

Zimbabwe SRI
Baseline Report for Scale Up Phase Schools
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Due 21 March 2022

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1 Introduction and Background

Economic decline in Zimbabwe greatly affected the implementation and prioritization of ECD B in Zimbabwe. Moreover, lack of knowledge and skills among parents and communities to fully support the delivery of ECD B in schools contributed to an environment which is not child friendly for early childhood development across the country. The donor community stepped in to assist the Ministry of Primary and Secondary Education (MoPSE) in financing activities aimed at rebuilding, establishing and implementing appropriate indoor and outdoor play centres through the School Readiness Initiative. The SRI is funded by the Roger Federer Foundation and it is implemented by 4 civil society organizations which include CAMFED, Child Protection Society (CPS), Municipal Development Partnership (MDP) AND ZINECDA. The role of MDP in implementing the project is to support actions around enhancing the capacity of the 17 (10 start-up Districts and 7 phase 1 Districts) Rural District Councils (RDCs) to create a conducive early learning environment at the local level and to capacitate structures which direct or indirectly interact with issues relating to early childhood education at the district level. On the other hand, the role of ZINECDA in project implementation is to support SRI with facilitating an environment where policy practice (policy formulation, implementation, oversight, and monitoring and evaluation) can easily be coordinated among various actors that include the Ministry of Primary and Secondary Education (MoPSE); Ministry of Finance and Economic Development (Treasury); Ministry of Higher and Tertiary Education, Science, Innovation and Technological Development (Teacher Training Colleges); and the Ministry of Health and Childcare.

By 2025, the Roger Federer Foundation School Readiness Initiative will have enhanced access to quality ECD so that vulnerable children are ready for primary education for 3 cohorts. Furthermore, it will have introduced and implemented the user-friendly Child Development Monitoring tool tracking and informing teachers of children's developmental progress. This strategy supports the National Education Strategy in providing two years of quality education before children enter Grade 1, as well as the United Nations Sustainable Development Goal 4.2 in ensuring that by 2030 all girls and boys are ready for primary school. The initiative will provide evidence in 7 rural districts and 500 P3 primary schools (which is the lowest category on the poverty index) with the aim to contribute towards the development of a scalable intervention that can be adopted by the Ministry of Primary and Secondary Education (MoPSE).

Purpose of the Baseline Study

School Readiness Initiative (Zimbabwe) implementing partners commissioned a baseline study which was set to establish the pre-intervention scenario in the targeted communities and among the target populations to inform the project's strategies and enhance its responsiveness to the exact needs thereof. The baseline evaluation presented a good opportunity to check the status of schools, rural district councils and policies that are in place if they are supportive and create an enabling environment for ECD B in P3 primary schools. Recommendations were also proffered for the project in the future. Some of the recommendations presented include the need to capacitate RDCs in fund raising for ECD, the needs to create working synergies for stakeholders in MoPSE and local government ministries at all level to facilitate a conducive policy environment, the need to develop a framework for ECD financing and the need to develop an SRI advocacy strategy to guide all stakeholder engagements

Methodology: The baseline survey utilised the mixed method approach in data collection and analysis applying a mixture of qualitative and quantitative research methods. The assessment employed the administration of a mobile based questionnaire using Kobo Collect in 595 schools in the Scale Up Phase I cohort, targeting school heads, teachers in charge, members of the school development committees and ECD B teachers. The assessment was undertaken in all districts of the new cohort. Enumerators for the baseline were trainer coaches who were trained on the DCIS prior to data collection. Desktop review and interviews were conducted to gather data from Ministry of Primary and Secondary Education (MoPSE) (District and National Level) officials and members of the rural district council.

Data analysis: Data submitted to the server was analyzed using PowerBI and visualizations for indicators was automatically generated. Qualitative information collected during the survey was utilized and transcribed. Desk top research was also coordinated for budget reviews and policies. Below is a scale of measurement that was used for measuring indicators in the PowerBI.

0 = none	1 = poor	2 = fair
3 = satisfactory	4 = excellent	

Coverage

#Facilities in SIS		
org	school	Total
camf	395	395
cps	212	212
Total	607	607

#Facilities per phase			
sitetype	#EST	#SUS	#MAI
school	607		
Total	607		

A total of 607 schools are captured in the Site Information System with CAMFED constituting 395 and CPS with 212. During baseline a total of 597 schools were reached by CPS and CAMFED. Data from the remaining 10 schools in the SIS was not collected as it was realized during baseline that 2 of the schools were ECD centres and the other 8 schools were in the process of being shut down by the Ministry of Primary and Secondary Education (MoPSE) as they have an average enrolment of 37 learners from ECD to grade 7.

