on quality of learning conditions and learning outcomes will take longer to redress, and therefore is a key focus of the EMTP. The pupil:classroom ratio in 2010 was 37.1:1 for primary schools, and 29:1 for secondary schools. While these figures are not substantially below pre-2000 national norms, this figure masks a very serious backlog in maintenance (a

significant proportion of these schools are in need of rehabilitation and/or reconstruction), and a massive backlog of ancillary buildings, including laboratories, libraries, administration buildings, teacher housing and sanitary facilities, particularly in urban areas. Thus while a significant new construction programme will be required to cater for growth in student numbers through to 2015, there is an equally great need to invest in major repair and rehabilitation and in construction of ancillary buildings.

With regard to textbooks and learning materials, the very serious backlog that accumulated during the underfunded years has been significantly reduced through the provision in 2010 and 2011 of textbooks in core subjects for all primary children and a very substantial provision of secondary textbooks, through the programme financed by the ETF. However, the recurrent budget needs to provide for a continuation of this provision to sustain the one to one ratio, replace textbooks and expand to more subjects. Learning materials, many of which have been provided by communities through direct purchase for their children, or through school fees and levies, also suffered with the collapse of local financing, and will need to be provided for

Figure 8: Examination Results 2005-10



through a mix of strategies, including targeted direct provision, school grants and household financing. In addition, once the new curriculum has been agreed new books appropriate to the new curriculum will have to be produced.

The curriculum has not been comprehensively reviewed since 1986 and needs to be brought up to date. It is very academically focused and needs to be revised to include more vocational subjects.

h. Learning outcomes

The most serious impact of the challenges confronting education is the decline in the quality of learning, reflected in deteriorating learning outcomes. Figure 8 above reflect the serious decline

in examination results in the Grade 7 and O-level examinations from 2006 to 2009.

Although there is evidence of some recovery in learning outcomes in 2010, the situation analysis reveals that this is a challenge that will take considerable time to address. Factors responsible for poor results include the motivation and competencies of teachers, the conditions of teaching and learning, the quality and relevance of the curriculum, the loss of teaching time and the challenges faced by the examination and learning assessment system. 2010 and 2011 saw some significant steps in Zimbabwe to address each of these challenges, including initiating a curriculum review, strengthening ZIMSEC (the

agency responsible for public examinations), and investments in improving availability of teaching and learning materials. Yet in each of these areas, further progress is required, as international experience demonstrates that improving learning outcomes requires a sustained, systematic, strategic and integrated set of interventions that combine over time to yield measurable gains in learning outcomes, and more informed and productive citizens.

i. Out of school and at risk children

The field consultations revealed that there is a persistent number of primary school and ECD aged children, perhaps as many as 10%, who are not being enrolled or not attending school. These are mostly children from indigent homes, orphans or vulnerable children (OVC) or children in extremely remote communities, and programmes such as BEAM have made a significant contribution in targeting resources to these groups. There are an estimated 976,000 HIV/AIDS affected children in schools, not all of whom are among the over 600,000 who benefited from the BEAM program in 2010. The BEAM program is currently under review.

The largest group of children not

in school, however, are those who have either failed to make the transition from primary into secondary school (currently about 50% of all children) or who have dropped out and are now too old to be reincorporated into the schooling system. Various programmes run by various public and private authorities and institutions, including a division of MOESAC, have a long history in Zimbabwe of providing non-formal education and various skills development programmes. However, these responses are not well coordinated and do not reach a sufficiently large number of out-of-school youth.

There are about 150,000 children with special needs identified in the schools, although conservative estimates place the number of children that require support at around 300,000, some of whom may be enrolled in schools but not identified as in need, and some of whom are among the children not in school. Depending on how special need is defined, this number could be substantially higher. The provision of services to children with special needs has also been seriously limited by lack of equipment for diagnosis or support to schools. The deterioration in the quality of provision in schools in remote and poor areas also means that there are many talented and

gifted children who are missing out on opportunities to develop their talents, and a specific programme needs to be implemented to ensure they are not lost to the nation.

Talented disadvantaged children are often unable to fulfil their potential in the current system as they are unable to access schools with good resources and high quality teaching. As indicated by the figures above, many of these children will not make the transition from primary to secondary school, and even fewer will complete 'A' levels. The MOESAC has secured donor funding for the first pilot stages of its Academies of Excellence initiative. Initially there will be two Academies in each province. They will be well resourced and staffed by the best teachers, with 40% of places reserved for talented disadvantaged children who will be awarded full scholarships. Government will need to provide funding to extend this scheme to all the provinces.

j. Sport, Arts and Culture

The Ministry has responsibility for supporting the development of Sport, Arts and Culture in Zimbabwe. To date it has carried out this function largely through managing transfers to institutions and authorities, and has had a limited role in supporting the

development of sport, arts and culture in the nation's schools. The institutional capacity of the Ministry to carry out its responsibilities, including the coordination of the various disciplines, institutions and authorities and supporting school and community based activities is very limited and needs to be strengthened to permit a more effective delivery and more efficient coordination. The new curriculum must ensure the full integration of Sports, Arts and Culture into education.

k. Situation Analysis Summary

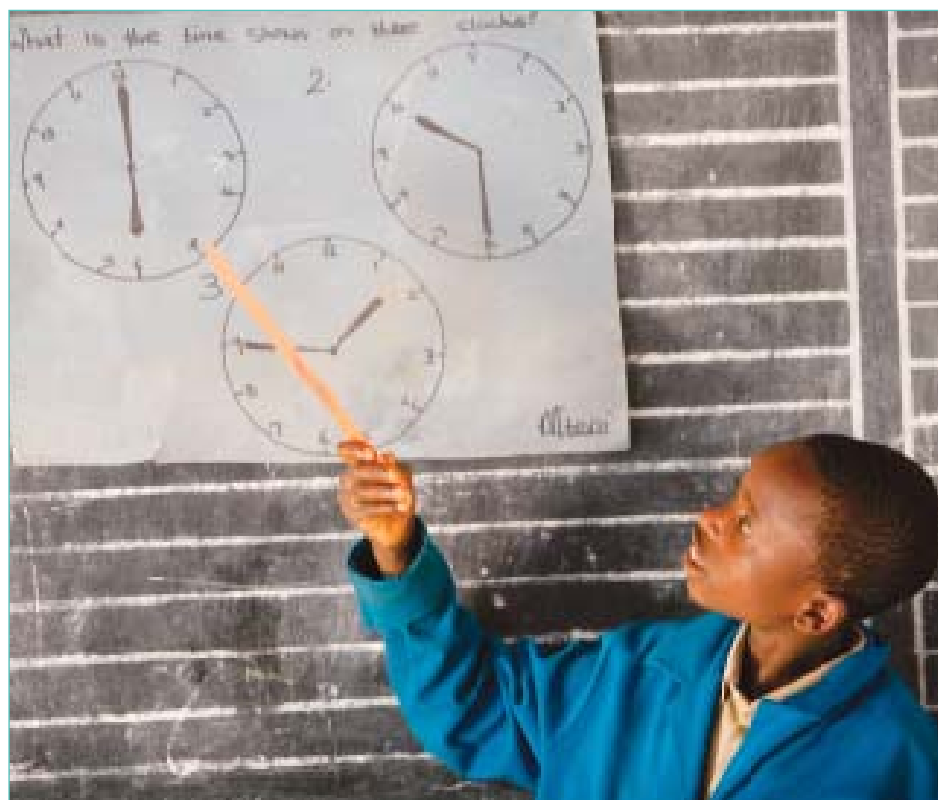
This situation analysis reveals a broadly encouraging picture. With regard to almost every one of the challenges identified in 2009 and 2010, the Ministry can report that there has been progress, either through reviving or adapting some long standing policies and practices that had stood the system in good stead over previous decades, or introducing new initiatives to address the challenges. While serious problems still persist, the Ministry has demonstrated that it can lead the process of policy and strategy research and development, strategic and operational planning and budgeting, and systematic monitoring that is required to build on the momentum established

and make substantial progress towards its goal of quality education for all citizens of Zimbabwe. The Ministry achieves this by working with communities, other government departments and civil society, including the teacher organisations, and is supported by a new working relationship with its development partners.

However, the strong lesson to emerge from the analysis is the need for careful and strategic targeting of interventions to ensure that the public, private and external resources that will be required for progress can be mobilised and efficiently deployed. This means that

serious and tough decisions are required to identify the most feasible targets for the next five years that will fit a range of different revenue scenarios. It also requires that a set of carefully designed strategic interventions are implemented to ensure that the most pressing needs and challenges are addressed in a systematic and prioritised way.

The next section builds on this situation analysis to identify the key strategic objectives for the next five years, the most important targets and the key performance indicators that will be used to assess progress.



the strategic direction of the EMTP

This section summarises the overall and strategic objectives of the EMTP in light of the mission of the Ministry's mission.

a. Vision

Our vision is of holistically well educated Zimbabweans with unhu/ubuntu who are patriotic, balanced, competitive and self-reliant.

b. MOESAC Mission Statement

To promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD), Primary and

Secondary Education, Life-long Learning and Continuing Education, and enhance Sport, Arts and Culture in education.

c. Goal of the EMTP

To revitalise the provision of relevant, quality, inclusive and holistic education, sport, arts and culture for all Zimbabweans in line with the MDG targets by 2015.

d. Strategic Objectives

The attainment of this Goal by 2015 in a context of competing priorities and limited financial, human and institutional resources

calls for the identification strategic objectives based on the most important strategic priorities that emerged from the situation analysis. The Ministry will strive over the period to work with teachers, parents, communities, civil society and the private sector to achieve the following seven strategic objectives:

Strategic Objective 1: Restore the professional status of teachers

By 2015, Zimbabwe will have a highly motivated and competent professional teaching cadre providing high quality opportunities for all learners in Zimbabwe.

Strategic Objective 2: Revitalise learning quality and relevance

By 2015, a renewed integrated curriculum will be in place in primary and secondary schools, supported by effective learning assessment and necessary learning materials, with specific focus on revitalising libraries.

Strategic Objective 3: Restore and improve conditions of learning

By 2015 all government assisted primary and secondary schools will receive support to build and renovate classrooms, with water and sanitation provided in areas of need to create an environment conducive to learning.

Strategic Objective 4: Quality Assurance and Staff Development

By 2015, there will be improved education service delivery through enhanced supervision, monitoring and evaluation and strengthened capacity development resulting in economically relevant, modern, streamlined and child centred education at Early Childhood Development (ECD), Primary and Secondary School levels.

Strategic Objective 5: Reinvigorate school and system governance

and management

By 2015 there will be a more efficient governance and management system at all levels.

Strategic Objective 6: Focus resources on those with greatest need

By 2015, the learning needs of all disadvantaged children including OVC, children with special needs, talented disadvantaged children, out-of-school youths and illiterate adults are addressed through appropriate policies and equitable allocation of resources for education.

Strategic Objective 7: Revitalise Sport, Arts and Culture

By 2015 Sport, Arts and Culture will have been institutionalised, made an integral part of the curriculum and professionalised.

e. Key Targets and Indicators

This medium term plan provides an overall framework for the work of the Ministry over the next five



years to 2015. This should inform rather than displace annual operational planning and budget provision for each year. Performance indicators and monitoring of annual plans and budgets will follow the accepted Results Based Management format of the Zimbabwe government. This plan, however, provides an additional set of overall performance indicators that will be reviewed annually against targets to assess progress against the strategic objectives. The overall five year targets and indicators are summarised below. The individual targets for each year are provided in the M&E Table to be found in Annex X, the Initial Performance Assessment Framework.

Early Childhood Development

- A minimum of two years ECD education in all primary schools by 2015

(2010 baseline: ECD A 10% of schools, ECD B 97% of schools)

- 90% of 5 year olds enrolled in ECD B by 2015

(2010 baseline: ECD GER = 75%)

Primary Education

- 100% of primary school going age learners accessing primary education by 2015

(2010 baseline: NER 98%).
Target to be decided

- Primary completion rate to increase to 90%

(2010 baseline: 68 %)

- Grade 7 pass rate to increase to over 50% by 2015

(2010 baseline: 42 %)

Secondary Education

- Transition rate from primary to secondary (including non-formal) – should increase by 10%

(2010 baseline: 70%)

- Form 1-4 net attendance rate should increase to 90% by 2015

(2010 baseline: est. 37% 2006, to calculate baseline from 2010 DHS)

- 'O' Level pass rate to increase to 30% by 2015

(2010 baseline 19%)

- To increase the retention rate at secondary to 95% by 2015

(2010 baseline 87%).

Gender Parity

- At ECD, Primary and Secondary levels the Gender Parity Index (GPI) remains over 95%.

Curriculum and learning

- Access to e-learning in 50% of all primary and secondary schools

(2010 baseline 5%)

- Design alternative assessment systems by 2015

(2010 baseline: 0%)

- Complete a review and reform of the primary and secondary school curriculum to cater for a wide range of learning abilities

Sport, Arts and Culture

- At least 20% of the whole population shall be participating and involved in sport, arts and culture at the mass level, 10% at amateur level and 10% of all artists participating at professional level.

(2010 baseline: 0).

- To increase the contribution of sport, arts and culture to GDP by 10% by 2015

(2010 baseline: 0).

Special Needs Education

- To increase access to education for learners with special needs by 20% by 2015

(2010 baseline: 60%).

- To increase number of schools offering SNE by 20% by 2015

(2010 baseline: 40%).

- To ensure the operation of at least two Academies per province for talented disadvantaged children by 2015.



key strategic priorities

In order to achieve the seven strategic objectives of the EMTP by 2015, the Ministry proposes to focus on a set of seven key strategic priorities. The justification for and underlying assumptions of each intervention are outlined in the sections below, together with a summary of the main areas of activity for each topic. It should be noted that the activities described under each priority area are indicative, and that details will be adjusted during operational planning each budget year. The purpose at this stage is to identify the priority areas of activity and indicative costs for cost projection purposes to estimate the cost envelope.

Strategic Priority One: Restore the Professional Status of Teachers

The section in the Situation Analysis on Professional Status of Teachers describes the underlying causes of the decline in the professional status of teachers. This was identified as the most critical challenge facing the education system. This strategic priority includes six areas of activity, each with a number of key actions that are prioritised. The focus in this plan is on extra activities that will be undertaken in addition to the normal operations of the Ministry.

By 2015, Zimbabwe will have a

highly motivated and competent professional teaching cadre providing high quality learning opportunities for all learners in Zimbabwe

Area of Activity 1.1: Teacher Remuneration

Teacher salaries and conditions of service are aligned with other public sector employees as determined by the Public Service Commission and are not under the direct control of the Ministry. The role of the Ministry in this respect is to lobby for improvements. The Ministry will:

- Lobby for the increase of the starting salary of qualified

teachers to be at least at the level of the Poverty Datum Line.

- Lobby for the reintroduction of rural/remote allowances and increasing teacher allowances to 15% of gross HOD allowance, and of housing allowances by 50%.
- Lobby for teachers to have access to the Government Housing Guarantee Scheme

Area of Activity 1.2: Teacher Deployment, Employment and Career Progression

- Strictly enforce compliance with rural service deployment policy
- Progressively fill all promotion posts within PSC stipulated criteria
- Reduce the proportion of temporary teachers to 10% or less of the teaching establishment
- Ensure that temporary teachers are employed for a maximum of 12 months as per regulation

Area of Activity 1.3: Teacher Professional Status

- Support the establishment and functioning of a Teachers' Professional Council

Area of Activity 1.4: Teacher Professional Development

- Ensure that all incoming teachers receive induction training, especially regarding Public Service Rules and Regulations.
- Expand and improve in service education for all teachers (detail in SP4, QA & Staff Development)
- Ensure adequate supply of trained and qualified teachers (budgeted under Higher & Tertiary Education)

Strategic Priority Two: Revitalisation of learning quality and relevance

The mandate of the Ministry is to develop relevant curricula, teaching and learning materials and the provision of essential educational services and appropriate technology in order to promote quality educational service delivery. This intervention is structured around four strategic issues identified in the Situation Analysis:

- The need for review and transformation of the curriculum
- The need to ensure provision of textbooks and learning materials
- The need to expand access to

e-Learning to improve learning outcomes

- The need to renovate and revitalise libraries

Curriculum review: It is critical that the curriculum be regularly reviewed in an effort to make it meet attributes of individuals, the needs of the economy and of society, and the challenges of the future. To this end, the Ministry will conduct a comprehensive curriculum review, bringing it up to date, placing a greater emphasis on vocational subjects, including Sport, Arts and Culture related subjects, introducing Civic Education and focusing on the environment.

Provision of textbooks and learning materials: In support of the relevant curriculum Ministry will ensure provision of textbooks and other teaching and learning materials, such as computers, that are central to schooling at all levels. Hence the Ministry's vision to reduce the pupil:textbook ratio to 1:1 by 2015. It is crucial that the teachers and learners are provided with relevant and up-to-date teaching and learning materials for effective teaching and learning to take place.

Expansion of e-Learning: The Ministry has introduced e-Learning as its flagship

programme under e-Government. The programme is centred on teaching and learning Mathematics and Science and has started with 20 schools piloting the teaching and learning of Mathematics and Science using software already developed. The Ministry's vision is that the programme be rolled out to at least 50% of all Primary and Secondary Schools.

Libraries: The Ministry through the National Library and Documentation Services plans to introduce e-learning in school and community libraries to enhance availability of reading resources to learners and reduce the risk of materials being

destroyed or stolen easily. School and community libraries will be renovated and revitalised (see below).

