



The Republic of Zimbabwe

2021 PRIMARY AND SECONDARY EDUCATION STATISTICS REPORT

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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## Abbreviations and Acronyms

<b>Acronym</b>	<b>Definition</b>
ADSL	Asymmetrical Digital Subscriber Line
AIR	Apparent Intake Rate
ASER	Age Specific Enrolment Rate
BEAM	Basic Education Assistance Module
ECD	Early Childhood Development
EMIS	Educational Management Information System
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
ICT	Information and Communication Technology
LTR	Learner to Teacher Ratio
LTTR	Learner to Trained Teacher Ratio
MoHTESTD	Ministry of Higher and Tertiary Education Science and Technology Development
MoPSE	Ministry of Primary and Secondary Education
NFE	Non-Formal Education
NIR	Net Intake Rate
OVCs	Orphans and Vulnerable Children
PTCEC	Part Time Continuing Education Course
TCR	Teacher to Class(room) Ratio
ZABEC	Zimbabwe Adult Basic Education Course
ZimStat	Zimbabwe National Statistics Agency

## Disclaimer

This statistical report can be used in part or as a whole, provided the MoPSE is acknowledged as a source of information.

The data in the 2021 Primary and Secondary Education Statistics Report was captured through the official annual Ed 46 questionnaire administration. The EMIS team did the data verification and cleaning to enhance the quality of statistics used in this report. In as much as all this care was taken, MoPSE is not liable to errors or interpretation that may ensue from the report, and the ministry cannot be liable to any costs, loss and damage that may arise from any use and misinterpretation of statistics presented in the report.

The usage of statistical content for a comparative analysis of provinces is not meant to exalt or demean certain provinces; instead, it helps to inform gaps or lack thereof in the primary and secondary education sector at provincial level.

The Zimbabwe National Statistics (ZIMSTAT) is a supplier of population projections used in the computation of several education indicators herein. ZIMSTAT produced three variants of population projections (Upper, Middle and Low) using the 2012 census population as base. The variant with assumptions that are close to 2021 realities was considered. However, the projections were not adjusted for migration and other demographic trends.

## Foreword

The MoPSE is pleased to present the 2021 Primary and Secondary Statistics Report. This report is one in a series, produced by the ministry to compliment national efforts towards closing data gaps in the national statistical system.

High quality statistics are indispensable for evidence-based decision policy formulation, programming, implementation and monitoring of pro-poor and gender sensitive interventions. Statistics of high quality are also key in impact measurement of interventions.

In recent years, the availability of education statistics from EMIS have progressively improved. The improvements are evident in several measures of data quality (coverage, timeliness, adequacy, relevance), and data disaggregation by sex, location and other demographic characteristics.

Zimbabwe considers access to quality education a basic right as enshrined in the constitution. It therefore needs sound and reliable statistics in order to ensure effective planning for the national education system and monitoring. Therefore, this report remains useful in providing information for planning, decision making and tracking of national educational priorities aligned to regional and global development agendas (such as Agenda 2063 and the 2030 Sustainable Development goals).

I remain indebted to the staff in my ministry, and other partners in the education environment. On behalf of the Government of Zimbabwe, I welcome stakeholders in education to utilize the information contained in this report as they work towards improving education delivery in the country.



Honourable Dr. Evelyn Ndlovu (MP)

**Minister for Primary and Secondary Education, Harare, May 2022**


## Preface

The 2021 Primary and Secondary Statistical Report is based on EMIS data that has gone through tremendous improvements over the recent years, and remains a critical component in the national statistical system.

The main areas covered in the report include: Demand for Education, Enrolment, Access to Education, Participation in the Education, Orphans and Vulnerable Children (OVCs), Educational Assistance, Internal Efficiency of the Education System, Teacher Establishment, School facilities, Non-Formal Education and Learning Outcomes.

The report is comprehensive, with analytical information for Tables, well substantiated with graphical illustrations. Above all, the statistical data is timely and ideal for evidence-based planning and decision making, including the allocation of resources.

It is my hope and belief that education planners, decision makers, and monitoring and evaluation personnel will have necessary statistical evidence that will enable them to take appropriate actions for achieving objectives and increasing the efficiency and effectiveness of the education system of Zimbabwe.



Tumisang Thabela (Mrs)

**Secretary for Primary and Secondary Education**



## Executive Summary

The 2021 Primary and Secondary Statistical Report is based on EMIS data and covers the following areas: Demand for Education, Enrolment, Access to Education, Participation in the Education, Orphans and Vulnerable children (OVCs), Educational Assistance, Internal Efficiency of the Education System, Teacher Establishment, School facilities, Non-Formal Education and Learning Outcomes.

The first chapter of this statistical report presents an introduction to the education system of Zimbabwe, followed by a chapter on demand for education. The latter covers school going age population and schools. The projected school-going population (3-18 years) in Zimbabwe is 6 694 618, of which males and females constitute 49.77 percent and 50.23 percent, respectively. The number of schools is expected to meet the demand of the growing population. Currently, there are 7 057 ECDs, 7 081 primary schools and 3 066 secondary schools. Urban and rural primary schools constitute 22.96 percent and 77.04 percent, respectively, while urban and rural secondary schools constitute, respectively 24.17 percent and 75.83 percent. The majority of primary schools (75.16 percent) are run by government, with just 24.84 percent are under non-government entities. Government run secondary schools constitute 71.27 percent, in contrast to non-government schools which make up 28.73 percent.

The report also presents enrolment, access to education and participation in the education. Key measures of access to education considered in this report are Apparent Intake Rate (NIR) and Net Intake Rate (NIR) at both Grade 1 and Form 1. Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) were considered key measures of participation in education. The analysis of enrolment, shows that ECD is at 655 132, of which, 50.16 percent are males and 49.84 percent are females. The number of ECD learners significantly increased from 623 895 in 2017 to 655 132 in 2021. There are 2 899 259 learners enrolled in primary schools, males and females constituting 50.02 percent, 49.98 percent, respectively. The country sustained a steady annual increase in the number of primary learners during the period 2017-2021. The country also has 1 087 632 learners enrolled in secondary schools (Form 1 -6), with 1 001 244 enrolled in lower secondary (Form 1-4) and 86 388 learners enrolled for upper secondary (Form 5-6). Over the period 2017-2021, there has been an annual increase of enrolment in lower and upper secondary schools. New entrants into Grade 1 are 430 378, of which, males and females constitute 50.49 percent and 49.51 percent, respectively. New entrants into Form 1 are 276 136, of which, 48.64 percent are males and 51.36 percent are females. Primary school Apparent Intake Rate (AIR) is at 93.38 percent (94.94 percent for males, 91.85 percent for females), while primary school Net Intake Rate (NIR) is 22.86 percent (22.17 percent for males, 23.54 percent for females). Secondary school Apparent Intake Rate is 70.17 percent (68.56 percent for males, 71.77 percent for females), while secondary school Net Intake Rate is 21.01 percent (18.37 percent for males, 23.62 percent for females). ECD GER is 45.27 percent (45.69 percent for males, 44.85 percent for females). Early Childhood Development NER is at 24.68 percent (24.56 percent for males, 24.80 percent for females). Primary school GER is 95.82 percent (96.46 percent for males, 95.20 percent for females), while the NER is 83.51 percent (83.22 percent for males, 83.79 percent for females). Gross Enrolment Ratios for secondary school (Form 1-6) is 48.77 percent (48.29 percent for males, 49.24 percent for females). The NER for secondary school is 46.28 percent (45.49 percent for males, 47.07 percent for females).

At ECD level, there are 120 714 Orphans and vulnerable Children, (60 977 males, 59 737 females). Orphans and vulnerable Children (OVCs) constitute 18.43 percent of ECD learners (18.56 percent males, 18.29 percent females). There are 608 419 OVCs (304 241 males, 304 178 females) in primary schools. Primary school OVCs constitute 20.99 percent of primary school learners (20.98 percent males, 20.99 percent females). At secondary school level, there are 289 847 OVCs (140 589 males, 149 258 females). Secondary school OVCs constitute 26.65 percent of secondary school learners (26.13 percent males, 27.15 percent females). In order to cushion the vulnerable, some of the OVCs get educational assistance through the Basic Education Assistance Module (BEAM). As of 2021, 53 159 ECD learners, 623 356 primary school learners and 182 477 secondary school learners were under BEAM.

The current teacher establishment in Zimbabwe is 17 937 for ECD, 80 175 for primary schools and 48 740 for secondary school, of which the proportions of trained teachers are 73.58 percent, 97.62 percent and 89.66 percent, respectively. However, at both primary and secondary levels of education, female teachers are least likely to occupy senior substantive positions (Head and Teacher-In -Charge) in comparison to their male counter-part. At national level, the ECD Learner to Teacher Ratios (LTR) and Learner to Trained Teacher Ratio (LTTR) are 37 and 50, respectively. Generally, LTR and LTTR for the nation and the respective domains (rural and urban) are well above the recommended LTR of 20 for ECD. The primary LTR and LTTR are 36 and 37, respectively. The LTRs for rural and urban are at 36, while LTTR for the rural and urban are at 37. The LTR and LTTR for both rural and urban areas are within the recommended threshold (LTR of 40 for primary schools). The LTR and LTTR for secondary level of education are 22 and 25, respectively. Rural and urban secondary school LTR are respectively, 23 and 22, while the LTTR is 25 for both rural and urban.

The report also presents internal efficiency of an education system that concerns the optimal use of resources (inputs) in producing outputs. The key measures of internal efficiency of an education system include the following; repetition rate or percentage of repeaters, dropout rates, promotion rate, transition rates, survival rate and completion rates. The percentage of primary and secondary repeaters are 0.30 percent and 0.70 percent respectively. Nationally, the proportion of school dropouts are 0.53 percent for primary school and 4.67 percent of secondary school. Transition rate from Grade 7 to Form 1 is 81.46 percent (79.78 percent for males, 83.12 percent for females). Transition rate from Form 4 to Form 6 is 17.01 percent (16.37 percent for males, 17.68 percent for females). Across primary school grades, Grade 2 has the highest survival rate (98.14 percent), while Grade 7 has the least (85.48 percent). At secondary school level of education, Form 2 has the highest survival rate (93.91 percent), while Form 6 has the least (10.82 percent). At national level, ECD completion rate is 73.76 percent (74.67 percent for males and 72.85 percent for females). Primary school completion rate is 83.34 percent (82.71 percent males, 83.97 percent for females). The completion rate for lower secondary school is 54.73 percent (55.17 percent for males 54.30 percent for females). The completion rate for upper secondary is 13.32 percent (13.27 percent for males, 13.38 percent for females).

The statistical report also covers the provision of or access to various school infrastructure and services, namely classroom access, access to electricity, WASH facilities, access to water, health and feeding, information on ICT and seating and writing places. An analysis of sources of electricity shows that grid is the main source of electricity for both primary and secondary schools (49.87 percent and 61.25 percent respectively), while gas turbine is the least source in both (0.13 percent and 0.20 percent, respectively). WASH in schools is the first step towards ensuring a health environment, and is

important in lessening the spread of diseases. Information on access to toilet facilities shows that the learner-to-toilet ratios for ECD are at 20 for males and 18 for females, while the ratios for primary schools are at 28 for males and 26 for females. The secondary school learner-to-toilet ratios for males and females are 18 and 17, respectively. The sources of water for schools include, boreholes, dams, rivers, unprotected wells, piped in water, protected wells, and abstraction spring. At national level, the distance to the main source of water is greater than 500m for 25.76 percent of primary schools and 22.67 percent of secondary schools. Nationally, 87.74 percent of primary and 86.79 percent of secondary schools have access to safe drinking water. Furthermore, 70.74 percent of primary schools and 69.02 percent of secondary schools have sufficient water. Water is also consistently available to 68.04 percent of primary schools and 66.08 percent of secondary schools. In Zimbabwe, 36.93 percent of primary schools and 38.68 percent of secondary schools use treated water. At national level, the water sources of 58.71 percent of primary schools and 53.95 percent of secondary schools are also used by their respective communities. In addition, water sources are within the schools' premises for 72.45 percent and 75.86 percent of primary secondary schools, respectively.

Primary and secondary schools with access to internet are 23.02 percent and 39.43 percent, respectively. The proportion of schools with computers for learners at primary and secondary levels of education are 35.01 percent and 50.39 percent, respectively. Furthermore, Seating Place Ratios are 1:39 for primary and 1:10 for secondary schools, while Writing Place Ratios are 1:55 and 1:11 for primary and secondary schools, respectively.

Non-formal education enrolment and programmes at primary and secondary levels of education are covered in the report. Non formal education provides a second chance to children, youth and adults who have not been able to start school or who have not been able to complete their education. The total number of learners enrolled in non-formal education (NFE) at both primary and secondary levels of education is 85 619 (35 724 males, 49 895 females). The total number of learners enrolled in non-formal education (NFE) at primary level of education is 53 200 (21 290 males, 31 910 females). The total number of learners enrolled in non-formal education (NFE) at secondary level of education is 32 419 (14 434 males, 17 985 females). The total number of NFE learners in registered primary schools is 49 429 (19 637 males, 29 792 females). A total of 3 602 (1 560 males, 2 042 females) were enrolled in satellite primary schools. The total number of learners enrolled in unregistered schools is 169 (93 males, 76 females). Out of the 3 289 schools offering NFE programmes at primary and secondary levels, 2 028 are primary schools and 1 261 are secondary schools.

Last but not the least, the statical report presents learning outcomes of the national education system, with particular focus on primary and secondary levels of education. The key measures of learning outcomes considered in the report are the national pass rates of public examinations at Grade 7, 'O' Level and 'A' Level. In 2020, the Grade 7 pass rate was 37.00 percent. The pass rates for males and female learners were 34.27 percent and 39.58 percent, respectively

Conclusively, the statistical content in this report is crucial in policy formulation, evidence-based planning, programme implementation and monitoring. Furthermore, this analytical exercise has identified areas for further research that would build on the current findings. The recommended areas include but not limited to the following:

- In-depth analysis of the impact of COVID on selected thematic areas covered in the report. The areas include *Inputs, Processes and Outcomes* of the national education system.

- Assessing/Quantifying the responsiveness of the report to data requirements for reporting obligations and/or for monitoring sectoral and national priorities aligned to regional, continental and global development agendas.
- Responsiveness of statistical production processes to emergency situations (public health emergencies- eg, COVID, natural disasters, - eg, cyclones and floods)

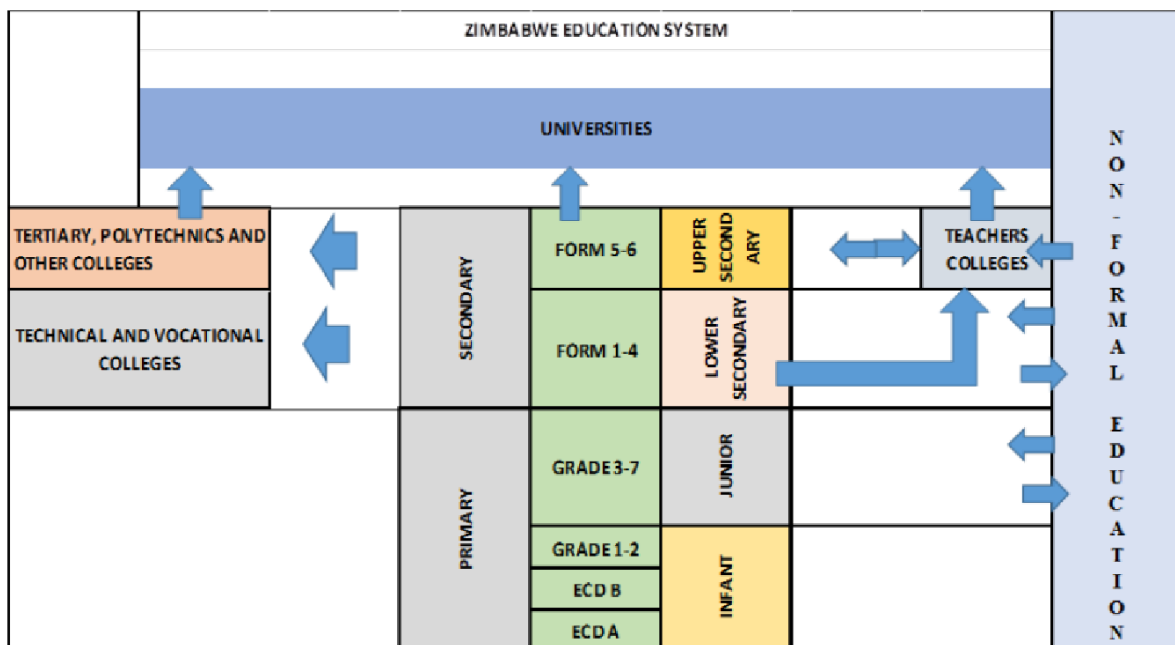
# CHAPTER 1 : Preamble

## 1.1 Introduction of the Education System of Zimbabwe

Following the amendment of the 1979 Education Act, the model of education in Zimbabwe was changed from an 8+4+2+4 model (8 years in primary, 4 years in lower secondary, 2 years in upper secondary and 4 years in the university to a model of 9+4+2+4. The Ministry of Primary and Secondary Education (MoPSE) is responsible for the primary and secondary education under both formal and informal settings. The Ministry of Higher and Tertiary Education, Science and Technology Development (MoHTESTD) coordinates and oversees high and tertiary education science, technology and innovation that include teacher education, technical and vocational education and university.

The current structure of the system of education in Zimbabwe is shown in Figure 1.1. At the bottom of the education system is the primary education sector that has two successive levels, that is, an Infant (ECD A -Grade 2) and Junior (Grade 3-7) levels. Transition into secondary school is after sitting for Grade 7 national examination. It is important to note that Zimbabwe has a policy of automatic promotion to the next level for learners in ECD up to Form 4.

Figure 1.1: The Structure of the Education System of Zimbabwe



The secondary sector has two levels, which are lower secondary (Form 1-4) and upper secondary (Form 5-6). Since independence, Zimbabwe has retained a highly academic and examination-oriented curriculum that determines who enters in upper secondary and excel beyond. Transition to upper secondary, is only after attaining good grades at some competitive national examinations. After 'O' Level, or 'A' Level learners can enroll for upper secondary or admitted for technical and

vocational colleges/tertiary, polytechnic and other colleges. Admission at university is upon passing national 'A' Level examinations or successful completion of tertiary, polytechnic and other colleges. Learners who were not able to access primary and secondary education formally, can enroll for non-formal education. The move from non-formal to formal education (or vice versa), requires one to complete some mandatory bridging courses.

## **1.2 Primary Education**

Primary education encompasses nine years of schooling. It is divided into infant education and Junior education. Generally, in primary schools, one teacher is assigned to teach all subjects.

Infant education consists of 4 years of schooling. Learners enter into the first level of infant education (ECD A), at an official age of 3 or 4 years. After ECD A, they proceed to ECD B. ECD learners mostly develop through play. They are expected to develop skills in reading, writing, speaking and listening. At an official age of 6 years, learners are expected to enroll for Grade 1, where they are introduced to a subject-based curriculum. Infant level ends with Grade 2. Junior education consists of 5 years of schooling, from Grade 3 to 7. At Grade 7, learners sit for national examinations. However, the learners transitioning into secondary are not dependent on the outcome of the examinations.

## **1.3 Secondary Education**

At secondary school level, there are subject experts (teachers) specializing in a particular learning area. Secondary school education encompasses six years of schooling which consists of lower and upper secondary education.

The lower secondary is a four-year programme cycle, that concludes with learners sitting for national 'O' Level examinations. In the first two years, learners are exposed to varied experiences and are afforded an opportunity to discover their own intellectual abilities, aptitudes and interest. At this level, learners are offered a full curriculum encompassing Sciences, Humanities, Languages, Commercials and Practical Subjects. Each learner is expected to do at least one of the following; Business/Commercial Subjects, Computer Studies, and Technical/Vocational Education subjects. Upon completion of lower secondary, the learners can either proceed to upper secondary, seek admission into tertiary colleges or look for employment.

The upper secondary school offer two years of Advanced Level studies in preparation for tertiary and university. However, passing Ordinary Level examinations with at least 5 subjects is a requisite requirement for entry into upper secondary. At 'A' Level, the curriculum is more specialised, as students choose between Sciences, Humanities, Technical subjects, Commercial subjects and Languages. Even though learners are free to make any combination of three subjects, schools normally decide on an array of combinations.

## **1.4 Zimbabwe Administrative boundaries**

Zimbabwe is divided into 10 provinces, 88 districts and 1 958 wards. Resources or services are provided through these structures. Provision of primary and secondary education, for example, is

The Ministry of Primary and Secondary Education has customised some of the administrative divisions for the purpose of education management. In each of the 10 province there is a provincial education officer and some district education officers. At provincial level, the administrative divisions are the same. It is at district level where these differ. While some cities and towns are classified as separate districts administratively, they are amalgamated with other districts in the education division. In total they are 72 education districts.

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



## CHAPTER 2 Demand for Education

### 2.1 Population

Zimbabwe has a projected school-going population (3-18 years) of 6 694 618, of which males and females constitute 49.77 percent and 50.23 percent, respectively. Table 2.1 shows the projected school-going age population for both sexes in relation to the four major levels of education (Infant Level, Junior Level, Lower Secondary and Upper Secondary). The highest school-going age population (2 358 630) and the lowest (707 071) respectively, correspond to the infant and upper Secondary levels. Notably, there are more females within the school-going age population across the levels of education, save for an upper secondary Level.

*Table 2.1: School Going Age Population Projections by Level of Education and Sex, Number, Zimbabwe, 2021*

Level of Education	Sex		
	Males	Females	Total
Infant Level/ECDA -Grade 2 (3- 7 years)	1171 848	1186 781	2358 630
Junior Level/Grade 3-7) ( 8-12 years)	1046 686	1059 949	2106 635
Lower Secondary (13-16 years)	759 441	762 840	1522 282
Upper Secondary (17-18 years)	354 053	353 018	707 071
<b>Total</b>	3332 029	3362 589	6694 618
ECD (3-5 years)	719 158	728 005	1447 163
Primary (6-12 years)	1499 377	1518 725	3018 102

Table 2.2, shows the projected school age population in single years for the age group 3 to 18. As shown on the Table, the age of the school-age-population decreases with age. Noteworthy, there are more females than males from age 3 to 16 years, whilst the opposite is true for ages 17 and 18.

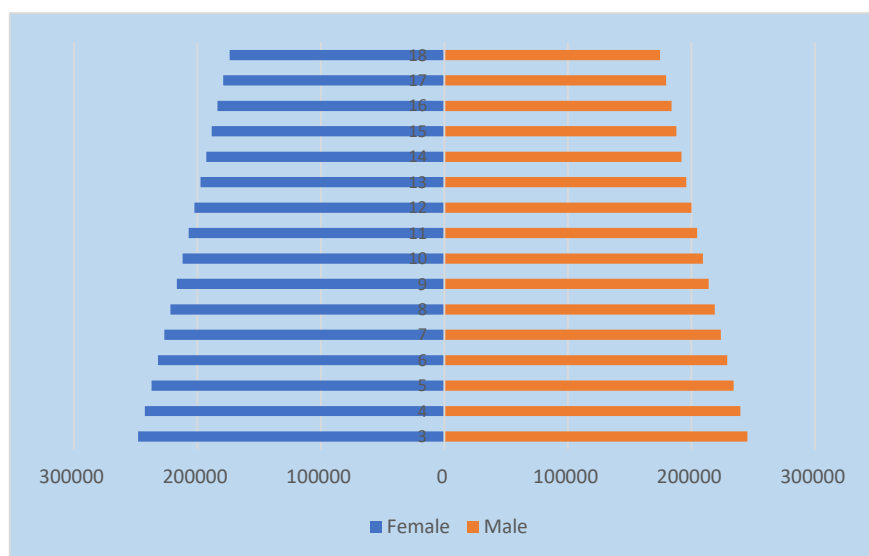
Figure 2.1 graphically illustrates the distribution of the 2021 projected school age population in Zimbabwe. Visually, the graph depicts an approximately symmetrical distribution of males and females across the single ages, suggesting gender parity.



Table 2.2: Projected School Age Population by Single Age and Sex, Number, Zimbabwe, 2021

Age	Male	Female	Total
3	245 312	248 157	493 469
4	239 652	242 618	482 271
5	234 193	237 230	471 424
6	228 902	231 964	460 865
7	223 789	226 813	450 602
8	218 817	221 767	440 584
9	213 993	216 819	430 812
10	209 254	211 931	421 185
11	204 550	207 099	411 649
12	200 072	202 333	402 405
13	195 898	197 633	393 531
14	191 887	192 961	384 848
15	187 842	188 357	376 199
16	183 814	183 890	367 704
17	179 459	179 129	358 588
18	174 595	173 889	348 484
Grand Total	3 332 029	3 362 589	6 694 618

Figure 2.1: Distribution of Projected School Age Population by Single Age and Sex, Number, Zimbabwe, 2021



The projected school-going age population (3-18 years) also varies by province (see Tables 2.3). The largest number of persons in the age group (3 to 18) is in Harare province (970 354), followed by Manicaland Province (895 993). Bulawayo has the lowest number (272 697).

Furthermore, the proportion of school-going age population across the four levels (infant, junior, lower secondary and upper secondary) of education does vary by province and sex (see Table 2.4). The proportions for infant level are in favour of males across the provinces, save for Harare, Midlands and Bulawayo. The proportion of population eligible for an infant level of education at official age is highest in Harare (14.71 percent), followed by Manicaland (13.48 percent). Bulawayo has the least proportion of infant school-going age population (3.81 percent). A similar pattern is true for persons eligible for Lower Secondary and Upper Levels of education. On the other hand, Manicaland tops the list of provinces with the school-going age population eligible for Junior level of education, followed by Harare. However, Bulawayo has the lowest proportion of school age-going population (eligible at official age) across all levels of education.

Table 2:3: Projected School-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2021

Province	Infant			Junior			Lower Secondary			Upper Secondary			Grand Total 3 - 18 years
	Population age group (3 - 7)			Population age group (8 - 12)			Population age group (13 - 16)			Population age group (17 - 18)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	42 364	47 612	89 977	35 554	41 511	77 065	29 109	38 592	67 702	15 822	22 131	37 953	272 697
Harare	165 986	181 043	347 029	130 857	146 835	277 692	96 586	126 662	223 248	50 623	71 762	122 385	970 354
Manicaland	159 952	157 915	317 867	145 133	143 196	288 329	104 274	97 224	201 498	46 884	41 415	88 299	895 993
Mashonaland Central	113 644	111 305	224 949	101 217	99 146	200 363	71 915	65 982	137 897	32 946	28 047	60 993	624 202
Mashonaland East	123 083	121 132	244 215	113 110	110 210	223 320	83 452	75 652	159 104	38 436	32 540	70 976	697 615
Mashonaland West	136 283	136 488	272 771	121 870	121 915	243 785	88 870	86 315	175 185	41 729	38 983	80 712	772 453
Masvingo	146 691	147 805	294 496	133 952	133 425	267 377	92 062	89 091	181 153	39 453	38 078	77 531	820 557
Matabeleland North	71 123	69 499	140 622	67 450	66 741	134 191	47 907	44 946	92 853	21 250	18 581	39 831	407 497
Matabeleland South	64 269	63 021	127 290	60 268	58 423	118 691	45 416	40 883	86 299	21 365	18 084	39 449	371 729
Midlands	148 453	150 961	299 414	137 275	138 547	275 822	99 850	97 493	197 343	45 545	43 397	88 942	861 521
Grand Total	1 171 848	1 186 781	2 358 630	1 046 686	1 059 949	2 106 635	759 441	762 840	1 522 282	354 053	353 018	707 071	6 694 618

Table 2:4: Percentage Distribution of Projected School-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2021

Province	Infant			Junior			Lower Secondary			Upper Secondary			
	Percentage												
	Population age group (3 - 7)			Population age group (8 - 12)			Population age group (13 - 16)			Population age group (17 - 18)			3 - 18 years
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	3.62	4.01	3.81	3.40	3.92	3.66	3.83	5.06	4.45	4.47	6.27	5.37	4.07
Harare	14.16	15.25	14.71	12.50	13.85	13.18	12.72	16.60	14.67	14.30	20.33	17.31	14.49
Manicaland	13.65	13.31	13.48	13.87	13.51	13.69	13.73	12.74	13.24	13.24	11.73	12.49	13.38
Mashonaland Central	9.70	9.38	9.54	9.67	9.35	9.51	9.47	8.65	9.06	9.31	7.94	8.63	9.32
Mashonaland East	10.50	10.21	10.35	10.81	10.40	10.60	10.99	9.92	10.45	10.86	9.22	10.04	10.42
Mashonaland West	11.63	11.50	11.56	11.64	11.50	11.57	11.70	11.31	11.51	11.79	11.04	11.41	11.54
Masvingo	12.52	12.45	12.49	12.80	12.59	12.69	12.12	11.68	11.90	11.14	10.79	10.97	12.26
Matabeleland North	6.07	5.86	5.96	6.44	6.30	6.37	6.31	5.89	6.10	6.00	5.26	5.63	6.09
Matabeleland South	5.48	5.31	5.40	5.76	5.51	5.63	5.98	5.36	5.67	6.03	5.12	5.58	5.55
Midlands	12.67	12.72	12.69	13.12	13.07	13.09	13.15	12.78	12.96	12.86	12.29	12.58	12.87
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

The school-going age population for the 3-5 age-group (ECD level) is projected at 1 447 163 (see Table 2.5). The majority of these are in Harare (219 577) and Manicaland (194 238), while the least number (56 010) is in Bulawayo. The 6 to 12-year age group (primary level) is at 3 018 102 of which the majority are for Manicaland (411 958) and Harare (405 144). Bulawayo has the least at 111 032. The school-going age population for the 13-16 age-group (Lower Secondary) is projected at 1 522 282., of which the majority are in Harare (223 248) and Manicaland (201 498), Bulawayo has the smallest number (67 702). The school-going age population for the 17-18 age-group (Upper Secondary) is projected at 707 071. The majority of these are in Harare (122 385) and Manicaland (88 299), while the least number (37 953) is in Bulawayo.

*Table 2.5: Projected School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2021*

	ECD			Primary			Lower Secondary			Upper Secondary			3 - 18 years
Province	Population age group (3 - 5)			Population age group (6 - 12)			Population age group (13 - 16)			Population age group (17 - 18)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	26 457	29 553	56 010	51 462	59 570	111 032	29 109	38 592	67 702	15 822	22 131	37 953	272 697
Harare	105 313	114 264	219 577	191 530	213 614	405 144	96 586	126 662	223 248	50 623	71 762	122 385	970 354
Manicaland	97 728	96 510	194 238	207 357	204 601	411 958	104 274	97 224	201 498	46 884	41 415	88 299	895 993
Mashonaland Central	69 688	68 263	137 951	145 173	142 188	287 361	71 915	65 982	137 897	32 946	28 047	60 993	624 202
Mashonaland East	75 303	74 181	149 484	160 890	157 161	318 051	83 452	75 652	159 104	38 436	32 540	70 976	697 615
Mashonaland West	83 993	84 070	168 063	174 160	174 333	348 493	88 870	86 315	175 185	41 729	38 983	80 712	772 453
Masvingo	88 782	89 494	178 276	191 861	191 736	383 597	92 062	89 091	181 153	39 453	38 078	77 531	820 557
Matabeleland North	42 736	41 752	84 488	95 837	94 488	190 325	47 907	44 946	92 853	21 250	18 581	39 831	407 497
Matabeleland South	38 701	37 968	76 669	85 836	83 476	169 312	45 416	40 883	86 299	21 365	18 084	39 449	371 729
Midlands	90 457	91 950	182 407	195 271	197 558	392 829	99 850	97 493	197 343	45 545	43 397	88 942	861 521
Grand Total	719 158	728 005	1 447 163	1 499 377	1 518 725	3 018 102	759 441	762 840	1 522 282	354 053	353 018	707 071	6 694 618

## 2.2 Schools

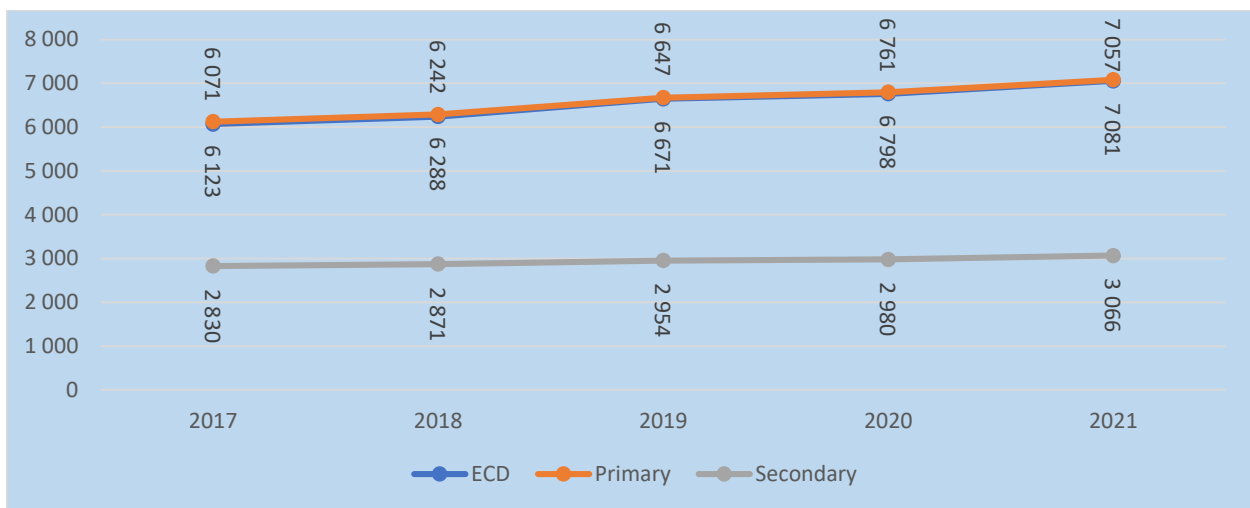
The number of primary and secondary schools, including schools with ECDs, have progressively increased (see Table 2.6 and Figure 2.3). The number of ECDs increased from 6 071 in 2017 to 7 057 in 2021. Similarly, the number of primary schools increased from 6 123 in 2017, to 7 081 in 2021, while secondary schools increased from 2 830 in 2017 to 3 066 in 2021

Table 2.6: Schools by Level of Education and Year, Number and Percentage, Zimbabwe, 2017-2021

Years	ECD		Primary		Secondary	
	No	Percent Increase	No	Percent Increase	No	Percent Increase
2017	6 071	1.50	6 123	1.29	2 830	1.98
2018	6 242	2.82	6 288	2.69	2 871	1.45
2019	6 647	6.49	6 671	6.09	2 954	2.89
2020	6 761	1.72	6 798	1.90	2 980	0.88
2021	7 057	4.38	7 081	4.16	3 066	2.89

Although there was a progressive increase in number of ECDs, primary and secondary schools, (from 2017 to 2021), the percent increases did not follow a similar pattern. Between 2017 and 2019 there were some year-on-year percentage increases of ECDs and primary schools. In contrast, secondary schools had a suppressed percentage increase in 2018. Year 2019 had the highest percent increases for the three levels, with a percentage increase of 6.49 percent for ECDs, 6.09 percent for primary schools and 2.89 percent for secondary schools (See Table 2.6). In 2020, there was a significant drop in percentage increase in the number of ECDs, primary schools and secondary schools, possibly due to the impact of the COVID pandemic. Thereafter, there were some notable percent increase of ECDs, primary and secondary in 2021.