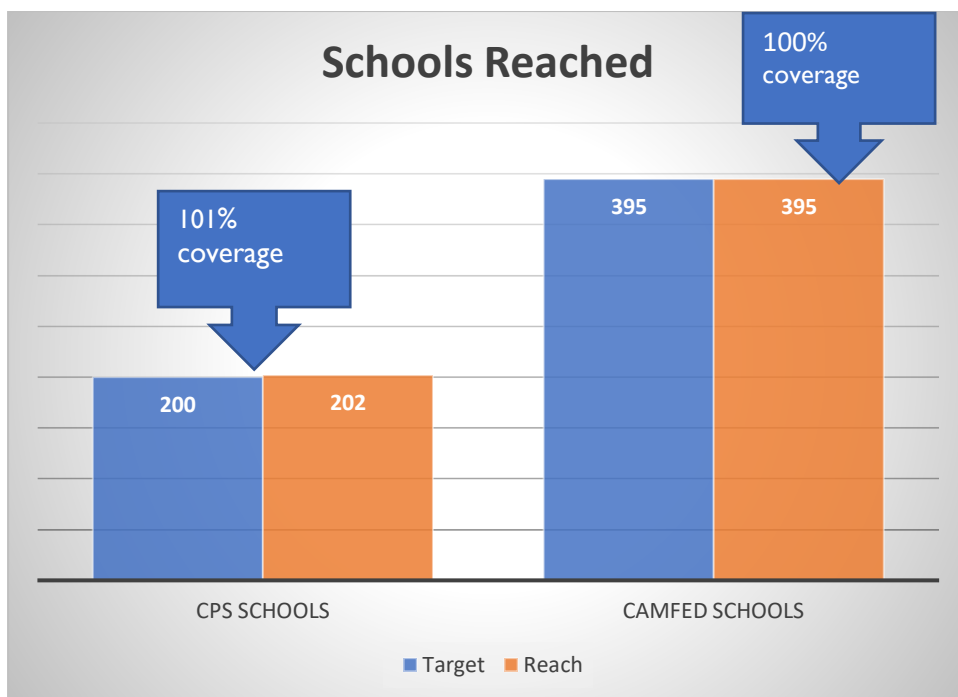


Figure 2: Distribution of schools

#Facilities without GPS data		
org	school	Total
camf	91	91
cps	45	45
Total	136	136

Due to the geographical location of 136 schools that were visited, GPS coordinates failed in those sites and they were submitted without GPS coordinates to the server.

FINDINGS

2 Outcome/Impact Indicators

2.1 Impact Indicators

- a. Children's participation in organised learning in ECD A and B
- b. Repetitions in Grade 1 and 2
- c. Drop-outs in Grade 1 and 2 at school

This indicator is not applicable to Zimbabwe.

2.2 Indicators for the SDG 4.2 global indicator on children being developmentally on track:

- a. % Children "developing" regarding the developmental domains as an average in ECD B classes

Data for this global indicator was not collected and is not available on PowerBI as school in the new cohort have not yet started using Child Steps.

- b. % Children "competent" regarding the developmental domains as an average in ECD B classes

Data for this indicator is not yet available as 100% of the schools that were interviewed have not yet started using STELA but they are using paper-based learner assessments. The data collection tool did not have questions that measure this indicator hence data will be collected once monthly visits commence after trainings.

- c. Total % of children developmentally on track before entering Grade 1
The comments above apply to this indicator.

- d. Total # of children developmentally on track in ECD B classes before entering Grade 1
The comments above apply to this indicator.

2.3 Indicator for SDG 4.2 global indicator on children participating in at least one year (at least 2 terms) of structured learning before their first grade:

Table 1: Data on structured learning

Indicator	Baseline	Target by 2023
a. # of gross enrollment in all ECD B classes	15262	
b. # of net enrollment all ECD B classes	15262	
c. # of gross enrollment in all ECD A classes	Data for this indicator not making sense in the PowerBI, There is need for rectification.	
d. # of net enrollment all ECD A classes		
e. # of NET enrollment in Grade 1	4182	
f. # of GROSS enrollment in Grade 1	4224	
g. # of GROSS enrollment in Grade 2	4303	
h. # of GROSS enrollment in Grade 3	3853	
i. % Average net enrolment in ECD B (6 data points per year)	Not applicable	
j. % Average gross enrolment in ECD B (6 data points per year)	Not applicable	

a.

2.4 Attendance rates of pre-primary class children enrolled in a prep-primary institution:

Table 2: Attendance rates

Indicator	Baseline	Target by 2023
a. % Average attendance in ECD B throughout the year (3 data points per month)	0.3%	

b. % Average attendance in Grade 1 throughout the year (3 data points per month)	42 (This is not a percentage but average number of learners.	
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2.5 Children repeating class at an early Grade because they are developmentally not on track:

Not applicable

Table 3: Repetition

Indicator	Baseline	Target by 2023
b. % of children repeating Grade 1 or at the first peak in primary school	Not applicable in Zimbabwe	

3 Policy Engagement – National Level

- a. Funding for school readiness has increased to 2% of national education non-salary budget due to increased requests of parliamentarians – what is the baseline in 2022 and target by 31 October 2022

Like most countries in Africa, funding for ECD programmes is insufficient compared to the needs in the sector. In Zimbabwe allocations to the education budget through the Ministry of Primary and secondary Education has been dwindling. This has had a ripple effect that has seen a declining trend in the allocation of resources to specific programmes within the Ministry including ECDE.

In the 2021 budget, the Ministry of Primary and Secondary Education was allocated ZWD55.221 billion, which represents about 13.09% of the national budget. This percentage allocation is 3 percentage points lower than the 16% average of countries in sub-Saharan Africa. This falls short of the recommended Education for All targets of 20% of national budget or 6% of Gross Domestic Product (GDP). The overall MOPSE budget is showing a declining trend over the years, both as a percentage of GDP as well as a total share of the national budget.