2.1 Review of the curriculum

- Strengthen the capacity for curriculum development of the CDU through staffing, staff training and equipment.
- Refurbishment of two educational broadcast studios
- Undertake the research and planning of the new curriculum framework, revise syllabuses and print and distribute materials
- Ensure training of 10,000 teachers in new curriculum

2.2 Ensure provision of adequate learning resources

- Ensure provision of textbooks for primary and secondary schools on a 1:1 ratio
- Ensure provision of teaching and learning materials
- Distribute Zim-Sci kits to 1,000 schools
- Distribute Tech-Voc kits to 350 schools

2.3 Introduce e-Learning to primary and secondary schools

- Support provision of computers and online connections for 50% of school
- Provide IT training to 4,600 teachers to support e-Learning
- Provide IT training to school librarians to support e-learning

2.4 Revitalisation of school and community libraries

- Support schools to build libraries to alleviate use of classrooms as libraries
- Refurbish existing libraries
- Provide computers for school libraries
- Provide school libraries with up-to-date relevant reading materials
- Provide school libraries with furniture



Strategic Priority Three: Restore and improve conditions of learning and teaching

The Situation Analysis identified restoration of conditions of learning as a priority, and this includes the provision of tutorial accommodation, rehabilitation of existing structures, furniture and toilets and safe water sources.

Rehabilitation of schools:

Schools will receive support to build and renovate classrooms, with water and sanitation provided in areas of need to create an environment conducive to learning. A target to rehabilitate 24,000 classrooms by 2015 has been set, funds permitting.

New construction: In addition, completion of existing PSIP schools and construction of additional facilities to meet growing demand will require development and implementation of a programme of additional classroom and school construction, including completion of PSIP and upgrading satellite schools. Achievement of national policy goals will call for construction of 750 secondary and 1,500 new primary schools with sport, arts and culture facilities. The programme will be supported through PSIP and building grant-in-aid allocations.

Furniture and equipment: The comfort of the learners during tutorial sessions is a critical component of learning. Learners need sitting and writing places. It is important that support be given to the provision of necessary furniture and equipment to all new and rehabilitated classrooms, and this will be provided for in the planning of all new facilities and schools.

School health and sanitation:

The MOESAC requires that a sanitation and supply of water certificate be issued by the Ministry of Health and Child Welfare before a new school can be registered. This is because of the importance the Ministry attaches to the health and hygiene needs of the learners. The Ministry will therefore expand the Water and School Hygiene (WASH) scheme to highest priority areas and ensure access to adequate toilets at all schools with targeted de-worming campaigns.

This strategic intervention thus consists of the following areas of action:

3.1 School and classroom rehabilitation

- Rehabilitation of 24,000 classrooms using general rehabilitation grants and targeted rehabilitation

3.2 New school construction

- Construction of new schools and classrooms

3.3 Furniture and equipment

- Provision of furniture and equipment in each new facility

3.4 School sanitation and water

- Construction of 4,725 sanitation blocks (WC/Blair according to need)

Strategic Priority Four: Quality Assurance and Staff Development

The medium term objective for this strategic intervention is:

Improved education service delivery through enhanced supervision, monitoring and evaluation and strengthened capacity development resulting in economically relevant, modern, streamlined and child centred education at Early Childhood Development (ECD), Primary and Secondary School levels.

Strengthening Quality

Assurance: Teachers are at the heart of any strategy to improve the performance of the education system. It is essential that they

receive support from all levels of the education system and from society as a whole. It is equally true that all children can, and will learn. An appropriate level of inputs including personnel, materials and facilities should therefore be provided to accompany the learning process. To that end, the capacity of supervisors should be improved to conduct effective, continuous, timely and meaningful school supervision visits. The means for supervisory staff at Provincial and District levels to conduct such visits should be provided as their capacity to visit and appraise teachers has been severely limited due to their inadequate transport facilities. The Inspectorate also needs continuous training to ensure that they are able to more effectively advise, manage and monitor, and hence support, school level staff.

Strengthening Supervision and Monitoring: Training of Inspectors should enable them to more effectively support school level staff to introduce new, child centred teaching practices, improve school management systems, identify and understand school specific problems in relation to both the physical infrastructure, learning environment, learner attendance, completion of Grades/Forms, retention and achievement.

Unless Inspectors have standard criteria for assessment of performance, the judgement they make will vary from one inspector to another, from one school to another, from one Head to another and even from one lesson to another. Unless teachers know these criteria, they will not know what inspectors are looking for. It will therefore be necessary for the Ministry to craft performance or quality indicators for both Primary and Secondary Schools covering all aspects of school life, including school ethos. To that end, current supervision instruments should be reviewed, shared and discussed by all stakeholders and distributed to all educational institutions.

Whole School Self-Evaluation: In an effort to enhance supervision, evaluation, monitoring and reporting on schools, educational personnel, projects and programmes, the Ministry will strengthen the “Whole School Self-Evaluation Concept”. This is a deliberate programme of internal supervision that involves learners, parents, teachers (peers), Heads of Department (HODs) Teachers in Charge (TICs), Deputy Heads, Heads and other stakeholders on the one hand, and Education Inspectors/Officers as external supervisors and evaluators on the other hand.

Staff Development: Improved supervision should lead to the development and implementation of an in-service Continuous Professional Development (CPD) programme for at least 50 % of practising teachers, Deputy Heads, Heads, Education Inspectors/Officers, District Education Officers (DEOs), Deputy Directors and Directors.

Learning Assessment: Currently, student assessment is through terminal public examinations administered by ZIMSEC. These examinations tend to drive the curriculum with the results that teachers teach for them. There is need therefore for school based continuous learner assessment especially at Grade 3 and Form 2 levels. Teachers would need to be prepared for implementing this formative assessment process at classroom level. Continued strengthening of ZIMSEC is also necessary to ensure the quality and reliability of public examinations.

Expansion and Extension of ECD: The importance of ECD in preparing the child for his/her formal learning and future development cannot be over-emphasised. Policy provides for the establishment of at least one ECD B and one ECD A class in every school by 2015. A lot more remains to be done to realize this goal, especially in the provision of the age appropriate facilities.

Addressing Obstacles to

Access and Quality: The Ministry will, in collaboration with its partners, extend and expand a range of programmes that address obstacles to entry to schools, including school feeding, provision of sanitary wear for girls, bursaries for talented and gifted children, and Boy and Girl Empowerment Movement (BEM and GEM) holiday camps.

Programmes for Health and

Safety: The Ministry will, in collaboration with its partners, extend and expand coverage of a range of interventions that enhance health and safety in schools, including Child Friendly Schools, training in HIV/AIDS life skills, school hand-washing and de-worming campaigns.

The areas of activity for this strategic intervention are as follows:

4.1 Strengthening the QA System

- Annual supervision of all schools by 2015
- Equipping supervisors with vehicles
- Computers for processing M&E data
- Whole School Self-Evaluation

4.2 Staff Development

- Ensuring that at least 50% of all teachers and officials receive professional development support by 2015

4.3 Provision of teaching and learning materials and equipment

- Provision of alternative power sources to 50% of schools by 2015
- Provision of training materials and support for Maths and Science teachers
- Upgrading Maths-teaching skills of primary school teachers

4.4 Expansion of ECD provision to 2 years

- ECD classes, staffing and training
- ECD Model Centres

4.5 Addressing Obstacles to Access and Quality

- School feeding
- Provision of sanitary wear
- Bursaries for talented children to attend Academies of Excellence
- BEM/GEM Holiday camps

4.6 Programmes for Health and Safety

- Child Friendly Schools and Learning Without Fear
- Training in HIV/AIDS Life skills
- School hand washing campaign
- De-worming campaign

4.7 Assessment of Learning

- Learning assessment at Grade 3 and ZJC level
- Capacity building and equipment for ZIMSEC

Strategic Priority Five: Reinvigorate school & system governance, management & financing

The situation analysis identified six key areas of action for this strategic priority. These are briefly described below.

Information for management:

The growing prominence being given to informed decision making demands the availability of relevant, timely and accurate information. It is critical that information is availed when it is needed and in the format that it is needed for decision making. In this regard there is need for the revitalisation of EMIS so that it provides management with the information needed to make effective decisions.

Policy and legislation: The Ministry derives its mandate from the Education Act. To operationalise that mandate it has to develop various statutory instruments, policies and regulations which from time to time need to be reviewed in response to new challenges and developments.

There is also a need to consolidate statutory instruments and policies that govern schools so that they do not violate the provisions of the constitution and the Education Act. These policies and regulations also need to be harmonised with the requirements of the Public Service and Treasury.

Organisational and leadership development: It is important that an organisation develops a structure that enables smooth communication, capacity development and motivation of staff for its operations. The structure needs periodic review to establish if there is need for re-skilling, the creation of new posts or/and abolition of redundant ones. The Ministry's structure at Head Office, Provincial and District levels needs urgent attention. There is need for a structure that will flow from Head Office to province and district for the smooth flow of information and these levels should be adequately staffed.

Planning, budgeting, finance and asset control: The Ministry operates through a strict planning and budgeting system in line with RBB and its finances should be directed towards quality service delivery at school level to address the needs of the learners and the communities. The Public Finance Management System on which the Ministry relies aims at introducing targeted financing and control, and needs to be extended to District levels by 2015.

In order to come up with a reliable record of assets, it is envisaged that schools keep asset registers, districts keep a master asset register for schools within their district and provincial offices keep a master asset register for districts within the province. Head Office is expected to keep a master asset register for the whole ministry. The Ministry is also expected to carry out annual asset checks in order to confirm the existence of assets and to identify damaged and idle assets. Idle assets should be disposed of annually.

School governance: Government put in place SDCs as recognition of the fact that parents had a crucial role to play in the delivery of quality education in every school. It is important that the arms of school

governance, i.e. the SDCs, the school heads and the responsible authorities understand their roles and responsibilities for the effective and efficient running of schools. To this end, there is need for regular capacity development of newly promoted heads of schools and newly elected SDC members to make them fully aware of their roles and responsibilities and to equip them with the skills necessary for them to carry out their duties in the best interest of the learner. There is also need to speed up the finalisation of the consolidation of the statutory instruments and the SDC training manual. Programmes of training for SDCs and school heads were initiated in 2010.

School level financing: Previously fees paid at schools were remitted to Treasury as Government revenue. This policy was changed to allow the schools to retain the fees. The Ministry introduced the *School Services Fund Manual* in order to give guidance on how the fees would be managed. This will be updated to reflect policy with regard to school grants and school levies. An updated system for school level financial management will be developed and training provided as part of a programme to introduce school grants to promote a more equitable

approach to school level financing and ensure that resources for school level priorities are available and properly managed.

The areas of action are:

5.1 Information for management

- MOEST Connectivity and EMIS deployment to District level
- EMIS connectivity to 1000 hubs
- Development of Ministry website
- Computerise Ministry personnel records system

5.2 Updating of policy and legislation

- Updating and harmonising of policies, regulations etc.
- Clearance of misconduct cases

5.3 Organisational and leadership development

- Review and adapt organisational structures
- Revision of school headship criteria, training for heads, fill vacant posts
- Improve management and transition in satellite schools

5.4 Strengthened planning, budgeting and

financial management

- Increased training in RBM and RBB
- Support on-going strategic planning and management
- Introduce and monitor asset management system
- Training in the Public Finance Management Act for all finance personnel

5.5 Finalisation and implementation of harmonised school governance arrangements

- Finalise and implement new instrument
- Training of SDCs and monitoring responsible authorities

5.6 School level financing

- Develop school level FM system and provide training
- Implement school grants programme for equitable financing

Strategic Priority Six: Focus resources on those with greatest need

The strategic objective for this intervention is:

The learning needs of all disadvantaged learners including

OVC, children with special needs, out-of-school youths and illiterate adults are addressed through appropriate policies and equitable allocation of resources.

On the basis of the situation analysis, seven areas of action were identified for this strategic priority: Special Needs

Education, gender imbalances, out-of-school children, adult literacy, orphans and vulnerable children including HIV and AIDS affected children, marginalised languages and talented disadvantaged children.

Special Needs Education: Being in school is no guarantee for benefiting from schooling. Teachers will encounter a wide range of learners with special educational needs, some of whom have disabilities. When planning, teachers should set high expectations and provide opportunities for all learners to achieve, including boys and girls, learners with special educational needs, learners from all social and cultural backgrounds, and learners from different ethnic and linguistic backgrounds. Teachers need to be aware that learners bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should ensure that special

arrangements are available to support each individual learner with a special educational need as these children face the risk of being overlooked in the routine education delivery processes.

In this diverse grouping there will be learners with diverse needs emanating from various challenges; physical, mental and psycho-social in nature. Deliberate policies and practices have to be put in place to minimise if not to eliminate any possible causes of disadvantage to every individual learner. Learners who may benefit from these policies include young people affected by the impact of HIV and AIDS. They should be assisted to manage their emotions, particularly trauma or stress. All learners' circumstances should be catered for fully in educational programming.

Gender imbalances: There should be facilitation of an appropriate learning environment for the female learners, not only in terms of physical facilities, but also in terms of opportunities to be involved in learning areas that enable the girl-child to be fully involved in science-mathematics-technology education and career pathways. Any possible hindrances to the education of the girl-child must be identified and resources be made available to

mitigate such hindrances. Deliberate efforts need to be made to make all teaching/learning materials gender sensitive. The curriculum content should be geared to deliberately empower the girl-child. The enrolment patterns in the school system should reflect the societal realities right up to 'O' level, as has been witnessed at primary and lower secondary school levels.

Out of school youth: The parallel route of formal education that takes place out of school should be strengthened in such a manner that those who follow the alternative route are not disadvantaged in any way. The alternative route should provide

opportunities for broader and more holistic education as opposed to the prevalence of general academic education. Out-of-school youth should be provided with opportunities for catch-up programmes and accelerated learning to enable those who are able to re-enter the mainstream system, and to provide skills development opportunities for those who wish to enter the labour market.

Adult literacy: Youths and adults, especially women, with insufficient literacy skills should receive special programmes in the context of lifelong learning. Policies and strategies should be revised to include in a broadened and agreed concept of literacy everything that youth and adults



need to know to be useful and productive citizens. Literacy development is currently provided in Zimbabwe through a wide range of different institutions and programmes, including night schools, church and civil society programmes, programmes run by employers' and workers' organisations and a wide range of other social actors. A key role for the Ministry is to facilitate consensus on appropriate strategies and approaches, and to assist in the regulation and certification of literacy.

Marginalised languages:

Learners whose mother tongue is marginalised face the risk of not benefiting from schooling, no matter how regularly they are in attendance. It is necessary, therefore, that all learners are given an opportunity to benefit from the use of their mother tongue in the process of acquiring education. Education programmes that exclude certain segments of the population make it difficult for those groups to take an active role in local or national development because such education does little to equip learners with the knowledge, skills and attitudes necessary to contribute positively to community or national development. All local languages should be examined at various levels and as much as possible be utilised as media of instruction. Teaching/learning

materials need to be developed so that the languages are examined at all levels up to 'O' level and even beyond.

Academies of Excellence: to ensure the rapid and sustainable recovery and development of the education system, and curtail any further loss of national talent, Academies of Excellence will be established in every province. The benefits of these will be targeted at talented disadvantaged children, with 40% of places reserved for children in this category. These children will be given a full scholarship to cover fees, board, uniform and equipment. The remaining 60% of places will be fee-paying. 'Talent' will be assessed on academic, artistic or athletic abilities, or a combination of the three.

Academies will be established at existing government boarding schools. Where possible, an equal number of boys' and girls' schools will be chosen to ensure gender equity. These will be selected on the availability of boarding facilities, specialist subject rooms, a library, sports facilities to cater for a wide number of sports, potential for e-connectivity, access to water and electricity, a school hall and facilities for the pursuit of the arts. Once selected, schools will receive funding to upgrade their facilities. To ensure effective teaching and learning, good

teachers and Heads will be identified and appointed and effective management systems put in place. Linkages with local and external institutions, collaboration with sporting and cultural associations, embassies, old boys/girls and parents will be developed.

20 secondary schools will be identified initially, a boys' and girls' school in each province. Thereafter 20 new schools, two in each province, will be chosen in each phase of the programme, alternating between primary and secondary schools.

Areas of action for his intervention are summarised:

6.1 Special Needs Education

- Double the number of children receiving special needs support by 2015
- Provision of critical equipment
- Revision and updating of policies
- Strengthening capacity of SPS/SNE Department
- Develop tools for identification and assessment
- Syllabus review for better learning opportunities
- Community outreach programme to promote early access to special needs education

6.2 Gender Imbalances

- Activities to ensure addressing gender imbalances are mainstreamed through all strategic priorities and activities

6.3 Out of school children (Second chance and non-formal education)

- Non-formal education programs including accelerated learning to lead to re-entry into school
- Skills development programmes for out-of-school youth to support entry into labour market

6.4 Adult literacy programmes

- Development of national consensus on definitions, targets and strategies
- Coordination and monitoring of delivery of literacy training
- Support for examinations and certification of literacy programmes

6.5 Orphans and vulnerable children

- Continuation expanded coverage of primary and secondary BEAM programmes

6.6 Marginalised languages

- Develop curricula and examinations for 6 prioritised languages
- Ensure access to INSET and PRESET for teachers
- Examine learners in six prioritised languages

6.7 Academies of Excellence

- Establish two Academies for talented disadvantaged children per province by 2015 by investing in 20 schools to bring the up to the required standard in terms of facilities and staff
- Develop a system to reach out to and identify talented disadvantaged children

Strategic Priority Seven: Revitalise Sport, Arts and Culture

The strategic objective of this strategic intervention is:

By 2015 participation in mass sports at community, school and amateur and professional level will be expanded through more effective programmes in schools and communities, and continued support for institutions, authorities and organisations.