Figure 2.2: Schools by Level of Education and Year, Zimbabwe 2017-2021



In 2021, Zimbabwe had 10 147 schools, of which 7 081 were primary schools while 3 066 were secondary schools (see Figure 2.3 and Table 2.7). The majority (16.09 percent) of the schools are in

Manicaland, followed by Midlands that has 12.62 percent of the schools. On the other hand, Bulawayo has the least at 4.00 percent. Manicaland has the highest percentages (16.69 percent, 14.71 percent) respectively of both primary schools and secondary schools. Midlands has the second highest percentage of primary schools (12.64 percent) while, Mashonaland West has the second highest percentage of secondary schools (13.27 percent). On the contrary, Bulawayo has the least percentages (4.34 percent and 3.23 percent, respectively) of both primary schools and secondary schools.

Table 2.7: Schools by Level of Education and Province, Number and Percentage, Zimbabwe, 2021

Province	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bulawayo	307	99	406	4.34	3.23	4.00
Harare	393	299	692	5.55	9.75	6.82
Manicaland	1 182	451	1 633	16.69	14.71	16.09
Mashonaland Central	628	271	899	8.87	8.84	8.86
Mashonaland East	792	394	1 186	11.18	12.85	11.69
Mashonaland West	841	407	1 248	11.88	13.27	12.30
Masvingo	882	370	1 252	12.46	12.07	12.34
Matabeleland North	624	213	837	8.81	6.95	8.25
Matabeleland South	537	176	713	7.58	5.74	7.03
Midlands	895	386	1 281	12.64	12.59	12.62
Grand Total	7 081	3 066	10 147	100.00	100.00	100.00

The distribution of schools by level of education and by provinces is visually portrayed in Figure 2.3. As illustrated graphically, provinces with higher proportions of secondary school than those of primary schools are there; namely, Mashonaland West, Mashonaland East, Mashonaland Central and Harare.

Figure 2.3: Schools by level of Education and Province, Percentage Distribution, Zimbabwe, 2021

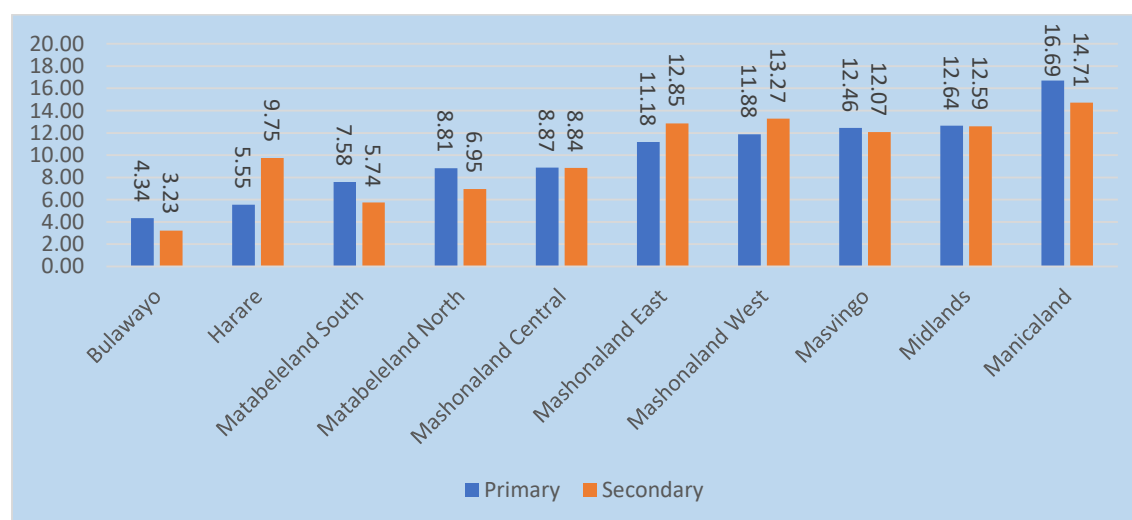


Figure 2.4 presents the percentage distribution of the school-going age population and schools, across the 10 provinces of Zimbabwe. Among the provinces, Manicaland has the highest proportion of schools (16.09 percent) and second highest proportion of school-going age population (13.38 percent). On the contrary, Harare has the second least proportion of schools (6.82 percent) and highest proportion of school-going age population (14.49 percent). Bulawayo, has an almost parity between the proportion of school-going age population (4.07 percent) and the proportion of schools (4.00 percent). Noteworthy, Harare and Mashonaland Central are the only provinces with proportions of schools that are surpassed by proportions of population of school going age.

Figure 2.4: School-Age Population and Schools by Province, Percentage Distribution, Zimbabwe, 2021

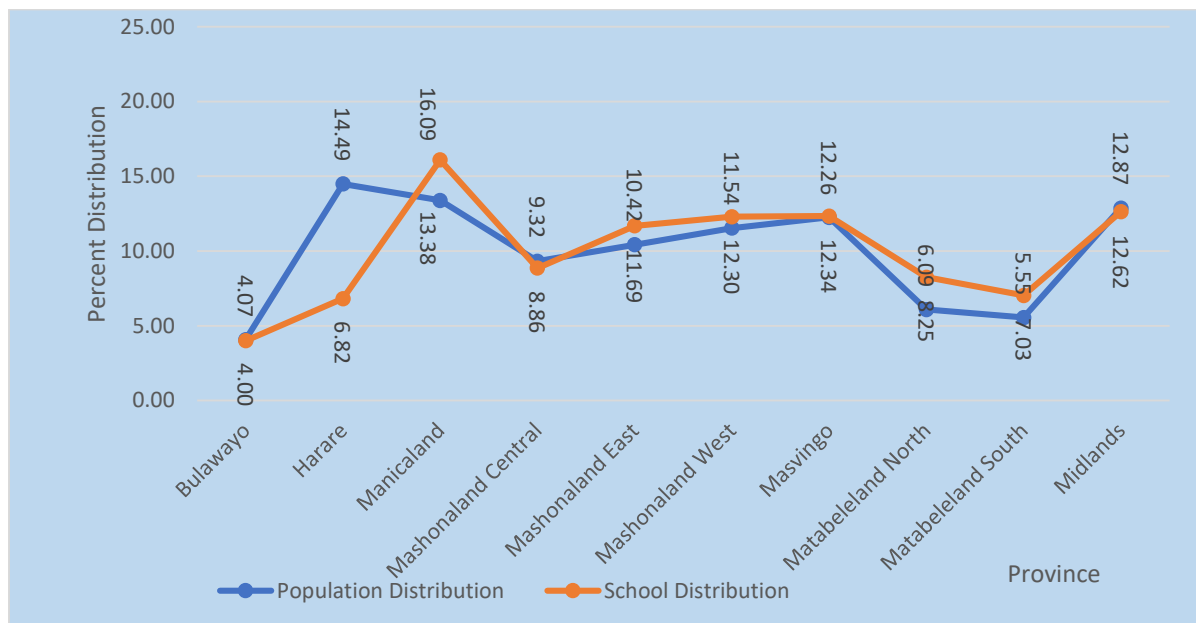


Table 2.8 presents further information about schools across the provinces. At primary school level, the total numbers of schools with *ECDs Only*, *ECD A up to Grade 2*, *ECD up to Grade 7*, *Grade 1-7*, and *Grade 3-7* are 686, 201 and 6 170, 22, and 2, respectively. The total number of schools at “O” Level and “A” Level are 1 146 and 3 066, respectively.

Table 2.8: Schools by Level of Education and Province, Number, Zimbabwe, 2021

Province	Primary						Secondary			Grand Total
	ECD only	ECD A -Grade 2	ECD -Grade 7	Grade 1-7	Grade 3- 7	Total	"O" Level	"A" Level	Total	
Bulawayo	143	22	139	2	1	307	26	73	99	406
Harare	45	53	287	8	0	393	90	209	299	692
Manicaland	270	18	890	3	1	1182	275	176	451	1633
Mashonaland Central	65	25	538	0	0	628	209	62	271	899
Mashonaland East	30	31	729	2	0	792	295	99	394	1186
Mashonaland West	32	29	779	1	0	841	291	116	407	1248
Masvingo	10	3	867	2	0	882	206	164	370	1252
Matabeleland North	18	5	601	0	0	624	167	46	213	837
Matabeleland South	15	4	518	0	0	537	108	68	176	713
Midlands	58	11	822	4	0	895	253	133	386	1281
Grand Total	686	201	6 170	22	2	7 081	1920	1 146	3 066	10 147

Table 2.9: Schools by Level of Education and Province, Percentage Distribution, Zimbabwe, 2021

Province	Primary						Secondary			Grand Total
	ECD only	ECD A -Grade 2	ECD -Grade 7	Grade 1-7	Grade 3- 7	Total	"O" Level	"A" Level	Total	
Bulawayo	20.85	10.95	2.25	9.09	50.00	4.34	1.35	6.37	3.23	4.00
Harare	6.56	26.37	4.65	36.36	0.00	5.55	4.69	18.24	9.75	6.82
Manicaland	39.36	8.96	14.42	13.64	50.00	16.69	14.32	15.36	14.71	16.09
Mashonaland Central	9.48	12.44	8.72	0.00	0.00	8.87	10.89	5.41	8.84	8.86
Mashonaland East	4.37	15.42	11.82	9.09	0.00	11.18	15.36	8.64	12.85	11.69
Mashonaland West	4.66	14.43	12.63	4.55	0.00	11.88	15.16	10.12	13.27	12.30
Masvingo	1.46	1.49	14.05	9.09	0.00	12.46	10.73	14.31	12.07	12.34
Matabeleland North	2.62	2.49	9.74	0.00	0.00	8.81	8.70	4.01	6.95	8.25
Matabeleland South	2.19	1.99	8.40	0.00	0.00	7.58	5.63	5.93	5.74	7.03
Midlands	8.45	5.47	13.32	18.18	0.00	12.64	13.18	11.61	12.59	12.62
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

The proportion of *ECD only* is highest (39.36 percent) in Manicaland, followed by Bulawayo (20.85 percent). Masvingo has the least proportion of *ECD only*, which is at 1.46 percent. Similarly, Harare and Mashonaland East account for the highest proportions (26.37 percent and 15.42 percent, respectively) of *ECD A-Grade 2*, while Masvingo has the least (1.49 percent). For *ECD – Grade 7*, the highest proportions (14.42 percent, 14.05 percent) are respectively in Manicaland and Masvingo, with Bulawayo having the least (2.25 percent). The *Grade 3-7* category has Harare and Bulawayo with the highest proportions (50.00 percent each), whilst the proportion for rest of the provinces are at 0 percent. At secondary school level, the highest proportion (15.36 percent) of ‘O’ Level schools are in

Mashonaland East, followed by Mashonaland West with 15.16 percent. The least proportion (1.35 percent) of ‘O’ Level schools is in Bulawayo. The provinces with the highest proportions (18.24 percent, 15.36 percent) of ‘A’ Level schools are Harare and Manicaland. Matabeleland North has the least proportion (4.01) of ‘A’ Level schools. Overall, Manicaland has the highest proportion (16.09 percent) of combined primary and secondary schools, followed by Midlands (12.62 percent), while Bulawayo has the least (4.00 percent).

## 2.3 Classification of Schools

Primary and secondary schools in Zimbabwe are classified into several categories. For the purpose of this analytical report, the following categories are used: i) registration type, ii) location (i.e rural or urban), iii) per-capita grant, iv) responsible authority and v) mode of operation.

### 2.3.1 Registration Status

In this category, schools are considered as registered, unregistered or satellite schools. Figure 2.5 shows that the majority (75.26 percent) of the primary schools are registered, while 9.39 percent are unregistered. Satellite schools constitute 15.35 percent. Similarly, the majority (68.17 percent) of secondary schools are registered, in contrast to a figure of 3.26 percent that are unregistered. Satellite secondary schools constitute 28.57 percent.

Figure 2.5: Schools by Level of Education and Registration Status, Percentage, Zimbabwe, 2021



In absolute terms, Zimbabwe has 5 329 registered primary schools and 2 090 registered secondary schools. The number of unregistered primary schools is 665, in contrast to unregistered secondary school that are 100 in total. The number of primary and secondary satellite schools are respectively, 1 087 and 876 (see Table 2.10).



Table 2:10: Schools by Level of Education, Registration Status and Province, Number and Percentage, Zimbabwe, 2021

Province	Primary				Secondary				Grand Total
	Number								
	Registered	Satellite	Unregistered	Total	Registered	Satellite	Unregistered	Total	
Bulawayo	208	13	86	307	80	3	16	99	406
Harare	297	5	91	393	267	6	26	299	692
Manicaland	839	101	242	1 182	301	136	14	451	1 633
Mashonaland Central	411	120	97	628	156	101	14	271	899
Mashonaland East	673	98	21	792	279	112	3	394	1 186
Mashonaland West	540	237	64	841	210	186	11	407	1 248
Masvingo	701	175	6	882	266	98	6	370	1 252
Matabeleland North	478	136	10	624	124	87	2	213	837
Matabeleland South	460	67	10	537	130	43	3	176	713
Midlands	722	135	38	895	277	104	5	386	1 281
Grand Total	5 329	1 087	665	7 081	2 090	876	100	3 066	10 147

The number of schools across all provinces, do vary by level of education and registration status (Tables 2.10 and 2.11). Manicaland has the highest proportion of registered primary schools, and unregistered primary schools that constitute 15.74 percent and 36.39 percent, respectively. Mashonaland West has the highest proportions of primary satellite schools (21.80 percent) and secondary satellite schools (21.23 percent). Manicaland has the highest proportion of registered secondary schools. On the other hand, Harare has the highest proportion (26.00 percent) of unregistered secondary schools. Bulawayo has the least proportion of registered primary schools, registered secondary schools and satellite secondary schools that constitute, 3.90 percent, 3.83 percent and 0.34 percent, respectively. Similarly, Harare, Masvingo and Matabeleland North have respectively lowest proportions of primary satellite schools, unregistered primary schools and unregistered secondary schools respectively.

Table 2:11: Number of Schools by Level of Education, Registration Status and Province, Percentage Distribution, Zimbabwe, 2021

Province	Primary				Secondary				Grand Total
	Percentage								
	Registered	Satellite	Unregistered	Total	Registered	Satellite	Unregistered	Total	
Bulawayo	3.90	1.20	12.93	4.34	3.83	0.34	16.00	0.98	4.00
Harare	5.57	0.46	13.68	5.55	12.78	0.68	26.00	2.95	6.82
Manicaland	15.74	9.29	36.39	16.69	14.40	15.53	14.00	4.44	16.09
Mashonaland Central	7.71	11.04	14.59	8.87	7.46	11.53	14.00	2.67	8.86
Mashonaland East	12.63	9.02	3.16	11.18	13.35	12.79	3.00	3.88	11.69
Mashonaland West	10.13	21.80	9.62	11.88	10.05	21.23	11.00	4.01	12.30
Masvingo	13.15	16.10	0.90	12.46	12.73	11.19	6.00	3.65	12.34
Matabeleland North	8.97	12.51	1.50	8.81	5.93	9.93	2.00	2.10	8.25
Matabeleland South	8.63	6.16	1.50	7.58	6.22	4.91	3.00	1.73	7.03
Midlands	13.55	12.42	5.71	12.64	13.25	11.87	5.00	3.80	12.62
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	30.22	100.00

### 2.3.2 Location

Rural and urban constitute the main domains in the country and hence, schools can be deemed rural or urban. Primary schools in the urban and rural constitute 22.96 percent and 77.04 percent, respectively. Similarly, secondary schools in urban and rural are 24.17 percent and 75.83 percent, respectively (see Figure 2.6).

Figure 2.6: Schools by Level of Education and Location, Percentage, Zimbabwe, 2021

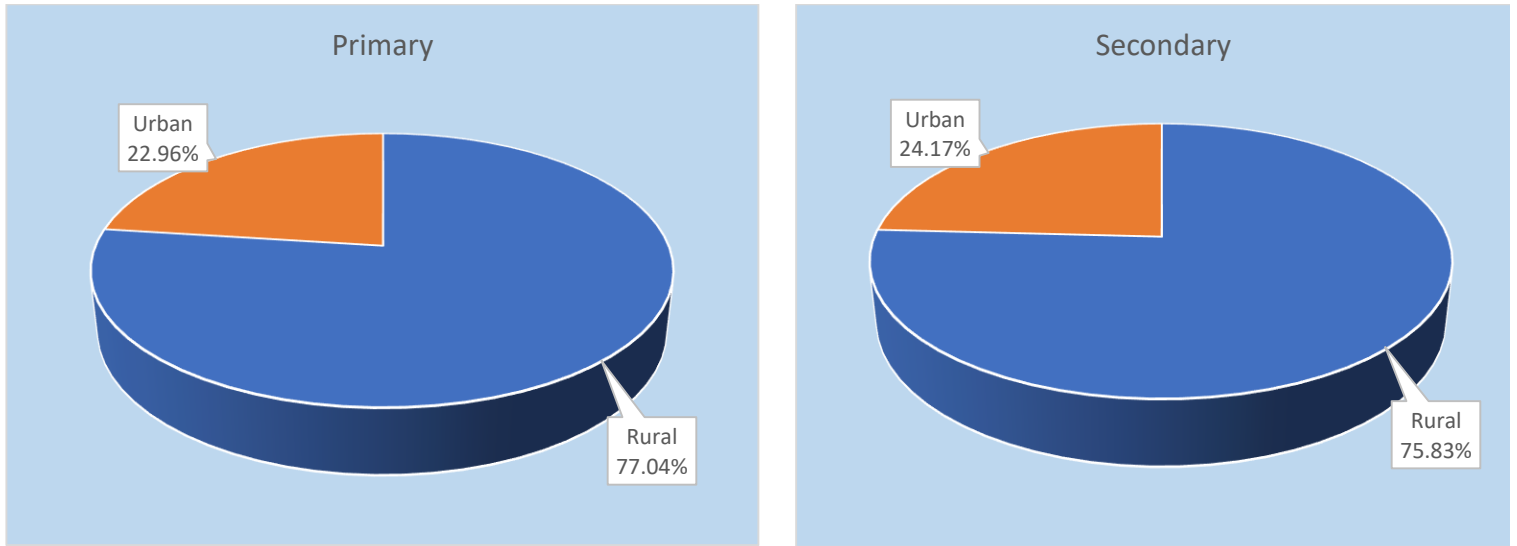


Table 2.12 presents schools by level of education, location and province. The number of rural primary schools ranges from 4 in Harare, to 852 in Masvingo, whereas the number of urban primary schools ranges from 30 in Masvingo, to 389 in Harare.

Table 2.12: Schools by Level of Education, Location (Rural and Urban) and Province, Zimbabwe, 2021

Province	Primary				Secondary				Grand Total
	Rural	Urban	Total	% Rural	Rural	Urban	Total	% Rural	
Bulawayo	13	294	307	4.23	2	97	99	2.02	406
Harare	4	389	393	1.02	4	295	299	1.34	692
Manicaland	847	335	1 182	71.66	385	66	451	85.37	1 633
Mashonaland Central	537	91	628	85.51	248	23	271	91.51	899
Mashonaland East	704	88	792	88.89	354	40	394	89.85	1 186
Mashonaland West	674	167	841	80.14	326	81	407	80.10	1 248
Masvingo	852	30	882	96.60	346	24	370	93.51	1 252
Matabeleland North	577	47	624	92.47	189	24	213	88.73	837
Matabeleland South	500	37	537	93.11	158	18	176	89.77	713
Midlands	747	148	895	83.46	313	73	386	81.09	1 281
Grand Total	5 455	1 626	7 081	77.04	2 325	741	3 066	75.83	10 147

On the other hand, the number of rural secondary schools range from 2 in Bulawayo, to 385 in Manicaland, whilst the number of urban secondary schools range from 18 in Matabeleland South, to

295 in Harare. Importantly, Masvingo with 96.60 percent of its primary schools and 93.51 percent of its secondary schools classified as rural, is more likely to have more rural schools than urban schools, in comparison with other provinces. In contrast, Harare is the least likely province to have rural schools (see Table 2.12).

### 2.3.3 Per Capita Grant Classification

Grant type classification is determined by the per capita grant allocated to schools by the government. There are three categories based on grant type, namely; i) P1 and S1 Schools: include schools in low density areas and some elite boarding schools regardless of location. These schools receive the lowest per capita learner grant from the government, ii) P2 and S2 Schools: these are schools in urban high-density areas, including government schools, church-based boarding schools located in the rural areas and iii) P3 and S3 Schools: These are rural schools and are allocated the highest per capita learner grant by the government.

P3 schools are the majority in the country, constituting 79.86 percent of primary schools, followed by P2 schools that make up 13.97 percent. P1 schools are the minority, constituting 6.17 percent. Secondary schools follow the same pattern. S3, S2 and S1 schools constitute 77.17 percent, 15.20 percent and 7.63 percent (see Figure 2.8).

Figure 2.7: Schools by Level of Education and Per Capita Grant Classification, Zimbabwe, 2021

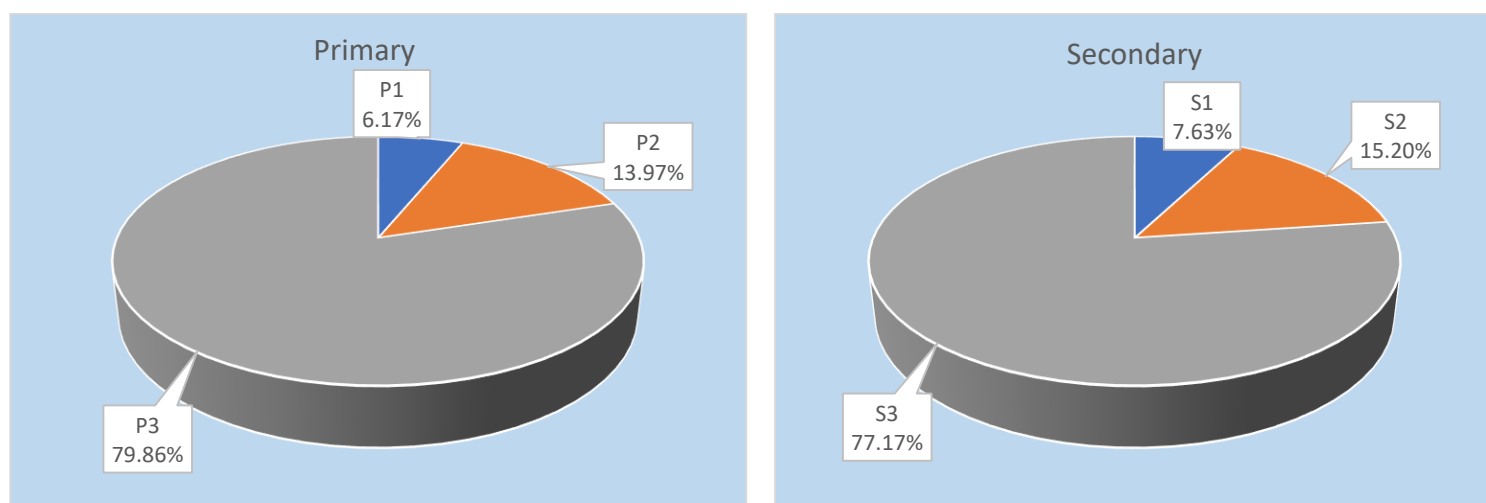


Table 2.13 presents schools by level of education, grant type and province. According to the Table 2.13, the total number of P1, P2 and P3 schools in Zimbabwe are 437, 989 and 5 655, respectively, while the total number of S1, S2 and S3 schools are 234, 466 and 2 366, respectively. Harare has the largest number of P1, P2, S1 and S2 schools in the country. Manicaland has the largest number of P3 and S3 schools. In contrast, Matabeleland North has the smallest number of P2, S1 and S2 schools. Similarly, Masvingo and Bulawayo have the smallest number of P1 and S3 schools, respectively.

Table 2.13: Schools by Level of Education, Capitation Grant Classification and Province, Number, Zimbabwe, 2021

Province	Primary				Secondary				
	Number								
	P1	P2	P3	Total	S1	S2	S3	Total	Grand Total
Bulawayo	79	185	43	307	30	55	14	99	406
Harare	109	254	30	393	76	187	36	299	692
Manicaland	101	217	864	1 182	29	38	384	451	1 633
Mashonaland Central	12	34	582	628	11	14	246	271	899
Mashonaland East	22	43	727	792	11	32	351	394	1 186
Mashonaland West	56	102	683	841	28	44	335	407	1 248
Masvingo	8	23	851	882	9	29	332	370	1 252
Matabeleland North	5	16	603	624	3	9	201	213	837
Matabeleland South	11	21	505	537	10	18	148	176	713
Midlands	34	94	767	895	27	40	319	386	1 281
Grand Total	437	989	5 655	7 081	234	466	2 366	3 066	10 147

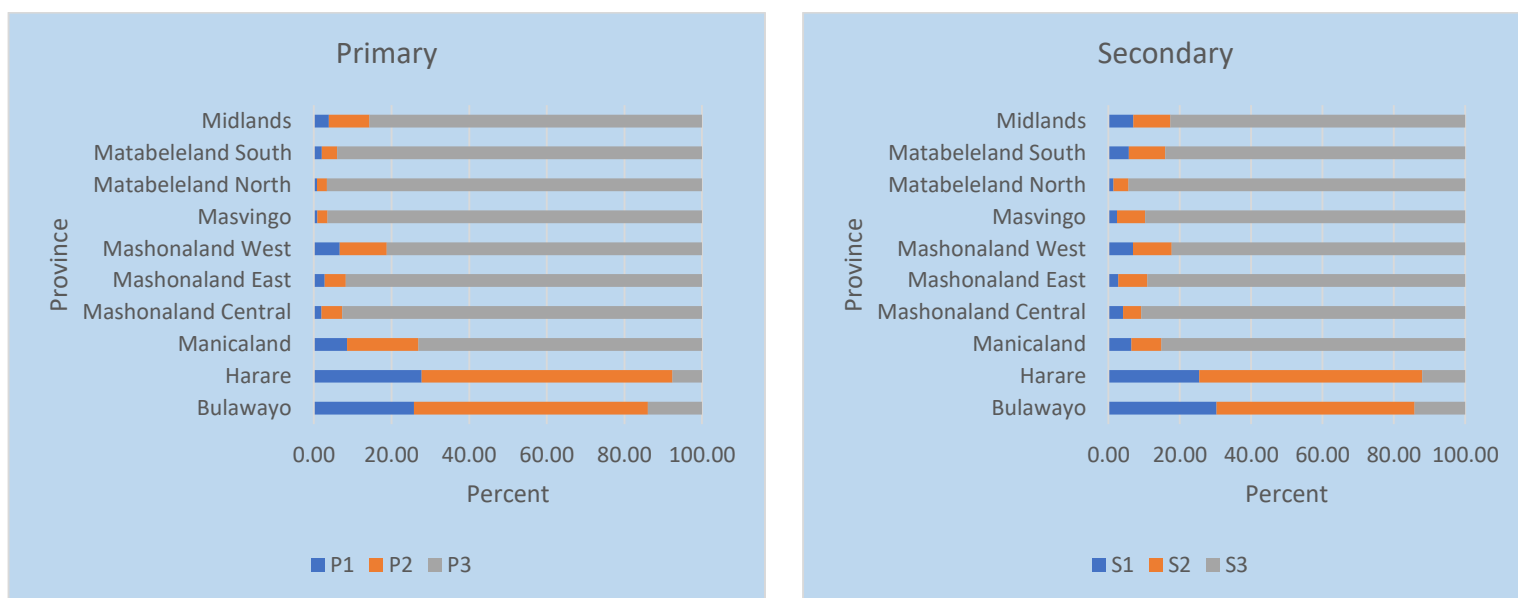
Notably, P1 and P2 are more likely to be in Harare, while P3 schools are more likely to be in Masvingo. Similarly, S1, S2 and S3 schools are more likely to be in Bulawayo, Harare and Matabeleland North, respectively (see Table 2.14 and Figure 2.8).

Table 2.14: Schools by Level of Education, Capitation Grant Classification and Province, Percentage, Zimbabwe, 2021

Province	Primary				Secondary			
	Percentage							
	P1	P2	P3	T	S1	S2	S3	T
Bulawayo	25.73	60.26	14.01	100.00	30.30	55.56	14.14	100.00
Harare	27.74	64.63	7.63	100.00	25.42	62.54	12.04	100.00
Manicaland	8.54	18.36	73.10	100.00	6.43	8.43	85.14	100.00
Mashonaland Central	1.91	5.41	92.68	100.00	4.06	5.17	90.77	100.00
Mashonaland East	2.78	5.43	91.79	100.00	2.79	8.12	89.09	100.00
Mashonaland West	6.66	12.13	81.21	100.00	6.88	10.81	82.31	100.00
Masvingo	0.91	2.61	96.49	100.00	2.43	7.84	89.73	100.00
Matabeleland North	0.80	2.56	96.63	100.00	1.41	4.23	94.37	100.00
Matabeleland South	2.05	3.91	94.04	100.00	5.68	10.23	84.09	100.00
Midlands	3.80	10.50	85.70	100.00	6.99	10.36	82.64	100.00
Grand Total	6.17	13.97	79.86	100.00	7.63	15.20	77.17	100.00

On the contrary, Matabeleland North, Masvingo, and Harare are respectively least likely to have P1, P2 and P3 schools, while Matabeleland North is least likely to have both S1 and S2 schools. Similarly, Bulawayo is least likely to have S3 schools (see Table 2.14 and Figure 2.8).

Figure 2.8: Schools by Level of Education, Capitation Grant Type and Province, Percentage, Zimbabwe, 2021



### 2.3.4 Government and Non-Government

Schools are also categorized as government or non-government, both of which, are further classified according to the responsible authorities. The classification of government schools by responsible authorities is as follows: Government, other Government line ministries, City Council, District Council and Town Board. Non-government schools are classified as follows: Church/Mission, Mine, Private Company, Farm, Trust, Private Individual and other.

The country has the majority (75.16 percent) of its primary schools run by the government, with just 24.84 percent under the non-government entities. A similar pattern is evident for secondary schools, although with a slightly increased stake for non-government. The government run secondary schools constitute 71.27 percent, in contrast to non-government ones that make up 28.73 percent (see Figure 2.9).