While increases in allocations to infant education were experienced between 2016 and 2019. A downward trend has emerged with allocations declining from 27% in 2018 to 14.85% in 2021 with majority of funds 76.6% being for salaries. The graph below shows the declining allocations towards Infant Education as a percentage of the total budget under the Ministry of Primary and Secondary Education.

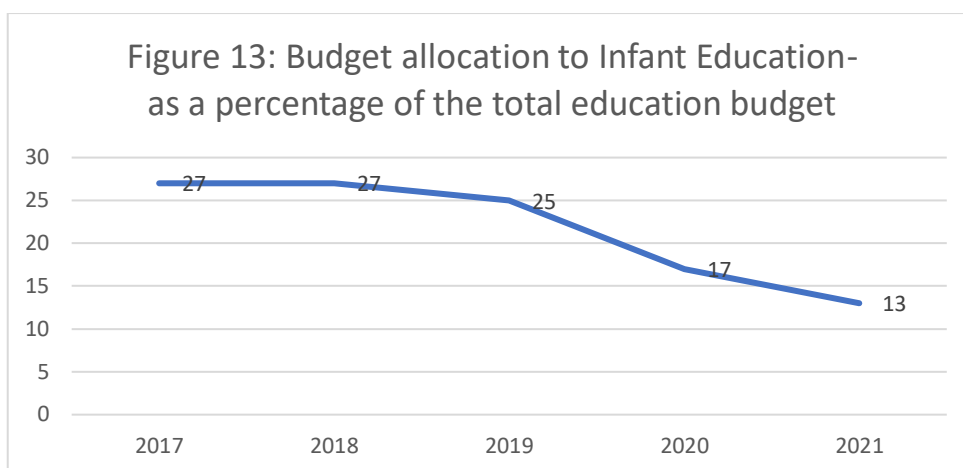


Figure 4: Budget Allocation Trend

Per-capita spending for Infant Education is low in Zimbabwe compared to expenditure per child for primary school learners and secondary learners. For example, in 2021 funding per child for early childhood development education was US\$64 compared to primary learners US\$163.40 and US\$170 for secondary learners¹. This is despite the fact that children in ECD A and B are currently the most disadvantaged compared to primary and secondary school children. The disadvantages facing this age group can be summarised as follows: ECD has the lowest number of qualified teachers (56.9%), the highest qualified teacher pupil ratio (1:68), lowest net enrolment rate (32%), the least budget allocation and 42.78% learners are not attending ECD². This brings the issue of funding mechanisms into the picture as there is need for an education funding model for ECD A and B. There is a need for such a model to be developed and be further supported by a bill.

Table 4: Zimbabwe Budget allocation by program 2016-2021 (USD)

Budget Amounts		2016	2017	2018	2019	2020 ^a	2021 ^b
<i>Programmes</i>							
1	Policy and Administration	11.47	10.64	13.87	23.16	32.24	37.8
2	Education Research, Innovation and Development	5.75	2.29	2.84	7.93	9.86	24.9
3	Infant education	144.24	214.44	242.57	301.56	110.17	100.2
4	Junior Education	373.86	305.21	333.87	415.53	156.32	295.8
5	Secondary Education	275.12	269.79	306.76	377.87	133.44	191.8
6	Learner Support Services	-	1.40	6.68	6.28	88.19	24.4

¹ <https://www.unicef.org/esa/media/6496/file/UNICEF-Zimbabwe-2020-Education-Budget-Brief.pdf>

² <https://www.unicef.org/esa/media/6496/file/UNICEF-Zimbabwe-2020-Education-Budget-Brief.pdf>

Total	810.43	803.77	906.59	906.59	530.32	674.9
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2020 budget converted to USD at rate of November 14, 2019....^b2021 budget converted at USD rate of 26 Nov 2020 (81.82)

Challenges

Like any other sector, the education sector is not being spared from the difficult operating environment, which has seen the country's GDP contract by an estimated 6.5% in 2019. The challenges at the macro-level include acute foreign exchange shortages, continuously depreciating local currency and hyperinflation, which led to a significant erosion of the education budget and real incomes for teachers. Prices of basic goods and services, including school fees, teaching, and learning materials increased significantly beyond the reach of many, particularly the poor and the marginalised households. In addition, severe power outages and intermittent fuel supply continue to hamper service delivery and the monitoring of learning and teaching services, a critical component for quality assurance.

Since 2015, the education budget contracted significantly reaching its lowest in 2019 at US\$137 million. Using the Auction exchange rate of US\$1: ZWL\$105.67 prevailing on the day of the budget statement, the Ministry was allocated US\$1.174m in 2022. However, realising that the Ministry does not get special treatment when procuring from the open market, a parallel market rate of 185 is used to give an indicative allocation of US\$670.6 million. The Allocation to the Infant education Programme fell in real terms by 42.8%. To achieve better results, Zimbabwe should thrive to upscale education spending to recommended global thresholds, meanwhile focus should be on proper planning, prioritization, and improved utilization of the available resources.

The capital budget's underperformance by an average of 63% over the period 2017-2019 is evidence of weak budget execution. Timely release of funds by the Ministry of Finance and enhanced implementation capacity of the MoPSE through strengthening infrastructure project planning, prioritisation and contract management will assist to improve budget execution.