The prioritised areas of action are described below:

Training of instructors: The Department of Sports, Arts and Culture is going to achieve its objective of revitalising sport arts and culture through training of personnel in SAC. Training will start from the provinces and cascade down to cluster level. It is hoped that by 2015 all SAC vacant posts would have been filled.

Institutionalisation of SAC in schools, workplaces and communities: The Department will achieve this by resourcing SAC institutions such as schools and institutions that run programmes in line with SAC. It is hoped that by 2015 the Ministry shall have resourced 8 000 schools in 5 sport and recreation disciplines and 5 arts and culture genres. Institutionalisation will also involve capacity building of 160 SAC institutions. SAC expertise will have been spread to all SAC institutions and schools throughout the country. This will be achieved by identifying teachers with SAC expertise who will then be deployed to areas of need. The department in a bid to promote and develop sport, arts and culture will work towards increasing the number of sport, arts and culture-related subjects taught in schools and other institutions. To this end grants will be made available to schools and institutions to offer 5 new

additional genres in arts and culture and 5 in sport and recreation.

Refurbishment of SAC

facilities: The Department intends to refurbish facilities for at least four genres and four disciplines. The Department will rationalise operations of SCR, NACZ and NGZ by reviewing the acts of the three Parastatals by 2013.

Policy development: The Department will finalise the review of the National Culture Policy by end of 2011 while the Sport Policy will be finalised in 2013.

SAC Centres of Excellence:

SAC will identify and develop high performance centres of SAC starting with two Sport and Recreation and two Arts and

Culture Centres of Excellence per province each year, and culminating in 10 Sport and Recreation and another 10 Arts and Culture Centres per province by 2015. These will be located at Academies set up in terms of paragraph 6.7. These centres will be appropriately resourced by 2015.

The prioritised areas of action are:

7.1 Training of instructing and service personnel in SAC

- Training workshops for SAC instructors
- Training workshops for SAC teachers
- Responsibility allowance for a SAC teacher in every school

7.2 Institutionalisation of SAC in schools

- SAC grant of \$1000 per school by 2015
- Capacity-building grants for SAC institutions
- Redeployment of teachers for SAC
- Coaching clinics

7.3 Refurbishment of SAC facilities

- Refurbishment of 2 -3 centres or facilities per province per year

7.4 Rationalisation of operations of NACZ, SRC & NGZ

- Rationalisation of operations of NACZ, NGZ, SRC
- Lobbying partnership for NGZ

7.5 SAC Centres of Excellence

- Identify Centres of Excellence
- Staff the centres with qualified personnel

7.6 Integration of Sport, Arts and Culture into national education curriculum

- Identify the sport, arts and culture subjects to be included
- Include these in the curriculum as part of the curriculum review
- Train teachers and coaches



Strategic Priority One: Restore the Professional Status of Teachers

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Teacher remuneration to reach	Increase Teacher's salary by 60%	5%	15%	15%	15%	10%
PDL (currently at 40% of PDL)						
Teacher allowances (Rural, Teaching, Transport, HOD)	Teacher's paid all respective allowances at agreed Government policy rates	Transport allowance paid Government rates	Teaching allowances paid at 15% of Gross HOD allowances at 5% of Gross	Review all applicable allowances	Review all the applicable allowances	Review all the applicable allowances
Teacher Housing	Teachers paid housing allowances at Government policy rate	Increase housing allowances by 50%	Increase housing allowances by 50% (of \$25.00USD)	Increase housing allowances by 50% of existing	Review according to prevailing rates of the time	Review
	Teacher have access to Government Housing Guarantee scheme	Sensitisation and review of Government Housing Guarantee scheme	30% to access the Scheme	30% to access the Scheme	40% to access the scheme	Review scheme
	Educational institutions access land from local authorities	Negotiation and sensitisation with local authorities	Implementation as per number of schools	Implementation as per number of schools	Implementation as per number of schools	Implementation as per number of schools
Teacher deployment, Employment, career Progression	Reduced disparities in teacher deployment between urban-rural school	Strict compliance with rural service Deployment policy	Strict compliance with policy	Strict compliance with policy	Strict compliance with policy	Strict compliance with policy
	Clear and progressive career progressive	Review of the Head is a Head Policy against grading system	Implementation of reviewed policy	Implementation of reviewed policy	Implementation of reviewed policy	Implementation of reviewed policy
	All promotional posts be filled within the PSC stipulated period	Implementation	Implementation	Implementation	Implementation	Implementation

Strategic Priority One: Restore the Professional Status of Teachers contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
	Temporary teachers In vacant post be employed indefinitely up to 12 Months as per P49	Sensitisation and approval	Implementation	Implementation	Implementation	Implementation
Staff development	All newly appointed members staff developed within a period of 3 month of appointment	Sensitisation	Implementation	Implementation	Implementation	Implementation
Establishment of Professional Teachers Council	Established professional Teachers Council	Sensitisation with stakeholders and compare with best practices	Policy formulation	Cabinet approval	Implementation	Implementation

Strategic Priority Two: Revitalise Learning Quality and Relevance

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
ACTIVITY Strengthen capacity of CDU	All posts filled	20% posts filled	40% posts filled	60% post filled	80% posts filled	100% full strength capacitated CDU
Strengthen capacity of CDU through provision of equipment	30 computers, 5 laptops, 5 heavy duty printers, 3 photocopiers, 1 colour printer purchased	15 computers, laptops, 3 heavy duty printers, 1 photocopier, 1 colour printer purchased	15 computers, 2 heavy duty printers, 2 photocopiers purchased	—	—	—
Strengthen capacity of CDU through staff development	All officers capacitated	20% officers capacitated	40% officers capacitated	60% officers capacitated	80% officers capacitated	100% officers capacitated
Curriculum review	2 Consultants engaged	1 Consultant in Curriculum review	1 Consultant in skills writing	1 Consultant in skills writing	Consultant in skills writing	2 Consultants engaged
Syllabus review and development	53 syllabuses reviewed and developed	13 syllabuses reviewed	10 syllabus titles to be produced	10 syllabus titles to be finalised	10 syllabus titles to be produced	10 syllabus titles to be finalised
Printing of syllabuses teaching and learning materials	53 syllabus titles printed and distributed, 25 titles of teachers' books printed and distributed	80 000 syllabus copies and 100 000 handbooks printed	60 000 syllabus copies and 200 000 handbooks printed and distributed	60 000 syllabus copies and 200 000 handbooks printed and distributed	60 000 syllabus copies and 200 000 handbooks printed and distributed	60 000 syllabus copies and 200 000 handbooks printed and distributed
Provision of teaching learning materials	25 titles of teachers and pupils books developed	2 titles of teachers books and 3 titles of pupils books	2 titles of teachers books and 3 titles of pupils books	2 titles of teachers books and 3 titles of pupils books	2 titles of teachers books and 3 titles of pupils books	2 titles of teachers books and 3 titles of pupils books
In-service training of teachers	10 000 teachers trained in syllabus interpretation	2 000 teachers trained in syllabus interpretation	2 000 teachers trained in syllabus interpretation	2 000 teachers trained in syllabus interpretation	2 000 teachers trained in syllabus interpretation	2 000 teachers trained in syllabus interpretation
Provision of Zim- Science kits	900 kits distributed to schools	180 kits distributed to schools	180 kits distributed to schools	180 kits distributed to schools	180 kits distributed to schools	180 kits distributed to schools
Country visits	6 visits to other countries	1 country visited	2 countries visited	1 country visited	1 country visited	1 country visited

Strategic Priority Two: Revitalise Learning Quality and Relevance contd..

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Renew and integrate curriculum	Document for the Curriculum Development Strategy	Research carried by Curriculum developers	Reports on the findings of the research	Draft of the new curriculum document	Consultations with stakeholders and piloting	Launching and implementation of the new curriculum
Curriculum evaluation	10 evaluation reports on educational programmes	2 evaluation reports on educational programmes	2 evaluation reports on educational programmes	2 evaluation reports on educational programmes	2 evaluation reports on educational programmes	2 evaluation reports on educational programmes
Reduction of the overload at primary school	Policy Document on the Primary Curriculum	1 survey conducted	Survey continued and report of findings compiled	Consultations with stakeholders and Draft policy document in place	Draft policy document in place	Policy Document on the Primary Curriculum in place
Strengthen Capacity of ETC	Recruitment Training	30% posts filled 20% staff trained	40% posts filled 30% staff trained	60% posts filled 50% staff trained	80% posts filled 70% staff trained	100% fully staffed 100% skills capacity
Technical Assistance provided	4 Consultants engaged	One equipment consultant	2 skills development consultants	2 skills development consultants	One production consultant	100% skilled Computerised Nat. Pro & district offices
Refurbishment of Studios	2 studios fully functional	Procurement of equipment	One studio refurbished	Second studio refurbished	Trial recordings	2 studios fully functional
Radio lesson production	Transmission arrangements with ZBC made	Transmission arrangements	Scripting and recording of trial programmes	Pilot testing of lessons	Transmission of programmes	Full transmission of programmes
Production of audio tapes/CDs	Number of audiotapes/CDS produced	Recording of lessons	Recording of lessons	Recording of lessons and distribution	Recording of lessons and distribution	Recording of lessons and distribution
Production of video films/DVDs	Number of films produced	Identification of themes	Filming and editing of model lessons	Filming, editing and distribution	Filming, editing and distribution	Filming, editing and distribution
Chart production	Number of charts produced	Chart design, printing and distribution	Chart design, printing and distribution	Chart design, printing and distribution	Chart design, printing and distribution	Chart design, printing and distribution
IT training for internal EDS staff	All officers trained	20% officers trained	30% officers trained	50% officers trained	70% officers trained	100% computer skills usage

Strategic Priority Two: Revitalise Learning Quality and Relevance contd..

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
IT training for teachers	4 600 teachers trained in IT appreciation and use	600 teachers trained in IT appreciation and use	1 000 teachers trained in IT appreciation and use	1 000 teachers trained in IT appreciation and use	1 000 teachers trained in IT appreciation and use	1 000 teachers trained in IT appreciation and use
Re-establishment of school libraries	Number of schools with a library room		10% of schools have a library room	40% of schools have a library room	70% of schools have a library room	100% of schools have a library room
Strengthen capacity of school library staff	Recruitment		Post of Senior Schools Librarian (Ministry HQ) filled	40% of schools have a school librarian	70% of schools have a school librarian	100% of schools have a school librarian
	Training		Short school library training programme developed	40% of school librarians trained	70% of school librarians trained	100% of school librarians trained
Strengthen school library services through provision of equipment	Provision of 5 computers/Internet access for library use in each school with electricity supply		10% of schools with electricity supply have 5 computers for library use	40% of schools with electricity supply have 5 computers for library use	70% of schools with electricity supply have 5 computers for library use	100% of schools with electricity supply have 5 computers for library use
Provision of school library resources	Core stocks of library materials (print and electronic) purchased		Core stock of library materials in the first 10% of schools with a library room (above)	Core stock of library materials in the next 30% of schools with a library room (above)	Core stock of library materials in the next 30% of schools with a library room (above)	Core stock of library materials in the next 30% of schools with a library room (above)
Revitalisation of National Library and Documentation Service	Legislative, regulatory and structural framework		Revision of NLDS Act and regulations. Registration of affiliate libraries	Establish a model community library at the existing district library (Murehwa)	Community libraries established in 50% of district centres, with outreach to district via mobile library services	Community libraries established in remaining 50% district centres, with outreach to district via mobile library services
Strengthen capacity of community/public library staff	Recruitment and training of staff		Director, Deputy Director, Senior professional librarian, and Accountant posts	All professional librarian posts filled and capacitated in the management	Community Librarians appointed, trained and deployed	Community Librarians appointed, trained and deployed

Strategic Priority Two: Revitalise Learning Quality and Relevance contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
			filled at NLDS HQ and National Free Library of Zimbabwe	of community/ public library services		
Capacitate community library services through provision of equipment	Provision of computers/Internet access		Provision of computers/Internet access to NLDS HQ and National Free Library of Zimbabwe	Provision of computers/Internet access to model community library (above)	Provision of computers/Internet access to community libraries (50% established above)	Provision of computers/Internet access to community libraries (50% established above)
Provision of community library resources	Library materials (print and electronic) purchased		Comprehensive collection of library materials purchased for National Free Library of Zimbabwe	Comprehensive collection of library materials purchased for model community library (above)	Core stock of library materials purchased for all community libraries (50% established above)	Core stock of library materials purchased for all community libraries (50% established above)
Provision of Text Books:	Pupil- textbook ratio					
Primary	4 Core subjects 1: 1	1: 1	1: 1	1: 1	1: 1	1: 1
Secondary	9 Non-core subjects 1: 5	1:15	1:12	1:10	1:8	1:5
Core subjects	6 core subjects 1:1	1:1	1:1	1:1	1:1	1:1
Non –core subjects	4 non-core subjects 2:1	10:1	8:1	6:1	4:1	2:1
Provision of Exercise books:						
Primary	4 Core subjects 1:1 Subjects:exercise book ratio	1:1	1:1	1:1	1:1	1:1
Secondary	9 non-core subjects 3:1	None	9:1	9:2	9:3	9:3
	Subject- exercise book ratio 1:3	1:2	1:3	1:3	1:3	1:3

Strategic Priority Two: Revitalise Learning Quality and Relevance contd..

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Provision of Stationery for teachers: Primary	4 hard cover exercise books per teacher (1.6 million exercise books)	1.6 million hard cover exercise books	1.6 million hard cover exercise books	1.6 million hard cover exercise books	1.6 million hard cover exercise books	1.6 million hard cover exercise books
	10 manila sheets per teacher (4 million)	10 manila sheets per teacher (4 million)	10 manila sheets per teacher (4 million)	10 manila sheets per teacher (4 million)	10 manila sheets per teacher (4 million)	10 manila sheets per teacher (4 million)
	3 Magic markers per teacher (1.2 million)	3 Magic markers per teacher (1.2 million sheets)	3 Magic markers per teacher (1.2 million sheets)	3 Magic markers per teacher (1.2 million sheets)	3 Magic markers per teacher (1.2 million sheets)	3 Magic markers per teacher (1.2 million sheets)
	4 chalk boxes per teacher (1.6 million boxes)	4 chalk boxes per teacher (1.6 million boxes)	4 chalk boxes per teacher (1.6 million boxes)	4 chalk boxes per teacher (1.6 million boxes)	4 chalk boxes per teacher (1.6 million boxes)	4 chalk boxes per teacher (1.6 million boxes)
	4 pens per teacher (4 million pens)	4 pens per teacher (4 million pens)	4 pens per teacher (4 million pens)	4 pens per teacher (4 million pens)	4 pens per teacher (4 million pens)	4 pens per teacher (4 million pens)
	1 duster per teacher (400 000 pens)	1 duster per teacher (400 000 pens)	1 duster per teacher (400 000 pens)	1 duster per teacher (400 000 pens)	1 duster per teacher (400 000 pens)	1 duster per teacher (400 000 pens)
Secondary	4 hard cover exercise books per teacher (800 000 exercise books)	4 hard cover exercise books per teacher (800 000 exercise books)	4 hard cover exercise books per teacher (800 000 exercise books)	4 hard cover exercise books per teacher (800 000 exercise books)	4 hard cover exercise books per teacher (800 000 exercise books)	4 hard cover exercise books per teacher (800 000 exercise books)
	10 manila sheets per teacher (2 million)	10 manila sheets per teacher (2 million)	10 manila sheets per teacher (2 million)	10 manila sheets per teacher (2 million)	10 manila sheets per teacher (2 million)	10 manila sheets per teacher (2 million)
	3 Magic markers per teacher (600 000)	3 Magic markers per teacher (600 000)	3 Magic markers per teacher (600 000)	3 Magic markers per teacher (600 000)	3 Magic markers per teacher (600 000)	3 Magic markers per teacher (600 000)
	4 chalk boxes per teacher (800 000 boxes)	4 chalk boxes per teacher (800 000 boxes)	4 chalk boxes per teacher (800 000 boxes)	4 chalk boxes per teacher (800 000 boxes)	4 chalk boxes per teacher (800 000 boxes)	4 chalk boxes per teacher (800 000 boxes)

Strategic Priority Two: Revitalise Learning Quality and Relevance contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Secondary	4 pens per teacher (2 million pens) 1 duster per teacher (200 000 pens)	4 pens per teacher (2 million pens) 1 duster per teacher (200 000 pens)	4 pens per teacher (2 million pens) 1 duster per teacher (200 000 pens)	4 pens per teacher (2 million pens) 1 duster per teacher (200 000 pens)	4 pens per teacher (2 million pens) 1 duster per teacher (200 000 pens)	4 pens per teacher (2 million pens) 1 duster per teacher (200 000 pens)
Provision of Computers	50% of schools with 10 computers each	10%	20%	30%	40%	50%
Provision of TEC/VOC kits	350 Schools availed with kits	5 schools per province provided with Agric. Kits	5 schools per province provided with Fashion and Fabrics kits	5 schools per province provided with Building kits	5 schools per province provided with Tech/Graphics Metalwork kits	5 schools per province provided with Woodwork Food Nutrition kits