Figure 2.9: Schools by Level of Education and Whether Run by Government or Non-Government, Percentage and Number, Zimbabwe, 2021

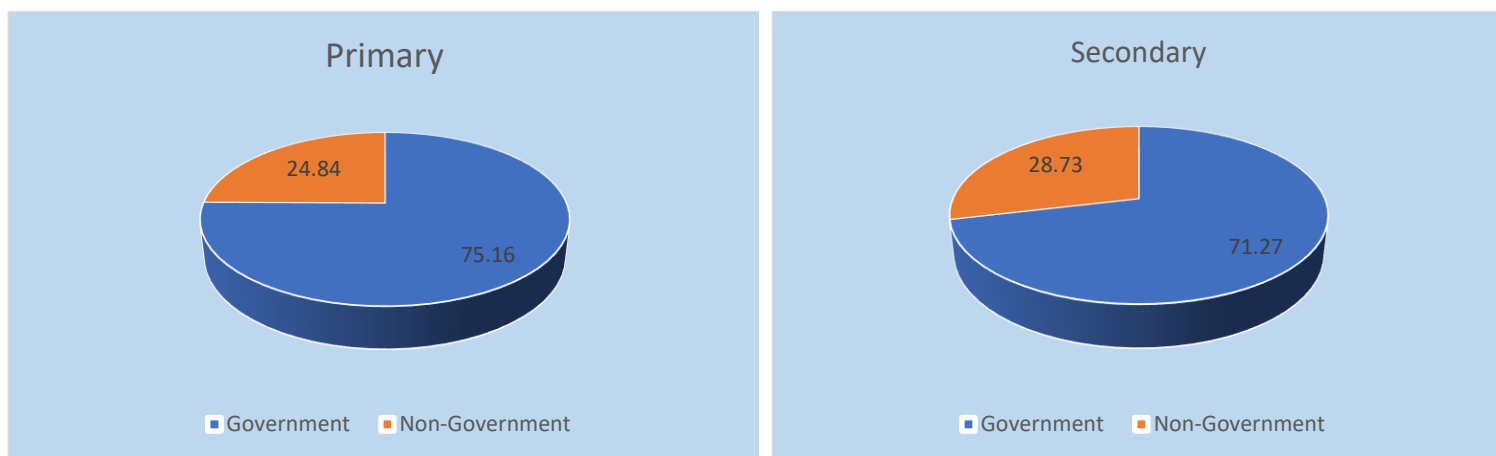


Figure 2.10, illustrates the percent distribution of government and non-government schools by responsible authorities. As depicted graphically, the majority of primary government schools (67.02 percent) are run by District Councils, followed by 10.82 percent that are under the Government authority. The least proportion of primary government schools (0.41 percent) are run by Town Boards. Non-Government primary schools are more likely to be run by Private Individuals, Churches/Missions and Private Companies, with each of these constituting 10.82 percent, 6.86 percent and 3.53 percent, respectively. On the other hand, the majority of secondary government schools (61.71 percent) are run by District Councils, followed by 7.37 percent that are under the Government authority. The least proportion of secondary government schools (0.42 percent) are run by Town Boards. Non-Government secondary schools are more likely to be run by Churches/Missions, Private Individuals, and Private Companies, with each of these constituting 11.58 percent, 8.94 percent and 4.60 percent, respectively.

Figure 2.10: Government and Non-Government Schools by Responsible Authority, Percentage Distribution, Zimbabwe, 2021

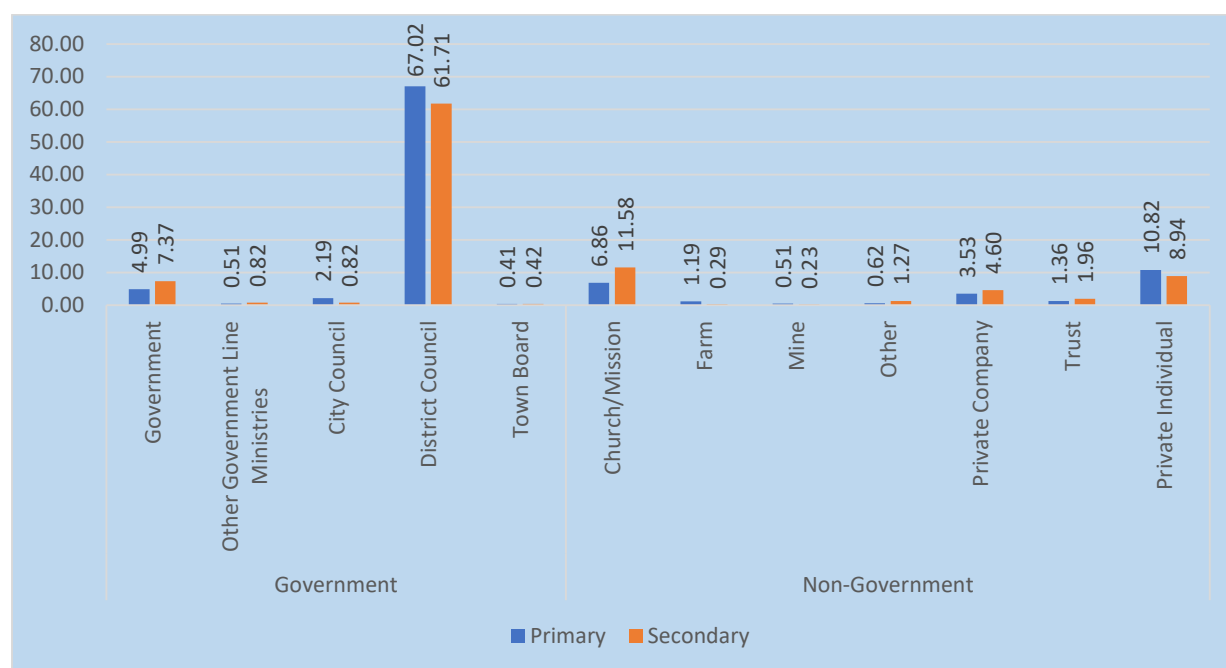


Table 2.15 presents primary schools by type, responsible authority and province. As shown in the Table, the share for the responsible authorities of 5 322 government primary schools in the country is as follows: Government (353), Other Government Line Ministries (38), District Council (4 745), City Council (157) and Town Board (29). The share for 1 759 authorities running non-government primary schools is as follows: Church/Mission (486), Farm (84), Mine (36), Private Company (249), Trust (96), Private Individual (764) and Other (44). The proportion of government primary schools between the provinces range from 41.69 percent in Bulawayo to 89.34 percent in Masvingo.

Table 2.15: Primary Schools by Type, Responsible Authority and Province, Number, Zimbabwe, 2021

Province	Government						Non-Government								Grand Total	% Government
	Government	Other Government Line Ministries	District Council	City Council	Town Board	Total	Church/Mission	Farm	Mine	Private Company	Trust	Private Individual	Other	Total		
Bulawayo	61	6	10	51	0	128	41	0	0	12	17	106	3	179	307	41.69
Harare	111	5	12	37	5	170	25	5	0	50	30	101	12	223	393	43.26
Manicaland	27	2	675	10	2	716	115	20	1	40	9	275	6	466	1 182	60.58
Mashonaland Central	10	3	455	7	1	476	28	11	7	34	3	63	6	152	628	75.80
Mashonaland East	19	2	613	3	10	647	34	12	1	23	9	58	8	145	792	81.69
Mashonaland West	51	8	589	15	7	670	40	13	4	28	13	69	4	171	841	79.67
Masvingo	19	3	758	8	0	788	53	8	5	16	4	8	0	94	882	89.34
Matabeleland North	6	1	526	2	2	537	46	1	4	24	4	5	3	87	624	86.06
Matabeleland South	12	2	451	7	1	473	34	6	1	2	4	16	1	64	537	88.08
Midlands	37	6	656	17	1	717	70	8	13	20	3	63	1	178	895	80.11
Grand Total	353	38	4 745	157	29	5 322	486	84	36	249	96	764	44	1 759	7 081	75.16

As shown in Table 2.16, Harare has more government primary schools run by Government than other provinces (constituting, 65.29 percent). Harare has the highest proportion of government primary schools run by Government (65.29 percent), Other Line Ministries (2.94 percent), and Town Board (2.94 percent). Similarly, Matabeleland North and Bulawayo have higher proportions of government primary schools run by respectively, District Councils (97.95 percent) and City Council (39.84 percent).

Harare is also more likely to have non-government primary schools run by Private Companies than other provinces (constituting, 22.42 percent) and Trust Schools (constituting, 13.45 percent). In the same vein, Masvingo, Matabeleland South, Midlands, Bulawayo and Mashonaland East, have highest proportion of non-government primary schools respectively that are under the authority of Churches/Missions (56.38 percent), Farm (9.38 percent), Mines (7.30 percent), and Private Individuals (59.22 and percent) and other (5.52 percent).

Table 2.16: Primary Schools by Type, Responsible Authority and Province, Percentage, Zimbabwe, 2021

Province	Government						Non-Government								Grand Total
	Government	Other Government Line Ministries	District Council	City Council	Town Board	Total	Church/Mission	Farm	Mine	Private Company	Trust	Private Individual	Other	Total	
Bulawayo	47.66	4.69	7.81	39.84	0.00	100.00	22.91	0.00	0.00	6.70	9.50	59.22	1.68	100.00	100.00
Harare	65.29	2.94	7.06	21.76	2.94	100.00	11.21	2.24	0.00	22.42	13.45	45.29	5.38	100.00	100.00
Manicaland	3.77	0.28	94.27	1.40	0.28	100.00	24.68	4.29	0.21	8.58	1.93	59.01	1.29	100.00	100.00
Mashonaland Central	2.10	0.63	95.59	1.47	0.21	100.00	18.42	7.24	4.61	22.37	1.97	41.45	3.95	100.00	100.00
Mashonaland East	2.94	0.31	94.74	0.46	1.55	100.00	23.45	8.28	0.69	15.86	6.21	40.00	5.52	100.00	100.00
Mashonaland West	7.61	1.19	87.91	2.24	1.04	100.00	23.39	7.60	2.34	16.37	7.60	40.35	2.34	100.00	100.00
Masvingo	2.41	0.38	96.19	1.02	0.00	100.00	56.38	8.51	5.32	17.02	4.26	8.51	0.00	100.00	100.00
Matabeleland North	1.12	0.19	97.95	0.37	0.37	100.00	52.87	1.15	4.60	27.59	4.60	5.75	3.45	100.00	100.00
Matabeleland South	2.54	0.42	95.35	1.48	0.21	100.00	53.13	9.38	1.56	3.13	6.25	25.00	1.56	100.00	100.00
Midlands	5.16	0.84	91.49	2.37	0.14	100.00	39.33	4.49	7.30	11.24	1.69	35.39	0.56	100.00	100.00
Grand Total	6.63	0.71	89.16	2.95	0.54	100.00	27.63	4.78	2.05	14.16	5.46	43.43	2.50	100.00	100.00

Table 2.17 presents secondary schools by type, responsible authority and province. As shown in the Table, the share for the responsible authorities of 2 185 government secondary schools in the country is as follows: Government (226), Other Government Line Ministries (27), District Council (1 894), City Council (25) and Town Board (13). The share for authorities running 881 non-government secondary schools is as follows: Church/Mission (354), Farm (9), Mine (7), Private Company (141), Trust (60), Private Individual (271) and Other (39). In general, the proportion of government secondary schools within the provinces range from 24.75 percent in Harare to 83.76 percent in Mashonaland Central.



Table 2:17: Secondary Schools by Type, Responsible Authority and Province, Number, Zimbabwe, 2021

Province	Government						Non-Government								Grand Total	% Government
	Government	Other Government Line Ministries	District Council	City Council	Town Board	Total	Church/Mission	Farm	Mine	Private Company	Trust	Private Individual	Other	Total		
Bulawayo	31	2	4	1	0	38	14	0	0	8	4	35	0	61	99	38.38
Harare	61	6	0	2	5	74	20	1	0	43	27	112	22	225	299	24.75
Manicaland	23	1	276	6	0	306	88	1	1	19	7	26	3	145	451	67.85
Mashonaland Central	13	4	208	2	0	227	21	2	1	10	1	9	0	44	271	83.76
Mashonaland East	12	0	297	2	3	314	35	3	1	11	5	21	4	80	394	79.70
Mashonaland West	18	8	292	4	2	324	28		2	13	5	29	5	83	407	79.61
Masvingo	15	0	271	0	0	286	54	1	0	22	2	4	1	84	370	77.30
Matabeleland North	9	2	164	1	2	178	26	0	0	3	1	2	3	35	213	83.57
Matabeleland South	16	2	123	1	1	143	24	0	1	2	1	5	0	33	176	81.25
Midlands	28	2	259	6	0	295	44	0	1	10	7	28	1	91	386	76.42
Grand Total	226	27	1894	25	13	2185	354	9	7	141	60	271	39	881	3066	71.27

As shown in Table 2.18, Harare is more likely than any other provinces to have government secondary schools run by Government, Other Government Line Ministries, District Council and Town Board (constituting, 82.43 percent, 8.11 percent, 2.70 percent and 6.76 percent, respectively). Similarly, Masvingo is more likely than any other provinces to have government secondary schools under the authority of City Councils (constituting 94.76 percent).

Table 2:18: Secondary Schools by Type, Responsible Authority and Province, Percentage, Zimbabwe, 2021

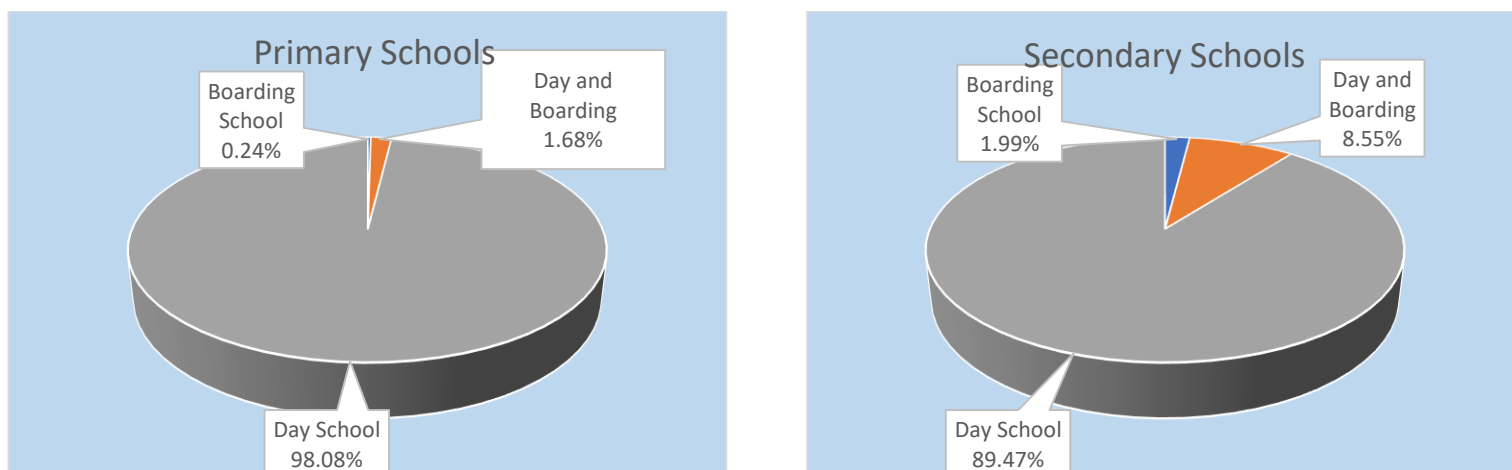
Province	Government						Non-Government							
	Government	Other Government Line Ministries	City Council	District Council	Town Board	Total	Church/Mission	Mine	Private Company	Farm	Other	Trust	Private Individual	Total
Bulawayo	81.58	5.26	10.53	2.63	0.00	100.00	22.95	0.00	0.00	13.11	6.56	57.38	0.00	100.00
Harare	82.43	8.11	0.00	2.70	6.76	100.00	8.89	0.44	0.00	19.11	12.00	49.78	9.78	100.00
Manicaland	7.52	0.33	90.20	1.96	0.00	100.00	60.69	0.69	0.69	13.10	4.83	17.93	2.07	100.00
Mashonaland Central	5.73	1.76	91.63	0.88	0.00	100.00	47.73	4.55	2.27	22.73	2.27	20.45	0.00	100.00
Mashonaland East	3.82	0.00	94.59	0.64	0.96	100.00	43.75	3.75	1.25	13.75	6.25	26.25	5.00	100.00
Mashonaland West	5.56	2.47	90.12	1.23	0.62	100.00	33.73	1.20	2.41	15.66	6.02	34.94	6.02	100.00
Masvingo	5.24	0.00	94.76	0.00	0.00	100.00	64.29	1.19	0.00	26.19	2.38	4.76	1.19	100.00
Matabeleland North	5.06	1.12	92.13	0.56	1.12	100.00	74.29	0.00	0.00	8.57	2.86	5.71	8.57	100.00
Matabeleland South	11.19	1.40	86.01	0.70	0.70	100.00	72.73	0.00	3.03	6.06	3.03	15.15	0.00	100.00
Midlands	9.49	0.68	87.80	2.03	0.00	100.00	48.35	0.00	1.10	10.99	7.69	30.77	1.10	100.00
Grand Total	10.34	1.24	86.68	1.14	0.59	100.00	40.18	1.02	0.79	16.00	6.81	30.76	4.43	100.00

Furthermore, Bulawayo and Harare are more likely to have more non-government schools run by Trusts (57.38 percent) and Private Individuals (9.78 percent), respectively. Matabeleland North, Mashonaland Central, Matabeleland South and Masvingo are more likely to have non-government schools run respectively by Churches/Missions (74.29 percent), Mines (4.55 percent), Private Companies (3.03 percent) and Farms (26.19 percent) -see Table 2.18.

### 2.3.5 Mode of Operation

Schools can also be classified by mode of operation, that is, Day, Boarding or Combined Day and Boarding. Based on the classification by mode of operation, the majority (98.08 percent) of primary schools in the country are day schools, followed by combined day and boarding schools, with a proportion of 1.68 percent. Boarding primary schools constitute the lowest proportion (0.24 percent). The majority (89.47 percent) of secondary schools are day schools, followed by combined day and boarding schools that constitute 8.55 percent. The boarding secondary schools have the least proportion of 1.99 percent, but comparably higher than that of primary boarding schools (see Figure 2.12).

Figure 2.11: Schools by Level of Education and Operation Mode, Percentage Distribution, Zimbabwe, 2021



As shown in Table 2.19, Zimbabwe has 17 primary boarding schools, 6 945 primary day schools and 119 combined day and boarding, adding up to 7 081 in total. Manicaland has the largest number of both, primary day schools (1 154) and combined day and boarding (27). Mashonaland East has 5 primary boarding schools, the largest number in comparison with other provinces.

Table 2:19: Schools by Level of Education, Level of Operation and Province, Number, Zimbabwe, 2021

Province	Primary				Secondary			
	Number							
	Boarding School	Day and Boarding	Day School	Total	Boarding School	Day and Boarding	Day School	Total
Bulawayo	1	4	302	307	0	14	85	99
Harare	1	12	380	393	6	29	264	299
Manicaland	1	27	1 154	1 182	11	41	399	451
Mashonaland Central	0	7	621	628	8	15	248	271
Mashonaland East	5	14	773	792	10	33	351	394
Mashonaland West	4	19	818	841	8	23	376	407
Masvingo	3	10	869	882	7	26	337	370
Matabeleland North	0	1	623	624	3	19	191	213
Matabeleland South	0	9	528	537	3	26	147	176
Midlands	2	16	877	895	5	36	345	386
Grand Total	17	119	6 945	7 081	61	262	2 743	3 066

There are also 61 secondary boarding schools, 2 743 secondary day schools and 262 combined day and boarding schools, summing up to 3 066 secondary schools in the country (see Table 2.19). Manicaland has the largest number of boarding schools (11), secondary day schools (399) and combined day and boarding schools (41) in comparison with other provinces (see Table 2.19).

As shown in Table 2.20, Matabeleland North is more likely than other provinces to have primary day schools (constituting, 99.84 percent). Mashonaland East has the highest proportion of primary boarding schools (constituting, 0.63 percent).

Table 2:20 : Schools by Level of Education, Level of Operation and Province, Percent, Zimbabwe, 2021

Province	Primary				Secondary			
	Percentage							
	Boarding School	Day and Boarding	Day School	Total	Boarding School	Day and Boarding	Day School	Total
Bulawayo	0.33	1.30	98.37	100.00	0.00	14.14	85.86	100.00
Harare	0.25	3.05	96.69	100.00	2.01	9.70	88.29	100.00
Manicaland	0.08	2.28	97.63	100.00	2.44	9.09	88.47	100.00
Mashonaland Central	0.00	1.11	98.89	100.00	2.95	5.54	91.51	100.00
Mashonaland East	0.63	1.77	97.60	100.00	2.54	8.38	89.09	100.00
Mashonaland West	0.48	2.26	97.27	100.00	1.97	5.65	92.38	100.00
Masvingo	0.34	1.13	98.53	100.00	1.89	7.03	91.08	100.00
Matabeleland North	0.00	0.16	99.84	100.00	1.41	8.92	89.67	100.00
Matabeleland South	0.00	1.68	98.32	100.00	1.70	14.77	83.52	100.00
Midlands	0.22	1.79	97.99	100.00	1.30	9.33	89.38	100.00
Grand Total	0.24	1.68	98.08	100.00	1.99	8.55	89.47	100.00

Mashonaland West is more likely than other provinces to have secondary day schools (constituting, 92.38 percent). Mashonaland Central and Matabeleland South have respectively the highest

proportions of secondary boarding schools and combined boarding and day schools (constituting, 2.95 percent) and 14.77 percent, respectively) – see Table 2.20.

## **2.4 Conclusion**

Zimbabwe has a projected school-going population (3-18 years) of 6 694 618, of which males and females constitute 49.77 percent and 50.23 percent, respectively. The number of schools continue to increase to meet the demands of the growing population. The number of ECDs, primary and secondary schools progressively increased during the period 2017 to 2021. The number of ECDs increased 6 071 in 2017 to 7 057 in 2021. Similarly, the number of primary schools increased from 6 123 in 2017, to 7 081 in 2021, while secondary schools increased from 2 830 in 2017 to 3 066 in 2021. In 2017 and 2021 there was a suppressed increase in the number of schools across all levels of education. A suppressed percentage increase for 2020 can be attributed to the COVID pandemic

Primary schools in the urban and rural constitute 22.96 percent and 77.04 percent, respectively, while secondary schools in urban and rural are 24.17 percent and 75.83 percent, respectively. The country has the majority (75.16 percent) of its primary schools run by the government, with just 24.84 percent under the non-government entities. A similar pattern is evident for secondary schools, although with a slightly increased stake for non-government. The government run secondary schools constitute 71.27 percent, in contrast to non-government ones that make up 28.73 percent

## CHAPTER 3 : ENROLMENT

### 3.1 ECD Enrolment

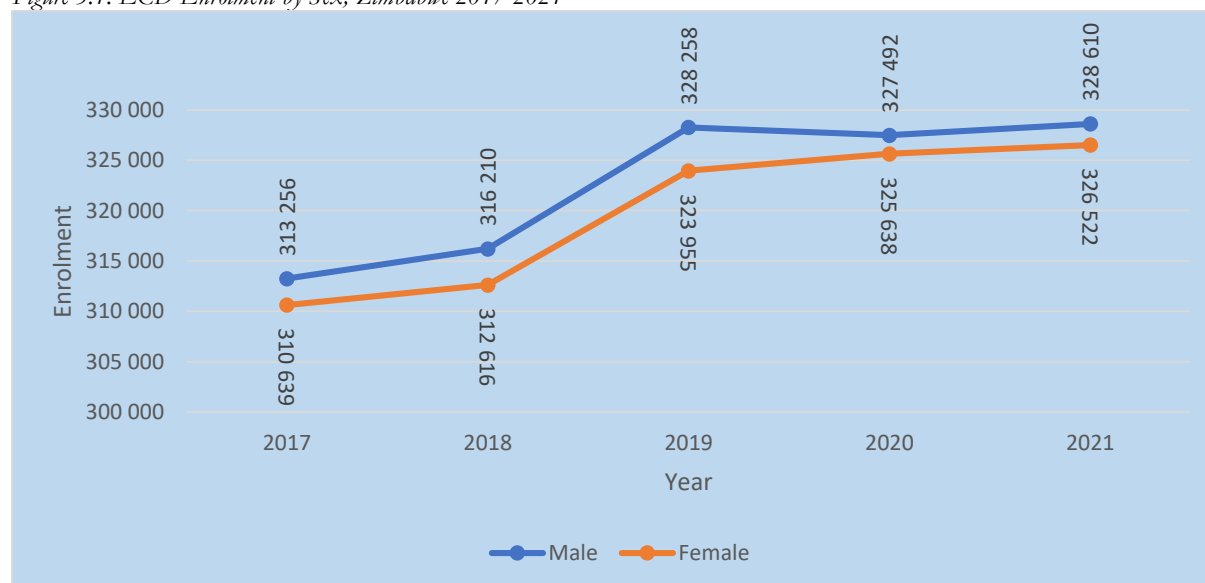
As shown in Table 3.1, 655 132 learners (328 610 males and 326 522 females) are enrolled for ECD in Zimbabwe. The number of ECD learners significantly increased from 623 895 in 2017 to 655 132 in 2021. The annual percentage changes over the period 2017 to 2021 were positive, with the highest increase (7.50 percent) in 2017 and the lowest increase (0.14 percent) in 2020.

Table 3.1: ECD Enrolment by Sex, Number and Percentage Change, Zimbabwe, 2017-2021

Year	Male	Female	Total	Percent Female	Change	
					%	Number
2017	313 256	310 639	623 895	49.79	7.50	43 530
2018	316 210	312 616	628 826	49.71	0.79	4 931
2019	328 258	323 955	652 213	49.67	3.72	23 387
2020	327 492	325 638	653 130	49.86	0.14	917
2021	328 610	326 522	655 132	49.84	0.31	2 002

Figure 3.1 shows ECD enrolment by sex. As depicted on the graph, the number of ECD learners progressively increased for both sexes over the period 2017 to 2021. However, annual enrolments over these years have been in favour of males. Notably, in 2020, there was a near parity; since then, the gap remained steady.

Figure 3.1: ECD Enrolment by Sex, Zimbabwe 2017-2021



Out of 655 132 ECD learners, the majority (79.80 percent, 522 766 learners) are enrolled in P3 schools, followed by 15.11 percent (98 988 learners) that are enrolled in P2 schools. Only 5.09 percent (33 378 learners) are in P1 Schools. The proportion of female ECD learners in P3 schools is 49.82 percent,

while the proportion in P2 schools is 49.83 percent. On the contrary, P1 Schools have the highest proportion of female ECD learners (50.22 percent) -see Table 3.2.

Table 3.2: ECD Enrolments by School Capitation Grant Classification and Sex, Zimbabwe, 2021

Grant Class	ECD Enrolment, No.			% Female	% of Total		
	Male	Female	Total		Male	Female	Total
P1	16 615	16 763	33 378	50.22	5.06	5.13	5.09
P2	49 667	49 321	98 988	49.83	15.11	15.10	15.11
P3	262 328	260 438	522 766	49.82	79.83	79.76	79.80
Grand Total	328 610	326 522	655 132	49.84	100.00	100.00	100.00

As shown in Table 3.2, out of 306 565 learners in ECD A, the majority (83.57 percent, 256 210 learners) are in registered schools, followed by 12.13 percent (37 198 learners) in satellite schools. Only 4.29 percent (13 157 learners) are in unregistered schools. It is also important to note that the proportion of female ECD A learners in unregistered schools is above 50 percent. On contrary, the proportion of female ECD A learners in both registered and satellite schools is below 50 percent.

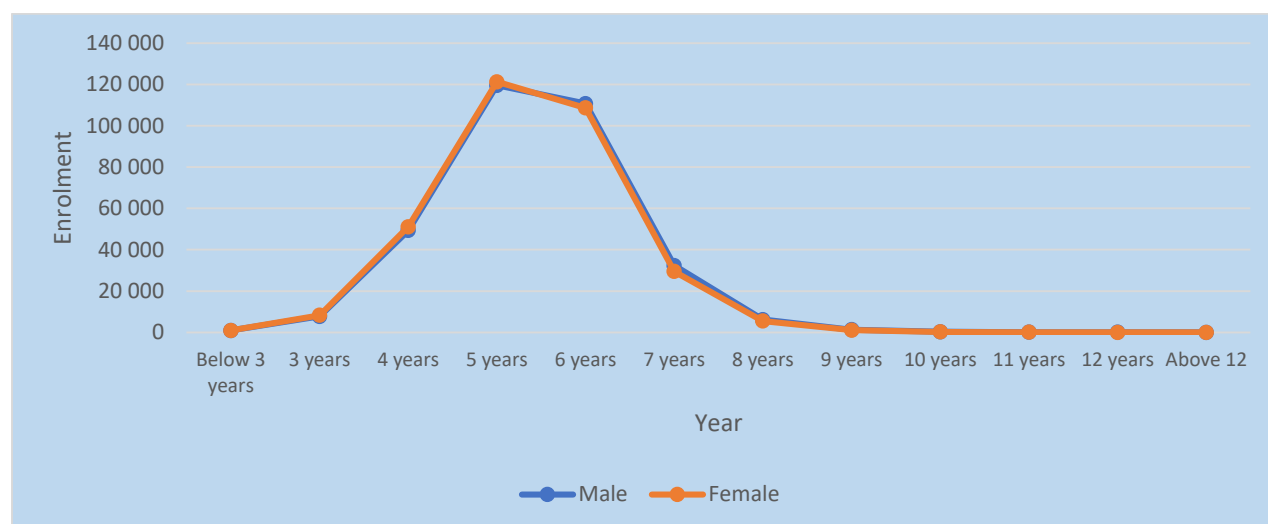
Similarly, out of 348 567 learners in ECD B, the majority (85.46 percent, 297 871 learners) are in registered schools, followed by 11.39 percent (39 685 learners) in Satellite schools. Only 3.16 percent (11 011 learners) are in unregistered schools. Similar to ECD A, the proportion of female ECD B learners in unregistered schools is above 50 percent, in contrast to those in both registered and satellite schools that is below 50 percent (see Table 3.3).

Table 3.2: ECD Enrolments by School Registration Status, ECD Level and Sex, Number and Percentage, Zimbabwe, 2021

Registration Status	ECD A, No.			% Female	ECD B, No.			% Female	Grand Total
	Male	Female	Total		Male	Female	Total		
Registered	128 218	127 992	256 210	49.96	150 106	147 765	297 871	49.61	554 081
Satellite	18 605	18 593	37 198	49.98	19 878	19 807	39 685	49.91	76 883
Unregistered	6 427	6 730	13 157	51.15	5 376	5 635	11 011	51.18	24 168
Grand Total	153 250	153 315	306 565	50.01	175 360	173 207	348 567	49.69	655 132
Percentage distribution by registration status, ECD level and Sex									
	ECDA, % of Total				ECD B, % of Total			% of total	
Registered	83.67	83.48	83.57		85.60	85.31	85.46	84.58	
Satellite	12.14	12.13	12.13		11.34	11.44	11.39	11.74	
Unregistered	4.19	4.39	4.29		3.07	3.25	3.16	3.69	
Total	100.00	100.00	100.00		100.00	100.00	100.00	100.00	

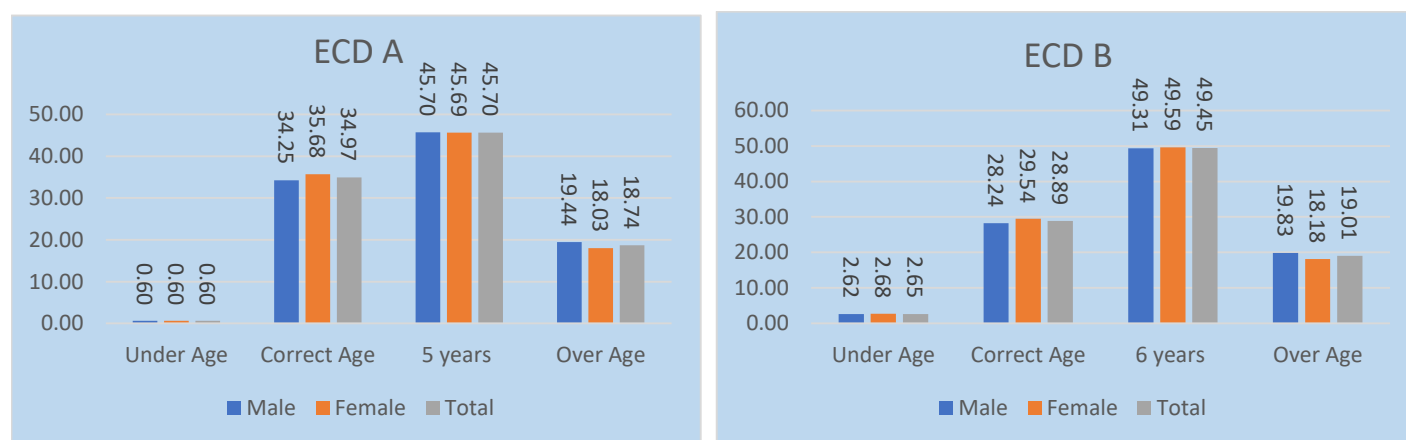
Figure 3.2 depicts ECD enrolments by sex and age in single years. The graph illustrates that there are almost no ECD learners below the age of 3 years and above the age of 10 years. The majority of ECD learners are in the age range 4-7 years, with age 5 years as a peak 'age' for ECD enrolment. Interestingly, enrolment by age seems to follow the same pattern and levels for both sexes.

Figure 3.2: ECD Enrolments by Age, Sex, Percentage Distribution, Zimbabwe, 2021



As portrayed in Figure 3.3, the majority (45.70 percent) of ECD A learners are 5 years-old, followed by 34.97 percent that are on correct age. Some under-age and over-age learners constitute respectively 0.60 percent and 18.74 percent of ECD A learners. Similarly, the majority (49.45 percent) of ECD B learners are 6 years-old, followed by 28.89 percent that are on correct age. Some under-age and over-age learners constitute respectively, 2.65 percent and 19.01 percent of ECD B learners.

Figure 3.3: ECD Learners by Level, Age and Sex, Zimbabwe, 2021



As shown in Table 3.3, out of 655 132 ECD learners, the majority (36.75 percent, 240 784 learners) are 5-years-old. Out of 306 565 ECD A learners, the majority (140 090 learners) are 5 years old, while out of 348 567 ECD B learners, the majority (172 367 learners) are 6 years old. Furthermore, the proportion of both female EDC A learners and female ECD B learners is most likely to be above 50 percent for learners of age 5 and below as well as 12 years and above. The opposite is true for ECD learners aged 6 to 11 years.