There is a general decline in Development partner support to education. With increased financing needs as a result of the promulgation of the Education Amendment Act, Government should develop a sustainable education sector financing mechanism, with more bias to innovative domestic financing sources.

Going forward Zimbabwe will need to implement the commitments to domestic funding to education which include reducing the wage bill gradually in order to ensure that by 2025 the wage bill will not exceed 65% of allocations to education³. In addition, the government has also committed to increase the percentage of the total budget that is allocated to education in order to achieve 20% allocation by 2025 in line with the Dakar declaration.

The government has also committed to Develop a national education financing framework that operationalises state funded education in Zimbabwe by mid-2022 - While the Constitution (section 27) and the Education Act (Amendment No. 15, 2019) guarantees the right to education including basic state funded education; there is no funding and fund management

³ <https://www.globalpartnership.org/sites/default/files/document/file/2021-07-Zimbabwe-Domestic-financing-commitment.pdf>

mechanism to ensure that the is achieved, basic state funded education which included ECDE. The Act does not provide for a funding mechanism and management framework; and while there the School Financing Policy exists, it does not yet provide for a specific fund towards basic state funded education, which this financing framework will put in place. Efforts toward implementing the School Financing Policy will be promoted to enable schools functionality through creation of a sustainable Government led funding strategy such as an education levy to ensure state funded education can continue⁴.

On the advocacy issues that need to be carried forward, increase in school readiness financing is at the top of the list. Furthermore, there is also need for the money going to non-salary commitments or budget to be increased to reflect improvement in SR funding. There is also need to engage parliamentarians as gatekeepers to increase their calls for budget allocation increase.

- b. SDG 4.2. is pro-actively tracked on a parliamentary level and reported properly by MoPSE – baseline as at March 2022

The Study observed that pro-active tracking and reporting of SDG 4.2 by MoPSE is a necessary condition for the fulfilment of the goals. The country's Constitution provides and protects the right to education under Sections 27 and 75. Thus in response to the needs for SDG4.2 tracking, MoPSE has come up with an Education Sector Strategic Plan. The strategic plan provides clear goals for the education sector and describes the processes for regular monitoring of progress and this monitoring also covers the SDG 4.2. Furthermore Government has established a National Steering Committee on SDG 4 bringing together the Ministry of Higher and Tertiary Education, Science and Technology Development, Ministry of Primary and Secondary Education; Education Coalition of Zimbabwe; Ministry of Youth, Sports, Art and Recreation; Zimbabwe Statistics Agency (ZIMSTAT); the United Nations Development Programme (UNDP) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Regional Office for Southern Africa. The role of the Committee is to produce the SDG 4 National Action Plan. A Draft National Action Plan (NAP) has been produced by an inter-ministerial, inter-agency team. This has shown commitment by the government to meet the SDG targets and 4.2.

However, although there has been progress in SDG4.2, parliament bemoaned the lack of a specific tool to track SDG 4.2 and the capacitation of parliamentarians within the Education portfolio committee on the relevant skills which enables them to call government to account on the road to the achievement of SDG 4.2 indicators. Furthermore, one of the key figures in the portfolio committee also hinted on the frequency of the monitoring reports as the current ones are only being given through EMIS reports which are not timeously released by the MoPSE. The parliamentarians called for a reporting system which can even focus on a quarterly basis rather than a yearly schedule which emanates from EMIS.

Building on the MoPSE SDG 4 tracking and reporting systems which are mainly through EMIS, there is a need to develop a monitoring framework to ensure that parliament has all relevant stakeholders are able to monitor progress and engage relevant stakeholder with

⁴ <https://www.globalpartnership.org/sites/default/files/document/file/2021-07-Zimbabwe-Domestic-financing-commitment.pdf>

relevant data. The target is to ensure that all SRI data is linked to the EMIS system so that parliament can easily access it and be guided on decision making.

- c. Awareness on the importance of ECD among 115 of the country’s decision makers (parliamentarians, senior government officials in ministries of MoPSE, MOFED, MOLG and senior civil society leaders) at national and provincial level in Zimbabwe raised. What is the status by March 2022 and target by October 2023?

Assessment of respondents understanding of, and perceptions about, ECD was considered necessary as this might have a bearing on the extent to which they participate in a sustainable way. This question was put across to all respondents on the importance of ECD awareness raising among stakeholder and deliberate steps made in support thereof. There was considerable consensus across most respondents, which included relevant government Ministries, especially Primary and Secondary Education and its development partners, that there was a need for more awareness raising on the importance of ECD among other government stakeholders which are key to influencing reviews on budget, policy issues and implementation. With the current baseline on engagement of decision makers standing at 40 from the previous phase of the project, there was a consensus among respondents in civil society on the need to be cast the net wider to include local government and Ministry of Finance as they have been largely left out in the previous phases of the project.

The results also showed that there was a lack of a functional working synergy between national level advocacy and provincial and thereby creating a dislocation when it comes to policy creation, implementation, and adherence. Furthermore, the local authorities which fall and the local governance ministry which controls the majority of schools in the country have limited functional synergies with MoPSE although they are receiving Devolution funds for schools’ infrastructure development. However, the engagement at local and national levels have been largely divorced from each other and thereby creating policy gaps. This also shows the need to strengthen cooperation between ZINECDA and MDP in their engagement of these stakeholders. There also need to develop an SR advocacy strategy which focuses on issues from the grassroots to national level in order to influence policy and thereby enabling a conducive environment for ECD A and B.