Strategic Priority Three: Restore and Improve Conditions of Learning

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Rehabilitation of classrooms	Number of Classrooms rehabilitated	4 800 Classrooms	9 600 Classrooms	14 400 Classroom	19 200 Classroom	6 000 Secondary 18 000 Primary 24 000 classrooms
Construction of Additional and new classrooms	Number of Classrooms and schools built	6 Secondary schools 8 Primary schools 112 classrooms	647 Classrooms	1 182 Classrooms	1 717 Classrooms	750 Secondary Classrooms 1 500 Primary Classrooms Total: 2 250
Provision of Furniture and Equipment	Number of Classrooms furnished	Cost built into rehabilitation and construction	Cost built into rehabilitation and construction	Cost built into rehabilitation and construction	Cost built into rehabilitation and construction	Cost built into rehabilitation and construction
Sanitation and water supply	Number of toilets constructed	945	1 890	2 835	3 780	4 725

Strategic Priority Four: Quality Assurance and Staff Development

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Enhancing the establishment of quality assurance	Qualified personnel Relevant curriculum Appropriate infrastructure & material	75% personnel	85%	90%	95%	100%
Supervision, Monitoring and Evaluation Inspection (external)	i) Supervision reports processed ii) No. of vehicles at Nat, Prov. & Dist offices iii) No. of telephones at Nat, Pro. & dist networked iv) Revised supervision instr.	i) 25% institutions supervised ii) 25% teachers inspected. iii) 25% departments inspected 43 vehicles purchased. 50 % telephones Review of instruments in progress	40% inst 40% trs 40% dpts 42 vehicles. 60% tel Revised inst in Place	60% 60% 60% 58 vehicles 80% tel Updated instruments	80% 80% 80% 50 vehicles 90% tel. Updated instruments	100% institutions Impacted 100% teachers inspected 100% departments Supervised 50 vehicles 100% tel. Updated instruments.
Self School Evaluation	Evaluation reports Pass rates Attendance. staff Retention	5 600 schools 45% 80% 85%	5 600 50% 85% 90%	5 600 55% 90% 100%	5 600 60% 95% 100%	5 600 65% 100% 100%
Quality Assurance termly and annual reports	Termly/Annual reports	100%	100%	100%	100%	100%
Provision of teaching and learning materials	i) Book/pupil ratio 1:1 ii) Book/pupil ratio in the 9 other subjects 1 : 15 iii) School equipped with requisite equipment/ apparatus/ chemicals \pm 2%	1:1 in the 4 core subjects. 1 : 10 10%	1 : 1 1 : 5 20%	1 : 1 1 : 4 30%	1 : 1 1 : 2 40%	1 : 1 book/pupil ratio 1 : 1 50%

Strategic Priority Four: Quality Assurance and Staff Development contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
	iv) No. of Ed. Managers Staff developed 7000	50%	50%	80%	80%	90%
	v) No. of classrooms and school libraries established	10%	30%	50%	75%	100%
Teaching of Maths, Science, Vocational/ Technical Education including Computer Education	i) No. of schools provided with computers	10%.	50%	75%	80%	100%
	ii) % of schools provided with alternative sources of power	10%	50%	60%	80%	100%
	iii) No. of schools offering pre-Tech/Voc.	20% Policy on Pre-Tech/Voc in place	40%	60%	80%	100%
	iv) Percentage of schools teaching through computers	10%	20%	40%	60%	80%
	v) % of districts/schools participating in the school and the shop floor programme	10%	20%	30%	40%	50%
	vi) No. of primary schools teachers attaining Maths and English	10%	30%	40%	75%	100%
Institutional-isation of ECD as an integral part of the primary school	i) Reviewed Policy on establishment of ECD in place	Reviewing process in Progress	Policy doc in place	Update	update	update
	ii) % of age appropriate facilities including toilets and furniture	20%	50%	100%	100%	100%

Strategic Priority Four: Quality Assurance and Staff Development contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
	iii) % of para-professionals staff developed	50% Policy on Pre-Tech/Voc in place	100% National Centre full rehabilitated	100%	100%	100%
	v) No. of ECD model centres	10 provincial centres.	20%	50%	80%	73 model district centres and 10 provincial fully established and equipped 80%
Access retention Completion and Achievement in education for the disadvantaged children	i) Reviewed BEAM policy (comprehensive package for teaching & learning	Policy review in progress	Reviewed policy in place	Implementation	Implementation	Implementation
	ii) OVCs enabled to access education, remain in school, Complete their education cycle and achieve in it	620 000 OVCs assisted with levies, tuition, exam fees	800 000 OVCs assisted with levies, tuition, & exam fees & non monetary benefits 30%	1 million OVCs assisted with levies, tuition, & exam fees & non monetary benefits. Comprehensive BEAM package i.e. complete uniform, Maths instruments, practical subject materials & stationery	1,2 million OVC Comprehensive BEAM Package	1, 2 million OVCs assisted with levies, tuition, & exam fees & non monetary benefits
Access retention Completion and Achievement	No. of schools offering School Feeding Programme	20% ECD up to Grade 3 + disadvantaged learners	100% ECD up to G3 + disadv. learners	100% ECD up to G3 + disadv. Learners	100% ECD up to G3 + other Disadv. Learners	100% ECD centres & G7 + other disadv. Learners
	% of disadvantaged learners provided with sanitary wear	5% disadvantaged girl learners from upper primary	100%	100%	100%	100%
	No. of able but indigent learners, awarded to Gvt scholarships and bursaries	10 primary indigent learners including those indigent with special needs	10	50	150	200

Strategic Priority Four: Quality Assurance and Staff Development contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Learning Assessment Tool in Place	No. of talented indigent learners accessing model schools	Dev of the assessment tool in progress	Assess tool fully dev.	Implementation, monitoring & evaluation of the tool		
No. of learners assessed at Grade 3 level			Assessment of G3 learners piloted training of markers	Review of the assess tool/ full scale assessment G3 learners	100% Implementation	100% Implementation
% of school meeting CFS requirements		50% cluster implementation training 10% schools meeting CFS requirements	100% cluster imp Tr. 50% sch meeting CFS req.	75% sch. Meeting CFS requirements	85% sch meeting CFS req.	100% sch. meeting CFS Requirements
Health Promoting Schools	No. of members staff dev. In HIV and AIDS & Life Skills & Livelihoods	Est. of MoSAC HIV/AIDS Secretariat 80	Est. of MoSAC Prov., Distr. School Health focal persons	18 000 school managers cascading model	6 100 D/ Heads	
% of schools without running water assisted with hand washing facilities	Baseline Survey	50%	100%	1005	100%	100%
No. of children attending BEM/GEM Holiday Camps	6000	6000	6000	6000	6000	6000
School based National De-worming Programmes held annually	Procurement of drugs Training of Health Masters de-wormed Developed School Health Policy	De-wormed (from ECD to U6) Commencement of de-worming Development of School Health Policy	Policy doc in place	Institutionalisation of the School Health Policy and M & Ev of Sch Health Prog.	Monitoring and Evaluation of school Health Programme	Monitoring and Evaluation of school Health Programme

Strategic Priority Five: Reinvigorating School and System Governance Management

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Ensure connectivity at Head office, Provincial level and District levels	Reliable statistical data	Redesignate posts at Head Office and create posts at Provincial, District and identify focal persons at cluster and school level Reviewed ED46	Acquisition of EMIS equipment for Head Office, Provincial Offices and District Offices Establish infrastructure	Acquisition of EMIS equipment for clusters.	Encourage schools to acquire EMIS equipment through own initiative of school personnel in computers and data collection	Systems evaluation. A coordinated and functional information system is in place and well shared by all users Established website
Develop Ministry website	Functional website	Carrying out of EMIS Audit	Electronic data collection	Update website	Update website	Update website
Computerise the personnel records system	An accurate personnel database	Design data collection method	Training of personnel at Head Office, Provinces and District level	Training of cluster focal persons at cluster and school level in data collection	Develop databases for District and school	A fully functional personnel database
Provide training and systems to make information available on time and in helpful format	A computer literate personnel	Training on database operations: Head Office, Provinces and Districts	Training on data base operations Training on database operations: clusters	Replace databases at Head Office and Provinces. Upload data to EMIS Training on data base operations: schools	System evaluation	A paperless office in place
Updating of policies and regulations to establish a more effective reporting structure and disciplined workforce	Synchronised and harmonised key policies Reduction in misconduct cases	Consolidation and review of Statutory Instrument Clear cases for 2007 and before	Presentation to Parliament and approval Clear cases for 2010 and before	Design operational manuals in line with new statutes Training personnel on new operational guides Launch and distribute	Evaluation of policies and regulations Clear cases within 3 months	Comprehensive policy document being implemented Greater accountability and effectiveness is introduced through a more effective

Strategic Priority Five: Reinvigorating School and System Governance Management contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
				operational guides Clear case within 3 months		reporting structure and appropriate decentralisation of decision making A well disciplined force in place
Review and update organisational structures at district, provincial and Head Office levels	Efficient, effective organisation structures at all levels	Draft organisational structure for Head Office, Provincial Office and District Offices	Draft organisational structure for schools Submit organisational structure to PSC for approval	Implement the approved structure	Evaluating the structure and identifying gaps and take corrective measures.	Fully operational structure
Leadership development programmes for key managers and leaders	Efficient and effective managers	Identify performance gaps at all levels of management Develop a draft training manual for all key managers	Training of Principal Directors and Directors	Training of Deputy Directors and District Education Officers	Training of school Heads and other levels of management	Well trained managers
Revision of criteria for Head and Deputy Head of School appointment and fill the vacant positions of Head and Deputy Head and no one should act for more than twelve months	Substantive Eos, Heads and Deputy Heads in posts	Consult all relevant stakeholders	Identify criteria for grading of schools Identify all vacant Headship and Deputy Headships	Implementation of the new grading –filling of posts	Evaluation of the new grading system	Approved grading system in place and all vacant posts filled
Satellite Schools to	Appropriately qualified leaders	Identify satellite schools to be	Identify level of qualifications for each grade	Implementation – filling of	Evaluation	All satellite schools headed

Strategic Priority Five: Reinvigorating School and System Governance Management contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
be headed by at least Deputy Head grade	heading satellite schools	considered for headship posts	Identify suitable grade for satellite schools	Headships posts in satellite schools		by substantive Heads and functioning smoothly
Register all satellite schools which meet the criteria	Registered schools	Identify and review criteria for registration of schools	Receive applications for registration and process	Receive applications for registration and process	Receive applications for registration and process	All qualifying schools registered
Strengthen and provide training for results-based management at all levels.	Personnel who are well versed with the RBM concept	Identify personnel and areas to be trained Training of Deputy Directors and above	Training of DEOs, School Heads and other Officers Implementation of the 2012 budget	Application of the RBM concepts. Implementation of the 2013 budget	Monitoring and evaluation Implementation of the 2014 budget	RBM concept applied at all levels of management All programmes in strategic plan document fully financed
Provide support and assistance to support on-going strategic planning and monitoring	Strategic plan fully financed	Identify priority areas for 2012 Budget consultation workshop Preparation of the Ministry Budget Approval of the budget Submission of the Ministry budget to Treasury	Monitoring utilisation of funds Identify priority areas for 2013. Budget consultation workshop Approval of the Budget Submission of the Ministry budget to Treasury	Monitoring utilisation of funds Identify priority areas for 2014 Budget consultation workshop Approval of the budget Submission of the Ministry budget to Treasury	Monitoring utilisation of funds Identify priority areas for 2015 Budget consultation workshop Approval of the budget Submission of the Ministry budget to Treasury	An effective result based budgeting, planning and resource/asset management system is in place at all levels to ensure equitable and targeted distribution of resources
Introduce and monitor an effective asset management system	Efficiently and effectively managed Ministry's assets	Check availability of functional provincial master asset registers Submission of information of	Submission of annual asset certificate for 2011 Uploading of Ministry assets into the PFMS	Submission of annual asset certificate for 2012 Uploading of Ministry assets into the PFMS	Submission of annual asset certificate for 2013 Uploading of Ministry assets into the PFMS	Submission of annual asset certificate for 2014

Strategic Priority Five: Reinvigorating School and System Governance Management contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
		master asset registers to Head Office Consolidation of master asset register for the Ministry Conduct annual asset check Appointment of Board of survey and disposal of redundant assets	Conduct annual asset check Appointment of Board of Survey and disposal of redundant assets Workshop on asset management up to school level	Conduct annual asset check Appointment of Board of Survey and disposal of redundant assets Workshop on asset management up to school level	Conduct annual asset check Appointment of Board of Survey and disposal of redundant assets Workshop on asset management up to school level	Efficiently and effectively managed Ministry assets at all stations
Finalisation of a harmonised Statutory Instrument on School governance with clearly defined duties, roles, powers and functions for Responsible Authorities, Boards and SDCs	Transparency and accountability at all schools level	Review and consolidation of Statutory Instruments Presentation of the document to Parliament for approval	Developing Accounting manuals for SDCs Approval of the Accounting manual Workshops for DEO and District Accountants	Workshops for all SDC Committee members, school Heads and School Bursars Distribute SDC accounting Manuals to all schools	Monitoring and evaluation Monitoring and evaluation	More transparent and accounting system in place Review school governance structure An informed effective and
Expand capacity building and monitoring of schools and Responsible Authorities	Well managed schools	Identify performance gaps in the management of schools	Develop a school governance structure describing the roles of Responsible Authorities, SDC and School Heads	Workshops for school heads and Responsible Authorities on school governance	Monitoring and evaluation	Efficient SDC systems operation in all government and on non-government schools A functional school governance system in place
Establish better information	Schools financial management system	Feasibility study and identification of an appropriate	Acquisition of computers for school financial	System evaluation	Roll out the system to all schools	All school connected to the system and

Strategic Priority Five: Reinvigorating School and System Governance Management contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
systems to monitor and track resources mobilised at school level		financial management system for schools	management system Acquisition and installation of Database and software for pilot schools Train system users for the pilot schools	Training of all users in the Ministry Acquisition of computers for school financial management system Installation of provincial and Districts Databases		linked to Head Office Adequately funded schools whether government or non-government
Use targeted school grant to ensure more equitable financing at school level	School grants equitably distributed	Review the current distribution criteria and coming up with generally acceptable standards for the disbursements of school grants	Discuss and agree on the criteria for disbursing the grants with other stakeholders i.e. Treasury Considering the format in the 2013 budget	Implementation of the agreed criteria/format	Monitoring and evaluation	An equitable format for distribution of school grants in place

Strategic Priority Six: Focus Resources on Those with the Greatest Need

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Special needs children	% of special needs children adequately catered for	30%	35%	40%	45%	50% of all special needs receive comprehensive support to meet their special needs
Gender imbalances	% of female to male students at O'level	45%	46%	48%	49%	50 -50 male female ratio
Out of school children	% of Part time Education centres offering Tec-Voc Education	0%	20%	30%	40%	Have in place a national centre for supporting education with 50%of the centres offering Tec-Voc education
Adult literacy	% of literate adult population	92%	95%	97%	99%	100% adult literacy rate in all parts of the country
Orphans and vulnerable children including HIV and AIDS affected	% of learners primary and secondary receiving comprehensive support	30%	35%	40%	45%	50% of all disadvantaged learners receiving comprehensive support to access quality education
3.1.1 SPECIAL NEEDS CHILDREN						
3.1.1.1 Procumbent /repairmen of critical equipment	% of equipment in place	10%	0%	30%	40%	50% of equipment repaired
3.1.1.2 Review and update of SPS/SNE policies	No. of new and revised policies	2	4	6	8	10 new and revised policies

Strategic Priority Six: Focus Resources on Those with the Greatest Need contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
3.1.1.3 Strengthen the capacity of SPS/SNE department	Staff capacity/ development courses at national, provincial and district	20	40	60	80	100 courses held at national, provincial and district level
3.1.1.4 Development of tools for identification and assessment of special needs children	No. of tests developed	1	2	3	4	5 Tests developed
3.1.1.5 Reviewing present syllabus to ensure learning opportunities for talented, creative, handicapped and disadvantaged children	No of syllabuses reviewed and developed.	1	2	3	4	5 syllabuses to be reviewed and developed
3.1.2 Gender Imbalances	% of female to male students at 'o' level	45	46%	48%	49%	50 – 50 male : female ratio at “o” level
3.1.3 Out of school children	% of part time education centres offering voc-tech education	0	20%	30%	40%	50% of centres offering voc-tech education for out of school
3.1.4 Adult literacy	% of literate adult population	92%	95%	97%	99%	100% adult literacy rate in all parts of the country
3.1.5 Orphans and vulnerable children including HIV and AIDS affected	% of learners, primary and secondary receiving comprehensive support	30%	35%	40%	45%	50% of all disadvantaged learners receiving comprehensive support to access quality education
3.1.6 Marginalised local languages	Number of marginalised languages in public examinations	1	2	3	5	5 Marginalised languages examined in public examinations

Strategic Priority Seven: Revitalise Sport, Arts and Culture

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
Training of instructing personnel in SAC	Trained instructors	20 trained instructors	146 trained SAC district promotion officers	1000 trained teachers	2000 trained teachers	8000 trained teachers
	SAC personnel in post	D/Directors in post	EO's in post	146 Promotion officers in post	SAC teacher at every school	All SAC posts filled
Institutionalisation of SAC schools, workplaces and the community	Resources SAC Utilised SAC expertise	1000 schools resourced in (5 sport and recreation disciplines and 5 arts and culture)	2 000 schools resourced in (5 sport and recreation and disciplines and 5 arts and culture genres)	2 000 schools resourced in (5 sport and recreation and disciplines and 5 arts and culture genres)	6 000 schools resourced in (5 sport and recreation and disciplines and 5 arts and culture genres)	8 000 schools resourced in (5 sport and recreation and disciplines and 5 arts and culture genres)
		Capacity building in 10 sport, arts and culture institution Identify teachers with SAC expertise and redeploy them to areas of need	Capacity building in 20 sport, arts and culture institutions Redeployed teachers promoting and developing SAC	Capacity building in 40 sport, arts and culture institutions institutions should increase the number of participants in different sport, art and culture genres	Capacity building in 80 sport, arts and culture institutions institutions should increase the number of participants in different sport, art and culture genres	Capacity building in 160 sport, arts and culture institutions institutions should increase the number of participants in different sport, art and culture genres
	Increased genres and disciplines offered	Institutions should identify 5 sport arts and culture codes to be offered Institutions should increase the number of participants in different sport, arts and culture genre	Institutions should identify 5 sport arts and culture codes to be offered Institutions should increase the number of participants in different sport, arts and culture genre	Institutions should identify 5 sport arts and culture codes to be offered Institutions should increase the number of participants in different sport, arts and culture genres	Institutions should identify 5 sport arts and culture codes to be offered Institutions should increase the number of participants in different sport, arts and culture genre	Institutions should identify 5 sport arts and culture codes to be offered Institutions should increase the number of participants in different sport, arts and culture genre
	Refurbish shed appropriate facilities	Refurbished facilities for at least 2 genres and disciplines	Refurbished facilities for at least 2 genres and disciplines	Refurbished facilities for at least 3 genres and disciplines	Refurbished facilities for at least 3 genres and disciplines	Refurbished facilities for at least 4 genres and disciplines
Rationalise operations of SRC, NGZ	Review of NACZ, NGZ and SRC Acts	Initiate the review of NACZ, NGZ and SRC Acts	Review of NACZ, NGZ and SRC Acts	Presentation of Acts to Parliament	Distribution of the Acts	Workshops to explain the Acts

Strategic Priority Seven: Revitalise Sport, Arts and Culture contd...