Table 3.3: ECD Enrolments by Level of Education, Sex and Age, Number and Percentage, Zimbabwe 2021

Ages	ECD A, No.			Percent Female	ECD B, No			Percent Female	Grand Total, No.	Percent Total
	Male	Female	Total		Male	Female	Total			
Below 3 years	919	927	1 846	50.22	0	0	0	0	1 846	0.28
3 years	7 353	7 864	15 217	51.68	397	416	813	51.17	16 030	2.45
4 years	45 142	46 832	91 974	50.92	4 191	4 227	8 418	50.21	100 392	15.32
5 years	70 039	70 051	140 090	50	49 524	51 170	100 694	50.82	240 784	36.75
6 years	24 259	22 706	46 965	48.35	86 468	85 899	172 367	49.83	219 332	33.48
7 years	4 506	4 016	8 522	47.13	27 882	25 447	53 329	47.72	61 851	9.44
8 years	763	669	1 432	46.72	5 399	4 799	10 198	47.06	11 630	1.78
9 years	178	162	340	47.65	1 116	913	2 029	45	2 369	0.36
10 years	42	50	92	54.35	241	221	462	47.84	554	0.08
11 years	34	12	46	26.09	71	72	143	50.35	189	0.03
12 years	11	18	29	62.07	38	8	46	17.39	75	0.01
Above 12	4	8	12	66.67	33	35	68	51.47	80	0.01
Grand Total	153 250	153 315	306 565	50.01	175 360	173 207	348 567	49.69	655 132	100

Out of 306 565 ECD A learners, the majority (79.56 percent, 243 890 learners) are in rural schools, while the remainder (20.44 percent, 62 675 learners) are in urban schools. Out of 348 567 ECD B learners, the majority (75.92 percent, 264 626 learners) are in rural schools, while the remainder (24.08 percent, 83 941 learners) are in urban schools. Furthermore, the proportion of female ECD A learners in rural schools is below 50 percent, in contrast to female ECD A learners in urban schools that is above 50 percent. However, the proportion of female ECD B learners in both urban and rural schools is below 50 percent (see Table 3.5).

Table 3.4: ECD Enrolments by Level, Sex and Location, Number and Percentage, Zimbabwe, 2021

Location	ECD A, No.			ECD B, No			Grand Total	ECD A	ECD B
	Male	Female	Total	Male	Female	Total		%Female	%Female
Rural	122 142	121 748	243 890	133 242	131 384	264 626	508 516	49.92	49.65
Urban	31 108	31 567	62 675	42 118	41 823	83 941	146 616	50.37	49.82
Grand Total	153 250	153 315	306 565	175 360	173 207	348 567	655 132	50.01	49.69
Percentage distribution by location, level and sex									
	ECD A, % of Total			ECD B, % of Total			% of Total		
Rural	79.70	79.41	79.56	75.98	75.85	75.92	77.62		
Urban	20.30	20.59	20.44	24.02	24.15	24.08	22.38		
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

## 3.2 Primary School Enrolment

As shown in Table 3.5, there are 2 899 259 learners (1 450 416 males, 1 448 843 females) who are enrolled in primary schools in Zimbabwe. The country sustained a steady annual increase in the number of primary learners during the period 2017 to 2021. The highest percentage increase (2.87 percent) was registered in 2020. Importantly, there was also a continuous annual increase in the proportion of female learners enrolled in primary schools. The proportion of female learners increased from 49.69 percent in 2017 to 49.97 percent in 2021.

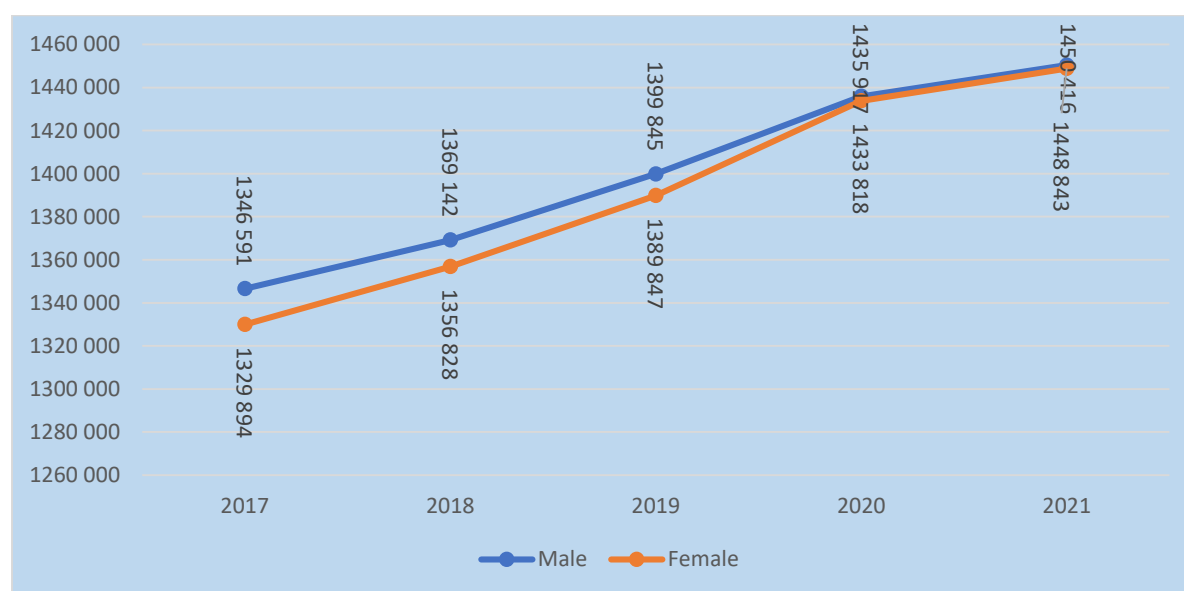


Table 3.5: Primary School Enrolment by Sex, Number and Percentage Change, Zimbabwe 2017-2021

Year	Male	Female	Total, No.	% Female	% Change	Number
	Number					
2017	1 346 591	1 329 894	2 676 485	49.69	0.54	14 475
2018	1 369 142	1 356 828	2 725 970	49.77	1.85	49 485
2019	1 399 845	1 389 847	2 789 692	49.82	2.34	63 722
2020	1 435 917	1 433 818	2 869 735	49.96	2.87	80 043
2021	1 450 416	1 448 843	2 899 259	49.97	1.03	29 524

On a positive note, the gender gap in the primary school enrolment that has been in favour of male learners over the period 2017-2021 is finally closing (see Figure 3.4). In 2017, there were 1 346 591 male learners and 1 329 894 female learners enrolled in primary schools. In 2018, a gender gap in primary school enrolment was significantly reduced, notwithstanding an increase in the total enrolment. This trajectory continued on yearly basis. In 2021, 1 450 416 males and 1 448 843 female learners were enrolled into primary.

Figure 3.4: Primary School Enrolment by Sex, Zimbabwe, 2017-2021



Grade 2 with 456 381 learners, has more primary school learners than any other grade. On the other hand, Skills Orientation with 7 174 learners, has the lowest number of primary school learners, followed by Grade 7 that has 335 690 (see Table 3.6). Evidentially, from Grade 2 the number of primary school learners is lower at each higher level along the primary school ladder.

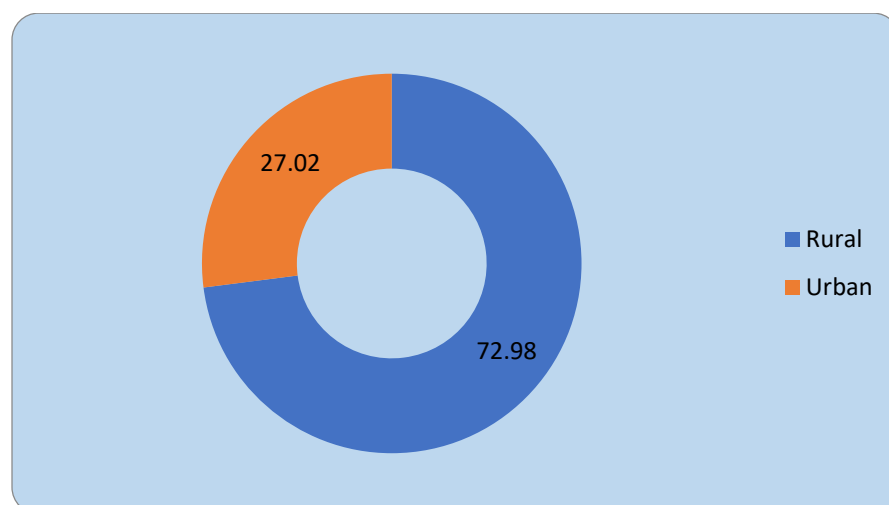
Furthermore, the proportion of female learners is above 50 percent for Grades 4-7. In the contrary, the proportion of female learners in Grade 1-3 and Skills Orientation is below 50 percent. Skills Orientation has the least proportion (41.94 percent) of females.

Table 3.6: Primary School Enrolments by Sex and Grade, Number and Percentage, Zimbabwe 2021

Grade	Enrolment, No.			% Female
	Male	Female	Total	
Grade 1	219 946	215 716	435 662	49.51
Grade 2	230 704	225 677	456 381	49.45
Grade 3	223 063	220 448	443 511	49.71
Grade 4	215 947	216 019	431 966	50.01
Grade 5	203 662	207 212	410 874	50.43
Grade 6	187 272	190 729	378 001	50.46
Grade 7	165 657	170 033	335 690	50.65
Skills Orientation	4 165	3 009	7 174	41.94
Grand Total	1 450 416	1 448 843	2 899 259	49.97

Figure 3.5 portrays primary school enrolment by the two main domains, that is, rural and urban. The graph shows that the majority (72.98 percent) of primary school learners is enrolled in rural schools, while 27.02 percent is enrolled in urban schools.

Figure 3.5: Primary School Enrolments by Location, Number and Percentage, Zimbabwe, 2021



As shown in Table 3.7, enrolment into rural and urban primary schools follows almost a similar pattern in several aspects, even though the proportions of female learners do differ significantly. There are more Grade 2 learners (336 176) than any other grades for rural schools and more Grade 3 learners (120 716) than any other grades for urban schools. Both rural and urban primary schools have the least number of learners in Skill Orientation (4 384 for rural schools, 2 790 for urban schools) than any other grade. For rural schools, the number of the learners is lower at each higher level of the primary school ladder starting from Grade 2 whilst for urban schools, the number of the learners is lower at each higher level of the primary school ladder starting from Grade 3.

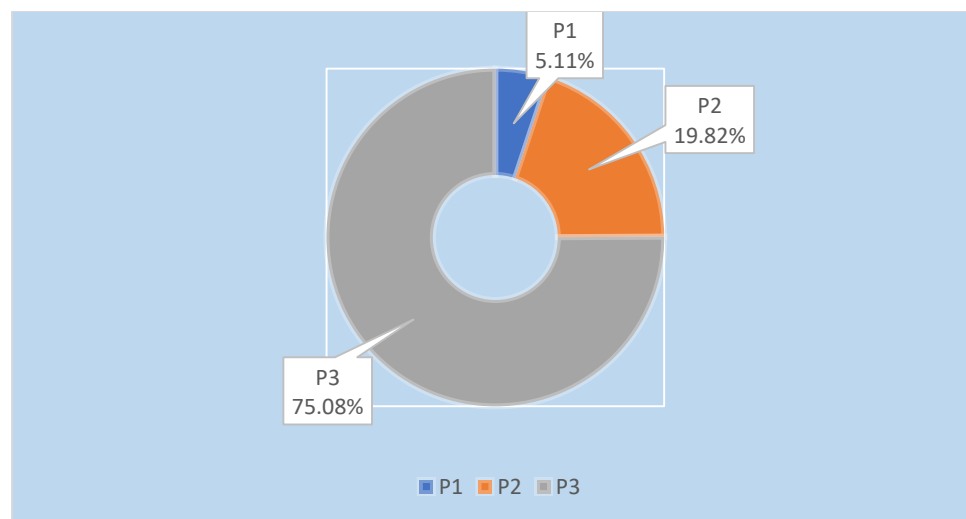
However, the proportion of female learners is lower in rural schools than in urban schools for all the grades. Save for Skills Orientation, the proportion of female learners in urban schools is more than 50 percent across the grades.

Table 3:7: Primary Enrolment by Location, Sex and Grade, Number and Percentage, Zimbabwe, 2021

Grade	Rural Enrolment, No.				Urban Enrolment, No				Grand Total	% Total
	Male	Female	Total	% Female	Male	Female	Total	%Female		
Grade 1	163 966	159 934	323 900	49.38	55 980	55 782	111 762	49.91	435 662	15.03
Grade 2	170 606	165 570	336 176	49.25	60 098	60 107	120 205	50.00	456 381	15.74
Grade 3	163 162	159 633	322 795	49.45	59 901	60 815	120 716	50.38	443 511	15.30
Grade 4	156 776	155 597	312 373	49.81	59 171	60 422	119 593	50.52	431 966	14.90
Grade 5	147 520	149 472	296 992	50.33	56 142	57 740	113 882	50.70	410 874	14.17
Grade 6	137 133	138 057	275 190	50.17	50 139	52 672	102 811	51.23	378 001	13.04
Grade 7	120 489	123 443	243 932	50.61	45 168	46 590	91 758	50.77	335 690	11.58
Skills Orientation	2 524	1 860	4 384	42.43	1 641	1 149	2 790	41.18	7 174	0.25
Grand Total	1 062 176	1 053 566	2 115 742	49.80	388 240	395 277	783 517	50.45	2 899 259	100.00

As shown in Figure 3.6, P3 schools have the highest proportion (75.08 percent) of primary school learners, followed by P2 Schools with 19.82 percent. P1 Schools have the least proportion of learners (5.11 percent).

Figure 3.6: Primary School Enrolment by School Capitation Grant Classification, Percentage, Zimbabwe, 2021



Primary school enrolment decreases with grades regardless of the grand type, save for P2 Grade 2. Across the grant classification, Grade 1 to 7 have comparable numbers of males and females, in contrary to Skills Orientation that has a huge disparity in favour of males. The proportion of Skills Orientation female learners in P1, P2 and P3 Schools are 41.92 percent, 40.66 percent and 42.53 percent, respectively as shown in table 3.8.

Table 3:8: Primary School Enrolment by School Capitation Grant Classification, Grade and Sex, Number and Percentage Zimbabwe, 2021

Grade	P1, No.			%Female	P2, No.			%Female	P3, No.			%Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Grade 1	10 798	10 972	21 770	50.40	40 452	40 105	80 557	49.78	168 696	164 639	333 335	49.39	435 662
Grade 2	11 040	11 328	22 368	50.64	44 198	43 812	88 010	49.78	175 466	170 537	346 003	49.29	456 381
Grade 3	10 746	11 324	22 070	51.31	44 246	44 466	88 712	50.12	168 071	164 658	332 729	49.49	443 511
Grade 4	10 570	11 419	21 989	51.93	44 108	44 170	88 278	50.04	161 269	160 430	321 699	49.87	431 966
Grade 5	10 521	11 051	21 572	51.23	41 639	42 340	83 979	50.42	151 502	153 821	305 323	50.38	410 874
Grade 6	9 514	10 325	19 839	52.04	36 980	38 324	75 304	50.89	140 778	142 080	282 858	50.23	378 001
Grade 7	8 584	9 217	17 801	51.78	33 385	34 274	67 659	50.66	123 688	126 542	250 230	50.57	335 690
Skills Orientation	356	257	613	41.92	1 217	834	2 051	40.66	2 592	1 918	4 510	42.53	7 174
Grand Total	72 129	75 893	148 022	51.27	286 225	288 325	574 550	50.18	1 092 062	1 084 625	2 176 687	49.83	2 899 259

As shown in Table 3.9, the number of learners decrease with the grades for registered, satellite and unregistered schools. At grade 1, unregistered schools have a higher proportion of female learners than registered schools, while the proportions of both sexes are almost equal in satellite schools. Apart from Skills Orientation, Grades 2, 3 and 4, the proportion of female learners in satellite schools is more than 50 percent across the grades.

Table 3:9: Primary School Enrolment by School Registration Status, Grade and Sex, Number and Percentage, Zimbabwe, 2021

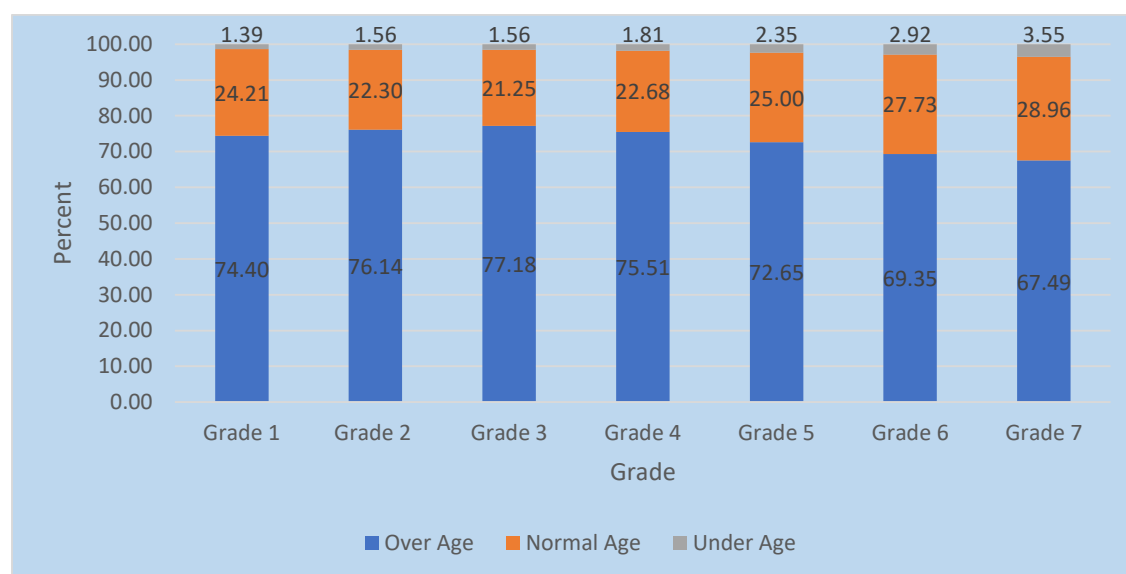
Grade	Registered, No.			%Female	Satellite, No.			%Female	Unregistered, No.			%Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Grade 1	192 976	188 580	381 556	49.42	24 479	24 652	49 131	50.18	2 491	2 484	4 975	49.93	435 662
Grade 2	203 090	198 397	401 487	49.42	25 485	25 058	50 543	49.58	2 129	2 222	4 351	51.07	456 381
Grade 3	197 344	194 804	392 148	49.68	23 923	23 793	47 716	49.86	1 796	1 851	3 647	50.75	443 511
Grade 4	191 811	191 816	383 627	50.00	22 778	22 613	45 391	49.82	1 358	1 590	2 948	53.93	431 966
Grade 5	181 276	184 368	365 644	50.42	21 175	21 541	42 716	50.43	1 211	1 303	2 514	51.83	410 874
Grade 6	167 422	170 618	338 040	50.47	18 868	19 078	37 946	50.28	982	1 033	2 015	51.27	378 001
Grade 7	149 755	153 226	302 981	50.57	15 293	16 164	31 457	51.38	609	643	1 252	51.36	335 690
Skills Orientation	4 107	2 949	7 056	41.79	46	43	89	48.31	12	17	29	58.62	7 174
Grand Total	1 287 781	1 284 758	2 572 539	49.94	152 047	152 942	304 989	50.15	10 588	11 143	21 731	51.28	2 899 259

Table 3.10 and Figure 3.7 present primary school enrolment by grade and age. As shown in the Table and the graph, Grade 3 has the highest proportion (77.18 percent) of Over Age learners. Similarly, Grade 7 has the highest proportions of both Under Age (3.55 percent) and Normal Age (28.96 percent) learners. The proportion of Over Age learners ranges from 69.35 percent for Grade 6, to 77.18 percent for Grade 3, while that for Normal Age range from 21.25 percent for Grade 3 to 28.96 for Grade 7. The proportion of Under Age learners range 1.39 percent for Grade 1, to 3.55 percent for Grade 7, and seems to systematically increase with grades.

Table 3.10: Primary School Enrolment by Grade and Age, Number, Zimbabwe, 2021

Ages	Enrolment, No.								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
5 years	6 063							222	6 285
6 years	105 478	7 116						140	112 734
7 years	220 603	101 755	6 921					206	329 485
8 years	78 102	218 549	94 267	7 819				355	399 092
9 years	18 934	91 622	205 213	97 975	9 640			736	424 120
10 years	4 854	28 261	97 048	198 537	102 721	11 042		1 260	443 723
11 years	1 084	7 068	30 366	93 108	193 922	104 818	11 908	1 436	443 710
12 years	393	1 546	7 530	26 530	75 224	163 211	97 214	1 059	372 707
Above 12	151	464	2 166	7 997	29 367	98 930	226 568	1 760	367 403
Grand Total	435 662	456 381	443 511	431 966	410 874	378 001	335 690	7 174	2 899 259

Figure 3.7: Primary School Enrolment by Grade and Age, Percentage Distribution, Zimbabwe, 2021



Manicaland has 454 450 learners out of a total of 2 899 259 primary school learners in the country. It has the largest number of learners across the grades, save for the Skills Orientation. Bulawayo with a total 122 359 learners, has the smallest number of learners in Grade 1 up to 7. Matabeleland North has the largest number of Skills Orientation learners (1 669) -see Table 3.11.

3.11: Primary School Enrolments by Grade and Province, Number and Percentage, Zimbabwe, 2021

Province	Enrolment, No								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
Bulawayo	17 392	18 440	18 468	18 188	17 612	16 817	14 930	512	122 359
Harare	45 036	49 336	49 974	49 515	47 758	42 301	38 448	976	323 344
Manicaland	70 832	72 946	69 711	66 575	63 382	57 860	52 600	544	454 450
Mashonaland Central	42 182	44 753	42 595	40 925	36 507	33 503	28 575	950	269 990
Mashonaland East	47 045	48 789	46 663	45 037	44 431	40 215	36 397	205	308 782
Mashonaland West	51 715	54 807	53 381	51 704	47 849	44 480	38 957	717	343 610
Masvingo	57 588	59 066	57 381	55 876	53 667	49 439	44 001	981	377 999
Matabeleland North	25 167	25 563	25 090	25 064	24 456	23 573	20 646	1 669	171 228
Matabeleland South	22 446	23 431	22 782	22 827	22 048	20 980	18 841	170	153 525
Midlands	56 259	59 250	57 466	56 255	53 164	48 833	42 295	450	373 972
Grand Total	435 662	456 381	443 511	431 966	410 874	378 001	335 690	7 174	2 899 259

### 3.3 Secondary school enrolment

Zimbabwe has 1 087 632 learners enrolled in secondary schools (Form 1 -6), of these 1 001 244 were enrolled in lower secondary (Form 1 to 4) and 86 388 learners enrolled for upper secondary (Form 5 to 6).

As shown in Figure 3.8, over the period 2017-2020, there has been year on year increase of enrolment in lower and upper secondary schools, since then there has been a decrease of enrolment in both lower and upper secondary schools even though the enrolment of males in upper secondary decreased more rapidly in 2021. Furthermore, there has been almost equal numbers of males and females enrolled in lower secondary. There are more females than males enrolled in upper secondary, even though the enrolment was clearly in favour of males between 2017 and 2020.

Figure 3.8: Enrolment in Lower and Upper Secondary Schools Zimbabwe, 2017-2021



There are 1 001 244 learners (495 262 males, 505 982 females) enrolled in Lower Secondary (Form 1 to 4). The enrolment in lower secondary increased annually during the period 2017-2020, with the highest annual increase (3.57 percent) in enrolment registered in 2019. In 2020, the increase in enrolment was 1.12 percent. In 2021, there was decrease in enrolment of -3.34 percent. Furthermore, the proportion of female learners in lower secondary annually increased. The proportion of females in Form 1-4 increased from 49.92 percent in 2017 to 50.54 percent in 2021 (see Table 3.12).

Some 86 388 learners (42 679 males, 43 709 females) are enrolled in upper secondary (Form 5-6). The enrolment in upper secondary increased on annual basis over the period 2017-2020, except for 2021, with the highest (7.85 percent) annual increase recorded in 2017. In 2021, there was decrease in enrolment of -14.75 percent. The proportion of females in Form 5-6 increased from 46.39 percent in 2017 to 50.60 percent in 2021

Table 3:12: Secondary School Enrolment by Level and Sex and Change, Number and Percentage, Zimbabwe, 2017-2021

Year	Form 1-Form 4, No.			% Female	% Change	
	Male	Female	Total		%	No.
Form 1 - Form 4						
2017	491 488	489 900	981 388	49.92	0.38	3 685
2018	495 127	493 941	989 068	49.94	0.78	7 680
2019	508 893	515 531	1 024 424	50.32	3.57	35 356
2020	511 614	524 235	1 035 849	50.61	1.12	11 425
2021	495 262	505 982	1 001 244	50.54	-3.34	- 34 605
Form 5 - Form 6						
2017	50 358	43 579	93 937	46.39	7.85	6 836
2018	50 890	45 870	96 760	47.41	3.01	2 823
2019	51 883	48 574	100 457	48.35	3.82	3 697
2020	51 465	49 864	101 329	49.21	0.87	0 872
2021	42 679	43 709	86 388	50.60	-14.75	- 0 17
Form 1- Form 6						
2017	541 846	533 479	1 075 325	49.61	0.99	10 521
2018	546 017	539 811	1 085 828	49.71	0.98	10 503
2019	560 776	564 105	1 124 881	50.15	3.60	39 053
2020	563 079	574 099	1 137 178	50.48	1.09	12 297
2021	537 941	549 691	1 087 632	50.54	-4.36	- 49 546

As shown in Table 3.13, secondary schools have more Form 1 learners (136 357 males, 144 177 females) than any other Forms. However, the number of learners decreased at each higher level of the secondary school ladder. Secondary school also have the least number of learners in Skills Orientation (422) compared to other forms. Save for Skills Orientation and Form 4, the proportion of female learners in secondary schools is more than 50 percent in other forms.

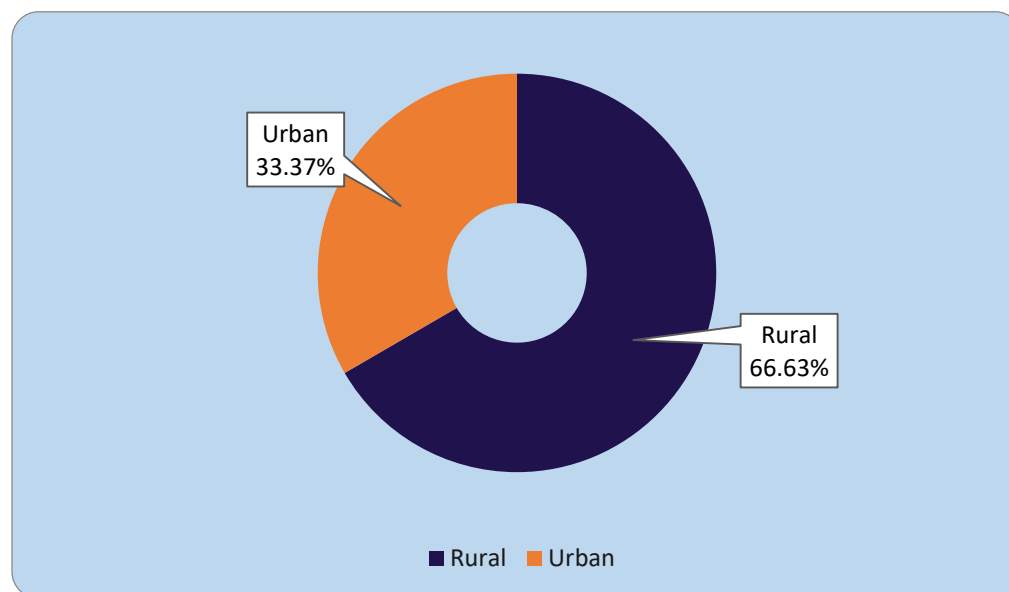
Table 3:13: Secondary School Enrolments by Sex and Form, Number and Percentage, Zimbabwe 2021

Form	Enrolments, No			%Female
	Male	Female	Total	
Form 1	136 357	144 177	280 534	51.39
Form 2	129 211	132 354	261 565	50.60
Form 3	126 547	128 043	254 590	50.29
Form 4	102 912	101 221	204 133	49.59
Lower 6	19 477	20 418	39 895	51.18
Upper 6	23 202	23 291	46 493	50.10
Skills Orientation	235	187	422	44.31
Grand Total	537 941	549 691	1 087 632	50.54

Figure 3.9 portrays secondary school enrolment by the two main domains, that is, rural and urban. The graph shows that the majority (66.63 percent) of secondary school learners is enrolled in rural schools, while 33.37 percent is enrolled in urban schools.



Figure 3.9: Secondary School Enrolments (Form 1- 6) by Location, Number and Percentage, Zimbabwe, 2021



As shown in Table 3.14, enrolment in rural and urban primary schools follows a similar pattern in several aspects, even though the proportions of female learners do differ significantly. Both rural and urban secondary schools have more Form 1 learners (198 074 for rural schools, 82 460 for urban schools) than any other grades in the respective domains. They also have the least number of learners in Skill Orientation (113 for rural schools, 309 for urban schools) than any other grade. For both rural and urban schools, the number of the learners is lower at each higher level of the secondary school ladder, save for Upper 6.

However, the proportion of female learners is lower in rural schools than in urban schools for all the Forms. The proportion of female learners in urban schools is more than 50 percent across all Forms, save for Skills Orientation.

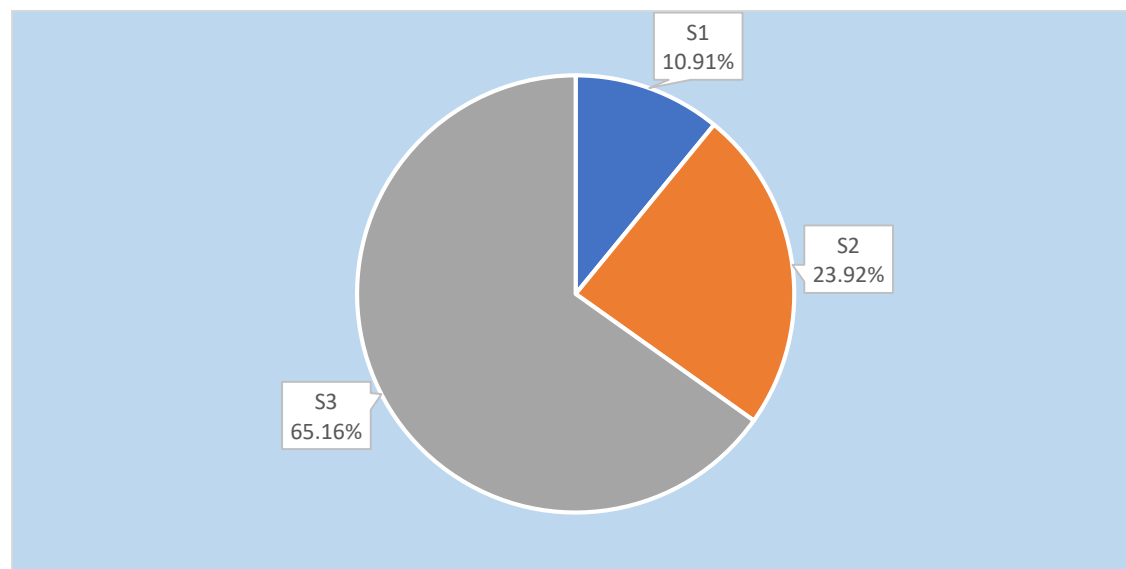
Form 1, with a proportion of 70.61 percent rural, are more likely than any other Forms to be located in rural areas, while Lower 6 with a proportion of 44.14 percent rural, are least likely.

Table 3:14: Secondary School Enrolment by Location, Sex and Form, Number and Percentage Females, Zimbabwe, 2021

Grade	Rural Enrolments, No.			%Female	Urban Enrolments, No.			%Female	Grand Total	%Rural
	Male	Female	Total		Male	Female	Total			
Form 1	96 801	101 273	198 074	51.13	39 556	42 904	82 460	52.03	280 534	70.61
Form 2	91 101	91 609	182 710	50.14	38 110	40 745	78 855	51.67	261 565	69.85
Form 3	87 404	85 139	172 543	49.34	39 143	42 904	82 047	52.29	254 590	67.77
Form 4	67 982	64 206	132 188	48.57	34 930	37 015	71 945	51.45	204 133	64.76
Lower 6	8 880	8 729	17 609	49.57	10 597	11 689	22 286	52.45	39 895	44.14
Upper 6	11 026	10 379	21 405	48.49	12 176	12 912	25 088	51.47	46 493	46.04
Skills Orientation	59	54	113	47.79	176	133	309	43.04	422	26.78
Grand Total	363 253	361 389	724 642	49.87	174 688	188 302	362 990	51.88	1 087 632	66.63

As shown in Figure 3.10, S3 schools have the highest proportion (65.16 percent of secondary school learners, followed by S2 schools with 23.92 percent. S1 schools have the least proportion of learners (10.91 percent).