Indicator	Baseline Finding	Target by 2023
a) A SRI advocacy strategy produced	0	1
b) #of key messages developed through the SR strategy	0	3

c. #Of key decision makers with improved awareness on the importance of ECD and SR issues.	40	115
d. # of parliamentary portfolio committees who have incorporated ECD into their discussions	1	3
e. # of ECD policies influenced approved and finalized.	2	4
f. # of leaders trained on policy advocacy and awareness	40	115
g. # of SDG 4.2 tracking mechanisms developed	0	1
h. # of decision making forums/ engagements participated in.	4	10
i. # of joint advocacy initiatives conducted by SRI partners at national level.	0	6
j. % of non-salary budget channelled to school readiness	23.4	28
k. An education fund model bill developed	0	1

4 Policy Engagement – District Level

Awareness on the importance and need to prioritize ECD is still very low at district level. As a result the baseline scores for the indicators is still very low.

Table 5:RDC engagement

Indicator	Baseline Finding	Target by 2023	Comments
a. % of Rural District Councils have signed an MoU to buy	0	100	All the 7 new districts have not yet signed MOUs with MDP. Draft MOUs have been discussed and

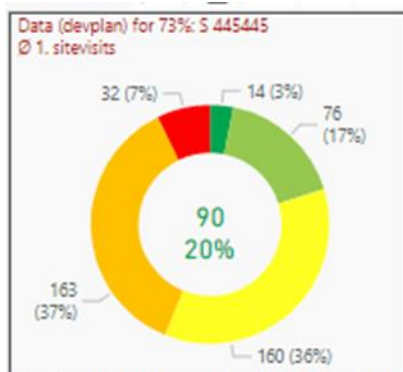
into the initiative and engage actively			these will be finalized as this a requirement for operating in each district.
b. % of RDCs are showing good knowhow about ECD and the needs of young learners	0	80	A questionnaire was administered to RDC staff in social services and councillors to gauge their understanding of ECD and their role in improving the ECD learning environment and needs of young learners. The seven RDCs understand their role. All have indicated that their role is to provide infrastructure, but they do not prioritize ECD B as they are not aware of the importance of ECD B and the needs of ECD learners. A KAP (Knowledge, Attitudes and Practice) Survey will be undertaken every month to track changes in knowledge levels and attitudes of key RDC personnel and councillors.
c. % of the participating Rural District Councils have incorporated ECD A and B in their Strategic Plans and Policies and have at least indicated to contribute financially to the improvement of ECD out of their annual budgets	14	60	All the RDCs have a section on education and only Makonde has disaggregated this to include separate section on ECD B. For all the other councils this is not disaggregated to show ECD, primary and secondary. They are not aware of the need to disaggregate this in the Strategic Plans. Similarly the annual budgets are not disaggregated. Local policies on ECD are non-existent.
d. % of RDCs are proactively conducting mobilization efforts for improved ECD facilities, higher enrolment and attendance rates in their respective communities	28	60	Only 2 out of the 7 councils indicated that they are conducting resource mobilization for ECD to improve the learning environment. They indicated poor resource base as a constraint for channeling resources to school specifically dedicated for ECD B. Resources are generally mobilized for the education sector, however, ECD B is not prioritized.
e. % of Rural District Councils have at least conducted one project towards supporting ECD A and B	42	100	3 RDCs (Makonde, Shamva and Bikita) have constructed ECD blocks. However this has not been systematic. Other councils have assisted construction efforts through the provision of construction materials to communities and the communities have constructed the blocks on their own.

5 Objective 1: Joint Responsibility

Expected Outcome: Concerned stakeholders at all levels have established processes of joint responsibility for pre-primary learners (ECE teachers, early grade teachers, parents, communities, Parent Community School Committee, District Education Board Secretary and decision makers on a national level)

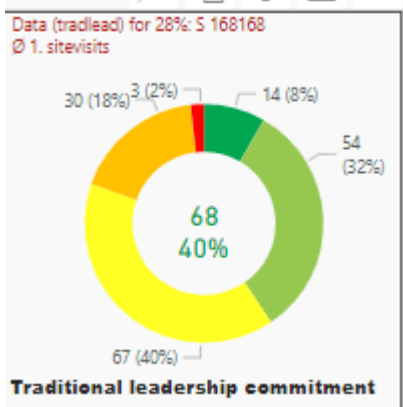
- a. Level of engagement on the national level

Overall, 20% confirmed commitment to facility development plan dedication, Of the 445/595 schools that responded to the question of facility development plan dedication, 3% (14 schools) demonstrated excellent commitment to development plans, whereas 17% (76 schools) were satisfactory in



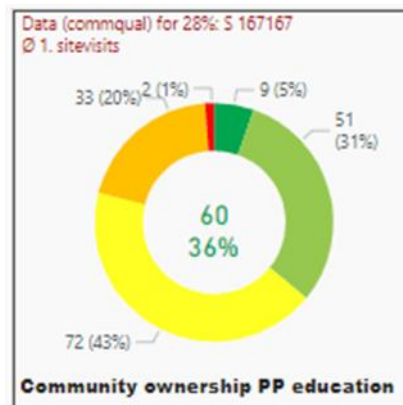
implementing their school development plans. 37% (163 schools) were not committed to implementing school development plans which demonstrates capacity gaps among the school management team and school development committees in implementing development plans. 36% (160 schools) were fair in ensuring that development plans are implemented which calls for collective efforts in facilitating knowledge and skills transfer on school development plans implementation, tracking and monitoring.