ACTIVITY	INDICATOR	2011	2012	2013	2014	2015
	Review SAC policies Streamlined SRC and NACZ operations	Finalise National Culture policy Synchronising and programming the operations of the two parastaals (SRC and NACZ)	Data collected for the Sport policy; Workshops to streamline SRC and NACZ operations	Finalise the National Culture Policy, Drafting of Sport Policy	Finalise the Sport Policy; Distribute the Culture Policy	Streamlined operations of SRC and NACZ
	Opened district NACZ, NGZ and SRC offices increased visibility of parastatals in districts	Initiate the restructuring of provincial and district offices for SRC, NACZ and NGZ	National Arts Gallery opens provincial offices	Each province opens two district offices	Each province opens two more district offices for NACZ, NGZ and SRC	Completion of opening of district offices
Partnership of NGZ	Operationalise partnerships among NGZ, NACZ and SRC and the private sector	Lobbying for support NGZ, SRC, NACZ and NGZ	Lobbying for support NGZ, SRC, NACZ and NGZ	Lobbying for support NGZ, SRC, NACZ and NGZ	Lobbying for support NGZ, SRC, NACZ and NGZ	Lobbying for support NGZ, SRC, NACZ and NGZ

costs and financing

This section sets out and discusses medium term cost estimates for MOESAC as well as projected available funding for basic education from MOESAC, other government ministries and international partners. These cost estimates and funding projections have been calculated using a costing model designed for this purpose. Estimates and projections have been prepared using the best data available from MOESAC and other government ministries at the date of this EMTP. Better data is nevertheless required to improve the quality and accuracy of the costing model, especially in the area of personnel expenditure.

These areas are identified at the relevant points in the text.

a. Costing model and scenarios

The costing model is designed to provide cost estimates and funding projections under the following categories:

- **MOESAC core costs** are estimated and projected forward using the Ministry's cost centre and economic classification system as used in its regular financial reporting system. These core costs represent regular MOESAC personnel, operational and

capital expenditure across the five cost centres of the Ministry.

- **Strategic priority costs** are estimated and projected forward for each of the seven strategic objectives and for each activity set out within each strategic objective. These costs are also allocated by economic classification and by anticipated source of funding. These strategic priority costs represent the costs of implementing the strategic objectives of the EMTP.
- **Education resourcing** models the expected domestic funds available for pre-tertiary

education based on the macro-financial framework for overall government expenditure set out by the Ministry of Finance. Expected funding for pre-tertiary education by other government ministries and from international partners is also included in this component of the model.

- **Funding gaps** are estimated by comparing total MOESAC core and strategic priority costs with the total pre-tertiary education funding envelope to identify the additional funding required for each year of the EMTP period.

Cost estimates and funding projections under each of these four categories are presented and discussed below for the EMTP period 2011-15. Cost estimates are projected forward from the 2010 baseline year with costs estimated in **current prices** for each year.

The model is also designed to estimate costs under four different scenarios as follows:

- **No change scenario** takes the values for the main education planning ratios and targets in the baseline year 2010 and projects these forward unchanged over 2011-15. It estimates the costs of keeping the basic education system 'frozen' under the conditions that prevailed in

2010, subject only to increasing enrolment, moderate salary increases and the impact of inflation.

- **Full cost scenario** takes the targets set out in both the National Development Plan (NDP) 2011 and under each of the seven strategic objectives and projects the full attainment of these targets by 2015. It estimates the costs of fully achieving national policy and the targets of the strategic objectives by the final year of the EMTP and envisages a scenario where all costs are covered by available revenue.
- **Medium cost scenario** reduces the targets set out under all costs and the seven strategic objectives, especially in the case of targets that have a strong impact on costs. It

estimates a lower level of costs that will nevertheless achieve significant progress towards the targets of national policy and the strategic objectives over the duration of the EMTP.

- **Lower cost scenario** slightly reduces the targets of the medium cost scenario, again especially in the case of targets that have a strong impact on costs. It estimates a slightly lower level of costs in comparison to the medium cost scenario.

The most important key variables and targets for each of these four scenarios are set out in the table below. The model estimates the costs of achieving these key variables and targets under each scenario by 2015, the final year of the EMTP.



TABLE 3: Key variables and targets under each scenario of the EMTP

SCENARIO DESCRIPTION	NO CHANGE	FULL COST	MEDIUM COST	LOWER COST
Target year to reach all targets	2015	2015	2015	2015
TEACHER SALARIES AND BENEFITS				
Average monthly permanent teacher's salary	\$193	\$700	\$600	\$500
Basic monthly temporary teacher's salary as a proportion of permanent	75.0%	75.0%	75.0%	75.0%
Average monthly teachers transport allowance	\$9	\$100	\$100	\$100
Average monthly teachers housing allowance	\$8	\$100	\$100	\$100
Average monthly rural teacher's allowance (S3 and P3 schools only)	\$0	\$100	\$100	\$100
SECONDARY EDUCATION				
Gross transition rate into secondary education	75.4%	86.0%	86.0%	86.0%
Gross transition rate into A levels	11.5%	22.0%	22.0%	22.0%
Inter-grade progression: all other grades	95.0%	95.0%	95.0%	95.0%
Pupil:teacher ratio (PTR)	21.8	28.0	28.0	28.0
Textbooks per pupil	6.0	6.0	6.0	6.0
Average secondary classroom construction cost	\$15 000	\$15 000	\$15 000	\$15 000
Target additional space in secondary school	20.0%	20.0%	20.0%	20.0%
Pupil:classroom ratio (PCR)	29.2	33.6	33.6	33.6
Per capita grants (per year)	\$2.90	\$10.00	\$10.00	\$10.00
PRIMARY EDUCATION				
Gross grade 1 intake rates (as a % of current rates)	130.1%	130.0%	130.0%	130.0%
Inter-grade progression: all other grades	95.0%	95.0%	95.0%	95.0%
Pupil:teacher ratio (PTR)	35.6	28.0	35.0	37.0
Textbooks per pupil	4.0	4.0	4.0	4.0
Average primary classroom construction cost	\$13 000	\$13 000	\$13 000	\$13 000
Target additional space in primary school	0.0%	0.0%	0.0%	0.0%
Pupil:classroom ratio (PCR)	39.0	28.0	35.0	37.0
School grants	\$0.35	\$10.00	\$10.00	\$10.00

The table shows that many of the key variables and targets are kept broadly constant

across all four scenarios. The main key variables that are changed between the

scenarios are those that have the greatest impact on costs as follows:

- **Average teacher salaries** are the principal driver of education costs as they to a large extent determine personnel costs, the main component of expenditure in all education systems. At the same time it is vital to realise that control of teacher salaries largely lies outside MOESAC in the Public Service Commission (PSC) which negotiates salary levels and allowances for all public service employees.
- **Gross transition rates** affect education costs by increasing the proportion of pupils that progress into secondary education firstly to O levels and secondly to A levels. While high transition rates are a desirable goal to improve access to education, they also entail further cost in terms of teachers, classrooms and educational resources for these additional pupils that are progressing into secondary schools.
- **The pupil:teacher ratio (PTR)** is the second most important driver of education costs after average teacher salaries. The PTR has a significant impact on personnel costs by determining the size of the teacher establishment, with a low PTR requiring more teachers than a high PTR.

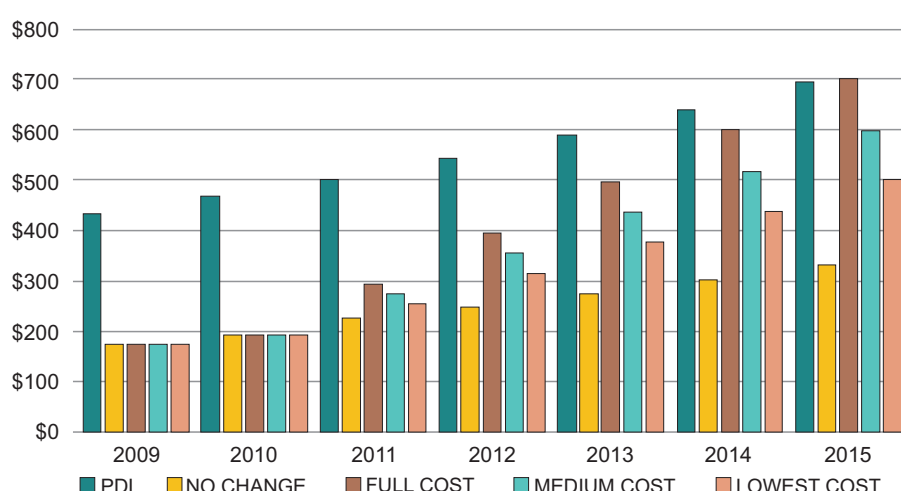
- **The pupil:classroom ratio (PCR)** is the main driver of capital expenditure in education as it determines the number of classrooms required in schools, with a low PCR requiring more classrooms than a high PCR.
- A target of \$10.00 per pupil is set for **per capita grants** across the all costs and both favourable revenue scenarios. School grants provide vital funding for teaching and learning materials and equipment, school running costs and minor repairs. While this estimate assumes a fixed grant for all types of schools for calculation purposes, most grant programmes are targeted towards schools in lower income communities to help redress inequalities in local revenue capacity.

The major elements of the cost estimates and funding projections are discussed and analysed below.

b. Teacher salaries and personnel costs

Salary costs are estimated by taking the average of the highest and the lowest salary grade within which, in turn, teachers, administrators and in-school non-teachers are employed. This is a grossly over-simplified method that takes no account of the distribution of employees between different salary grades, effectively assuming that employees are, on average, at the mid-point between the highest and lowest salary grade at which they are employed. This is rarely the case in reality, with employees over time tending to

Figure 9: PDL against average basic permanent teacher salary

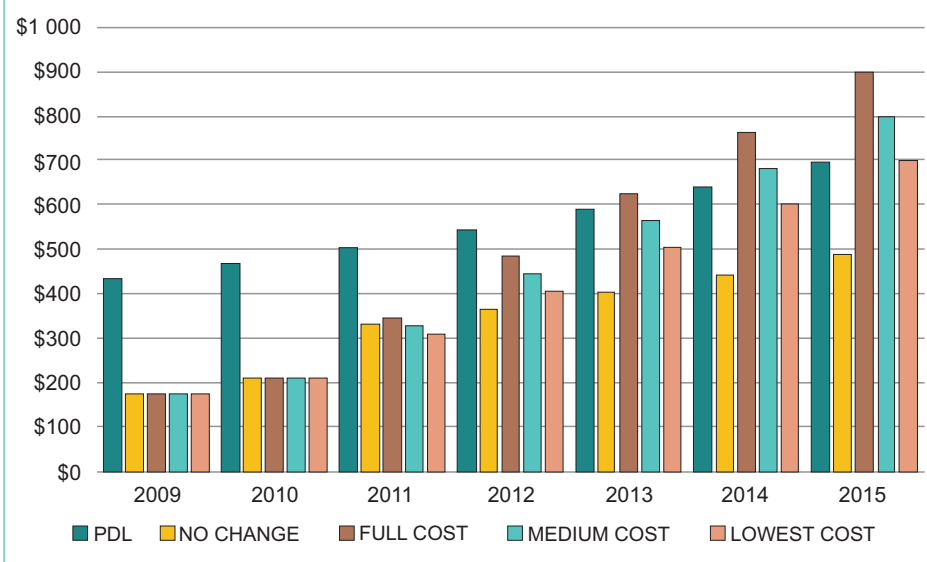


move into higher salary grades through annual adjustment and promotion. At the same time, more personnel tend to be in the lower salary grades within the range specified for a given category. Teachers, for example, will tend to be in greater numbers in the lower salary grades of the range as the upper grades are designated for promotion posts.

Teacher salaries continue to be low and are still below the monthly Poverty Datum Line (PDL). The important aim under Strategic Objective 1 of increasing teacher salaries is built into the model under all scenarios. The two graphs below compare projected average teacher salaries under all four scenarios to the projected PDL, firstly for monthly basic teacher salaries and secondly for monthly basic teacher salaries plus the two main current allowances for transport and housing.

The two charts show that under the no change scenario of moderate teacher salary increases, set at 10% per annum in the model for 2012 onwards, the average teacher salary both with and without allowances will still be below the PDL in 2015. The other three scenarios however include the objective of teacher remuneration increasing to meet or exceed the PDL. Under the full cost scenario the average teacher's salary

Figure 10: PDL against average basic permanent teacher salary plus allowances



increases to \$700 basic and \$900 including allowances, exceeding the projected PDL of \$697 in both cases. Under the medium cost scenario the average teacher's salary increases to \$600 basic and \$800 including allowances, while under the lower cost scenario the average teacher's salary increases to \$500 basic and \$700 including allowances. In the case of the lower cost scenario the projected PDL is met only in the case of full remuneration, including allowances. The model also includes the rural allowance for all P3 and S3 teachers, increasing to a level of \$100 per month by 2015 which is the same as for the transport and housing allowances.

Meeting the national target of the basic teacher's salary reaching the PDL by 2015 is high cost and will require a substantial increase in the education budget, given the high proportion of MOESAC core costs accounted for by personnel.

c. MOESAC core costs

MOESAC core costs represent the on-going costs of keeping the education system running in schools and offices before adding the costs of transforming the system through the strategic objectives. They can be analysed by breaking them into their components of personnel, operational and capital costs which are set out for each of the four scenarios in the table below and then considered in turn.