Figure 3.10: Secondary School Enrolment by School Grant Classification, Number and Percentage, Zimbabwe, 2021



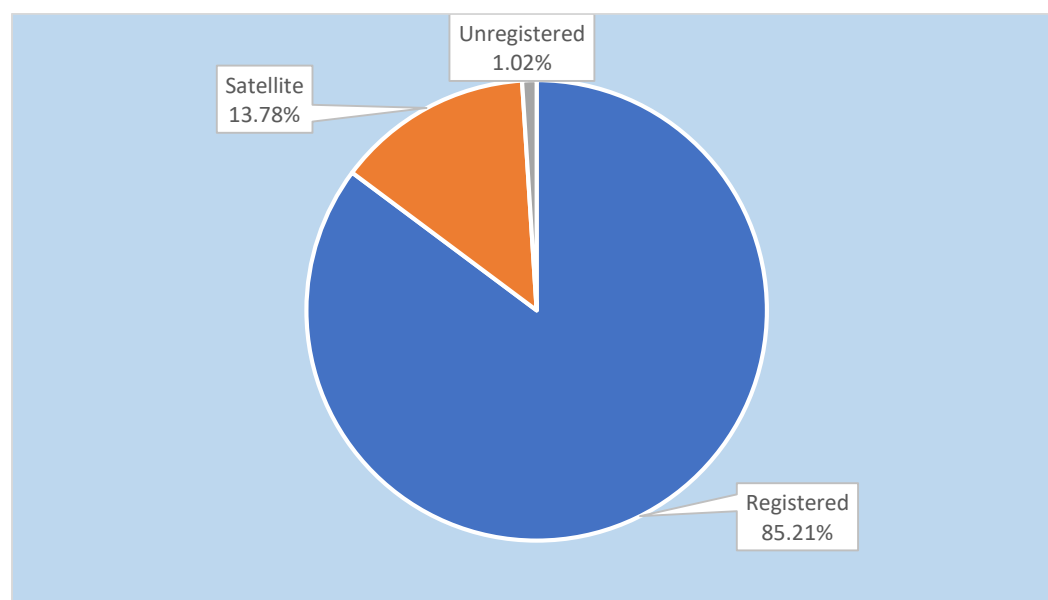
Secondary school enrolment generally decreases for all forms for S1 and S3 schools, save for Upper 6 and also decreases for S2 schools, save for Form 3 and Upper 6. Save for Skills Orientation, the proportion of females in S1 schools is above 50 percent for all the Forms. The proportion of females in S2 schools is above 50 percent across the forms. However, the proportion of females in S3 schools is above 50 percent for Form 1 and Form 2 (see Table 3.15).

Table 3.15: Secondary School Enrolments by School Grant Classification, Sex and Form, Number and Percentage, Zimbabwe, 2021

Form	S1, No.			%Female	S2, No.			%Female	S3, No.			%Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Form 1	12 196	12 748	24 944	51.11	27 466	30 606	58 072	52.70	96 695	100 823	197 518	51.04	280 534
Form 2	12 163	12 766	24 929	51.21	27 275	29 590	56 865	52.04	89 773	89 998	179 771	50.06	261 565
Form 3	12 017	12 871	24 888	51.72	27 827	31 079	58 906	52.76	86 703	84 093	170 796	49.24	254 590
Form 4	10 930	11 028	21 958	50.22	25 224	27 372	52 596	52.04	66 758	62 821	129 579	48.48	204 133
Lower 6	5 148	5 501	10 649	51.66	7 338	8 273	15 611	52.99	6 991	6 644	13 635	48.73	39 895
Upper 6	5 462	5 697	11 159	51.05	8 677	9 354	18 031	51.88	9 063	8 240	17 303	47.62	46 493
Skills Orientation	112	70	182	38.46	53	58	111	52.25	70	59	129	45.74	422
Grand Total	58 028	60 681	118 709	51.12	123 860	136 332	260 192	52.40	356 053	352 678	708 731	49.76	1 087 632

As shown in Figure 3.11, the majority (85.21 percent) of the secondary school learners are enrolled in registered schools, followed by 13.78 percent in satellite schools. The least proportion of learners in secondary schools are in unregistered schools (1.02 percent).

Figure 3.11: Secondary School Enrolments by School Registration Status, Number and Percentage, Zimbabwe, 2021



As shown in Table 3.16, the number of learners decrease with the Forms for registered and satellite schools. The proportion of females in such schools also does vary by form. Registered secondary schools have proportions of female learners that are above 50 percent, save for Form 4 and Skills Orientation. Satellite secondary schools have proportions of female learners below 50 percent among learners in Form 3 to Lower 6. However, unregistered secondary schools have proportions of female learners that are above 50 percent in all the Forms.

Table 3.16: Secondary School Enrolments by School Registration Status, Sex and Form, Number and Percentage, Zimbabwe, 2021

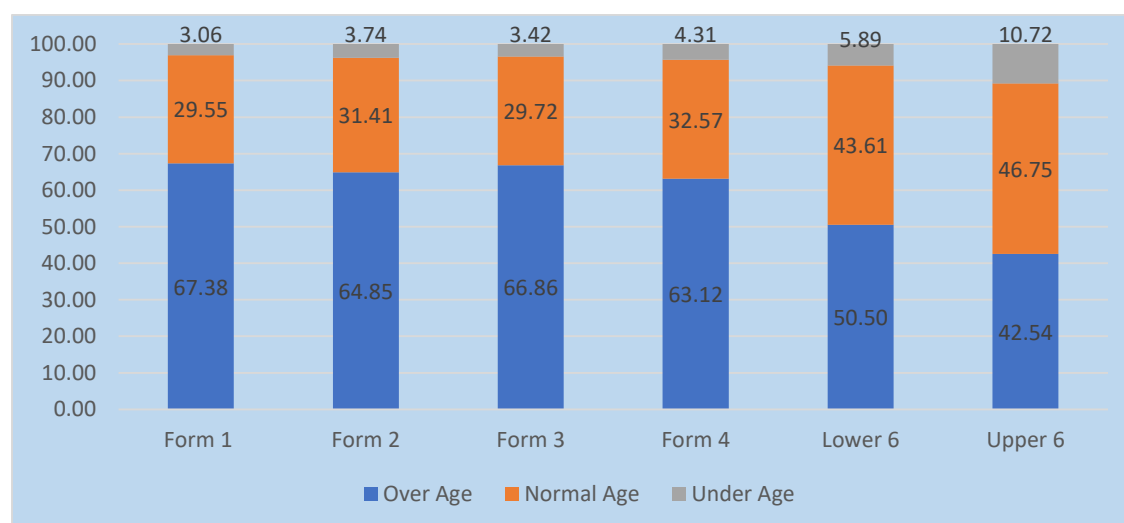
Grade	Registered, No.			% Female	Satellite, No.			% Female	Unregistered, No			% Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Form 1	111 630	118 562	230 192	51.51	23 274	24 037	47 311	50.81	1 453	1 578	3 031	52.06	280 534
Form 2	107 695	110 720	218 415	50.69	20 499	20 555	41 054	50.07	1 017	1 079	2 096	51.48	261 565
Form 3	106 266	108 911	215 177	50.61	18 976	17 629	36 605	48.16	1 305	1 503	2 808	53.53	254 590
Form 4	89 159	88 386	177 545	49.78	12 772	11 703	24 475	47.82	981	1 132	2 113	53.57	204 133
Lower 6	19 087	20 022	39 109	51.20	127	102	229	44.54	263	294	557	52.78	39 895
Upper 6	22 905	22 980	45 885	50.08	84	89	173	51.45	213	222	435	51.03	46 493
Skills Orientation	234	186	420	44.29	1	1	2	50.00	0		0	#DIV/0!	422
Grand Total	456 976	469 767	926 743	50.69	75 733	74 116	149 849	49.46	5 232	5 808	11 040	52.61	1 087 632

Table 3.17 and Figure 3.12 present secondary school enrolment by form and age. As shown on the Table and the graph, Form 1 has the highest proportion (67.38 percent) of Over Age learners. Similarly, Upper 6 has the highest proportions of both Under Age (10.72 percent, within the grade) and Normal Age (46.75 percent) learners. The proportion of Over Age learners ranges from 42.54 percent for Upper 6 to 67.38 percent for Form 1, while that for Normal Age range from 29.55 percent for Form 1 to 46.75 percent for Upper 6. The proportion of Under Age learners range from 3.06 percent for Form 1 to 10.72 percent for Upper 6.

Table 3:17: Secondary School Enrolments by Form and Age, Number, Zimbabwe, 2021

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Below 13	8 593						14	8 607
13 years	82 907	9 784					30	92 721
14 years	116 652	82 145	8 703				54	207 554
15 years	52 291	102 521	75 668	8 802			62	239 344
16 years	15 887	48 995	98 785	66 486	2 348		92	232 593
17 years	3 358	14 323	49 864	77 347	17 399	4 982	52	167 325
18 years	658	3 054	16 807	36 377	13 936	21 735	41	92 608
above 18	188	743	4 763	15 121	6 212	19 776	77	46 880
Grand Total	280 534	261 565	254 590	204 133	39 895	46 493	422	1 087 632

Figure 3.12: Secondary School Enrolments by Form and Age, Percentage, Zimbabwe, 2021



Manicaland has 171 273 learners out of a total 1 087 632 secondary school learners in the country. It has the largest number of learners across the Forms, save for Lower 6 and Upper 6. Matabeleland South with a total 54 612 learners, has the smallest number of learners in each Form, save for Form 1, Form 2, Lower 6 and Upper 6 (see Table 3.18).

Table 3:18: Secondary School Enrolment by Form and Province, Number and Percentage, Zimbabwe, 2021

Province	Enrolment, No							
	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Bulawayo	13 095	12 830	13 242	12 000	3 343	3 906	4	58 420
Harare	30 822	30 558	31 619	27 453	8 722	9 628	277	139 079
Manicaland	44 485	41 668	39 430	32 057	5 968	7 660	5	171 273
Mashonaland Central	23 349	21 470	19 576	14 948	2 090	2 385	16	83 834
Mashonaland East	30 951	30 155	28 636	23 312	4 192	4 769	74	122 089
Mashonaland West	31 899	29 206	28 385	21 436	3 484	3 783	13	118 206
Masvingo	38 800	35 004	34 978	27 974	5 250	6 255	4	148 265
Matabeleland North	16 120	13 935	13 951	9 927	1 031	1 272	19	56 255
Matabeleland South	15 245	13 577	12 824	9 765	1 464	1 727	10	54 612
Midlands	35 768	33 162	31 949	25 261	4 351	5 108	0	135 599
Grand Total	280 534	261 565	254 590	204 133	39 895	46 493	422	1 087 632

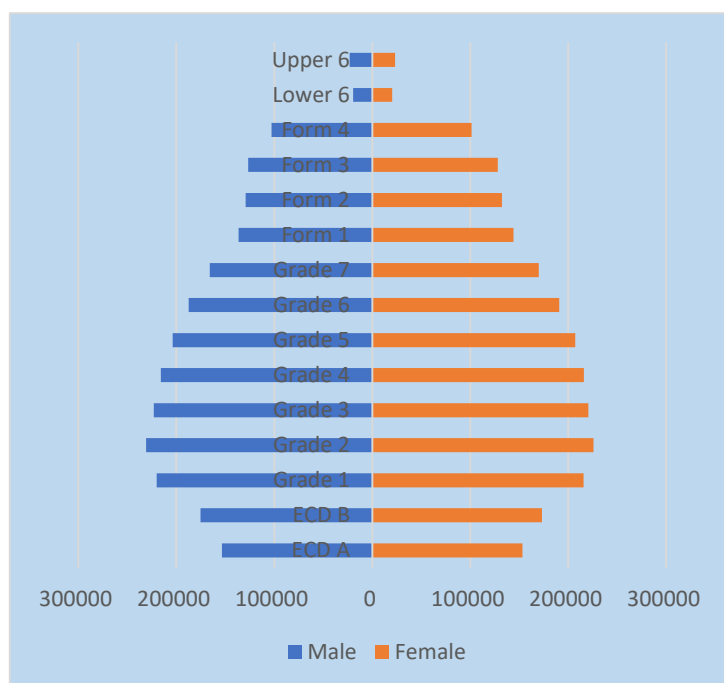
Table 3.19 and Figure 3.13 show that Grade 2 enrolment is the largest for both sexes, in comparison with other Grades/Forms, but notably Skills Orientation has smallest number of enrolments. Noticeably, ECD A and B enrolments are each lower than their respective successive levels.

The pyramid illustrates that enrolment decrease with level, starting from grade 2. Lower six, with the least enrolment forms part of the apex. The numbers of male and females enrolled at various grades/forms is almost equal. However, there are slightly more females than males in Grade 4 to 7, and Form 1 to 3, while there are more males than females from ECD B to Grade 2 and Form 4.

Table 3:19: Total Enrolment ECD, Primary and Secondary by Sex and Grade, Number, Zimbabwe, 2021

Grade	Enrolment, No.		
	Male	Female	Total
ECD A	153 250	153 315	306 565
ECD B	175 360	173 207	348 567
Grade 1	219 946	215 716	435 662
Grade 2	230 704	225 677	456 381
Grade 3	223 063	220 448	443 511
Grade 4	215 947	216 019	431 966
Grade 5	203 662	207 212	410 874
Grade 6	187 272	190 729	378 001
Grade 7	165 657	170 033	335 690
Form 1	136 357	144 177	280 534
Form 2	129 211	132 354	261 565
Form 3	126 547	128 043	254 590
Form 4	102 912	101 221	204 133
Lower 6	19 477	20 418	39 895
Upper 6	23 202	23 291	46 493
Skills Orientation	4 400	3 196	7 596
Grand Total	2 316 967	2 325 056	4 642 023

Figure 3.13 Distribution of Enrolment by Grade/Form, Number, Zimbabwe, 2021



### 3.4 Conclusion

Zimbabwe has 655 132 learners (328 610 males and 326 522 females) enrolled for ECD. The number of ECD learners significantly increased from 623 895 in 2017 to 655 132 in 2021. The annual percentage changes over the period 2017-2021 were positive, with the highest increase (7.50 percent) in 2017 and the lowest increase (0.14 percent) in 2020. There are also 2 899 259 learners (1 450 416 males, 1 448 843 females) enrolled in primary schools. The country sustained a steady annual increase in the number of primary learners during the period 2017-2021. The highest percentage increase (2.87 percent) was registered in 2020. Importantly, there has also been a continuous annual increase in the proportion of female learners enrolled in primary schools. The proportion of female learners increased from 49.69 percent in 2017, to 49.97 percent in 2021. The country also has 1 087 632 learners enrolled in secondary schools (Form 1 -6), with 1 001 244 learners enrolled in lower secondary (Form 1-4) and 86 388 learners enrolled for upper secondary (Form 5-6). Over the period 2017-2020, there has been year on year increase of enrolment in lower and upper secondary schools, since then there has been a decrease of enrolment in both lower and upper secondary schools even though the enrolment of males in upper secondary decreased more rapidly in 2021. Furthermore, there has been almost equal numbers of males and females enrolled in lower secondary, though the upper secondary enrolment was initially in favour of males.

## CHAPTER 4 : Access to Education

This Chapter examines enrolment patterns of children who enter the first grades of primary and secondary education for the first time. In Zimbabwe the official levels of entry into primary and secondary schools for the first time are, Grade 1 and Form 1, respectively. The system's capacity to enroll children at right age and flow through is dependent on the age at which they enter. The school entry age for Grade 1 and Form 1 are 6 and 13 years, respectively. The chapter also presents some key indicators of access to education, namely, Apparent Intake Rate (AIR) and Net Intake Rate (NIR) for Grade 1 and Form 1.

### 4.1 New Entrants into Grade 1

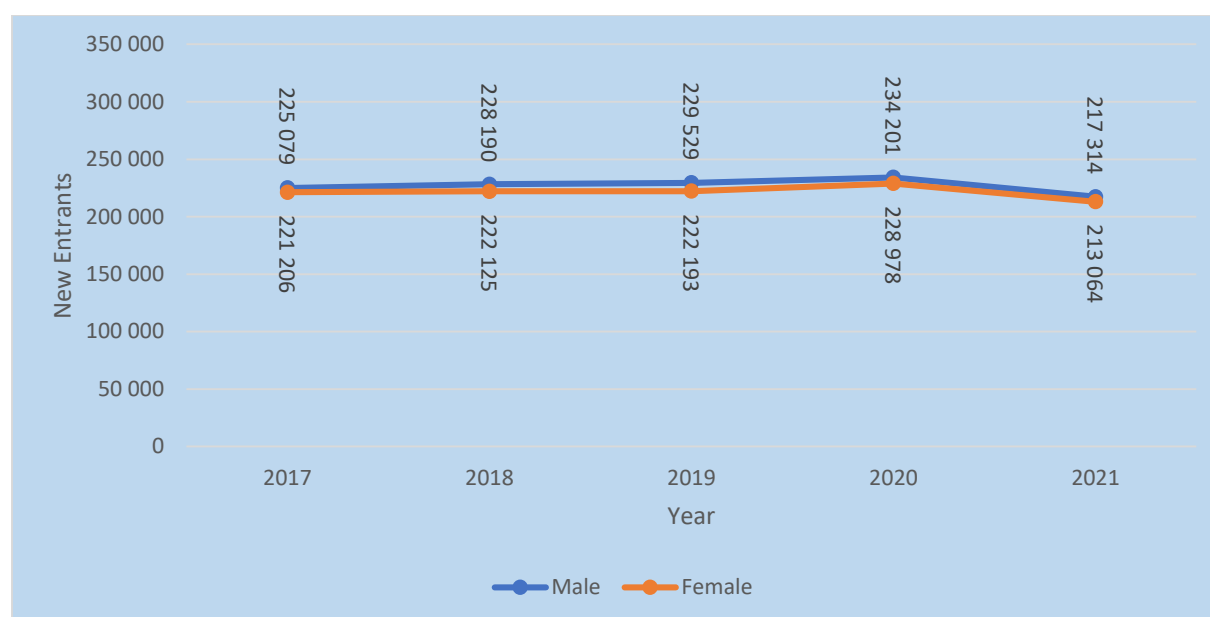
As shown in Table 4.1, there are 430 378 (217 314 males, 213 064 females) new entrants into Grade 1. The number of new entrants into Grade 1 were 446 285 in 2017, and the numbers continued to increase on annual basis until 2020, save for 2021. Year 2017 had the highest percentage change (5.03 percent), while, 2021 had the least percentage change (-7.08 percent). In 2020 the percentage change was 2.54 percent. The proportion of females ranged from 49.19 percent in 2019 to 49.57 in 2017.

*Table 4.1: New Entrants into Grade 1 Trend by Sex, Number and Percentage Change, Zimbabwe 2017-2021*

Year	Male	Female	Total	%Female	Change	
	Number				%	Number
2017	225 079	221 206	446 285	49.57	5.03	21 371
2018	228 190	222 125	450 315	49.33	0.90	4 030
2019	229 529	222 193	451 722	49.19	0.31	1 407
2020	234 201	228 978	463 179	49.44	2.54	11 457
2021	217 314	213 064	430 378	49.51	-7.08	-32 801

Figure 4.1 portrays the number of new entrants into Grade 1 during the period 2017-2021. The graph shows that there was a gradual increase of new entrants by both sexes between 2017 and 2020. Thereafter, a steady decrease was noted. Throughout the period, there were slightly more males than females entering into Grade 1 for the first time.

Figure 4.1: New Entrants into Grade 1 by Sex, Number and Percentage, Zimbabwe 2017-2021



As shown in Table 4.2, the *7-year-olds* constitute the majority (50.32 percent) of new entrants into Grade 1, followed by the *6-year-olds* (normal age) that constitute 24.48 percent. Learners *above 12-years* make up the least proportion (0.03 percent) of new entrants. Notably, there are 6 891 *Under Age* (5 years & below) new entrants, 105 354 *Normal Age* (6 Years) new entrants, and 318 153 *Over Age* (7 years & above) new entrants, thus constituting 1.60 percent, 24.48 percent, respectively and 73.92 percent of the total number (430 378) of new entrants into Grade 1. The *6-Years & Below* new entrants have proportions of females that are above 50 percent, contrary to the *7 Years & Above* new entrants that have proportions of females below 50 percent.

Table 4.2: New Entrants into Grade 1 by Sex, Age, Number and Percentage, Zimbabwe, 2021

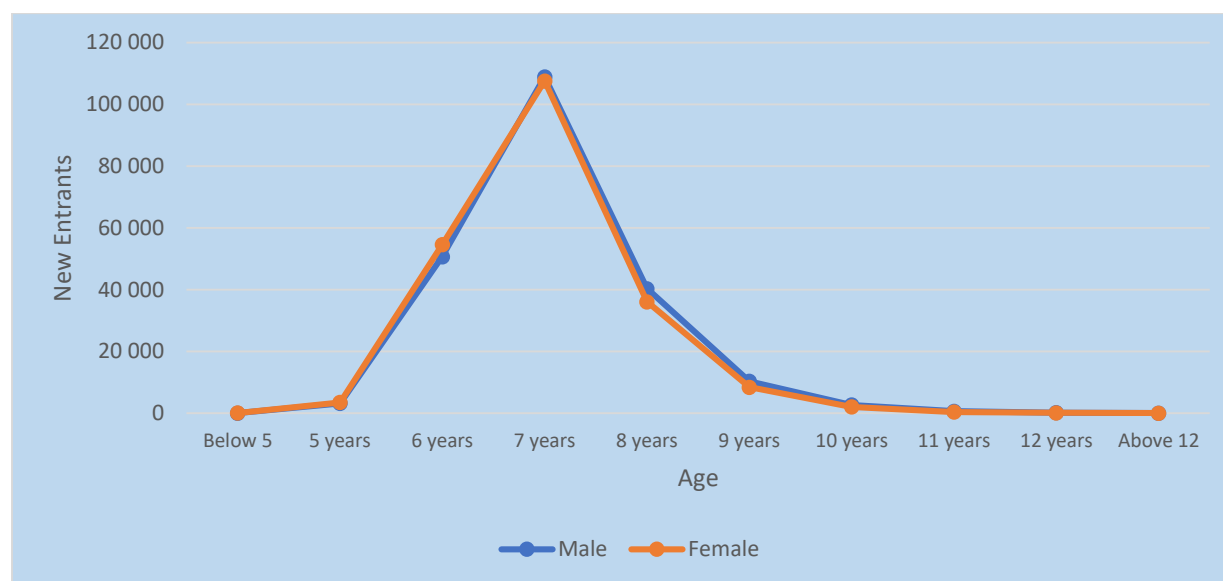
Age	New Entrants, No.			Percent Female	Percent of Total			GPI
	Male	Female	Total		Male	Female	Total	
Below 5	76	109	185	58.92	0.03	0.05	0.04	1.46
5 years	3 194	3 512	6 706	52.37	1.47	1.65	1.56	1.12
6 years	50 742	54 612	105 354	51.84	23.35	25.63	24.48	1.10
7 years	108 966	107 601	216 567	49.68	50.14	50.50	50.32	1.01
8 years	40 368	36 098	76 466	47.21	18.58	16.94	17.77	0.91
9 years	10 340	8 465	18 805	45.01	4.76	3.97	4.37	0.83
10 years	2 708	2 045	4 753	43.03	1.25	0.96	1.10	0.77
11 years	653	418	1 071	39.03	0.30	0.20	0.25	0.65
12 years	197	138	335	41.19	0.09	0.06	0.08	0.71
Above 12	70	66	136	48.53	0.03	0.03	0.03	0.96
Grand Total	217 314	213 064	430 378	49.51	100.00	100.00	100.00	

Figure 4.2 depicts the number of new entrants into Grade 1 by age and sex. The graph shows an almost normal distribution of new entrants (both sexes), with a peak at age *7 years*. As illustrated, the



majority of the new entrants into Grade 1 are in the age range of 6 to 8 years. The number of males and females at each defined age is almost equal.

Figure 4.2: New Entrants into Grade 1 by Age and Sex, Number, Zimbabwe, 2021



As shown in Table 4.3, Zimbabwe has 320 219 (162 057 males, 158 162 females) rural new entrants and 110 159 (55 257 males, 54 902 females) urban new entrants into Grade 1. The largest numbers of new entrants for rural and urban schools are aged 7-Years. The 7 years old rural new entrants are 155 914 (constituting 48.69 percent), whereas the urban new entrants are 60 653 (constituting 55.06 percent) of the total number of new entrants into Grade 1. The smallest number of new entrants for rural schools are *below age 5 years*. The new entrants *below 5 years* in the rural areas are 103 (constituting 0.03 percent). The smallest number of new entrants for urban schools are *above 12 years*. The new entrants *above 12 years in urban areas* are 11 (constituting 0.01 percent) of the new entrants into Grade 1

The collated data for Table 4.3 shows that the country has 5 033 *Under Age* rural new grade 1 entrants (constituting 1.57 percent); 1 858 *Under Age* urban new entrants (constituting 1.69 percent); 70 190 *Normal Age* rural new entrants (Constituting 21.92 percent); 35 164 *Normal Age* urban new entrants (Constituting 31.92 percent); 244 996 *Over Age* rural new entrants (Constituting 76.51 percent) and 73 137 *Over Age* urban new entrants (Constituting 66.39 percent). There are almost equal numbers of males and females among rural and urban new grade 1 entrants.

Table 4.3: New Entrants into Grade 1 by Location, Sex and Age, Number and Percentage, Zimbabwe, 2021

Age	Rural New Entrants, No.			% Total Rural	Urban New Entrants, No.			% Total Urban	Grand Total	% Rural
	Male	Female	Total		Male	Female	Total			
Below 5	55	48	103	0.03	21	61	82	0.07	185	55.68
5 years	2 308	2 622	4 930	1.54	886	890	1 776	1.61	6 706	73.52
6 years	33 624	36 566	70 190	21.92	17 118	18 046	35 164	31.92	105 354	66.62
7 years	78 290	77 624	155 914	48.69	30 676	29 977	60 653	55.06	216 567	71.99
8 years	34 975	31 143	66 118	20.65	5 393	4 955	10 348	9.39	76 466	86.47
9 years	9 462	7 680	17 142	5.35	878	785	1 663	1.51	18 805	91.16
10 years	2 491	1 893	4 384	1.37	217	152	369	0.33	4 753	92.24
11 years	602	399	1 001	0.31	51	19	70	0.06	1 071	93.46
12 years	188	124	312	0.10	9	14	23	0.02	335	93.13
Above 12	62	63	125	0.04	8	3	11	0.01	136	91.91
Grand Total	162 057	158 162	320 219	100.00	55 257	54 902	110 159	100.00	430 378	74.40

## 4.2 New Entrants into Form 1

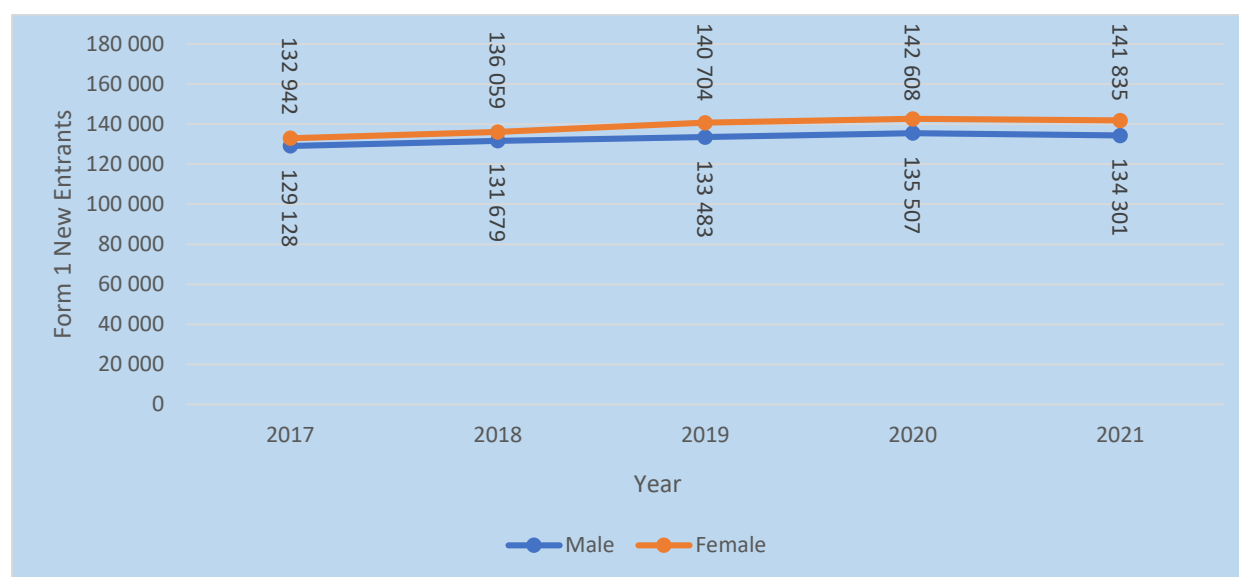
As shown in Table 4.4, there are 276 136 (134 301 males, 141 835 females) new entrants into Form 1. The number of new entrants into Form 1 were 262 070 in 2017, and the numbers continued to increase annually, save for year 2017 and 2021 which registered a negative percentage change of -3.13 percent and -0.72 percent respectively. Year 2019 had the highest percentage change (2.41 percent). In 2021, the percentage change was -0.71 percent. During the period 2017-2021, there were slightly more female than males among the new entrants into Form 1.

Table 4.4: New Entrants into Form 1 by Sex and Change, Number and Percentage, Zimbabwe 2017-2021

Year	Male	Female	Total	Percent Change	
	Number			Percent	Number
2017	129 128	132 942	262 070	-3.13	-8 463
2018	131 679	136 059	267 738	2.16	5 668
2019	133 483	140 704	274 187	2.41	6 449
2020	135 507	142 608	278 115	1.43	3 928
2021	134 301	141 835	276 136	-0.71	-1 979

Figure 4.3 shows the number of new entrants into Form 1 during the period 2017-2021. The graph shows that, between 2017 and 2018 there was a steady increase in number of new entrants for both sexes. Thereafter, a more gradual increase was maintained for females and less increase for males. Throughout this period, slightly more females than males were entering into Form 1 for the first time.

Figure 4.3: New Entrants into Form 1 by Sex, Number and Percentage, Zimbabwe 2017-2021



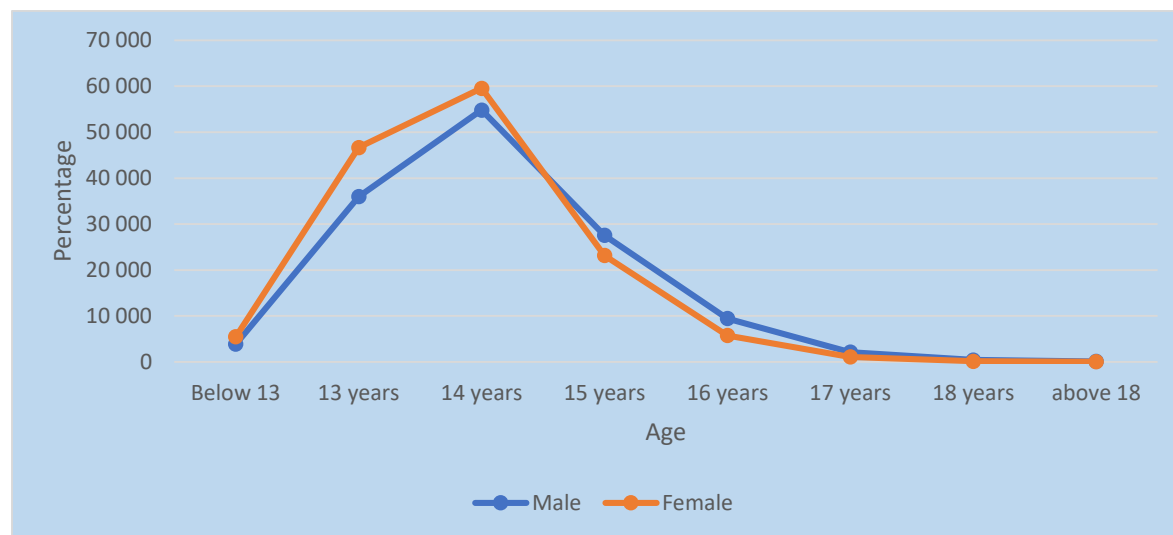
As shown in Table 4.5, the *14-year-olds* constitute the majority (41.42 percent) of new entrants into Form 1, followed by the *13-year-olds* (normal age) constituting 29.94 percent. The *Above 18 years* make up the least proportion (0.05 percent) of new entrants. Notably, there are 9 329 *Under Age* (Below 13 years) new entrants, 82 673 *Normal Age* (13 Years) new entrants, and 184 134 *Over Age* (14 Years & Above) new entrants, thus constituting respectively, 3.38 percent, 29.94 percent and 66.68 percent of the total number (276 136) of new entrants into Form 1. The *14-Years & Below* new entrants have proportions of females that is above 50 percent, in contrary to the *15 Years & Above* new entrants that have proportion of females below 50 percent.

Table 4.5: New Entrants into Form 1 by Sex, Age and GPI, Number and Percentage, Zimbabwe, 2021

Age	New Entrants, No.			Percent Female	Percent of Total			GPI
	Male	Female	Total		Male	Female	Total	
Below 13	3 879	5 450	9 329	58.42	2.89	3.84	3.38	1.33
13 years	35 996	46 677	82 673	56.46	26.80	32.91	29.94	1.23
14 years	54 816	59 556	114 372	52.07	40.82	41.99	41.42	1.03
15 years	27 546	23 150	50 696	45.66	20.51	16.32	18.36	0.80
16 years	9 425	5 760	15 185	37.93	7.02	4.06	5.50	0.58
17 years	2 107	1 062	3 169	33.51	1.57	0.75	1.15	0.48
18 years	424	148	572	25.87	0.32	0.10	0.21	0.33
above 18	108	32	140	22.86	0.08	0.02	0.05	0.28
Grand Total	134 301	141 835	276 136	51.36	100.00	100.00	100.00	1.00

Figure 4.4 depicts the number of new entrants into Form 1 by age and sex. The graph shows an almost normal distribution of new entrants (both sexes), with a peak at age 14 *years*. As illustrated, the majority of the new entrants into Form 1 are in the age range of 13 to 15 years. There are almost equal number of males and females at each defined age.