Traditional leadership commitment



Data visualizations from the PowerBI shows that 8% (14 schools) of 168 schools had traditional leaders that had excellent commitment to providing support for pre-primary education. 40% (67) indicated that traditional leadership were fair in contributing to pre-primary education which demonstrates the potential of schools targeted in improving level of commitment towards ECD B if mentored and provided with technical support through the School Readiness Initiative. More intensified support would be needed for the 30 and 3 schools demonstrating little to no commitment from local leadership, respectively.

Community ownership of pre-primary education



All in all, 36% of the schools demonstrated community ownership of pre-primary education. A proportion of 5% (9 schools) who responded to the question on community ownership demonstrated excellent community ownership towards ECD B development and participation in school development activities. 20% (33 schools) showed poor community ownership and 43% (72 schools) were indicated that their communities were fair in pre-primary education ownership. This indicates the potential for the SRI to improve community buy in and participation in school based development initiatives towards improving the quality of ECD education. There are Planning for Schools

Excellence activities which have taken place in school were community members plan on activities which support the improvement of Pre primary education

b. Level of engagement of Rural District Councils

RDCs understand their role as that of supporting ECD schools with building materials if funds are available. The major challenge is that the RDCs have a low revenue base to support schools. This challenge can only be mitigated by way of involving other partners so as to increase the council's revenue base. The RDC feel that there is need to equip schools with proper ECD learning facilities. The project will track allocation of RDC own resources to ECD and also the

ability by RDCs to raise additional funds for ECD from other stakeholders. Devolution funds will be a major source from central government and the project will monitor funds allocated to ECD. At the moment RDCs have prioritized roads, water and health facilities with devolution funds. A small fraction of the funds (about 10% on average) has gone to education in general. No RDC officials from the 7 councils has ever attended any training or workshop on improving the ECD learning environment in the past 2 years. The RDC officials need to be trained for them to see and understand the importance of ECD. ECD learning is already included in the RDC strategic and development plan of Makonde and focuses was on the construction of ECD learning facilities. This is because the CEO was in Rushinga when the SRI was introduced there before he transferred to Makonde and insisted to the specific inclusion of ECD in the Strategic Plan. Whilst this is evidence of the potential impact that the SRI has in the long run if scaled to national level, there is need to work with the remaining councils to lay a similar foundation in planning as well as capacity building of RDC officials on the importance of ECD and thus its resourcing.

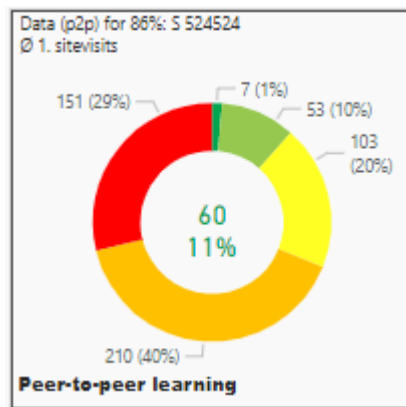
c. Level of the community leadership engagement

Community Leadership has been involved in Planning for Schools Excellence activities including parents and the School Development Committees. Action plans have been developed which will be tracked regularly.

d. % of schools with a “ rich” dialogue between teachers and parents

Data for this indicator is currently not available as it would be measurable when ECD teachers use data from the STELA to inform their parent teacher dialogue sessions.

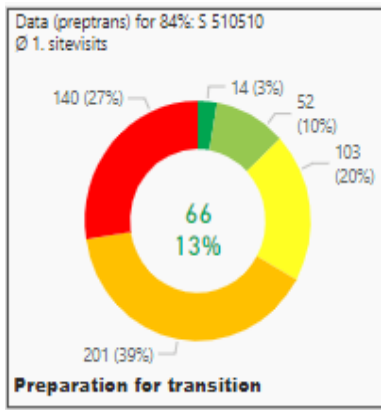
e. % of schools with peer-peer engagement between ECD A, B and Grade 1 teachers



Overall, 11% of the schools that participated during the baseline exercise confirmed conducting peer engagement whereas 1% were ranked as doing peer-peer engagement excellently and 29% had not done any peer learning. 40% were ranked as fair and 20% were poor which demonstrates the need for capacity building to ensure that the target of 80% for peer-peer learning is achieved through continuous engagement amongst ECD A, B and Grade 1 teachers as part of peer learning and early transition management.

f. Level of established transitional process between the ECD B teachers and Grade 1 teachers

Overall, 13% of the schools that were interviewed during the baseline exercise confirmed that they were carrying out meeting specifically meant for the discussing transition of ECD B learners to Grade 1. 87% of the schools confirmed that they were not aware on the importance of discussing transition of infant learners hence they did not dedicate time or include transition issues within their meetings. The project aims to ensure that 80% of the targeted schools