TABLE 4: Summarised MOESAC core costs by scenario (US\$ million)

	2010	2011	2012	2013	2014	2015
NO CHANGE SCENARIO	\$318.8	\$513.7	\$562.7	\$621.5	\$694.3	\$764.9
FULL COST SCENARIO	\$318.8	\$615.5	\$899.5	\$1 236.5	\$1 640.5	\$2 105.3
MEDIUM COST SCENARIO	\$318.8	\$525.2	\$726.8	\$944.5	\$1 182.8	\$1 423.2
LOWER COST SCENARIO	\$318.8	\$483.6	\$650.2	\$828.5	\$1 022.3	\$1 213.3

TABLE 5: Detailed MOESAC core costs by scenario (US\$ million)

	2010	2011	2012	2013	2014	2015
NO CHANGE SCENARIO						
TOTAL MOESAC COST ESTIMATES	\$318.8	\$513.7	\$562.7	\$621.5	\$694.3	\$764.9
MOESAC Core recurrent costs	\$312.8	\$487.0	\$533.5	\$592.9	\$664.1	\$736.2
MOESAC Core personnel costs	\$305.7	\$462.0	\$517.1	\$577.3	\$643.9	\$715.4
MOESAC Core operational costs	\$7.1	\$25.0	\$16.4	\$15.6	\$20.1	\$20.8
Goods and services	\$2.2	\$15.3	\$6.5	\$5.7	\$10.1	\$10.9
Maintenance	\$0.3	\$1.5	\$1.6	\$1.6	\$1.7	\$1.6
Programmes	\$0.7	\$0.7	\$0.7	\$0.7	\$0.7	\$0.7
Current transfers	\$3.9	\$7.5	\$7.5	\$7.6	\$7.6	\$7.6
MOESAC Core capital costs	\$6.1	\$26.7	\$29.2	\$28.6	\$30.2	\$28.7
FULL COST SCENARIO						
TOTAL MOESAC COST ESTIMATES	\$318.8	\$615.5	\$899.5	\$1 236.5	\$1 640.5	\$2 105.3
MOESAC Core recurrent costs	\$312.8	\$540.9	\$804.0	\$1 118.3	\$1 492.2	\$1 924.0
MOESAC Core personnel costs	\$305.7	\$505.2	\$767.1	\$1 071.6	\$1 429.8	\$1 848.8
MOESAC Core operational costs	\$7.1	\$35.7	\$36.9	\$46.7	\$62.5	\$75.2
Goods and services	\$2.2	\$16.6	\$9.3	\$10.0	\$16.1	\$18.6
Maintenance	\$0.3	\$4.0	\$5.2	\$6.4	\$8.0	\$9.8
Programmes	\$0.7	\$0.7	\$0.8	\$0.9	\$1.0	\$1.1
Current transfers	\$3.9	\$14.3	\$21.7	\$29.3	\$37.4	\$45.7
MOESAC Core capital costs	\$6.1	\$74.5	\$95.5	\$118.3	\$148.3	\$181.3
MEDIUM COST SCENARIO						
TOTAL MOESAC COST ESTIMATES	\$318.8	\$525.2	\$726.8	\$944.5	\$1 182.8	\$1 423.2
MOESAC Core recurrent costs	\$312.8	\$493.2	\$685.4	\$896.3	\$1 125.4	\$1 361.0
MOESAC Core personnel costs	\$305.7	\$459.8	\$651.7	\$854.0	\$1 068.9	\$1 293.7
MOESAC Core operational costs	\$7.1	\$33.4	\$33.7	\$42.2	\$56.5	\$67.3
Goods and services	\$2.2	\$16.4	\$8.8	\$9.2	\$14.8	\$16.7

	2010	2011	2012	2013	2014	2015
Maintenance	\$0.3	\$1.9	\$2.4	\$2.9	\$3.4	\$3.8
Programmes	\$0.7	\$0.7	\$0.8	\$0.9	\$1.0	\$1.1
Current transfers	\$3.9	\$14.3	\$21.7	\$29.3	\$37.4	\$45.7
MOESAC Core capital costs	\$6.1	\$32.0	\$41.3	\$48.3	\$57.4	\$62.3
LOWER COST SCENARIO						
TOTAL MOESAC COST ESTIMATES	\$318.8	\$483.6	\$650.2	\$828.5	\$1 022.3	\$1 213.3
MOESAC Core recurrent costs	\$312.8	\$463.2	\$622.3	\$795.9	\$983.2	\$1 172.5
MOESAC Core personnel costs	\$305.7	\$430.4	\$589.3	\$754.5	\$927.8	\$1 106.5
MOESAC Core operational costs	\$7.1	\$32.8	\$33.0	\$41.4	\$55.5	\$66.0
Goods and services	\$2.2	\$16.4	\$8.8	\$9.1	\$14.7	\$16.6
Maintenance	\$0.3	\$1.3	\$1.8	\$2.1	\$2.5	\$2.7
Programmes	\$0.7	\$0.7	\$0.8	\$0.9	\$1.0	\$1.1
Current transfers	\$3.9	\$14.3	\$21.6	\$29.3	\$37.3	\$45.6
MOESAC Core capital costs	\$6.1	\$20.4	\$27.9	\$32.6	\$39.1	\$40.8

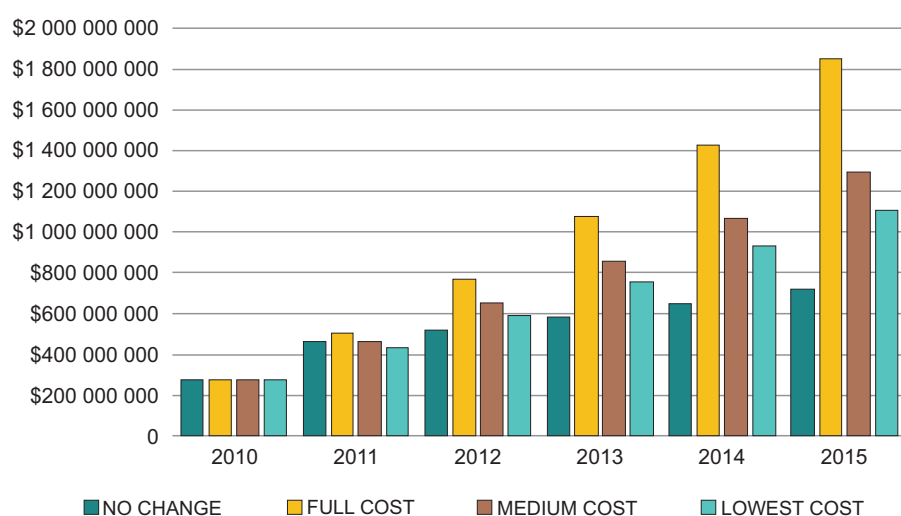
The chart shows the high cost of meeting the national target of the basic teacher's salary reaching the PDL by 2015. Under the full cost scenario core personnel costs rise from a \$306 million outturn in 2010 to a projected \$1,849 million in 2015, an annual average increase of 43% per annum over the period in comparison to average annual inflation of 5%. While basic salary increases in January 2010 and July 2011 were both close to 25%, it is considered very unlikely that the government budget will increase at the rate required under the full cost scenario.

Both the medium and lower cost scenarios project similar growth in the core personnel budget to \$1,294 million in the case of the medium cost scenario and \$1,107

million in the case of the lower cost scenario. These levels represent very similar average annual growth rates in personnel expenditure of 33% and 29% respectively, with the difference

between the two scenarios due to the slightly higher teacher demand projected in the medium cost scenario due to a slightly more favourable primary pupil teacher ratio.

Figure 11: MOESAC projected core personnel costs

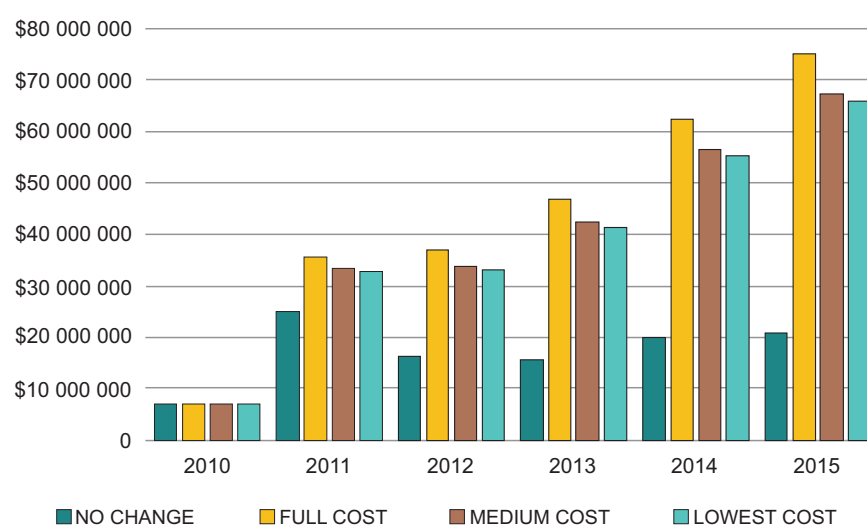


The Ministry of Finance projects an average growth in central government expenditure of 18% per annum from 2010-15. Given this expected growth in overall government funding, it is considered more likely that resources will be available to achieve the target of full teacher remuneration, including allowances, meeting the PDL by 2015.

In recent years MOESAC has suffered from a very low operational budget to provide teaching and learning materials in schools, per capita grants for school running costs and keep the head office and provincial and district offices running effectively. Only \$7 million (2% of total expenditure) was incurred on operational items in 2010. The no change scenario projects this unsustainable situation forward with operational expenditure increasing to \$21 million by 2015 (3% of total expenditure). At this level of funding the education system will be under severe pressure in the medium term with insufficient resources provided to teaching and learning in schools.

All three alternative scenarios therefore provide for a substantial increase in operational expenditure by 2015 to \$75 million, \$67 million and \$66 million for the full cost, medium cost and lower cost scenarios respectively. Under all three scenarios

Figure 12: MOESAC projected core operational costs



expenditure on head office and provincial and district offices increases to the level necessary to sustain operations. Most additional operational expenditure is however targeted to schools, primarily in three areas:

- Increased school per capita grants to a level of \$10 per pupil across all scenarios at a cost rising to \$39 million in 2015. The per capita grants programme is likely to be supported by international partners. While it is at this stage costed at the same rate across all school categories, the programme should be targeted to the poorest schools whose communities are far less able to afford school fees and levies.
- Expenditure on textbooks to meet and keep the targets of 4

textbooks per pupil in primary school and 6 textbooks per pupil in secondary school, again across all scenarios. The Education Transition Fund has recently funded textbook provision to meet these targets in primary schools in 2010 and secondary schools in 2011. It is however vital that operational provision is made under all scenarios for both the replacement of textbooks, that are expected to last 3 years on average, as well as further textbook provision for enrolment growth, especially in secondary education.

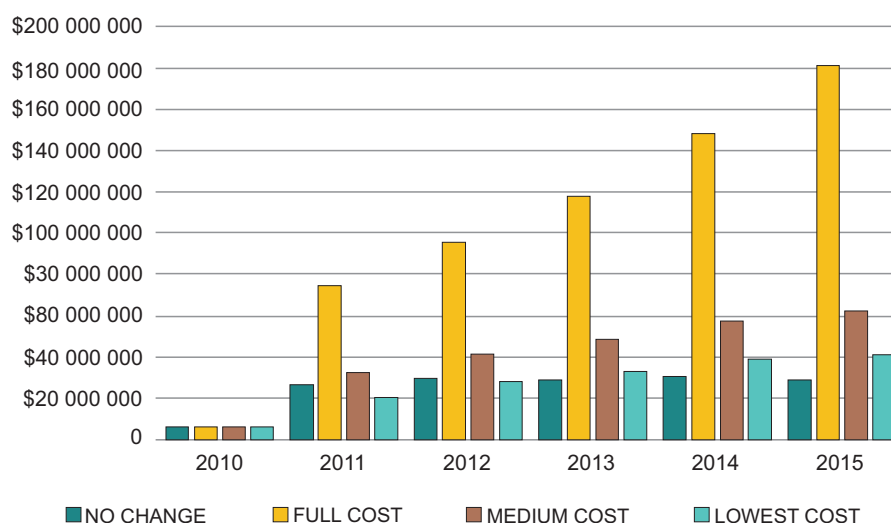
- Provision is made for school maintenance expenditure, primarily preventative maintenance through small items, painting and repair of fittings. School maintenance expenditure is projected at the

level of 5% of capital expenditure, again across all scenarios.

MOESAC capital expenditure has fallen to very low levels with only \$6 million spent in 2010, insufficient to keep pace with classroom construction for enrolment growth or to reduce over-crowding. Crowded classrooms seem to be especially prevalent in primary schools in urban high density areas, with an average pupil:classroom ratio (PCR) of 42:1 in P2 primary schools in 2009. The no change scenario projects classroom construction only to keep pace with enrolment growth and not to reduce over-crowding, giving capital expenditure of around \$30 million each year from 2011-15.

By contrast, the full cost scenario includes meeting the NDP target of a pupil:teacher ratio (PTR) of 28:1 in all schools by 2015. As this target also implies an average PCR of 28:1 in primary school, this scenario projects a rapidly growing capital programme, primarily to reduce the primary PCR to this level by 2015. Capital expenditure is projected to rise to \$181 million in 2015, almost entirely focused on primary school classroom construction. Given the recent low levels of capital expenditure it is unlikely that school construction could increase this rapidly.

Figure 13: MOESAC projected core capital costs



The medium cost and lower cost scenarios project capital programmes significantly greater than the no change scenario but rising at a more sustainable rate that can be managed through a well-designed and executed classroom construction programme. The lower target primary PTRs and PCRs of 35:1 and 37:1 lead to projected capital expenditure rising to \$62million and \$41 million under the favourable revenue and moderate revenue scenarios respectively.

The model projects core capital costs purely for new classroom construction for enrolment growth or to reduce over-crowding based on a target pupil:classroom ratio (PCR) which is in turn linked to the target pupil:teacher ratio (PTR). Capital costs for

classroom rehabilitation and small maintenance, which are termed targeted rehabilitation and general rehabilitation respectively by MOESAC, are included in the strategic priority costs set out below.

Figure 14 brings together the three personnel, operational and capital core cost components to project total core costs under each of the four scenarios. The high personnel expenditure inherent in the projections of the full cost scenario lead to projected total core costs of \$2,105 million by 2015, equivalent to 43% of central government expenditure as projected by the Ministry of Finance. This projected level of expenditure on MOESAC core costs is highly unlikely to be

affordable. Projected MOESAC core costs under the medium cost and lower cost scenarios rise to \$1,423 million and \$1,213 million, equivalent to 29% and 25% of central government expenditure respectively. 25% is considered to be a realistic medium term target for education's share of central government expenditure and probably constitutes an upper limit on available domestic funding for pre-tertiary education.

d. Strategic priority costs

Strategic priority costs represent the costs of transforming the education system to meet the seven strategic objectives. They have been estimated by activity based costing, in contrast to the cost driver method used for

estimating core costs. The activities needed to meet each of the seven strategic objectives were identified by seven MOESAC working groups with each working group also estimating costs and setting targets for each activity. The costs of these activities were then projected for each of the years 2011-15 from 2010 unit costs, escalated by the projected annual inflation figures used by the Ministry of Finance. Given the methodology used, these costs should be regarded as indicative, since full activity based costing would require more detailed specification of activities, and more systematic assessment of unit costs. This level of planning would be undertaken in annual work planning and budgeting.

Strategic priority costs 2011-15 have also been categorised by the MOESAC economic classification system and so can be summed in the model under the same personnel, operational and capital categories used for core costs. They have also been assigned to potential funding sources, be they MOESAC, other government ministries or international partners and so can also be summed in the model using these categories. The costs are however set out below for each of the strategic objectives and for each of the three full cost, medium cost and lower cost scenarios in turn, with the major cost elements discussed for each scenario. The no change scenario, as it is based upon no changes from the 2010 baseline

before the development of the strategic priorities, does not include cost estimates for the strategic priority costs by definition. Where strategic priorities include costs that are reflected in the Core Costs, they are not reflected in the Strategic Priority Costs, to avoid double counting.

Figure 14: MOESAC projected total core costs

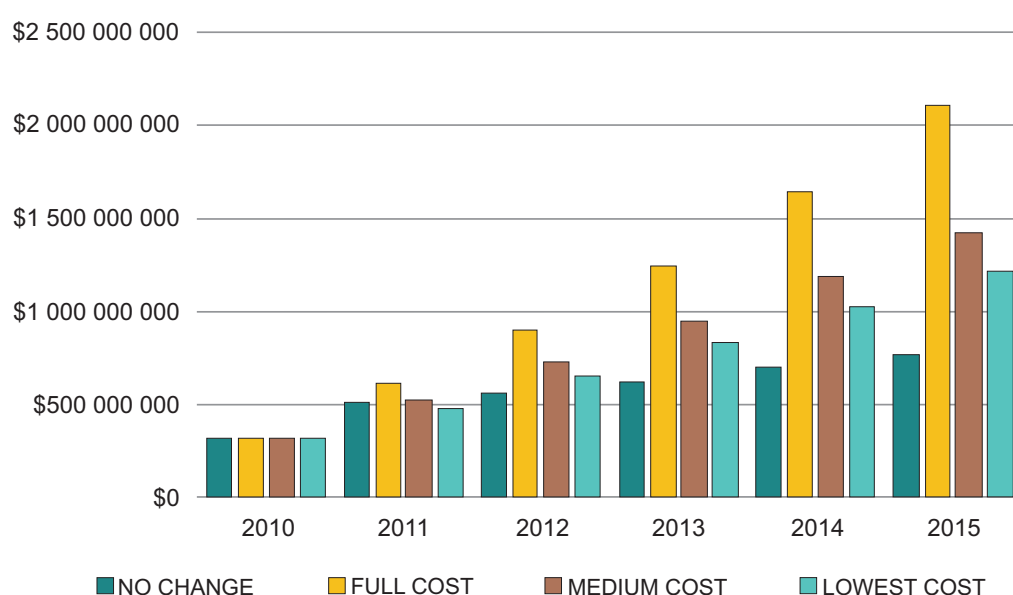


TABLE 6: Summary of strategic priority costs by scenario (US\$ million)

	2011	2012	2013	2014	2015	TOTAL
FULL COST SCENARIO	\$66.1	\$115.9	\$165.3	\$264.4	\$396.8	\$1008.6
MEDIUM COST SCENARIO	\$62.3	\$99.8	\$126.2	\$189.4	\$306.4	\$784.1
LOWER COST SCENARIO	\$59.4	\$98.0	\$122.4	\$161.0	\$206.0	\$646.8

TABLE 7: Strategic priority costs by scenario (US\$ million)