Figure 4.4: New Entrants into Form 1 by Age and Sex, Number, Zimbabwe, 2021



As shown in Table 4.6, Zimbabwe has 195 016 (95 342 males, 99 674 females) rural new entrants and 81 120 (38 959 males, 42 161 females) urban new entrants into Form 1. The largest number of new Form 1 entrants for rural schools are age *14-Years*. The *14 years* old rural new entrants are 82 680 (constituting 42.40 percent) of the new entrants in Form 1. The largest number of new Form 1 entrants for urban schools are age *13-Years*. The *13 years* old urban new entrants are 32 547 (constituting 40.12 percent) of the new entrants in Form 1. The smallest number of new Form 1 entrants for rural and urban schools are *Above 18 years*. The rural new Form 1 entrants above 18 years are 109 (constituting 0.06 percent), whereas the urban new entrants above 18 years are 31 (constituting 0.04 percent) of the new entrants into Form 1.

The collation of the data in Table 4.6 shows that the country has 5 828 *Under Age* rural new Form 1 entrants (constituting 2.99 percent); 3 501 *Under Age* urban new entrants (constituting 4.32 percent); 50 126 *Normal Age* rural new Form 1 entrants (constituting 25.70 percent); 32 547 *Normal Age* urban new entrants (constituting 40.12 percent); 139 062 *Over Age* rural new entrants (constituting 71.31 percent) and 45 072 *Over Age* urban new entrants (constituting 55.56 percent). There are almost equal numbers of males and females among rural and urban new entrants.

Table 4:6: New Entrants into Form 1 by Location, Sex and Age, Number and Percentage, 2021

Year	Rural New Entrants				Urban New Entrants, No.				Grand Total	Percent Rural
	Male	Female	Total	Percent Total Rural	Male	Female	Total	Percent Total Urban		
Below 13	2 404	3 424	5 828	2.99	1 475	2 026	3 501	4.32	9 329	62.47
13 years	21 366	28 760	50 126	25.7	14 630	17 917	32 547	40.12	82 673	60.63
14 years	39 422	43 258	82 680	42.4	15 394	16 298	31 692	39.07	114 372	72.29
15 years	21 834	18 252	40 086	20.56	5 712	4 898	10 610	13.08	50 696	79.07
16 years	7 981	4 900	12 881	6.61	1 444	860	2 304	2.84	15 185	84.83
17 years	1 883	934	2 817	1.44	224	128	352	0.43	3 169	88.89
18 years	368	121	489	0.25	56	27	83	0.1	572	85.49
above 18	84	25	109	0.06	24	7	31	0.04	140	77.86
Grand Total	95 342	99 674	195 016	100	38 959	42 161	81 120	100	276 136	70.62

### 4.3 Primary School Apparent and Net Intake Rates

Primary school Apparent Intake (AIR) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to Grade 1 for officially school-going age population (UNESCO, 2007). A primary school AIR of above 100 percent indicates the participation of over and or under age children. On the other hand, Net Intake Rate (NIR) measures access to Grade 1 at an officially accepted age of 6 years.

As shown in Table 4.7, the national primary Apparent Intake Rate is at 93.38 percent (94.94 percent for males, 91.85 percent for females). During the period 2017-2021, the AIR declined from 128.44 percent in 2017 to 93.38 percent in 2021. Over the same period, the GPI oscillated between 0.95 and 0.97, indicating AIRs that were in favour of males. The national primary Net Intake Rate is 22.86 percent (22.17 percent for males, 23.54 percent for females). Between 2017 and 2021, NIRs were in the range of 22.86 percent in 2021 to 37.08 percent in 2017.

All the primary school AIRs for period 2017-2021, had gender disparities in favour of males that is GPIs of less than 0.98. For NIRs, gender parity was only attained in 2020 (GPI of 1.02), the rest had gender disparities in favour of females (GPIs 1.06)

Table 4:7: Apparent and Net Intake Rates Trends for Primary School by Sex and GPI, Percentage, 2017-2021

Year	Apparent Intake Rate (AIR), Percent			GPI	Net Intake Rate (NIR), Percent			GPI
	Male	Female	Total		Male	Female	Total	
2017	130.84	126.09	128.44	0.96	35.74	38.4	37.08	1.07
2018	131.33	125.36	128.32	0.95	35.59	37.57	36.59	1.06
2019	131.32	124.54	127.9	0.95	35.95	38.03	37	1.06
2020	104.70	100.99	102.83	0.96	29.34	29.78	29.57	1.02
2021	94.94	91.85	93.38	0.97	22.17	23.54	22.86	1.06

Figure 4.5 and 4.6 depicts graphically, the trends for both AIRs and NIRs presented in Table 4.7. Between 2017 and 2018, AIRs for both sexes were on the increase, while NIRs both sexes were declining. This indicates access to Grade 1 by a significantly larger number of over and or under age children. In 2019, there was a steady decline of AIRs and NIRs for both males and females that was followed by a step decline in 2021. A sharp decline from 2020-2021 is positively correlated to COVID-19 effects that made it difficult for families to plan for their children with certainty.

Figure 4.5: Primary School (Grade1) Apparent Intake Rate, Percentage, Zimbabwe 2017-2021

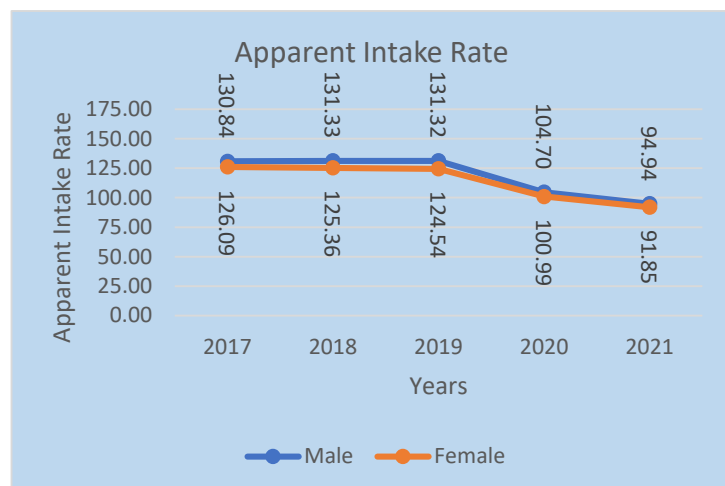
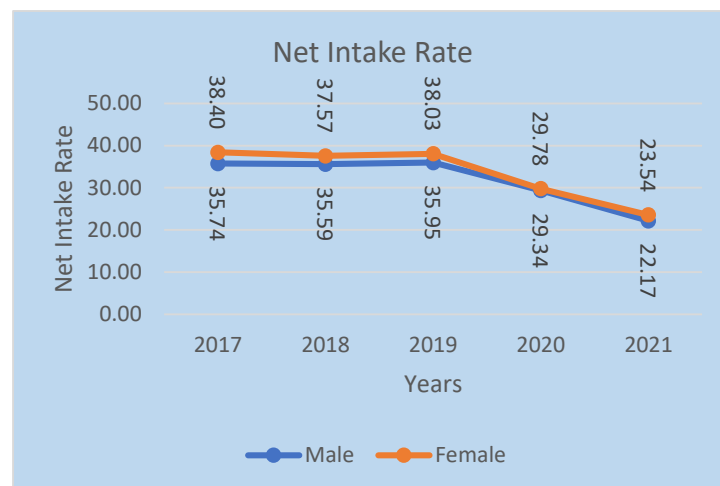


Figure 4.6: Primary School (Grade1) Net Intake Rate, Percentage, Zimbabwe 2017-2021



Primary Apparent Intake Rates vary from one province to another. Primary school AIRs at provincial level, range from 68.10 percent in Harare to 113.11 percent in Manicaland. Manicaland's AIRs for males and females are 113.06 percent and 113.16 percent, respectively. Harare's primary AIRs for males and females are 71.90 percent and 64.64 percent, respectively. Bulawayo, and Harare have GPIs for primary school AIRs that are below 0.96, indicating gender disparities in favour of males. The rest of the provinces with GPIs (for AIR) in the range 0.96 to 1.00, have attained gender parity relative to primary school AIRs.

Table 4:8: Primary School Apparent Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	New Entrants into Grade 1, No.			Population Aged 6, No.			Apparent Intake Rate, Percent			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	8 511	8 656	17 167	8 110	9 176	17 285	104.95	94.34	99.32	0.90
Harare	22 396	22 104	44 500	31 148	34 197	65 345	71.90	64.64	68.10	0.90
Manicaland	35 499	35 062	70 561	31 399	30 985	62 384	113.06	113.16	113.11	1.00
Mashonaland Central	20 886	20 303	41 189	22 226	21 759	43 985	93.97	93.31	93.64	0.99
Mashonaland East	23 856	22 583	46 439	24 095	23 693	47 788	99.01	95.32	97.18	0.96
Mashonaland West	25 681	25 729	51 410	26 456	26 517	52 973	97.07	97.03	97.05	1.00
Masvingo	28 757	27 804	56 561	29 162	29 394	58 556	98.61	94.59	96.59	0.96
Matabeleland North	12 547	12 104	24 651	14 243	13 905	28 148	88.09	87.05	87.58	0.99
Matabeleland South	11 203	11 191	22 394	12 846	12 596	25 442	87.21	88.85	88.02	1.02
Midlands	27 978	27 528	55 506	29 217	29 742	58 959	95.76	92.56	94.14	0.97
Grand Total	217 314	213 064	430 378	228 902	231 964	460 865	94.94	91.85	93.38	0.97

Primary school Net Intake Rates do vary from one province to another. Primary school NIRs at provincial level, range from 17.87 percent in Mashonaland East to 43.32 percent in Bulawayo. Mashonaland East's NIRs for males and females are 16.82 percent and 18.93 percent, respectively. Bulawayo's primary NIRs for males and females are respectively, 44.93 percent and 41.89 percent. Mashonaland East, Mashonaland Central and Matabeleland South have each GPI for primary school NIRs of (1.13, 1.12, 1.12) respectively, indicating gender disparity in the favour of females. In contrast, Bulawayo and Harare have each GPI of (0.93, 0.95) respectively, indicating gender disparity in favour of males. The rest of the provinces have attained gender parity of NIRs for primary school (GPIs 1.06 to 1.10) -Table 4.9.

*Table 4:9 Primary School Net Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2021*

Province	New Entrants into Grade 1 aged 6 years, No.			Population Aged 6 years, No.			Net Intake Rate, Percent			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	3 644	3 844	7 488	8 110	9 176	17 285	44.93	41.89	43.32	0.93
Harare	6 953	7 215	14 168	31 148	34 197	65 345	22.32	21.1	21.68	0.95
Manicaland	5 639	6 025	11 664	31 399	30 985	62 384	17.96	19.44	18.7	1.08
Mashonaland Central	4 124	4 517	8 641	22 226	21 759	43 985	18.55	20.76	19.65	1.12
Mashonaland East	4 053	4 486	8 539	24 095	23 693	47 788	16.82	18.93	17.87	1.13
Mashonaland West	5 288	5 677	10 965	26 456	26 517	52 973	19.99	21.41	20.7	1.07
Masvingo	6 972	7 745	14 717	29 162	29 394	58 556	23.91	26.35	25.13	1.1
Matabeleland North	4 411	4 577	8 988	14 243	13 905	28 148	30.97	32.92	31.93	1.06
Matabeleland South	2 931	3 228	6 159	12 846	12 596	25 442	22.82	25.63	24.21	1.12
Midlands	6 727	7 298	14 025	29 217	29 742	58 959	23.02	24.54	23.79	1.07
Grand Total	50 742	54 612	105 354	228 902	231 964	460 865	22.17	23.54	22.86	1.06

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

As shown in Table 4.10, the national secondary Apparent Intake Rate is 70.17 percent (68.56 percent for males, 71.77 percent for females). During the period 2017-2021, the AIR increased from 78.56 percent in 2017 to 80.66 percent in 2019. From 2020, the AIR decreased to 71.91 percent and eventually to 70.17 percent in 2021. GPIs progressively increased from 1.02 in 2017 to 1.05 in 2021, indicating AIRs that were in favour of females. The national secondary Net Intake Rate is 21.01 percent (18.37 percent for males, 23.62 percent for females). Between 2017 and 2021, NIRs were in the range of 24.05 percent in 2018 to 25.51 percent in 2019. In 2020, the NIR declined to 22.37 percent from the 2019 NIR of 25.51 percent and eventually to 21.01 in 2021. Between 2017-2018, secondary school AIRs had a gender parity (GPIs 1.02 to 1.03), while the period 2019-2021 there were gender disparities in favour of females (GPI 1.05). Throughout the period 2017-2021, secondary NIRs had disparities in favour females (GPI - 1.23 to 1.33).

Table 4.10: Secondary School Apparent Intake Rate and Net Intake Rate Trends by Sex, Percentage, Zimbabwe, 2017-2021

Year	AIR, Percent			GPI	NIR, Percent			GPI
	Male	Female	Total		Male	Female	Total	
2017	77.62	79.5	78.56	1.02	18.57	24.63	21.61	1.33
2018	78.36	80.56	79.46	1.03	20.82	27.28	24.05	1.31
2019	78.75	82.55	80.66	1.05	21.96	29.05	25.51	1.32
2020	70.27	73.54	71.91	1.05	20.05	24.68	22.37	1.23
2021	68.56	71.77	70.17	1.05	18.37	23.62	21.01	1.29

Figure 4.7 and 4.8 graphically depicts trends of both AIRs and NIRs presented in Table 4.10. From 2017 to 2019, AIRs for both sexes steadily increased each year before sharply declining in 2021.

Figure 4.7: Secondary School (Form 1) Apparent Intake Rate, Percentage, Zimbabwe, 2017-2021

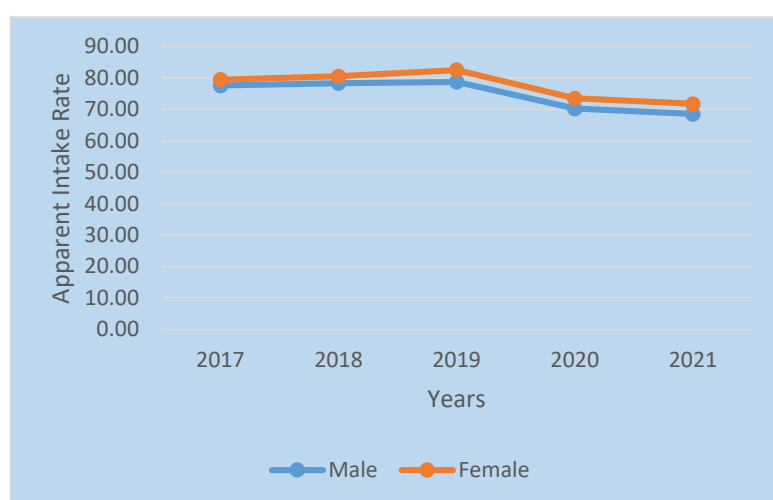
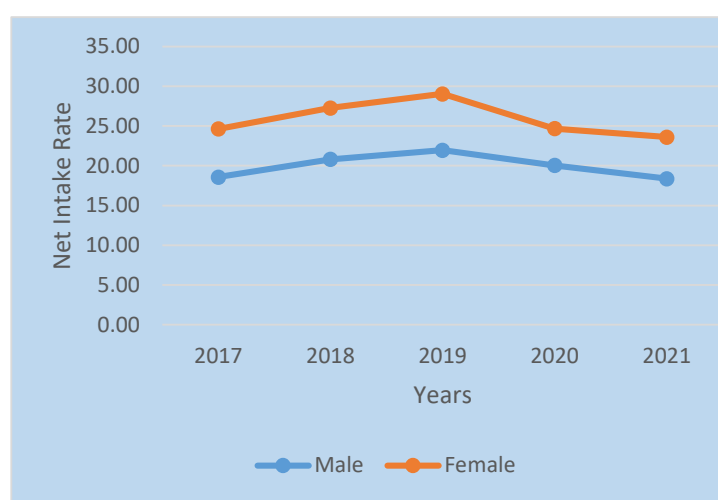


Figure 4.8: Secondary School (Form 1) Net Intake Rate, Percentage, Zimbabwe, 2017-2021



As shown in Table 4.11, secondary Apparent Intake Rates vary from one province to another province. The secondary school AIRs at provincial level, range from 57.11 percent in Harare to 82.52 percent in Bulawayo. Bulawayo's AIRs for males and females are 86.65 percent and 79.20 percent, respectively. Harare's secondary school AIRs for males and females are 61.16 percent and 53.73 percent, respectively. Mashonaland East has a GPI of 1.02 for secondary school AIRs, indicating gender parity. In contrast, Harare and Bulawayo has a GPI of 0.88 and 0.91 respectively, indicating gender disparity in favour of males. The rest of the provinces have gender disparities in favour of females in relation to secondary school AIRs (GPIs 1.02 to 1.24).



Table 4:11: Secondary School Apparent Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	New Entrants into Form 1, No.			Population Aged 13, No.			AIR, Percent			GPI
	Male	Female	Total	Male	Female	Total	Males	Females	Total	
Bulawayo	5 996	6 800	12 796	6 920	8 586	15 506	86.65	79.20	82.52	0.91
Harare	14 859	15 640	30 499	24 297	29 107	53 404	61.16	53.73	57.11	0.88
Manicaland	21 603	21 819	43 422	27 102	26 231	53 333	79.71	83.18	81.42	1.04
Mashonaland Central	10 977	11 494	22 471	18 747	17 958	36 705	58.55	64.00	61.22	1.09
Mashonaland East	15 523	15 009	30 532	21 536	20 373	41 909	72.08	73.67	72.85	1.02
Mashonaland West	15 710	16 036	31 746	23 033	22 752	45 785	68.21	70.48	69.34	1.03
Masvingo	18 633	19 537	38 170	24 343	23 869	48 212	76.54	81.85	79.17	1.07
Matabeleland North	7 193	8 631	15 824	12 560	12 289	24 849	57.27	70.23	63.68	1.23
Matabeleland South	6 999	8 161	15 160	11 419	10 716	22 135	61.29	76.16	68.49	1.24
Midlands	16 808	18 708	35 516	25 941	25 752	51 693	64.79	72.65	68.71	1.12
Grand Total	134 301	141 835	276 136	195 898	197 633	393 531	68.56	71.77	70.17	1.05

Secondary Net Intake Rates by provinces are presented in Table 4.12. The secondary NIRs at provincial level, range from 13.96 percent in Mashonaland Central to 37.92 percent in Bulawayo. Mashonaland Central's NIRs for males and females are 11.16 percent and 16.87 percent, respectively. Bulawayo's primary NIRs for males and females are 37.40 percent and 38.34 percent, respectively. Bulawayo has GPI of 1.03 for secondary school NIRs, indicating gender parity. In contrast, Harare has a GPI of 0.94, indicating gender disparity in favour of males. The rest of the provinces have GPIs in the range 1.29 to 1.51, indicating gender disparities in favour of females.

Table 4:12: Secondary School Net Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	New Entrants into Form 1 Aged 13, No.			Population Aged 13, No.			NIR, Percent			GPI
	Males	Females	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	2 588	3 292	5 880	6 920	8 586	15 506	37.4	38.34	37.92	1.03
Harare	6 492	7 290	13 782	24 297	29 107	53 404	26.72	25.05	25.81	0.94
Manicaland	4 318	5 752	10 070	27 102	26 231	53 333	15.93	21.93	18.88	1.38
Mashonaland Central	2 093	3 030	5 123	18 747	17 958	36 705	11.16	16.87	13.96	1.51
Mashonaland East	4 136	5 047	9 183	21 536	20 373	41 909	19.21	24.77	21.91	1.29
Mashonaland West	3 911	4 946	8 857	23 033	22 752	45 785	16.98	21.74	19.34	1.28
Masvingo	4 390	5 828	10 218	24 343	23 869	48 212	18.03	24.42	21.19	1.35
Matabeleland North	2 031	3 223	5 254	12 560	12 289	24 849	16.17	26.23	21.14	1.62
Matabeleland South	2 063	2 839	4 902	11 419	10 716	22 135	18.07	26.49	22.15	1.47
Midlands	3 974	5 430	9 404	25 941	25 752	51 693	15.32	21.09	18.19	1.38
Grand Total	35 996	46 677	82 673	195 898	197 633	393 531	18.37	23.62	21.01	1.29

## 4.5 Conclusion

Zimbabwe has 430 378 (217 314 males, 213 064 females) new entrants into Grade 1. The number of new entrants into Grade 1 were 446 285 in 2017, and the numbers continued to increase on annual basis until 2020, save for 2021. Year 2017 had the highest percentage change (5.03 percent), while, 2021 had the least percentage change (-7.62 percent). In 2020 the percentage change was 2.54 percent.

The proportion of females ranged from 49.19 percent in 2019 to 49.57 percent in 2017. As shown in Table 4.4, there are 276 136 (134 301 males, 141 835 females) new entrants into Form 1. The number of new entrants into Form 1 were 262 070 in 2017, and the numbers continued to increase annually, save for year 2017 and 2021 which registered a negative percentage change of -3.13 percent and -0.72 percent respectively. Year 2019 had the highest percentage change (2.41 percent). In 2021, the percentage change was -0.72 percent. During the period 2017-2021, there were slightly more female than males among the new entrants into Form 1.

The national primary Apparent Intake Rate is at 93.38 percent (94.94 percent for males, 91.85 percent for females). During the period 2017-2021, the AIR declined from 128.44 percent in 2017 to

93.38 percent in 2021. Over the same period, the GPI oscillated between 0.95 and 0.97, indicating AIRs that were in favour of males. The national primary Net Intake Rate is 22.86 percent (22.17 percent for males, 23.54 percent for females). Between 2017 and 2021, NIRs were in the range of 22.86 percent in 2021 to 37.08 percent in 2017. On the other hand, the national secondary Apparent Intake Rate is 70.17 percent (68.56 percent for males, 71.77 percent for females). During the period 2017-2021, the AIR increased from 78.56 percent in 2017 to 80.66 percent in 2019. From 2020, the AIR decreased to 71.91 percent and eventually to 70.17 percent in 2021. The national secondary Net Intake Rate is 21.01 percent (18.37 percent for males, 23.62 percent for females). Between 2017 and 2021, NIRs were in the range of 24.05 percent in 2018 to 25.51 percent in 2019. In 2020, the NIR declined to 22.37 percent from the 2019 NIR of 25.51 percent and eventually to 21.01 percent in 2021.

## CHAPTER 5 : Participation in the Education System

The Chapter examines the levels of participation in school with regards to ECD, Infant School, Junior School, Primary School and Secondary School level. Notably, Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) are key measures of participation in the education system. Gross Enrolment Ratio <sup>1</sup>is total enrolment in specific level of education, regardless of age, expressed as the percentage of eligible official school age population corresponding to the same level of education in a given school year. Net Enrolment Ratio (NER)<sup>2</sup> is the enrolment of official age group for a given level of education of children belonging to official age group corresponding to a given level of education.

The GER is widely used to show the general level of participation in each level of education. It indicates the capacity of the education system to enroll students of all age groups. A higher GER indicates a high degree of participation, whether the pupils belong to the official age group or not. A GER of above 100 percent indicates the presence of over and/or under-aged pupils in the system. The NER measures the capacity of the system to enroll learners at the official age for a particular education level.

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

As shown in Table 5.1, Zimbabwe has an ECD GER of 45.27 percent (45.69 percent for males, 44.85 percent for females). In 2017, the GER was 55.86 percent, and continuously increased each year, reaching the highest increase of 57.24 percent in 2019. However, in 2020, the GER plummeted to 46.19 percent. The country's ECD NER is at 24.68 percent (24.56 percent for males, 24.80 percent for females). Between 2017 and 2021, the highest NER was recorded in 2019 at 32.18 percent. There was gender parity in both GERs and NERs during the period 2017-2021 (GPIs 0.98-1.02).

*Table 5.1 : ECD Gross Enrolment Ratio and Net Enrolment Ratio and GPI, Zimbabwe, 2017-2021*

Year	Gross Enrolment Rate, %			GPI	Net Enrolment Rate, %			GPI
	Male	Female	Total		Male	Female	Total	
2017	56.14	55.58	55.86	0.99	31.7	32.28	31.99	1.02
2018	56.11	55.38	55.74	0.99	31.75	32.1	31.92	1.01
2019	57.67	56.82	57.24	0.99	31.95	32.41	32.18	1.01
2020	46.62	45.77	46.19	0.98	27.05	27.07	27.06	1.00
2021	45.69	44.85	45.27	0.98	24.56	24.80	24.68	1.01

The school-going age population (3-5years) eligible for ECD is 1 447 163 (719 158 males, 728 005 females). ECD total enrolment is at 655 132 (328 610 males, 326 522 females), while enrolment at official ages (3-5 years) is 357 141 (176 617 males, 180 524 females) – see Table 5.2. Out of the 10 provinces, Harare has the largest number of ECD school-going population (219 577), while Manicaland has the largest number of ECD enrolment (111 115) and the largest number of ECD learners enrolled at an official age 3-5 years (56 808). Bulawayo has the smallest number of ECD

<sup>1</sup> UNESCO, Education Indicators Technical Guidelines, 2009

<sup>2</sup> Ibid

school-going population (56 010), smallest number of ECD enrolment (26 136) and smallest number of ECD learners enrolled at an official age 3-5 years (18 795).

Table 5.2: ECD School Age Population and Enrolment by Province and Sex, Number, Zimbabwe, 2021

Provinces	Population 3-5 years, No.			Total Enrolment, No.			Enrolment 3-5 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	26 457	29 553	56 010	12 988	13 148	26 136	9 285	9 510	18 795
Harare	105 313	114 264	219 577	23 591	23 372	46 963	14 273	14 272	28 545
Manicaland	97 728	96 510	194 238	55 512	55 603	111 115	28 047	28 761	56 808
Mashonaland Central	69 688	68 263	137 951	32 945	32 810	65 755	15 979	16 055	32 034
Mashonaland East	75 303	74 181	149 484	36 481	36 066	72 547	17 620	17 943	35 563
Mashonaland West	83 993	84 070	168 063	38 935	38 323	77 258	19 267	19 729	38 996
Masvingo	88 782	89 494	178 276	45 776	45 286	91 062	25 246	26 139	51 385
Matabeleland North	42 736	41 752	84 488	20 868	21 100	41 968	13 245	13 913	27 158
Matabeleland South	38 701	37 968	76 669	20 106	19 433	39 539	11 262	11 281	22 543
Midlands	90 457	91 950	182 407	41 408	41 381	82 789	22 393	22 921	45 314
Total	719 158	728 005	1 447 163	328 610	326 522	655 132	176 617	180 524	357 141

Among the 10 provinces, Manicaland has the highest GER for ECD (57.21 percent), followed by Matabeleland South with 51.57 percent. Harare has the least GER for ECD (21.39 percent). Bulawayo had the highest NER in ECD (33.56 percent), while Harare had the lowest at 13 percent. Bulawayo and Harare have gender disparities in favour of males (relative to GERs and NERs), while Manicaland and Matabeleland North NERs in ECD show a gender disparity in favour of females. The rest of the provinces have gender parities for both GERs and NERs (see Table 5.3).

Table 5.3: ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province, Percentage, Zimbabwe, 2021

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	49.09	44.49	46.66	0.91	35.10	32.18	33.56	0.92
Harare	22.40	20.45	21.39	0.91	13.55	12.49	13.00	0.92
Manicaland	56.80	57.61	57.21	1.01	28.70	29.80	29.25	1.04
Mashonaland Central	47.27	48.06	47.67	1.02	22.93	23.52	23.22	1.03
Mashonaland East	48.45	48.62	48.53	1.00	23.40	24.19	23.79	1.03
Mashonaland West	46.36	45.58	45.97	0.98	22.94	23.47	23.20	1.02
Masvingo	51.56	50.60	51.08	0.98	28.44	29.21	28.82	1.03
Matabeleland North	48.83	50.54	49.67	1.03	30.99	33.32	32.14	1.08
Matabeleland South	51.95	51.18	51.57	0.99	29.10	29.71	29.40	1.02
Midlands	45.78	45.00	45.39	0.98	24.76	24.93	24.84	1.01
Grand Total	45.69	44.85	45.27	0.98	24.56	24.80	24.68	1.01

ECD GER and NER by sex and province are portrayed graphically in Figures 5.1 and 5.2. In the respective provinces, the GERs are higher than NERs, signalling the existence of under aged or over aged enrolment.

Figure 5.1: ECD Gross Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2021

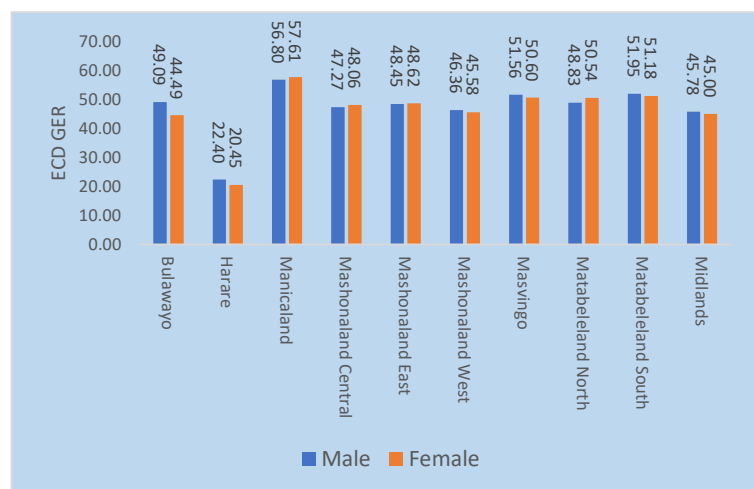
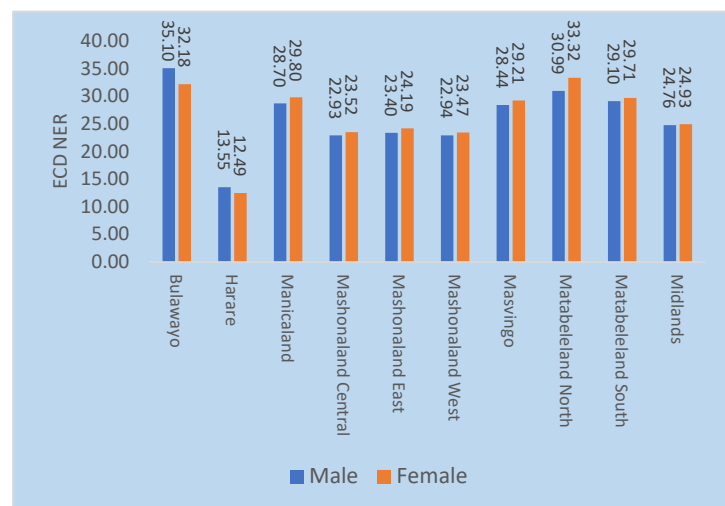


Figure 5.2: ECD Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2021



## 5.2 ECD A Participation

The school-going age population (3-4years) eligible for ECD A is 975 739 (484 964 males, 490 775 females). ECD A total enrolment is at 306 565 (153 250 males, 153 315 females), while enrolment at official ages (3-4 years) is 107 191 (52 495 males, 54 696 females) – see Table 5.4. Harare has the largest number of ECD A school-going population (150 570), while Manicaland has the largest number of ECD A enrolment (53 080), and the largest number of ECD A learners enrolled at an official age of 3-4 years (17 810). Bulawayo has the smallest number of ECD A school-going population (38 058), the smallest number of ECD A enrolment (12 044), and the smallest number of ECD A learners enrolled at an official age of 3-4 years (6 879).

Table 5.4: ECD A School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2021

Province	Population 3-4 years, No.			Total Enrolment, No.			Enrolment 3-4 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	18 006	20 052	38 058	5 967	6 077	12 044	3 401	3 478	6 879
Harare	72 330	78 240	150 570	8 640	8 625	17 265	3 934	3 976	7 910
Manicaland	65 749	64 952	130 701	26 320	26 760	53 080	8 636	9 174	17 810
Mashonaland Central	46 962	46 019	92 981	15 593	15 415	31 008	4 622	4 588	9 210
Mashonaland East	50 748	50 012	100 760	17 312	17 278	34 590	4 487	4 764	9 251
Mashonaland West	56 828	56 863	113 691	18 419	18 325	36 744	5 076	5 382	10 458
Masvingo	59 320	59 771	119 091	21 756	21 376	43 132	8 007	8 164	16 171
Matabeleland North	28 449	27 820	56 269	10 459	10 555	21 014	4 600	4 922	9 522
Matabeleland South	25 783	25 294	51 077	9 757	9 764	19 521	3 325	3 492	6 817
Midlands	60 789	61 752	122 541	19 027	19 140	38 167	6 407	6 756	13 163
Total	484 964	490 775	975 739	153 250	153 315	306 565	52 495	54 696	107 191

Manicaland has the highest GER for ECD A (40.61 percent), followed by Matabeleland South with 38.22 percent. Harare has the least GER for ECD A (11.47 percent). Bulawayo had the highest NER for ECD A (18.07) while Harare had the lowest NER of 5.25 percent. There was gender parity in

GER in all provinces except for Bulawayo and Harare, which was in favour of males. With regards to NER, gender parity was only achieved in Mashonaland Central and Masvingo, (see Table 5.5).