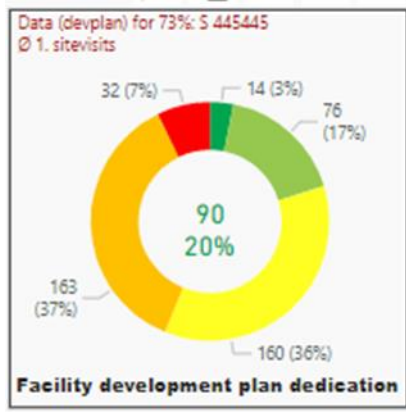
coordinate the discussions specifically meant for the preparation of learners from ECD B to Grade 1. Thus, there is an opportunity for the SRI to bring a positive in schools.

6 Objective 2: An Age-Appropriate ECD B Environment

Expected Outcome: The ECD classes are age-appropriate and conducive for child development by

stakeholder mobilization:

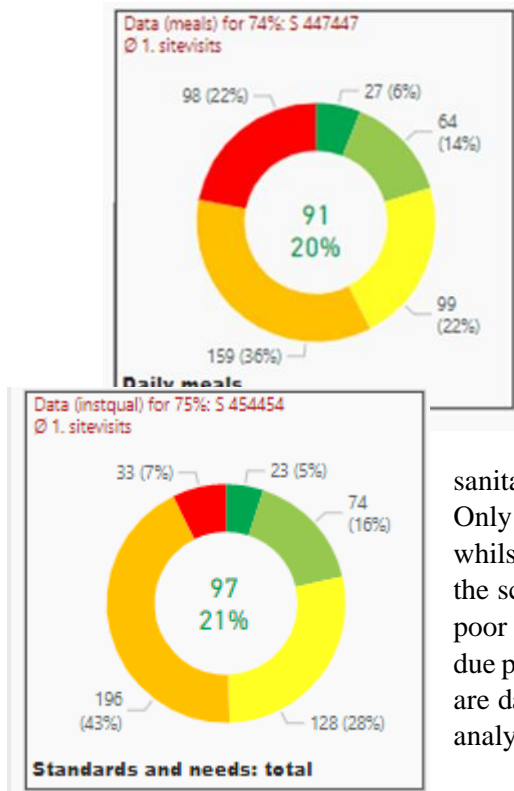
- a. Level of sustainable commitment and ownership of the School Development Committee to define and implement early learning improvement measures included in the School Development Plan



20% of the respondents confirmed commitment and ownership of the School Development Committee in implementing early learning improvements within the school set up and engaging community members for support. Whereas, the majority were poor and they have been doing less to incorporate ECD B in School Development Plans as well as tracking implementation.

- b. Level of parental/community engagement implementing the early learning improvement measures
Not applicable for baseline reporting.
- c. % schools with viable and sustainable Income Generating Activities to support the early learning environment
Not applicable for baseline reporting, data is not available on PowerBI.
- d. % of schools making sure the availability of regular meals for preprimary learners

This ring chart shows the frequency of schools in providing daily meals to learners. 6% (27 schools) confirmed that they were offering meals five days per week to learners, whereas 22% (98) were not providing meals at all due to limited resources and lack of commitment. 36% (159 schools) lacked consistency and school feeding was not prioritized. 22% were ranked as fair as they were providing meals on average. Given that school feeding has historically been supported by government through the provision of grains, and the



community through the provision of relish and labour for cooking, there is need for advocacy on the allocation of grains to schools by the government and community engagement and support for complementary resources. Hence the projects intends to ensure that 60% of the schools consistently provide daily meals for learners.

e. % of ECD classes in line with the standards and needs of quality pre-primary (nutrition, sanitation, etc as indicated in the DCIS)

43% (196 schools) of 454 schools had poor standards for ECD B learners, these schools had poor water access, sanitation, playgrounds, and inadequate indoor playing material. Only 5% (23 schools) had good standards for ECD B learners, whilst 7% did not meet any standards. It must be noted that for the schools that did not meet any standards at all and those with poor standards they did not have plans to improve the situation due poor planning and lack of resource mobilization skills. Below are data visualizations exported from PowerBI giving an overall analysis of the situation in schools.

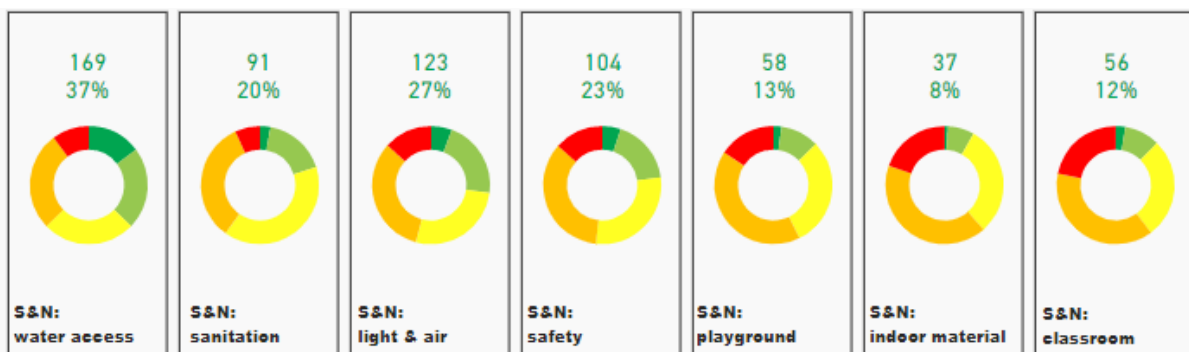
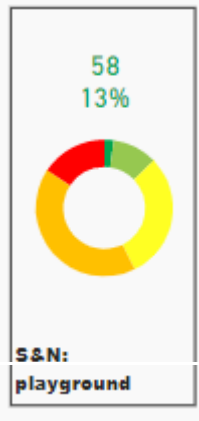