	2011	2012	2013	2014	2015	TOTAL
FULL COST SCENARIO						
Strategic Area 1: Improve status and motivation of teachers	\$0.0	\$2.0	\$2.6	\$3.7	\$6.5	\$14.9
Strategic Area 2: Revitalise learning quality and relevance	\$6.4	\$14.5	\$19.9	\$20.8	\$21.7	\$83.3
Strategic Area 3: Restore and improve conditions of learning	\$22.7	\$43.2	\$80.8	\$169.4	\$291.0	\$607.0
Strategic Area 4: Quality Assurance and Staff Development	\$2.1	\$4.9	\$5.3	\$5.7	\$6.1	\$24.1
Strategic Area 5: Reinvigorate school and system governance, management and financing	\$0.0	\$1.4	\$1.6	\$2.9	\$2.4	\$8.2
Strategic Area 6: Focus resources on those with greatest need	\$34.9	\$48.4	\$50.8	\$53.9	\$57.0	\$245.1
Strategic Area 7: Revitalise Sport, Arts and Culture	\$0.1	\$1.6	\$4.3	\$8.1	\$12.1	\$26.1
ANNUAL TOTAL FOR STRATEGIC PRIORITIES	\$66.1	\$115.9	\$165.3	\$264.4	\$396.8	\$1008.6
MEDIUM COST SCENARIO						
Strategic Area 1: Improve status and motivation of teachers	\$0.0	\$1.2	\$1.7	\$2.8	\$5.5	\$11.1
Strategic Area 2: Revitalise learning quality and relevance	\$4.7	\$11.4	\$12.3	\$14.0	\$14.6	\$41.0
Strategic Area 3: Restore and improve conditions of learning	\$21.3	\$35.5	\$59.0	\$116.1	\$228.4	\$460.3
Strategic Area 4: Quality Assurance and Staff Development	\$2.1	\$4.9	\$5.3	\$5.7	\$6.1	\$24.1
Strategic Area 5: Reinvigorate school and system governance, management and financing	\$0.0	\$1.4	\$1.6	\$2.3	\$1.7	\$7.0
Strategic Area 6: Focus resources on those with greatest need	\$34.1	\$44.3	\$43.0	\$42.0	\$40.5	\$204.0
Strategic Area 7: Revitalise Sport, Arts and Culture	\$0.1	\$1.2	\$3.3	\$6.5	\$9.6	\$20.6
ANNUAL TOTAL FOR STRATEGIC PRIORITIES	\$62.3	\$99.8	\$126.2	\$189.4	\$306.4	\$784.1

	2011	2012	2013	2014	2015	TOTAL
LOWER COST SCENARIO						
Strategic Area 1: Improve status and motivation of teachers	\$0.0	\$1.2	\$1.7	\$2.8	\$5.5	\$11.1
Strategic Area 2: Revitalise learning quality and relevance	\$4.2	\$12.5	\$12.3	\$12.7	\$13.2	\$55.0
Strategic Area 3: Restore and improve conditions of learning	\$19.7	\$33.7	\$57.1	\$92.1	\$133.5	\$336.0
Strategic Area 4: Quality Assurance and Staff Development	\$2.1	\$4.9	\$5.3	\$5.7	\$6.1	\$24.1
Strategic Area 5: Reinvigorate school and system governance, management and financing	\$0.0	\$1.4	\$1.6	\$1.7	\$1.1	\$5.7
Strategic Area 6: Focus resources on those with greatest need	\$33.4	\$43.5	\$42.2	\$41.2	\$39.6	\$199.8
Strategic Area 7: Revitalise Sport, Arts and Culture	\$0.1	\$0.9	\$2.3	\$4.9	\$7.1	\$15.2
ANNUAL TOTAL FOR STRATEGIC PRIORITIES	\$59.4	\$98.0	\$122.4	\$161.0	\$206.0	\$646.8

Strategic Priority Costs: Full Cost Scenario

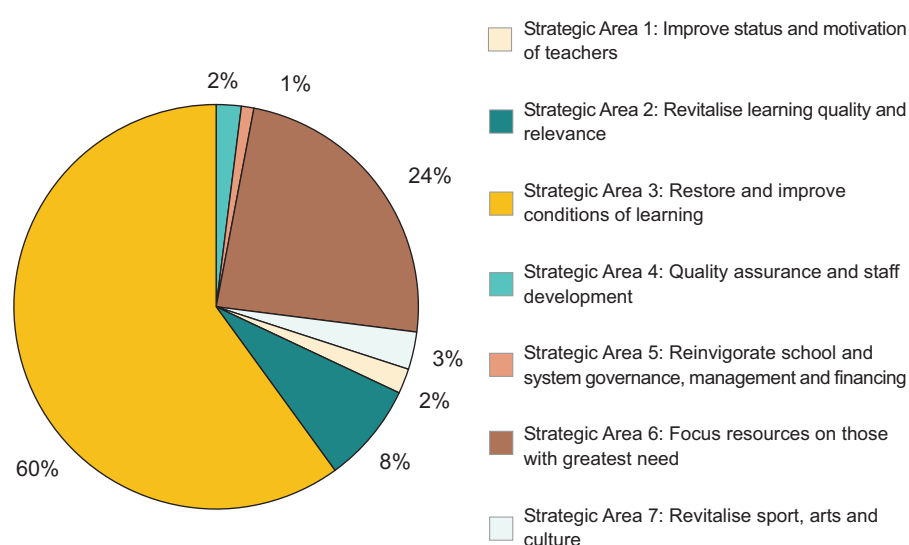
Strategic priority costs under the full cost scenario include all the targets set by MOESAC working groups for each strategic objective, with many of these

targets derived in turn from national policy. This scenario estimates the costs of full attainment of these targets as well as the complete implementation of the activities set out under each strategic objective. It can therefore be seen

as a scenario that describes the 'full cost' of implementing the strategic objectives as planned by MOESAC.

Under the full cost scenario these costs rise from \$66 million in 2011 to \$397 million in 2015 giving a total cost of \$1009 million over the five years 2011-15. Figure 15 above shows the distribution of these costs between the seven strategic objectives, with the most prominent cost elements as follows:

Figure 15: Total strategic priority costs 2011-15 by strategic objective – full cost scenario



● **Strategic Priority 3: Restore and improve conditions of learning** comprises \$607 million over the EMTP period 2011-15, 60% of total projected strategic priority costs. This strategic priority covers MOESAC plans to target the targeted rehabilitation of 24,000 classrooms by 2015 and to provide general rehabilitation

grants, modelled at a cost of \$5,000 per school, to all 9,000 schools by 2015. The cost of constructing 4,725 toilet blocks by 2015 is also included under this strategic area. The cost of constructing 367 school libraries by 2015 is estimated at USD 1, 101, 000. 00. A further US\$ 40 million is needed over the period to develop the first 20 Academies.

- **Strategic Priority 6: Focus resources on those with greatest need** comprises \$245.1 million over 2011-15, 24% of total projected strategic priority costs. Costs under this strategic area cover support to OVCs under BEAM funded through the Ministry of Public Service, Labour and Social Services, projected to be \$175 million over the five year period. \$17 million is provided for support to special needs pupils including the provision of critical equipment. A further \$9 million is provided over the period to mainstream out of school children through accelerated learning and technical and vocational training. \$40 million is needed over the period to establish the first 20 Academies.

- **Strategic Priority 2: Revitalise learning quality and relevance** comprises \$83 million between 2011-15, 8%

of total projected strategic priority costs. The costs of introducing e-Learning to 50% of the 9,000 schools, including the provision of computers and teacher training, is covered under this strategic area at an estimated total of \$56 million over the period. \$5 million is also included for curriculum renewal, including the review and development of the curriculum and the orientation of 10,000 teachers. \$20 million will be allocated over the period to rehabilitate community and school libraries.

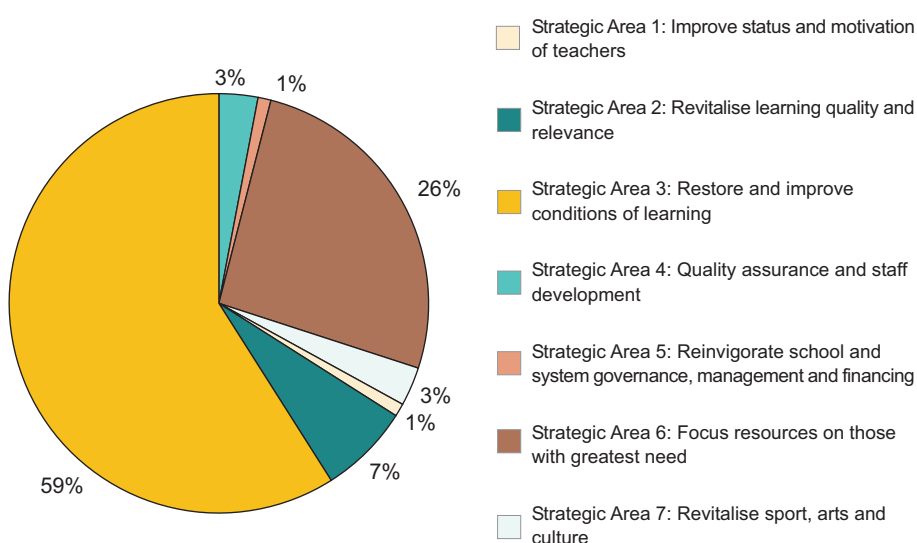
- The four other strategic areas together comprise a total of \$73 million during the five years of the EMTP 2011-15, 8% of total projected strategic

priority costs. Major cost elements include the institutionalisation of sport, arts and culture in schools (\$22 million), development of management information and personnel systems (\$6 million), expansion of ECD provision through model centres (\$9 million), strengthening the quality assurance system (\$6 million) and teacher professional development and training (\$10 million).

Strategic Priority Costs: Medium Cost Scenario

Under the medium cost scenario many of the targets for each strategic objective are reduced, especially in the high cost

Figure 16: Total strategic priority costs 2011-15 by strategic objective – medium cost scenario



strategic areas 3, 6 and 2. This scenario represents major progress towards the targets under each strategic area but with targets in the high cost areas generally reduced by between a quarter and a third.

Total costs under the medium cost scenario rise from \$62 million in 2011 to \$306 million in 2015 giving a total cost of \$764 million over the five years 2011-15.

Figure 16 above again shows the distribution of these costs between the seven strategic objectives. The most prominent changes in costs and targets in comparison to the full cost scenario are as follows:

- **Strategic Priority 3: Restore and improve conditions of learning** comprises \$460 million over the EMTP period 2011-15, 59% of total projected strategic priority costs. This cost reduction under the medium cost scenario is achieved by reducing the target for the rehabilitation of classrooms to 18,000 by 2015 and by providing general rehabilitation grants to 7,500 schools by 2015. The targeted number of toilet blocks by 2015 is also reduced to 3,600.

- **Strategic Priority 6: Focus resources on those with greatest need** comprises \$204 million over 2011-15,

26% of total projected strategic priority costs. This cost reduction is achieved under the assumption that the number of OVCs requiring support under BEAM has peaked and will fall to 60% of the 2011 level by 2015 as well as a lower level of support for special needs education. Funding for Academies remains at \$40 over the period.

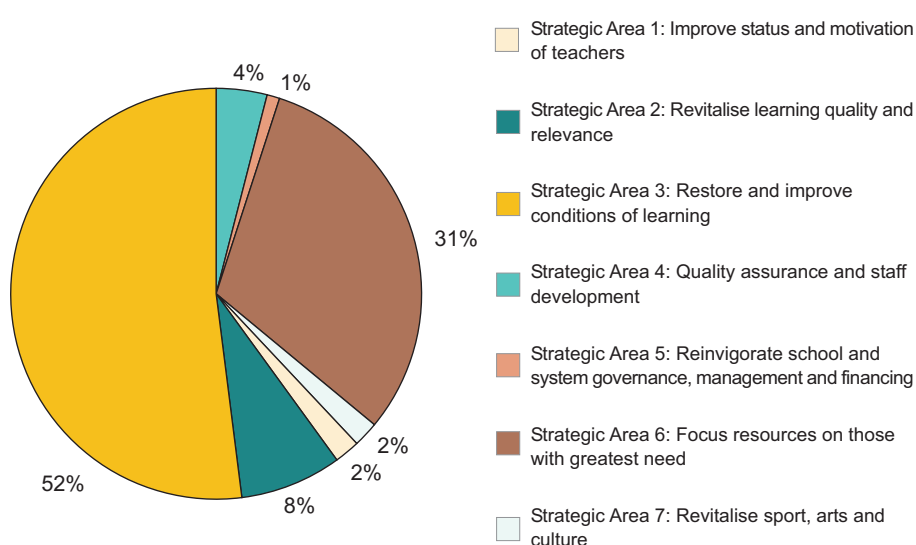
- **Strategic Priority 2: Revitalise learning quality and relevance** comprises \$57 million between 2011-15, 5% of total projected strategic priority costs. Costs are reduced by lowering the e-Learning targets to cover one third of the 9,000 schools. Given the importance of curriculum renewal, the \$5

million costed into the all costs scenario is also included under the favourable revenue scenario. The \$20 million for rehabilitating libraries also remains.

- The four other strategic areas together comprise a total of \$63 million during the five years of the EMTP 2011-15, 9% of total projected strategic priority costs. While the costs of institutionalising sport, arts and culture in schools is reduced to \$16 million, systems improvement, ECD expansion, quality assurance and teacher professional development and training are costed at the same level.

Strategic Priority Costs: Lower Cost Scenario

Figure 17: Total strategic priority costs 2011-15 by strategic objective – lower cost scenario



Under the lower cost scenario the targets in the high cost strategic areas 3, 6 and 2 are reduced further to achieve cost savings. This scenario also represents substantial progress towards the targets under each strategic area but with targets in the high cost areas generally reduced to around a half the level of the full cost scenario.

Lower cost scenario costs rise from \$59 million in 2011 to \$206 million in 2015 giving a total cost of \$647 million over the five years 2011-15. Figure 17 above also shows the cost distribution between the seven strategic objectives. The most prominent changes in costs and targets in comparison to the other scenarios are as follows:

- **Strategic Priority 3: Restore and improve conditions of learning** comprises \$336 million over the EMTP period 2011-15, a lower 52% of total projected strategic priority costs. Costs fall under the lower cost scenario by further reducing the target for the rehabilitation of classrooms to 12,000 by 2015 and by providing general rehabilitation grants to 6,000 schools by 2015. The targeted number of toilet blocks by 2015 is also further reduced to 2,400. Build and refurbish school libraries to cater for 85% schools that do not have libraries

- **Strategic Priority 6: Focus resources on those with greatest need** including \$40 million for Academies of Excellence also comprises \$200 million over 2011-15, a higher 31% of total projected strategic priority costs. There is a further cost reduction in comparison to the medium cost scenario through cutting support to special needs to around 50% of the level provided under the full cost scenario. It is however expected that the number of OVCs requiring support under BEAM will not fall to lower than 60% of the 2011 level by 2015 so further cuts are not incorporated in BEAM under the lower cost scenario.

- **Strategic Priority 2: Revitalise learning quality and relevance** comprises \$35 million between 2011-15, 8% of total projected strategic priority costs. The e-Learning targets are further reduced to cover 25% of the 9,000 schools with curriculum renewal included at the same cost of \$5 million.

- The four other strategic areas together comprise a total of \$56 million during the five years of the EMTP 2011-15, 10% of total projected strategic priority costs. The institutionalisation of sport, arts and culture in schools is

further reduced to \$11 million, with systems improvement, ECD expansion, quality assurance and teacher professional development and training included at the same level of costs.

Figure 18 on next page compares the level of costs between the three different scenarios. Full attainment of the targets set out under the seven strategic areas requires a rapid escalating level of investment from this first year 2011. By providing for a less rapid achievement of the strategic area targets, the other two scenarios represent both an increase in investment and a planned improvement in capacity which is perhaps more realistic given the severe resource constraints MOESAC has faced in recent years.

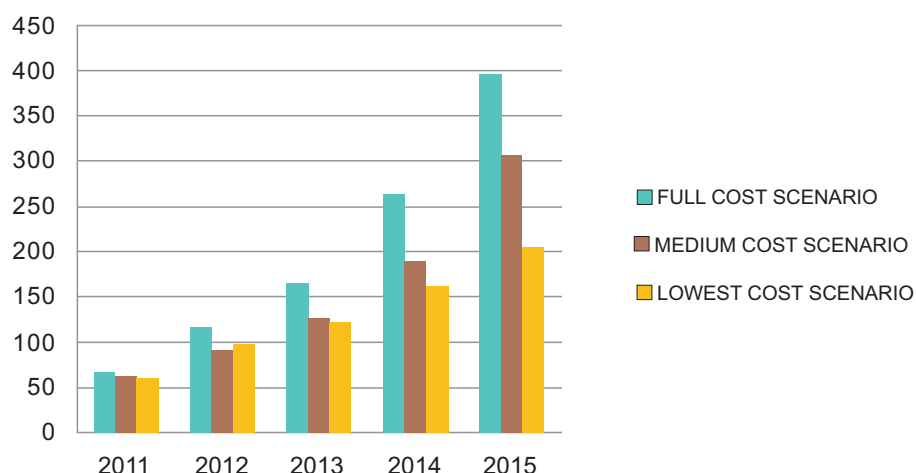
e. Education resourcing

It is vital that the likely available funding for basic education is also analysed in order to compare projected costs against resourcing from domestic sources and the international partners. The education resource envelope is considered primarily in terms of both the Ministry of Finance's projections for government expenditure that were discussed in the macro-economic context as well as planned funding by international partners.

The table below repeats the projection of the MOESAC budget set out in the macro-economic context. The share of government expenditure invested in pre-tertiary education needs to rise significantly in order to both fund MOESAC core costs as well as to fund the transformation of education set out in the seven strategic objectives. A slow and fairly conservative rise in MOESAC's share of central government expenditure to 20% by 2015 will be equivalent to an estimated nominal MOESAC budget of \$972 million in 2015.

Domestic funding for basic education through the MOESAC budget is supplemented by funding from international partners. The second half of the table gives planned funding up to 2015. It needs to be stressed that these figures for partner funding

Figure 18: Total strategic priority costs 2011-15 under different scenarios



are based only on current planned and programmed assistance, including funding through ETF 1 and 2, known funding for BEAM and other partner funding outside these two pooled funds. Further partner funding can be anticipated in the

later years of the EMTP, especially based upon the planning for education transformation set out in this EMTP. It is nevertheless wise to only set out known planned and programmed partner funding.