Table 5.5: ECD A Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2021

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	33.14	30.31	31.65	0.91	18.89	17.34	18.07	0.92
Harare	11.95	11.02	11.47	0.92	5.44	5.08	5.25	0.93
Manicaland	40.03	41.20	40.61	1.03	13.13	14.12	13.63	1.08
Mashonaland Central	33.20	33.50	33.35	1.01	9.84	9.97	9.91	1.01
Mashonaland East	34.11	34.55	34.33	1.01	8.84	9.53	9.18	1.08
Mashonaland West	32.41	32.23	32.32	0.99	8.93	9.46	9.20	1.06
Masvingo	36.68	35.76	36.22	0.98	13.50	13.66	13.58	1.01
Matabeleland North	36.76	37.94	37.35	1.03	16.17	17.69	16.92	1.09
Matabeleland South	37.84	38.60	38.22	1.02	12.90	13.81	13.35	1.07
Midlands	31.30	30.99	31.15	0.99	10.54	10.94	10.74	1.04
Grand Total	31.60	31.24	31.42	0.99	10.82	11.14	10.99	1.03

The NERs for ECD A are the least (5.44 percent for males, 5.08 percent for females) for Harare, whilst they are highest (18.89 percent for males and 17.34 percent for females) for Bulawayo. These ECD A NERs at provincial levels are comparable to the national NER that are at 10.82 percent for males and 11.14 percent for females (see Figure 5.3).

Figure 5.3: ECD A Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2021



### 5.3 ECD B Participation

The school-going age population eligible for ECD B (5years) is 471 424 (234 193 males, 237 230 females). ECD B total enrolment is at 348 567 (175 360 males, 173 207 females), while enrolment at the official ages of 5 years is 100 694 (49 524 males, 51 170 females) – see Table 5.6. Harare has the largest number of ECD B school-going population (69 007), while Manicaland has the largest number

of ECD B enrolment (58 035), and Masvingo has the largest number of ECD B learners enrolled at an official age of 5 years (14 572). Bulawayo has the smallest number of ECD B school-going population (17 952), the smallest number of ECD B enrolment (14 092), and smallest number of ECD B learners enrolled at an official age of 5 years (7 075).

*Table 5.6: ECD B School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2021*

Provinces	Population 5 years, No.			Total Enrolment, No.			Enrolment 5 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	8 450	9 501	17 952	7 021	7 071	14 092	3 509	3 566	7 075
Harare	32 983	36 024	69 007	14 951	14 747	29 698	5 682	5 724	11 406
Manicaland	31 979	31 558	63 537	29 192	28 843	58 035	6 347	6 378	12 725
Mashonaland Central	22 726	22 244	44 970	17 352	17 395	34 747	4 125	4 289	8 414
Mashonaland East	24 555	24 169	48 724	19 169	18 788	37 957	4 302	4 313	8 615
Mashonaland West	27 165	27 207	54 372	20 516	19 998	40 514	4 711	4 855	9 566
Masvingo	29 462	29 723	59 185	24 020	23 910	47 930	6 975	7 597	14 572
Matabeleland North	14 287	13 932	28 219	10 409	10 545	20 954	4 078	4 523	8 601
Matabeleland South	12 918	12 674	25 592	10 349	9 669	20 018	3 284	3 232	6 516
Midlands	29 668	30 198	59 866	22 381	22 241	44 622	6 511	6 693	13 204
Total	234 193	237 230	471 424	175 360	173 207	348 567	49 524	51 170	100 694

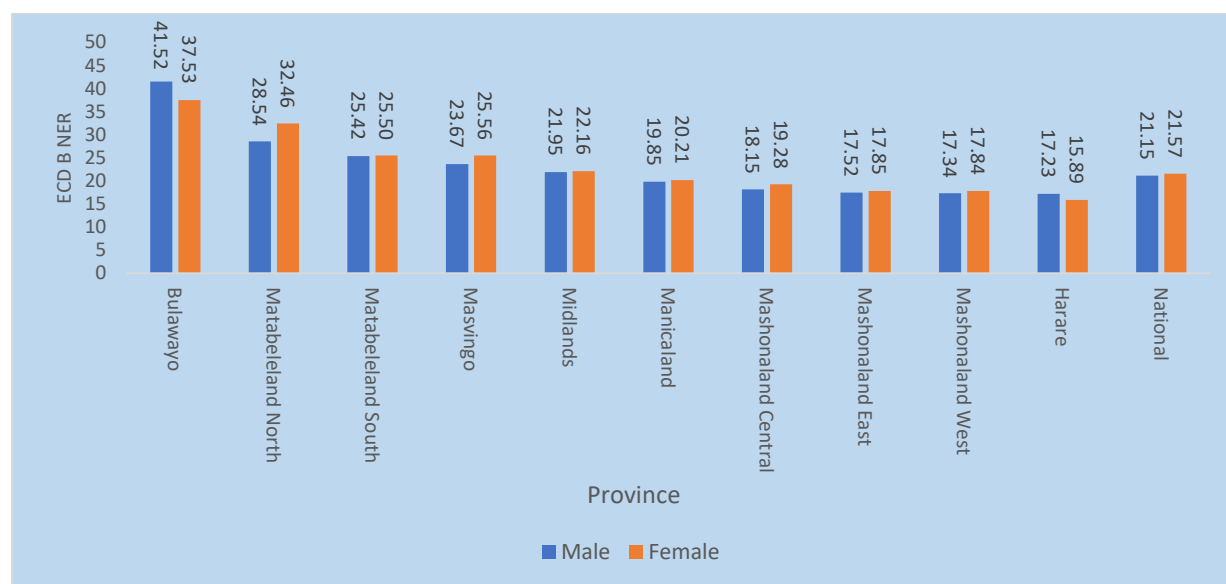
Manicaland has the highest (91.34 percent) GER for ECD B, followed by Masvingo with 80.98 percent. Harare has the least GER for ECD B (43.03 percent). Bulawayo and Harare have the highest and lowest NERs for ECD B (39.41 percent and 16.53 percent, respectively). ECD GERs and NERs for Bulawayo and Harare have gender disparities in favour of males. Matabeleland North has gender disparities in favour of females in relation to both ECD GER and NER. ECD GERs and NERs for other provinces show gender parities (see Table 5.7).

*Table 5.7: ECD B Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2021*

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	83.09	74.42	78.50	0.90	41.52	37.53	39.41	0.90
Harare	45.33	40.94	43.04	0.90	17.23	15.89	16.53	0.92
Manicaland	91.28	91.40	91.34	1.00	19.85	20.21	20.03	1.02
Mashonaland Central	76.35	78.20	77.27	1.02	18.15	19.28	18.71	1.06
Mashonaland East	78.07	77.74	77.90	1.00	17.52	17.85	17.68	1.02
Mashonaland West	75.52	73.50	74.51	0.97	17.34	17.84	17.59	1.03
Masvingo	81.53	80.44	80.98	0.99	23.67	25.56	24.62	1.08
Matabeleland North	72.86	75.69	74.25	1.04	28.54	32.46	30.48	1.14
Matabeleland South	80.11	76.29	78.22	0.95	25.42	25.50	25.46	1.00
Midlands	75.44	73.65	74.54	0.98	21.95	22.16	22.06	1.01
Grand Total	74.88	73.01	73.94	0.98	21.15	21.57	21.36	1.02

Bulawayo has the highest NERs for ECD B that are 41.52 percent for males, and 37.53 percent for females. Harare has the least NERs for ECD B (17.23 percent for males and 15.89 percent for females). NER for ECD B at provincial levels are comparable to the national NERs ones that are at 21.15 percent for males and 21.57 percent for females (see Figure 5.4).

Figure 5.4: ECD B Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2021



## 5.4 Infant School Participation

The school-going age population (3-7 years) eligible for infant school participation is 2 358 630 (1 171 848 males, 1 186 781 females). Infant school total enrolment is at 1 547 175 (779 260 males, 767 915 females), while enrolment at official ages (3-7 years) is 1 079 339 (536 696 males, 542 643 females) – see Table 5.8. Harare has the largest number of infant school-going population (347 029), while Manicaland has the largest number of infant school enrolment (254 893), and the largest of infant school learners enrolled at an official age of 3-7 years number (169 017). Bulawayo has the smallest number of infant school-going population (89 977), the smallest number of infant school enrolment (61 968), and smallest number of infant school learners enrolled at an official age of 3-7 years (48 946).

Table 5.8: Infant School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2021

Provinces	Population 3-7 years, No.			Total Enrolment, No.			Enrolment 3-7 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	42 364	47 612	89 977	30 711	31 257	61 968	24 071	24 875	48 946
Harare	165 986	181 043	347 029	70 780	70 555	141 335	51 557	52 087	103 644
Manicaland	159 952	157 915	317 867	128 115	126 778	254 893	83 783	85 234	169 017
Mashonaland Central	113 644	111 305	224 949	76 889	75 801	152 690	50 781	51 407	102 188
Mashonaland East	123 083	121 132	244 215	85 392	82 989	168 381	56 449	56 152	112 601
Mashonaland West	136 283	136 488	272 771	92 261	91 519	183 780	61 679	62 557	124 236
Masvingo	146 691	147 805	294 496	105 294	102 422	207 716	73 448	73 832	147 280
Matabeleland North	71 123	69 499	140 622	46 672	46 026	92 698	35 339	35 725	71 064
Matabeleland South	64 269	63 021	127 290	43 226	42 190	85 416	30 999	31 079	62 078
Midlands	148 453	150 961	299 414	99 920	98 378	198 298	68 590	69 695	138 285
Total	1 171 848	1 186 781	2 358 630	779 260	767 915	1 547 175	536 696	542 643	1 079 339

Manicaland has the highest infant school GER (80.19 percent), followed by Masvingo with 70.53 percent. Harare has the least infant school GER (40.73percent). Manicaland and Harare have the highest and lowest infant school NER (53.17 percent, 29.87 percent, respectively). There are gender



disparities in favour of males for GERs of infant schools in Bulawayo and Harare, GPIs of 0.91, while there is parity in the rest of the provinces. Similarly, there are gender disparities with infant school NERs for Bulawayo and Harare that are in favour of males, while there are gender parities for the rest of the provinces (see Table 5.9).

*Table 5.9: Infant Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs by Province, Percentage, Zimbabwe, 2021*

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	72.49	65.65	68.87	0.91	56.82	52.24	54.40	0.92
Harare	42.64	38.97	40.73	0.91	31.06	28.77	29.87	0.93
Manicaland	80.10	80.28	80.19	1.00	52.38	53.97	53.17	1.03
Mashonaland Central	67.66	68.10	67.88	1.01	44.68	46.19	45.43	1.03
Mashonaland East	69.38	68.51	68.95	0.99	45.86	46.36	46.11	1.01
Mashonaland West	67.70	67.05	67.38	0.99	45.26	45.83	45.55	1.01
Masvingo	71.78	69.30	70.53	0.97	50.07	49.95	50.01	1.00
Matabeleland North	65.62	66.23	65.92	1.01	49.69	51.40	50.54	1.03
Matabeleland South	67.26	66.95	67.10	1.00	48.23	49.32	48.77	1.02
Midlands	67.31	65.17	66.23	0.97	46.20	46.17	46.19	1.00
Grand Total	66.50	64.71	65.60	0.97	45.80	45.72	45.76	1.00

## 5.5 Junior School Participation

The school-going age population (8-12 years) eligible for junior school participation is 2 106 635 (1 046 686 males, 1 059 949 females). Junior school total enrolment is at 2 000 042 (995 601 males, 1 004 441 females), while enrolment at official ages (8-12 years) is 1 628 048 (797 097 males, 830 951 females) – see Table 5.10. Manicaland has the largest number of junior school school-going population (288 329), the largest number of junior school enrolment (310 128), and the largest number of junior school learners enrolled at an official age of 3-5 years (240 307). Bulawayo has the smallest number of Junior School school-going population (77 065), the smallest number of junior school enrolment (86 015), and smallest number of junior school learners enrolled at an official age of 8-12 years (75 029).

*Table 5.10: Junior School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2021*

Provinces	Population 8-12 years, No.			Total Enrolment, No.			Enrolment 8-12 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	35 554	41 511	77 065	42 102	43 913	86 015	36 320	38 709	75 029
Harare	130 857	146 835	277 692	112 471	115 525	227 996	99 269	103 512	202 781
Manicaland	145 133	143 196	288 329	155 245	154 883	310 128	117 664	122 643	240 307
Mashonaland Central	101 217	99 146	200 363	90 797	91 308	182 105	69 994	73 254	143 248
Mashonaland East	113 110	110 210	223 320	106 739	106 004	212 743	84 096	86 903	170 999
Mashonaland West	121 870	121 915	243 785	117 924	118 447	236 371	94 660	97 641	192 301
Masvingo	133 952	133 425	267 377	129 935	130 429	260 364	101 443	106 181	207 624
Matabeleland North	67 450	66 741	134 191	58 733	60 096	118 829	49 078	51 323	100 401
Matabeleland South	60 268	58 423	118 691	53 792	53 686	107 478	42 904	44 121	87 025
Midlands	137 275	138 547	275 822	127 863	130 150	258 013	101 669	106 664	208 333
Total	1 046 686	1 059 949	2 106 635	995 601	1 004 441	2 000 042	797 097	830 951	1 628 048

Bulawayo has the highest GER (111.61 percent) in Junior School, followed by Manicaland with 107.56 percent. Harare has the least GER (82.10 percent) in Junior School. Bulawayo and Mashonaland Central have respectively, the highest and lowest NERs in Junior School (97.36 percent and 71.49 percent, respectively).

There are gender disparities with NERs that are in favour of males for Bulawayo and Harare (GPIs - 0.91 to 0.93) and gender parities in Mashonaland West, while other provinces have disparities in favour of females (see Table 5.11).

*Table 5.11: Junior Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs and Province, Percentage, Zimbabwe, 2021*

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	118.42	105.79	111.61	0.89	102.15	93.25	97.36	0.91
Harare	85.95	78.68	82.10	0.92	75.86	70.50	73.02	0.93
Manicaland	106.97	108.16	107.56	1.01	81.07	85.65	83.34	1.06
Mashonaland Central	89.71	92.09	90.89	1.03	69.15	73.88	71.49	1.07
Mashonaland East	94.37	96.18	95.26	1.02	74.35	78.85	76.57	1.06
Mashonaland West	96.76	97.16	96.96	1.00	77.67	80.09	78.88	1.03
Masvingo	97.00	97.75	97.38	1.01	75.73	79.58	77.65	1.05
Matabeleland North	87.08	90.04	88.55	1.03	72.76	76.90	74.82	1.06
Matabeleland South	89.25	91.89	90.55	1.03	71.19	75.52	73.32	1.06
Midlands	93.14	93.94	93.54	1.01	74.06	76.99	75.53	1.04
Grand Total	95.12	94.76	94.94	1.00	76.15	78.40	77.28	1.03

## 5.6 Primary School Participation

As shown in Table 5.12, Zimbabwe has a primary school GER of 95.82 percent (96.46 for males, 95.20 percent for females). In 2017, the primary school GER for the country was at 105.59 percent and increased annually to a high of 107.55 percent in 2019. Between 2017 and 2019, the primary school GERs of Zimbabwe were above 100 percent, an indication of a higher degree of participation regardless of learners' age. The GER for both males and females were above 100 percent, possibly due to the inclusion of over-aged and under aged learners for early or late entrants and grade repetition. However, in 2020 and 2021, the primary school GER dropped to 96.77 percent.

The country also has a primary school NER of 83.51 percent (83.22 percent for males, 83.79 percent for females). Between 2017 and 2021, the highest NER was achieved in 2019 (93.61 percent). Thereafter, it began to decline, reaching its lowest in 2021 (83.51 percent).

Comparatively, the primary school GERs were higher than NERs of respective years, indicating the inclusion of under/over-aged and repeaters in the primary school education of Zimbabwe. Also, over the entire 2017-2021 period, gender parity was achieved in both primary school GERs and NERs, (see Table 5.12).

Table 5.12: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2017-2021

Year	Gross Enrolment Rate, percent			GPI	Net Enrolment Rate, percent			GPI
	Male	Female	Total		Male	Female	Total	
2017	106.54	104.66	105.59	0.98	89.28	90.46	89.87	1.01
2018	107.25	105.72	106.48	0.99	91.31	92.5	91.91	1.01
2019	108.16	106.95	107.55	0.99	92.88	94.33	93.61	1.02
2020	97.37	96.18	96.77	0.99	85.52	85.62	85.57	1.00
2021	96.46	95.20	95.82	0.99	83.22	83.79	83.51	1.01

Figure 5.5, depicts a steady increase in primary school GERs for both sexes, and reaching a peak in 2019, before a sharp decline in 2020. Interestingly, the gap between male and female primary GER has been narrowing each year before finally “closing” in 2020 and 2021. As depicted in Figure 5.6, primary NERs followed a similar pattern (not levels), however, the gap between males and females was closed in 2020 and 2021. However, in as much as there is gender parity for both primary school GERs and NERs, the former is in favour of males, while the latter is in favour of females. This seems to suggest that the Zimbabwe education system is more likely to absorb/keep male repeaters or over-aged/under aged males in school than females (see Figures 5.5 and 5.6).

Figure 5.5: Primary School Gross Enrolment Ratio, Percentage, Zimbabwe, 2017-2021

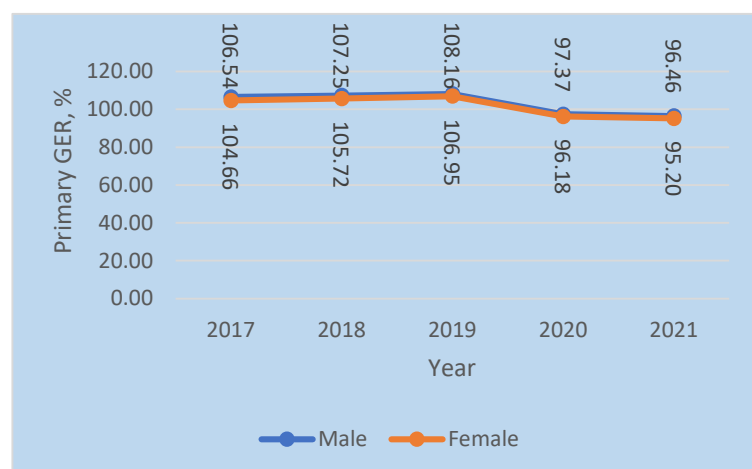
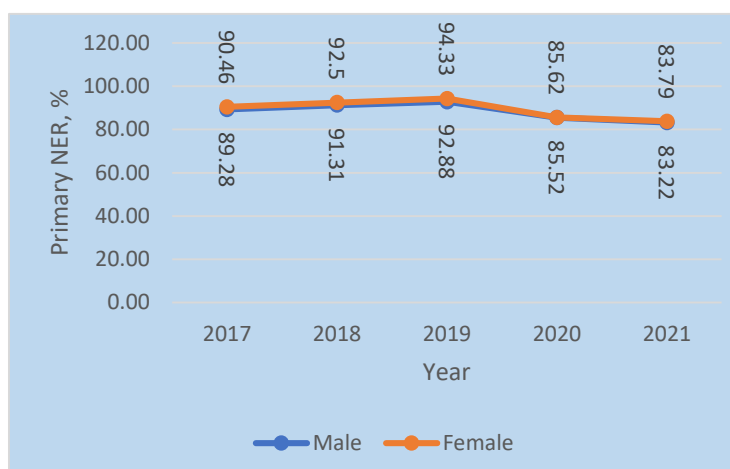


Figure 5.6: Primary School Net Enrolment Ratio, Percentage, Zimbabwe, 2017-2021



The school-going age population (6-12 years) eligible for primary school participation is 3 018 102 (1 499 377 males, 1 518 725 females). Primary school total enrolment is at 2 892 085 (1 446 251 males, 1 445 834 females), while enrolment at official ages (6-12 years) is 2 520 379 (1 247 788 males, 1 272 591 females) – see Table 5.13. Manicaland has the largest number of primary school-going population (411 958), the largest number of primary school enrolment (453 906), and the largest number of primary school learners enrolled at an official age of 6-12 years (384 251). Bulawayo has the smallest number of primary school-going population (111 032), the smallest number of primary school enrolment (121 847), and smallest number of primary school learners enrolled at an official age of 6-12 years (110 855).

Table 5.13: Primary School Age Population and Enrolments, Number, Zimbabwe, 2021

Provinces	Population 6-12 years, No.			Total Enrolment, No.			Enrolment 6-12 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	51 462	59 570	111 032	59 825	62 022	121 847	54 031	56 824	110 855
Harare	191 530	213 614	405 144	159 660	162 708	322 368	146 461	150 730	297 191
Manicaland	207 357	204 601	411 958	227 848	226 058	453 906	190 386	193 865	384 251
Mashonaland Central	145 173	142 188	287 361	134 741	134 299	269 040	113 919	116 309	230 228
Mashonaland East	160 890	157 161	318 051	155 650	152 927	308 577	133 114	134 007	267 121
Mashonaland West	174 160	174 333	348 493	171 250	171 643	342 893	147 988	150 793	298 781
Masvingo	191 861	191 736	383 597	189 453	187 565	377 018	160 867	163 285	324 152
Matabeleland North	95 837	94 488	190 325	84 537	85 022	169 559	74 858	76 242	151 100
Matabeleland South	85 836	83 476	169 312	76 912	76 443	153 355	66 017	66 878	132 895
Midlands	195 271	197 558	392 829	186 375	187 147	373 522	160 147	163 658	323 805
Total	1 499 377	1 518 725	3 018 102	1 446 251	1 445 834	2 892 085	1 247 788	1 272 591	2 520 379

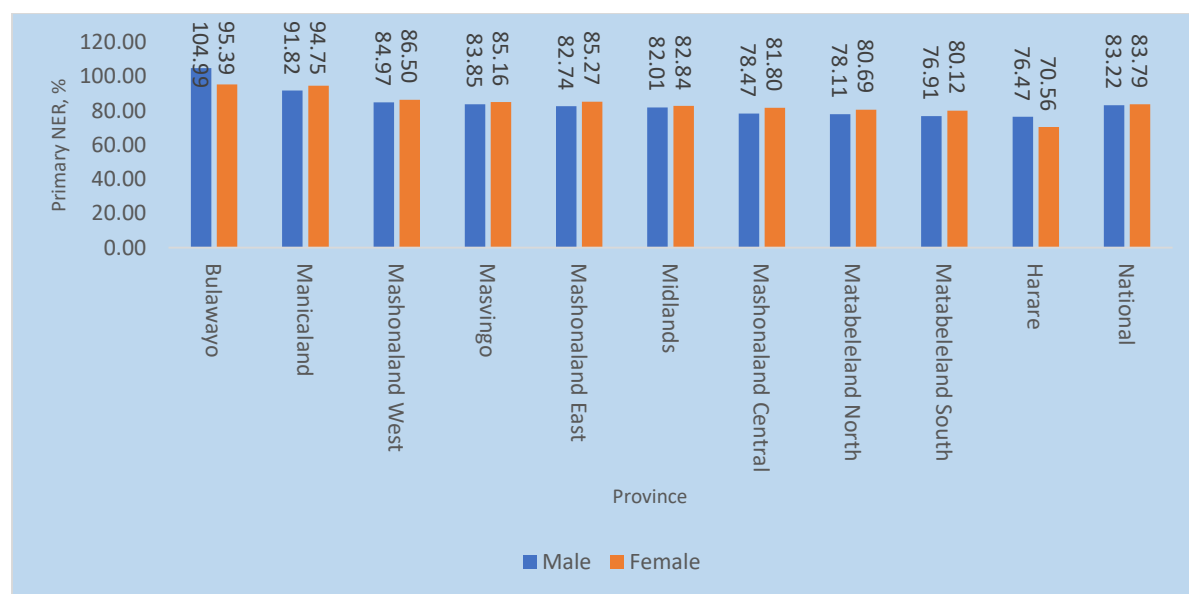
Manicaland has the highest (110.18 percent) Primary School GER, followed by Bulawayo with 109.74 percent. Harare has the least Primary School GER (79.57 percent). Bulawayo and Harare have respectively the highest and lowest Primary School NERs (99.84 percent and 73.35 percent, respectively). Besides Bulawayo and Harare, the other provinces have attained gender parity in relation to Primary School GERs and NERs with Mashonaland Central and Matabeleland South also having gender parity in favour of females in NERs (see Table 5.14).

Table 5.14: Primary Gross Enrolment Ratio, Net Enrolment Ratio and GPI by Sex and Province, Percentage, Zimbabwe, 2021

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	116.25	104.12	109.74	0.90	104.99	95.39	99.84	0.91
Harare	83.36	76.17	79.57	0.91	76.47	70.56	73.35	0.92
Manicaland	109.88	110.49	110.18	1.01	91.82	94.75	93.27	1.03
Mashonaland Central	92.81	94.45	93.62	1.02	78.47	81.80	80.12	1.04
Mashonaland East	96.74	97.31	97.02	1.01	82.74	85.27	83.99	1.03
Mashonaland West	98.33	98.46	98.39	1.00	84.97	86.50	85.74	1.02
Masvingo	98.74	97.82	98.28	0.99	83.85	85.16	84.50	1.02
Matabeleland North	88.21	89.98	89.09	1.02	78.11	80.69	79.39	1.03
Matabeleland South	89.60	91.57	90.58	1.02	76.91	80.12	78.49	1.04
Midlands	95.44	94.73	95.09	0.99	82.01	82.84	82.43	1.01
Grand Total	96.46	95.20	95.82	0.99	83.22	83.79	83.51	1.01

Among the provinces, Bulawayo has the highest NERs for males and females, 104.99 percent and 95.39 percent, respectively.) Harare has the least primary school NERs (76.47 percent for males and 70.56 percent for females). Primary school NERs at provincial levels are comparable to the national NERs that are at 83.22 percent for males and 83.79 percent for females. Across the provinces, NERs are more likely to be in favour of females, save Bulawayo and Harare (see Figure 5.7).

Figure 5.7: Primary School NER by Province, Percentage, Zimbabwe, 2021



The Grade Specific Gross Enrolment Rate (GSGER) is highest in Grade 2 (101.28 percent) and lowest in Grade 7 (83.42 percent). From grade 2 upwards, the GSGER generally decrease with grade. The GSGERs are biased towards females for all the grades (see Figure 5.8 and Table 5.15).

Figure 5.8: Grade Specific Gross and Net Enrolment Rates, Percentage, Zimbabwe, 2021

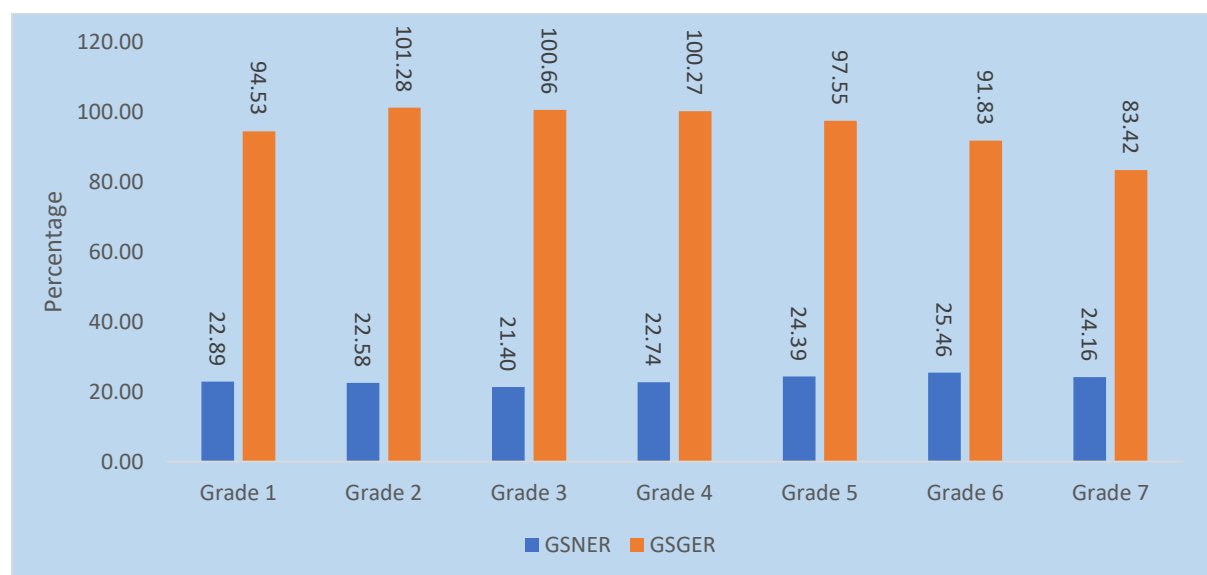


Table 5:15: Grade Specific Gross Enrolment Rate by Grade and Sex, Percentage and Number, Zimbabwe, 2021

Grade	Grade-Age Enrolment, No.			Age Population, No			Grade NER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Grade 1	219 946	215 716	435 662	228 902	231 964	460 865	96.09	93.00	94.53	0.97
Grade 2	230 704	225 677	456 381	223 789	226 813	450 602	103.09	99.50	101.28	0.97
Grade 3	223 063	220 448	443 511	218 817	221 767	440 584	101.94	99.41	100.66	0.98
Grade 4	215 947	216 019	431 966	213 993	216 819	430 812	100.91	99.63	100.27	0.99
Grade 5	203 662	207 212	410 874	209 254	211 931	421 185	97.33	97.77	97.55	1.00
Grade 6	187 272	190 729	378 001	204 550	207 099	411 649	91.55	92.10	91.83	1.01
Grade 7	165 657	170 033	335 690	200 072	202 333	402 405	82.80	84.04	83.42	1.01

The Grade Specific Net Enrolment Rate (GSNER) is highest in Grade 6 (25.46 percent), and lowest in Grade 3 (21.40 percent). There is gender parity in GSNERs across all the primary grade, (see Figure 5.8 and Table 5.16).

Table 5:16: Grade Specific Net Enrolment Rate (NER) by Sex and Grade, Percentage, Zimbabwe, 2021

Grade	Grade Enrolment, No.			Grade-Age Population, No.			Grade GER, percent			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade 1	50 686	54 792	105 478	228 902	231 964	460 865	22.14	23.62	22.89	1.07
Grade 2	48 817	52 938	101 755	223 789	226 813	450 602	21.81	23.34	22.58	1.07
Grade 3	43 948	50 319	94 267	218 817	221 767	440 584	20.08	22.69	21.40	1.13
Grade 4	45 431	52 544	97 975	213 993	216 819	430 812	21.23	24.23	22.74	1.14
Grade 5	46 562	56 159	102 721	209 254	211 931	421 185	22.25	26.50	24.39	1.19
Grade 6	47 070	57 748	104 818	204 550	207 099	411 649	23.01	27.88	25.46	1.21
Grade 7	43 947	53 267	97 214	200 072	202 333	402 405	21.97	26.33	24.16	1.20

## 5.7 Secondary School Participation

Lower Secondary school (Form 1-4) has a GER of 65.74 percent (65.18 for males, 66.30 percent for females). The lower secondary GER increased from 73.39 percent in 2017 to 78.59 percent in 2019. Thereafter, it decreased, reaching a low of 65.74 percent in 2021. As shown in Figure 5.9, the GERs for males and females followed a similar pattern with females having GERs slightly above that of males. Over this period, the GERs for both sexes increased and decreased in a similar fashion. There was gender parity in gross enrolment over the reporting period.

The upper secondary school (Form 5-6) has a GER of 12.22 percent (12.05 percent for males, 12.38 percent for females). In 2017, the upper secondary GER was 15.21 percent. It then increased each

year, reaching 15.95 percent in 2019, before dropping to 14.70 percent in 2020 and to 12.22 percent in 2021. As depicted in Figure 5.10, the GERs for males and females followed the same pattern. In 2017, the gender disparities were huge and in favour of males. However, in 2020, the gap finally ‘closed,’ while in 2021 there was a reversal with females having a slightly higher GER than males (see Table 5.17 and Figure 5.10). Over the period, gender parity was achieved in 2020 and 2021.

Overall, the GER for secondary school (Form 1-6) is 48.77 percent (48.29 percent for males, 49.24 percent for females). Over the period, the highest GER of 58.16 percent was achieved in 2019, before decreasing to a low of 48.77 percent in 2021. Secondary school GER for both males and females follow the same pattern. Between 2017 and 2018, male GER was slightly higher than that of females with a reversal being observed after 2019, (see Figure 5.11). The same trend is true with regards to GPIs, (see Table 5.17 and Figure 5.11).