Figure 12: Standards by category

f. # of schools with an adequate playground (refer to minimum standard in natural playgrounds poster in terms of apparatus versus developmental domains)

Only 13% (58 schools) responded to be having excellent playground, however, majority of the schools have schools have playgrounds in fair and poor conditions. There is opportunity here for the natural

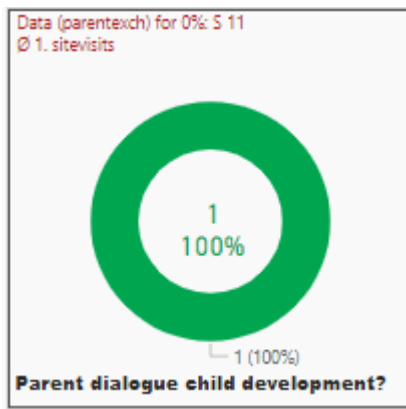


playgrounds module in the Early Learning Kiosk toolbox to mobilise ECD caregivers and improve the outdoor learning environment utilising easily accessible and locally available materials.

7 Objective 3: Teacher Competencies for Quality Early Learning

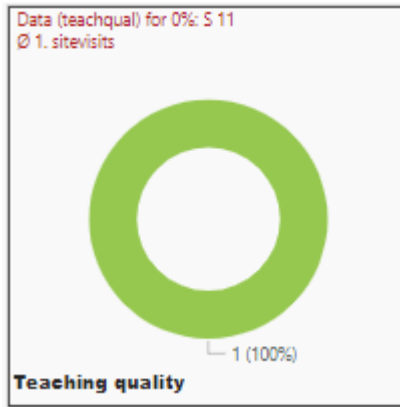
Expected Outcome: The competencies of ECE teachers and early Grade teachers are enhanced by ensuring the proper use of the Early Learning Kiosk and by establishing peer to peer mentoring at the school/ECD center level:

- a. % of ECD teachers applying properly the Continuous Assessment of Child Development App (STELA)
Not applicable for baseline reporting as the new cohort is not implementing the STELA.
- b. % of ECD teachers discuss child development explicitly in at least termly parental sessions

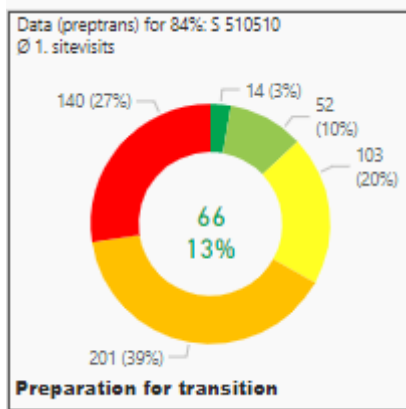


Parental Engagement attained 100% at 1/11 schools which responded this signals that the schools visited are not engaging parents in dialogues on child development.

- c. % ECD teachers are using the STELA to identify priorities in their teaching and class-based activities
Not applicable for baseline reporting as the new cohort is not implementing the STELA.
- d. % ECD teachers is delivering quality teaching



Only one school confirmed that it was satisfactory in coordinating quality of teaching to ECD B learners. The majority of the schools need capacity building and ongoing mentorship to fulfil the standards.



A total of 13% confirmed coordinating preparations for transition of ECD B learners to Grade 1. 3% (14) of 510 schools rated that their preparation for transition was excellent whilst 27% did not state of preparedness then a significant 37% indicated poor state of preparedness for transition.

- e. % of schools have established a regular exchange among infant teachers about the outcome results of STELA
 Not applicable for baseline reporting, schools have not started using STELA.

8 Recommendations:

Basing on the results presented in the baseline, the following recommendations were made

There is a need to for efforts to capacitate the RDCs in fund raising for ECD. This will involve identifying potential development partners for ECD and raising awareness on the importance of ECD amongst RDC staff, councillors and local leadership so that ECD is prioritised in the development of Ward Development Plans which are then included in the District Development Plans. This also raises the need for deeper engagements with the Ministry of Local Government in close partnership with ZINECDA to ensure that ECD gets a clear percentage from the devolution funds and move from including it from the general “education” budget,

There is need for an education funding model for ECD A and B. There is a need for such a model to be developed and be further supported by a bill. Building on the MoPSE SDG 4 tracking and reporting systems which are mainly through EMIS, there is a need to develop a monitoring framework to ensure that parliament has all relevant stakeholders are able to monitor progress and engage relevant stakeholder with relevant data. There is a need to create functional working synergies between national level advocacy and provincial and thereby creating a connection when it comes to policy creation, implementation, and adherence.