TABLE 8: Projected pre-tertiary education funding from different sources up to 2015 (US\$ million)

EDUCATION RESOURCING	2009	2010	2011	2012	2013	2014	2015	TOTAL 2011-15
DOMESTIC FUNDING FOR PRE-TERTIARY EDUCATION								
MOESAC expenditure/projected budget US\$	\$174.3	\$318.8	\$469.4	\$580.7	\$693.4	\$822.1	\$972.2	\$3 537.8
MOESAC as a proportion of central government expenditure	18.9%	15.1%	17.1%	17.1%	18.1%	19.0%	20.0%	
PLANNED FUNDING BY PARTNERS								
Education Transition Fund (ETF) US\$		\$17.3	\$35.8	\$25.0	\$26.0	\$20.0	\$11.0	\$117.8
BEAM US\$		\$15.0	\$10.0					\$25.0
Other partner funding US\$		\$10.0	\$10.0	\$10.0	\$15.0			\$35.0
Planned funding by partners		\$42.3	\$55.8	\$35.0	\$41.0	\$20.0	\$11.0	\$162.8
ALL FUNDING FOR PRE-TERTIARY EDUCATION		\$361.1	\$525.1	\$615.7	\$734.4	\$842.1	\$983.2	\$3 700.6

After projected domestic funding for education has been supplemented by partner funding, the projected resource envelope available rises significantly, especially for the first few years of the EMTP in which partner funding is reliably known. It seems safe to project that the total level of funding available for pre-tertiary education will exceed

\$1 billion by the last year of the EMTP in 2015, based on fairly conservative projections for both domestic funding and partner commitments.

f. Funding gaps

This costs and financing section closes with an analysis of the expected funding gaps between

projected funding for basic education and the costs of MOESAC core commitments supplemented by the costs of education transformation set out in the seven strategic areas. The table below gives estimates of the funding gaps for each of the full cost, medium cost and lower cost scenarios.

TABLE 9: Projected pre-tertiary funding gaps under scenarios up to 2015 (US\$ million)

	2011	2012	2013	2014	2015	TOTAL 2011-15
FULL COST SCENARIO						
MOESAC budget	469.4	580.7	693.4	822.1	972.2	3537.8
Other government departments	31.4	32.9	34.7	36.7	38.9	174.6
Partner commitments	55.8	35	41	35	26	192.8
TOTAL FUNDING	556.6	648.6	769.1	893.8	1037.1	3905.2
TOTAL COSTS	681.6	1015.4	1401.8	1904.9	2502.1	7505.8
Of which MOESAC core costs	615.5	899.5	1236.5	1640.5	2105.3	6497.3
Of which Strategic Priority costs	66.1	115.9	165.3	264.4	396.8	1008.5
Projected funding gap	-125	-366.8	-632.7	-1011.1	-1465	-3600.6
<i>Projected funding gap as % of total cost</i>	<i>18.34%</i>	<i>36.12%</i>	<i>45.13%</i>	<i>53.08%</i>	<i>58.55%</i>	<i>47.97%</i>
MEDIUM COST SCENARIO						
MOESAC budget	469.4	580.7	693.4	822.1	972.2	3537.8
Other government departments	31.4	29.6	27.8	25.7	23.3	137.8
Partner commitments	55.8	35	41	35	26	192.8
TOTAL FUNDING	556.6	645.3	762.2	882.8	1021.5	3868.4
TOTAL COSTS	587.5	826.6	1070.7	1372.2	1729.6	5586.6
Of which MOESAC core costs	525.2	726.8	944.5	1182.8	1423.2	4802.5
Of which Strategic Priority costs	62.3	99.8	126.2	189.4	306.4	784.1
Projected funding gap	-30.9	-181.3	-308.5	-489.4	-708.1	-1718.2
<i>Projected funding gap as % of total cost</i>	<i>5.26%</i>	<i>21.93%</i>	<i>28.81%</i>	<i>35.67%</i>	<i>40.94%</i>	<i>30.76%</i>

	2011	2012	2013	2014	2015	TOTAL 2011-15
LOWER COST SCENARIO						
MOESAC budget	469.4	580.7	693.4	822.1	972.2	3537.8
Other government departments	31.4	29.6	27.8	25.7	23.3	137.8
Partner commitments	55.8	35	41	35	26	192.8
TOTAL FUNDING	556.6	645.3	762.2	882.8	1021.5	3868.4
TOTAL COSTS	543	748.2	950.9	1183.3	1419.3	4844.7
Of which MOESAC core costs	483.6	650.2	828.5	1022.3	1213.3	4197.9
Of which Strategic Priority costs	59.4	98	122.4	161	206	646.8
Projected funding gap	13.6	-102.9	-188.7	-300.5	-397.8	-976.3
<i>Projected funding gap as % of total cost</i>	<i>No gap, 2.5% surplus</i>	<i>13.75%</i>	<i>19.84%</i>	<i>25.40%</i>	<i>28.03%</i>	<i>20.15%</i>

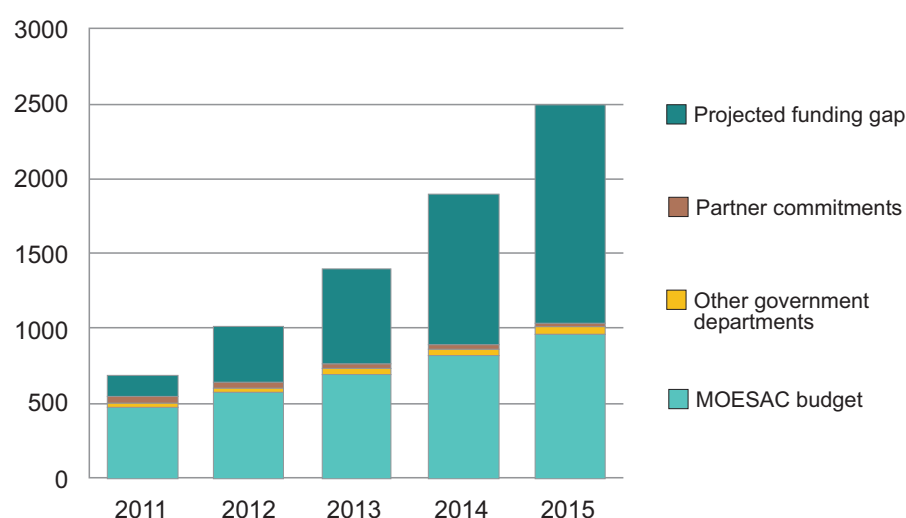
The full cost scenario incorporates the estimated costs of meeting all NDP and strategic objective targets by 2015 and is therefore the highest cost scenario. MOESAC core costs and strategic priority costs under

the full cost scenario are projected to total \$2,502 million by 2015 with these costs rising rapidly, especially in the later years of the EMTP. Total funding for pre-tertiary education is projected to reach \$1,037 million

by 2015, only 41% of projected costs by that year, resulting in a funding gap of \$1,465 million. This funding gap between the projected costs of attaining all policy targets by 2015 and projected available funding can be reduced in three ways as follows:

- Increasing the mobilisation of domestic funding for pre-tertiary education. Increasing the MOESAC share of central government expenditure more rapidly to 25% by 2015 will provide a projected budget of \$1,215 million, still just under half of total costs under the all costs scenario.
- Increasing partner funding commitments to pre-tertiary education. The table above shows that partner funding planned for 2011 is \$56 million

Figure 19: Projected pre-tertiary education funding from all sources and funding gap: full cost scenario

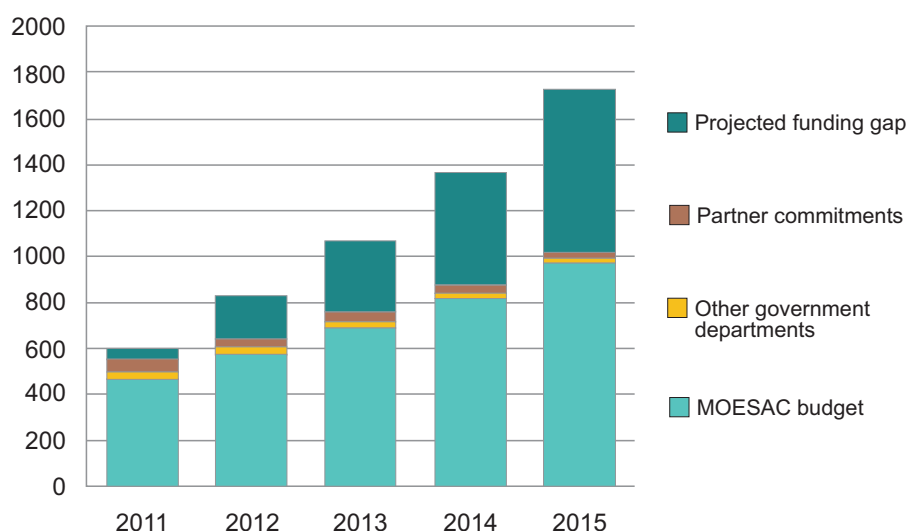


from all sources. It seems highly unlikely that this level of funding can increase substantially over the medium term.

- Revising policy targets to more achievable levels that represent either a better allocation of education resources or an achievement of at least some of the national policy targets later than 2015. The medium cost scenario and lower cost scenario model the costs of such alternatives.

The medium cost scenario principally differs from the full cost scenario by targeting average teacher remuneration, including allowances, that meets the PDL by 2015 together with a primary PTR and PCR of 35:1 (below the National Development Plan PTR target of 28:1). MOESAC core costs and strategic priority costs under this medium cost scenario are projected to total \$1,728 million by 2015 with costs rising at a slower rate than under the full cost scenario. Compared to the same projected level of total funding for basic education the funding gap is a much lower at \$708 million by 2015, with projected total funding covering 59% of projected total costs. This constitutes a funding gap of far more manageable proportions which can be reduced or potentially eliminated by

Figure 20: Projected pre-tertiary education funding from all sources and funding gap: medium cost scenario

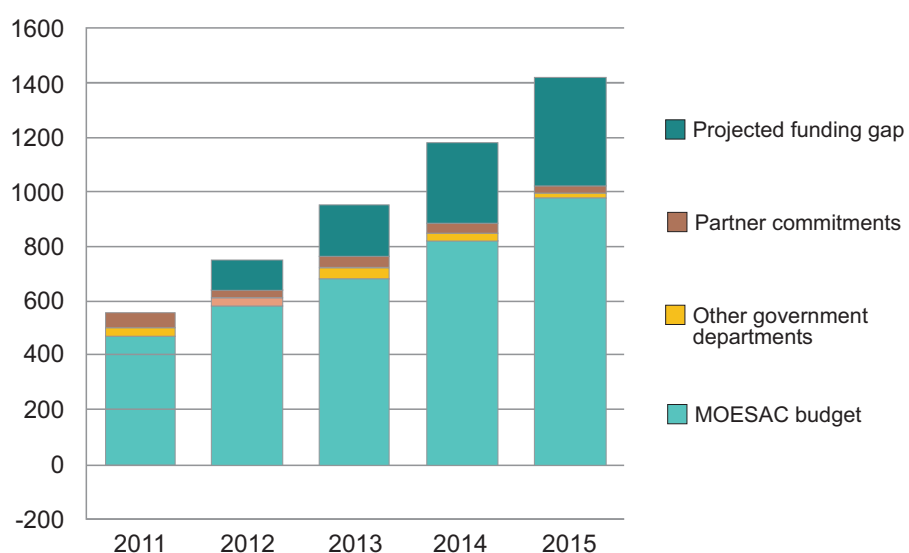


additional government funding for pre-tertiary education as well as an increase in planned partner funding for the EMTP.

The lower cost differs from the medium cost scenario by modelling a slightly lower primary

PTR and PCR of 37:1 that is nevertheless significantly better than conditions in the most crowded primary classrooms that are mostly in urban high density P2 schools. MOESAC core costs and strategic priority costs under

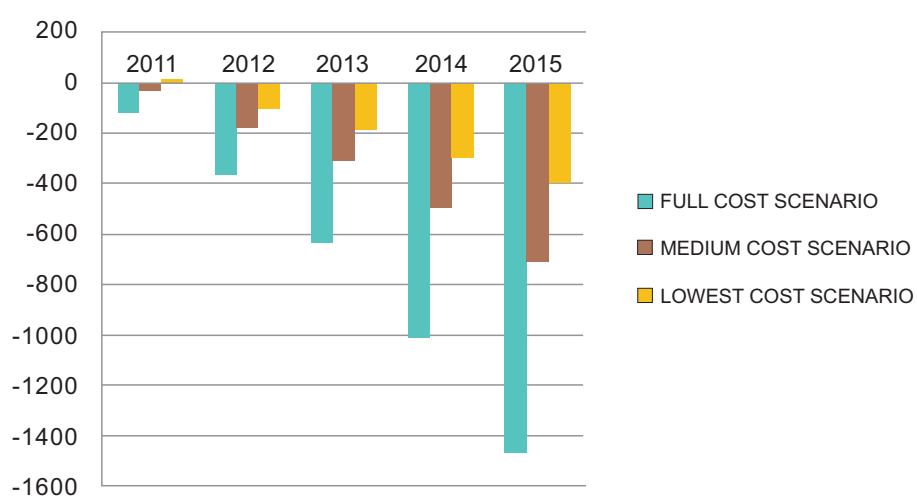
Figure 21: Projected pre-tertiary education funding from all sources and funding gap: lower cost scenario



the lower cost scenario are projected to total \$1,419 million by 2015 with costs rising at a relatively constant and manageable rate. The projected funding gap falls further to \$398 million by 2015, with projected total funding covering 72% of projected total costs. This funding gap could in theory be eliminated by an increase in the proportion of government expenditure devoted to pre-tertiary education to 25%, coupled with an increase in planned partner funding for the EMTP to around \$166 million a year by 2015.

The figure above compares the funding gaps under the three different scenarios. This ambitious, but carefully crafted

Figure 22: Comparative funding gaps for all scenarios



plan reconciles the need to transform education with the fiscal requirements to support this process in a context where domestic funding is still limited

and required for many competing priorities. All partners should rally to fund the achievement of these educational priorities that are vital to Zimbabwe's future.



implementation and monitoring

The development of this strategic plan required assembling teams that included officials from different divisions in the Ministry, as well as officials from Provincial Offices. While this arrangement helped keep a focus on strategic priorities rather than organisational priorities, operational planning for implementation of each activity is best managed through the authorities in the Ministry responsible for that function. Thus the detailed implementation

planning will be undertaken as part of the annual work planning and budgeting activities of the Ministry, and annual budgets will reflect the prioritised activities of the plan organised under the planning and budgeting heads of the Ministry Budget. The cost estimates contained in the plan are indicative, and will each year inform the annual budget and plans of the Ministry, and its discussions with relevant government departments and partners.

Similarly, using the Results Based Budgeting and Management system of the Ministry, detailed monitoring of performance will be undertaken as part of the budget and management undertaken by the Ministry each year. In terms of this each activity is required to have a results indicator and performance measured against it.

The Monitoring and Evaluation component of this plan, therefore, will be limited to monitoring performance against the key performance indicators. The first instrument will be a Performance

Assessment Framework that includes all the key indicators and targets for each year. An initial PAF is attached here as Annex X. The second instrument for M&E is an annual report, prepared by the Ministry in consultation with key implementing partners which reports on progress in both quantitative and qualitative terms, and identifies issues or challenges that require attention

or adaptation of the Plan. This will be presented at an annual Joint Annual Review Meeting to be arranged each year. The third instrument should be a Mid-Term and an End of Term Review in 2013 and 2015 respectively, which will each draw on experience to date, summarise progress to date and identify lessons learned from the exercise.

SENATOR DAVID COLTART

Minister of Education, Sport, Arts
and Culture

10th February 2012

ANNEX X: Initial Performance Assessment Framework

[NOTE: This reflects initial submissions of the teams. Some of these indicators may need to be changed as base line data may not be available, and targets will need to be adjusted according to the Plan]

Key Performance Indicator	Baseline	Targets				
	2010	2011	2012	2013	2014	2015
Early Childhood Development						
1. Percentage of primary schools that have both ECD A and ECD B classes (%)						
'A'	10	15	20	25	30	40
'B'	97	99	99.5	100	100	100
2. Percentage of 5 year olds enrolled in ECD classes (%) (GER?)	75	80	85	90	95	100
Primary Education						
3. Net Enrolment Rate (%)	98	98	98.5	99	99.5	100
4. Primary Completion Rate (%)	68	70	75	80	85	90
5. Grade 7 Pass Rate (%)	42	45	47	48	49	50
Secondary Education						
6. Transition Rate from Primary to Secondary (including non-formal)	70	75	80	85	90	95
7. Form I-4 Net Attendance Rate	40	50	60	70	80	90
8. O-Level Pass Rate (%)	19	20	22	25	28	30
9. Secondary Retention Rate	87	89	91	93	94	95
Gender Parity						
10. GPI for ECD	1	1	1	1	1	1
11. GPI for Primary Education	1	1	1	1	1	1
12. GPI for Secondary Education	1.05	1.04	1.03	1.02	1.01	1
Curriculum and Learning						
13. % of schools with access to e-Learning	5	10	20	30	40	50
14. Alternative assessment in place (Y/N)	N	N	N	Y	Y	Y
15. Secondary curriculum reviewed (Y/N)	N	N	N	Y	Y	Y
Sport Arts and Culture						
16. % participating in amateur SAC	0	5	8	10	15	20
17. % participating in professional SAC	0	3	5	7	8	10
18. % SAC contribution to GDP	1	1	2	5	7	10
Special Needs Education						
19. % of learners accessing SNE	60	65	70	75	80	90
20. % of schools offering SNE services	40	50	60	70	80	90