*Table 5.17: Secondary School Gross Enrolment Rate (GER) by Level and Sex, Percentage, Zimbabwe 2017-2021*

Year	Form 1 to 4 GER, %			GPI	Form 5 to 6 GER, %			GPI	Form 1 to 6 GER, %			GPI
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
2017	72.48	74.31	73.39	1.03	16.46	13.98	15.21	0.85	57.22	56.31	56.76	0.98
2018	76.47	76.93	76.7	1.01	16.47	14.57	15.51	0.88	57.09	56.42	56.75	0.99
2019	77.74	79.44	78.59	1.02	16.62	15.28	15.95	0.92	58	58.33	58.16	1.01
2020	68.57	70.19	69.38	1.02	14.88	14.51	14.70	0.97	51.56	52.63	52.09	1.02
2021	65.18	66.30	65.74	1.02	12.05	12.38	12.22	1.03	48.29	49.24	48.77	1.02

Figure 5.9: Secondary School (Form 1-4) GER, Percentage, Zimbabwe, 2017-2021

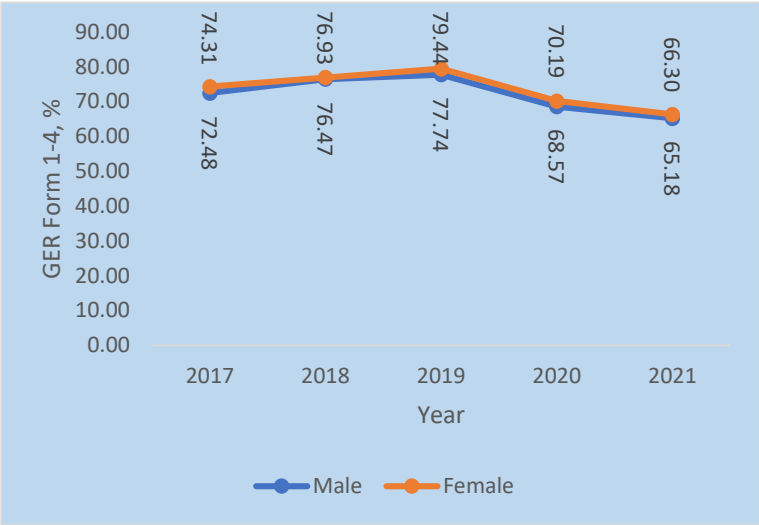


Figure 5.10: Secondary School (Form 5-6) GER, Percentage, Zimbabwe, 2017-2021

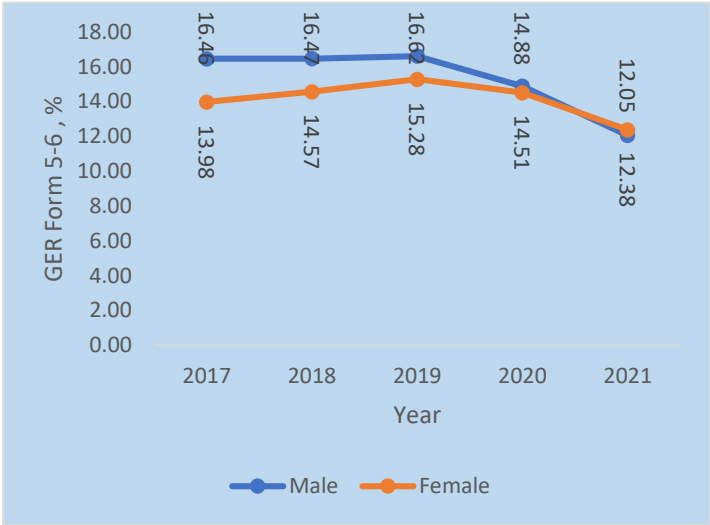
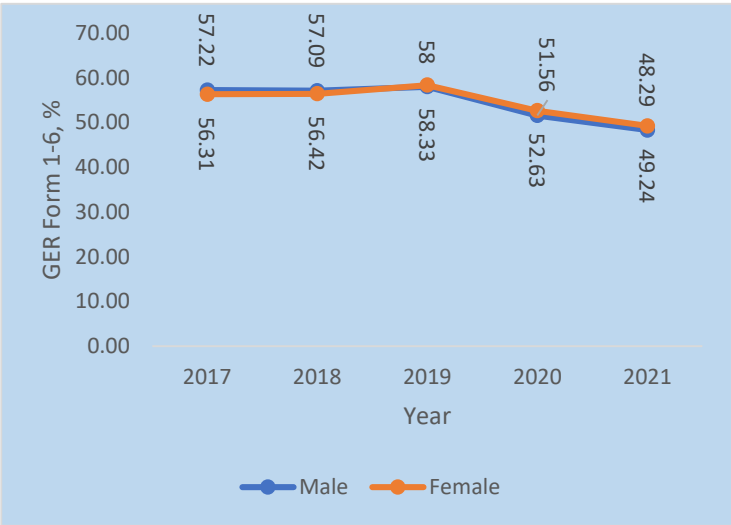


Figure 5.11: Secondary School (Form 1-6) GER, Percentage, Zimbabwe, 2017-2021



Lower secondary school (Form 1-4) has a GER of 50.56 percent (48.32 percent for males, 52.78 percent for females). In 2017, the lower secondary school GER was 55.48 percent. It then increased annually to 58.08 percent in 2019, before reaching its lowest in 2021. As illustrated graphically (see Figure 5.12), the secondary school GERs for both sexes follow a similar pattern. Notably, as the GERs of both sexes increase and decline in sync with each other, the GERs for males were lower than those of females over the entire 2017-2021 period. This observation is in harmony with GER GPI for the lower secondary that range from 1.09 to 1.12 (see Table 5.18 and Figure 5.12)



The upper secondary (Form 5-6) has a NER of 8.20 percent (7.73 percent for males, 8.68 percent for females). In 2017, the upper secondary NER was 9.73 percent. It then increased on year on year, reaching a high of 10.50 percent in 2019, before dropping to 10.23 percent in 2020. A sharp decrease was further experienced in 2021. Figure 5.13 illustrates 2017-2021 NERs for both sexes of the upper secondary that exhibit the following stages: i) gender parity between 2017 and 2018, ii) gender disparity in favour of females for the period 2019 to 2021. The GPI for Upper Secondary NERs can also be synchronised with the illustrated phases as follows: i) 2017 and 2018: GPI of 0.99-1.01 gender parity ii) 2019-2021: GPI ranging from 1.04 to 1.12- Gender disparity in favour of females (see Table 5.17 and Figure 5.13).

Overall, the NER for secondary school (Form 1-6) is 46.28 percent (45.49 percent for males, 47.07 percent for females). In 2017, the secondary school NER was 52.78 percent. It then increased to 54.25 percent in 2019, before dropping to 49.14 percent in 2020 and to 46.28 percent in 2021. The secondary school NERs for males and females follow a similar pattern. However, the NERs for females are slightly above that of males during period 2017-2021, with gender disparity in favour females in 2020, see Table 5.17 and Figure 5.14.

Evidentially, the GERs are higher than NERs of the respective years (see Tables 5.17 and 5.18), across all levels of secondary. This seems to be indicative of the inclusion of under/over-aged and repeaters in the secondary school education of Zimbabwe.

*Table 5:18: Secondary School Net Enrolment Rate by Level and Sex, Number and Percentage, Zimbabwe, 2017-2021*

Year	Form 1 to 4 NER, %			GPI	Form 5 to 6, %			GPI	Form 1 to 6, %			GPI
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
2017	52.44	58.54	55.48	1.12	9.79	9.66	9.73	0.99	52.36	53.21	52.78	1.02
2018	53.44	59.39	56.4	1.11	10.23	10.32	10.28	1.01	52.67	53.5	53.08	1.02
2019	54.73	61.45	58.08	1.12	10.31	10.69	10.5	1.04	53.39	55.11	54.25	1.03
2020	50.12	54.61	52.36	1.09	9.90	10.56	10.23	1.07	48.24	50.05	49.14	1.04
2021	48.32	52.78	50.56	1.09	7.73	8.68	8.20	1.12	45.49	47.07	46.28	1.03

Figure 5.12: Secondary School (Form 1-4) NER, Percentage, Zimbabwe, 2017-2021

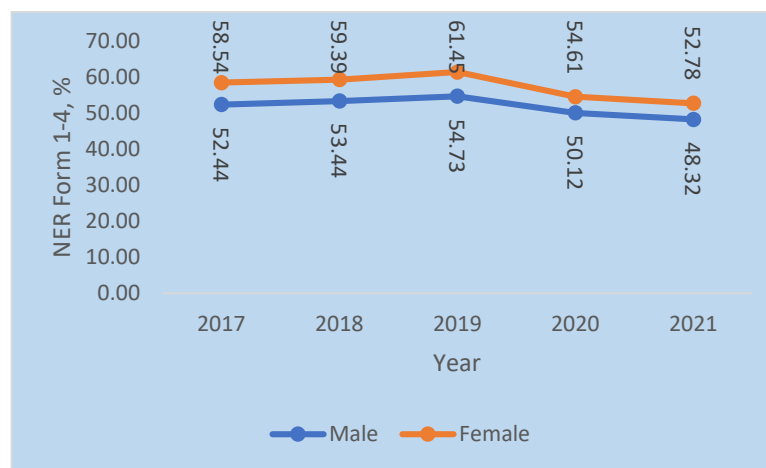


Figure 5.13: Secondary School (Form 5-6) NER, Percentage, Zimbabwe, 2017-2021

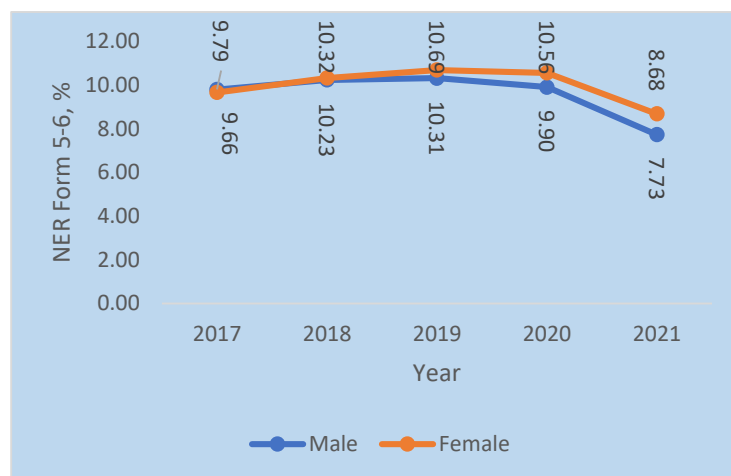
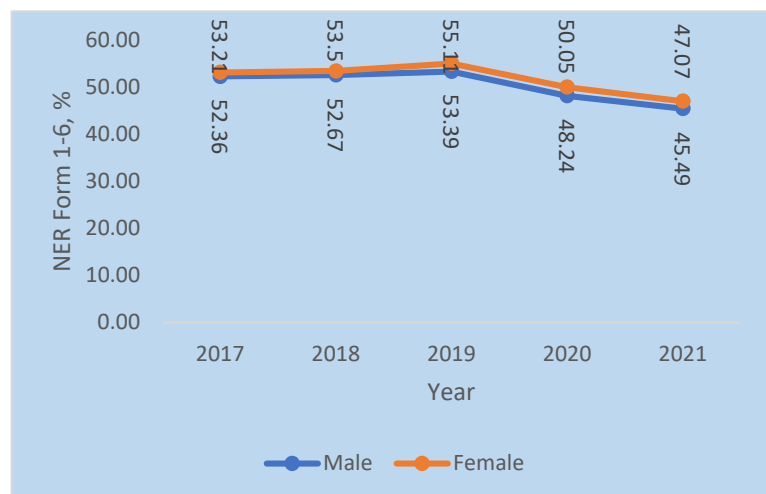


Figure 5.14: Secondary School (Form 1-6) NER, Percentage, Zimbabwe, 2017-2021



The school-going age population eligible for lower secondary school participation (13-16 years) is 1 522 282 (759 441 males, 762 840 females). Lower secondary school total enrolment is at 1 000 822 (495 027 males, 505 795 females), while enrolment at official ages (13-16 years) is 769 614 (366 967 males, 402 647 females) – see Table 5.19. Harare has the largest number of lower secondary school-going population (223 248). Manicaland has the largest number of lower secondary school enrolment (157 640), and the largest number of lower secondary school learners enrolled at an official age of 13-16 years (114 986). Bulawayo has the smallest number of lower secondary school-going population (67 702), smallest number of lower school enrolment (51 167), and smallest number of lower school learners enrolled at an official age of 13-16 years (41 284).

Table 5:19: Secondary (Form 1-4) School-Age Population and Enrolment by Sex, Number, Zimbabwe, 2021

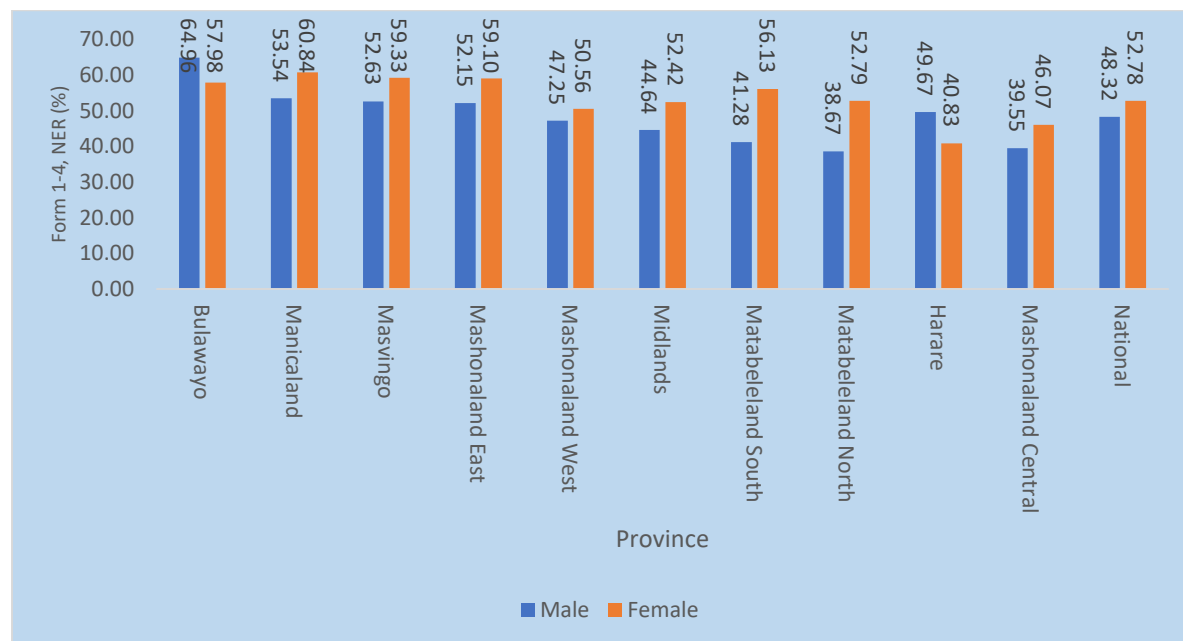
Province	Population 13-16 years, No.			Total Enrolment form 1-4, No.			Enrolment 13-16 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	29 109	38 592	67 702	23 844	27 323	51 167	18 910	22 374	41 284
Harare	96 586	126 662	223 248	58 624	61 828	120 452	47 971	51 722	99 693
Manicaland	104 274	97 224	201 498	80 405	77 235	157 640	55 833	59 153	114 986
Mashonaland Central	71 915	65 982	137 897	40 465	38 878	79 343	28 440	30 401	58 841
Mashonaland East	83 452	75 652	159 104	58 044	55 010	113 054	43 524	44 709	88 233
Mashonaland West	88 870	86 315	175 185	56 701	54 225	110 926	41 991	43 643	85 634
Masvingo	92 062	89 091	181 153	68 142	68 614	136 756	48 448	52 858	101 306
Matabeleland North	47 907	44 946	92 853	24 456	29 477	53 933	18 527	23 729	42 256
Matabeleland South	45 416	40 883	86 299	23 515	27 896	51 411	18 749	22 948	41 697
Midlands	99 850	97 493	197 343	60 831	65 309	126 140	44 574	51 110	95 684
Grand Total	759 441	762 840	1 522 282	495 027	505 795	1 000 822	366 967	402 647	769 614

Manicaland has the highest lower secondary school GER (78.23 percent), followed by Bulawayo with 75.58 percent. Harare has the least lower secondary school GER (53.95 percent). Bulawayo and Mashonaland Central have respectively the highest (60.98 percent) and lowest (42.67percent) lower secondary school NERs. The GERs and NERs for Harare and Bulawayo were in favour of males (see Table 5.20 and Figure 5.15).

Table 5:20: Secondary School (Form 1-4) NER and GER by Province and Sex, Percentage, Zimbabwe, 2021

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	81.91	70.80	75.58	0.86	64.96	57.98	60.98	0.89
Harare	60.70	48.81	53.95	0.80	49.67	40.83	44.66	0.82
Manicaland	77.11	79.44	78.23	1.03	53.54	60.84	57.07	1.14
Mashonaland Central	56.27	58.92	57.54	1.05	39.55	46.07	42.67	1.17
Mashonaland East	69.55	72.71	71.06	1.05	52.15	59.10	55.46	1.13
Mashonaland West	63.80	62.82	63.32	0.98	47.25	50.56	48.88	1.07
Masvingo	74.02	77.02	75.49	1.04	52.63	59.33	55.92	1.13
Matabeleland North	51.05	65.58	58.08	1.28	38.67	52.79	45.51	1.37
Matabeleland South	51.78	68.23	59.57	1.32	41.28	56.13	48.32	1.36
Midlands	60.92	66.99	63.92	1.10	44.64	52.42	48.49	1.17
Grand Total	65.18	66.30	65.74	1.02	48.32	52.78	50.56	1.09

Figure 5.15: Secondary School (Form 1-4) NER by Province, Percentage, Zimbabwe, 2021



The school-going age population (17-18 years) eligible for upper secondary school participation is 707 071 (354 053 males, 353 018 females). Upper secondary school total enrolment is at 86 388 (42 679 males, 43 709 females), while enrolment at official ages (17-18 years) is 58 013 (27 371 males, 30 642 females) – see Table 5.21. Harare has the largest number of upper secondary school-going population (122 385), largest number of upper secondary school enrolment (18 350), and the largest number of upper secondary school learners enrolled at an official age of 17-18 years (14 008). Bulawayo has the smallest number of upper secondary school-going population (37 953). Matabeleland North has the smallest number of upper secondary school enrolment (2 303), and the smallest number of upper secondary school learners enrolled at an official age of 17-18 years (1 452).

Table 5:21: Secondary School (Form 5-6) Age Population and Enrolment by Sex, Number, Zimbabwe, 2021

Province	Population 17-18 years, No.			Total Enrolment form 5-6, No.			Enrolment 17-18 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	15 822	22 131	37 953	3 146	4 103	7 249	2 072	2 886	4 958
Harare	50 623	71 762	122 385	8 897	9 453	18 350	6 645	7 363	14 008
Manicaland	46 884	41 415	88 299	6 916	6 712	13 628	4 012	4 227	8 239
Mashonaland Central	32 946	28 047	60 993	2 351	2 124	4 475	1 451	1 498	2 949
Mashonaland East	38 436	32 540	70 976	4 434	4 527	8 961	2 767	3 243	6 010
Mashonaland West	41 729	38 983	80 712	3 832	3 435	7 267	2 409	2 359	4 768
Masvingo	39 453	38 078	77 531	6 013	5 492	11 505	3 599	3 656	7 255
Matabeleland North	21 250	18 581	39 831	1 031	1 272	2 303	0 620	0 832	1 452
Matabeleland South	21 365	18 084	39 449	1 378	1 813	3 191	0 950	1 300	2 250
Midlands	45 545	43 397	88 942	4 681	4 778	9 459	2 846	3 278	6 124
Grand Total	354 053	353 018	707 071	42 679	43 709	86 388	27 371	30 642	58 013

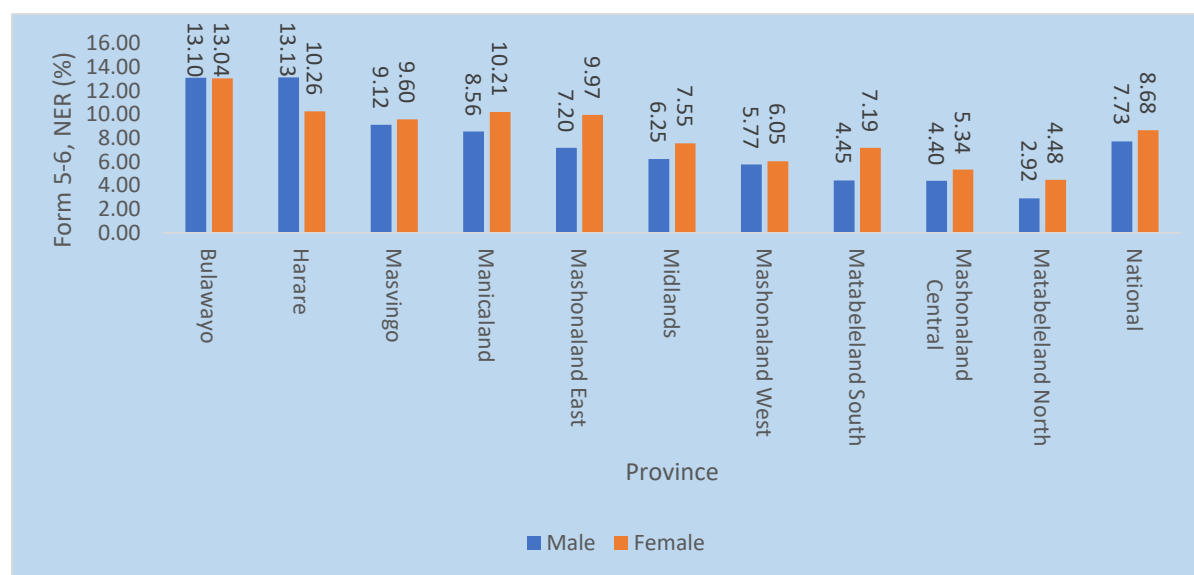
Bulawayo has the highest upper secondary school GER (19.10 percent), followed by Manicaland with 15.43 percent. Matabeleland North has the least upper secondary school GER (5.78 percent). Bulawayo has highest upper secondary school NER (13.06 percent) and Matabeleland North has lowest NER of 3.65 percent. Six of the provinces had gender disparity in GER in favour of females. With regards to NER, there was gender parity in Bulawayo only, while in Harare, the gender disparity was in favor of males. The rest of the provinces had gender disparities in favour of females (see Table 5.22).

Table 5:22: Secondary School (Form 5-6) GER and NER, by Province and Sex, Percentage, Zimbabwe, 2021

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	19.88	18.54	19.10	0.93	13.10	13.04	13.06	1.00
Harare	17.58	13.17	14.99	0.75	13.13	10.26	11.45	0.78
Manicaland	14.75	16.21	15.43	1.10	8.56	10.21	9.33	1.19
Mashonaland Central	7.14	7.57	7.34	1.06	4.40	5.34	4.83	1.21
Mashonaland East	11.54	13.91	12.63	1.21	7.20	9.97	8.47	1.38
Mashonaland West	9.18	8.81	9.00	0.96	5.77	6.05	5.91	1.05
Masvingo	15.24	14.42	14.84	0.95	9.12	9.60	9.36	1.05
Matabeleland North	4.85	6.85	5.78	1.41	2.92	4.48	3.65	1.53
Matabeleland South	6.45	10.03	8.09	1.55	4.45	7.19	5.70	1.62
Midlands	10.28	11.01	10.64	1.07	6.25	7.55	6.89	1.21
Grand Total	12.05	12.38	12.22	1.03	7.73	8.68	8.20	1.12

Bulawayo has the highest upper secondary school NERs of males and females that are 13.10 percent and 13.04 percent, respectively. Matabeleland North has the least upper secondary school NERs that are 2.92 percent for males and 4.48 percent for females. Upper secondary school NERs at provincial levels are comparable to the national male and female NERs that are respectively, 7.73 percent and 8.68 percent. Across the provinces, upper secondary school NERs are more likely to be in favour of females, save for Bulawayo and Harare, (see Figure 5.16).

Figure 5.16: Secondary School (Form 5-6), NER by Province, Percentage, Zimbabwe, 2021



The school-going age population (13-18 years) eligible for secondary school participation is 2 229 353 (1 113 495 males, 1 115 858 females). Secondary school total enrolment is at 1 087 210 (537 706 males, 549 504 females), while enrolment at official ages (13-18 years) is 1 031 802 (506 537 males, 525 265 females) – see Table 5.23. Harare has the largest number (345 633) of secondary school-going population. Manicaland has the largest number of secondary school enrolment (171 268), and the largest number of secondary school learners enrolled at an official age of 13-18 years (160 766). Bulawayo has the smallest number of secondary school-going population (105 655). Matabeleland South has the smallest number of secondary school enrolment (54 602), and smallest number of secondary school learners enrolled at an official age of 13-18 years (52 555).

Table 5.23: Secondary School (Form 1-6) Population and Enrolment by Sex and Province, Number, Zimbabwe, 2021

Province	Population 13-18 years, No.			Total Enrolment form 1-6, No.			Enrolment 13-18 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	44 932	60 723	105 655	26 990	31 426	58 416	25 329	29 716	55 045
Harare	147 209	198 424	345 633	67 521	71 281	138 802	64 097	68 068	132 165
Manicaland	151 158	138 639	289 797	87 321	83 947	171 268	81 135	79 631	160 766
Mashonaland Central	104 861	94 029	198 890	42 816	41 002	83 818	40 378	39 402	79 780
Mashonaland East	121 888	108 192	230 080	62 478	59 537	122 015	59 185	57 363	116 548
Mashonaland West	130 599	125 298	255 897	60 533	57 660	118 193	57 420	55 460	112 880
Masvingo	131 515	127 169	258 684	74 155	74 106	148 261	69 078	70 456	139 534
Matabeleland North	69 157	63 527	132 684	25 487	30 749	56 236	24 285	29 587	53 872
Matabeleland South	66 781	58 967	125 748	24 893	29 709	54 602	23 941	28 614	52 555
Midlands	145 395	140 890	286 285	65 512	70 087	135 599	61 689	66 968	128 657
Grand Total	1 113 495	1 115 858	2 229 353	537 706	549 504	1 087 210	506 537	525 265	1 031 802

Manicaland has the highest secondary school GER (59.10 percent), followed by Masvingo with 57.31 percent. Harare has the least secondary school GER (40.16 percent). Manicaland has the highest secondary school NER (55.48 percent), while Harare has the least NER in secondary school (38.24

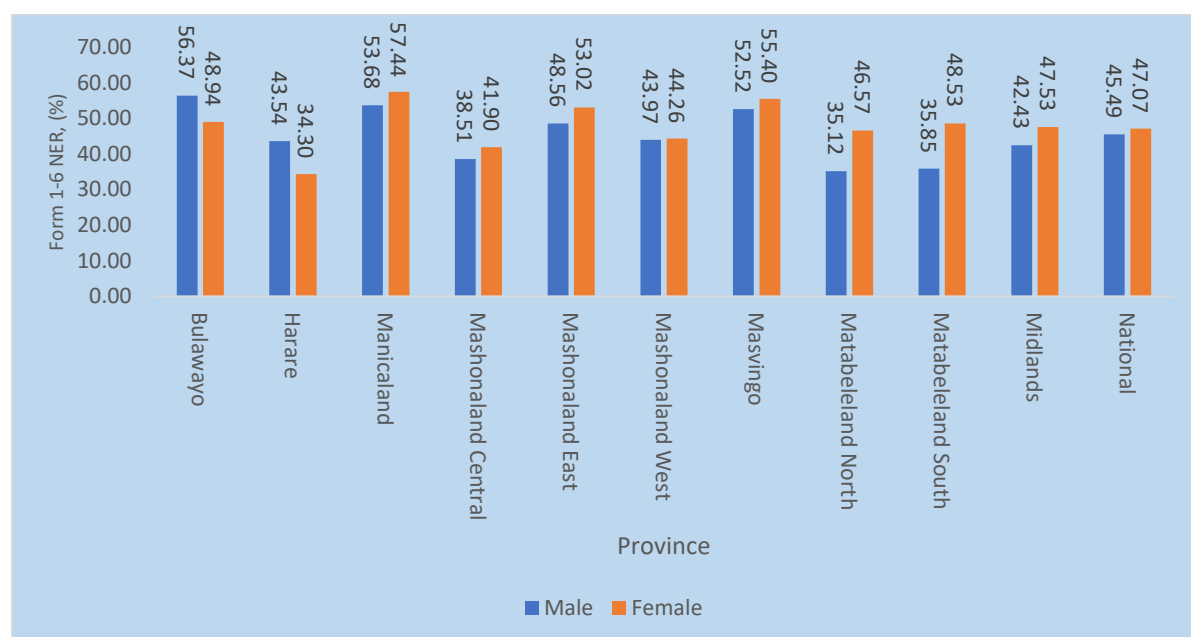
percent). Besides Bulawayo, Harare and Mashonaland West, secondary school GERs for other provinces are in favour of females. Save for Bulawayo and Harare, NERs for other provinces are in favour of females (see Table 5.24).

Table 5.24: Secondary School (Form 1-6) GER, NER and GPI by Sex and Province, Percentage, Zimbabwe, 2021

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	60.07	51.75	55.29	0.86	56.37	48.94	52.10	0.87
Harare	45.87	35.92	40.16	0.78	43.54	34.30	38.24	0.79
Manicaland	57.77	60.55	59.10	1.05	53.68	57.44	55.48	1.07
Mashonaland Central	40.83	43.61	42.14	1.07	38.51	41.90	40.11	1.09
Mashonaland East	51.26	55.03	53.03	1.07	48.56	53.02	50.66	1.09
Mashonaland West	46.35	46.02	46.19	0.99	43.97	44.26	44.11	1.01
Masvingo	56.39	58.27	57.31	1.03	52.52	55.40	53.94	1.05
Matabeleland North	36.85	48.40	42.38	1.31	35.12	46.57	40.60	1.33
Matabeleland South	37.28	50.38	43.42	1.35	35.85	48.53	41.79	1.35
Midlands	45.06	49.75	47.37	1.10	42.43	47.53	44.94	1.12
Grand Total	48.29	49.24	48.77	1.02	45.49	47.07	46.28	1.03

Bulawayo has the highest secondary school NER for males (56.37 percent), while Manicaland has the highest for females (57.44 percent). Matabeleland North has the least secondary school NER for males (35.12 percent), while Harare has the least secondary school NER for females (34.30 percent). Secondary school NERs at provincial levels are comparable to the national male and female NERs that are 45.49 percent and 47.07 percent, respectively. In most provinces, NERs are more likely to be in favour of females, save for Bulawayo and Harare (see Figure 5.17).

Figure 5.17: Secondary School (Form 1-6) NER, by Province, Percentage, Zimbabwe, 2021



The Form Specific Gross Enrolment Rate (FSGER) is highest in Form 1 (71.29 percent) and lowest in Form 5 (11.13 percent). The FSGER generally decrease with form. The FSGER are biased towards females, for Forms 1, 2, 3, 5 and 6. (Table 5.25).

Table 5.25: Form Specific Gross Enrolment Rate (FSGER), Number and Percentage, Zimbabwe, 2021

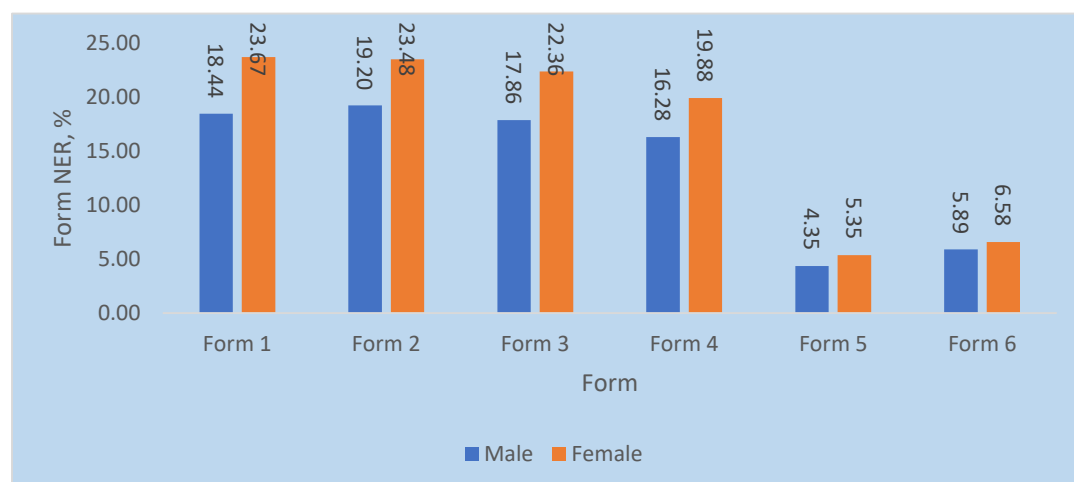
Form	Form Age Enrolment, No.			Form Age Population, No.			Form GER, percent			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Form 1	136 357	144 177	280 534	195 898	197 633	393 531	69.61	72.95	71.29	1.05
Form 2	129 211	132 354	261 565	191 887	192 961	384 848	67.34	68.59	67.97	1.02
Form 3	126 547	128 043	254 590	187 842	188 357	376 199	67.37	67.98	67.67	1.01
Form 4	102 912	101 221	204 133	183 814	183 890	367 704	55.99	55.04	55.52	0.98
Form 5	19 477	20 418	39 895	179 459	179 129	358 588	10.85	11.40	11.13	1.05
Form 6	23 202	23 291	46 493	174 595	173 889	348 484	13.29	13.39	13.34	1.01

The Form Specific Net Enrolment Rate (FSNER) is highest in Form 2 (21.34 percent) and lowest in Form 5 (4.85 percent). The FSNER generally decrease with grade and are biased towards females, for all Forms. (Table 5.26 and Figure 5.18).

Table 5.26: Form Specific Net Enrolment Rate (FSNER), Number and Percentage, Zimbabwe, 2021

Form	Form Age Enrolment, No.			Form Age Population, No.			Form NER, percent			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Form 1	36 120	46 787	82 907	195 898	197 633	393 531	18.44	23.67	21.07	1.28
Form 2	36 844	45 301	82 145	191 887	192 961	384 848	19.20	23.48	21.34	1.22
Form 3	33 557	42 111	75 668	187 842	188 357	376 199	17.86	22.36	20.11	1.25
Form 4	29 925	36 561	66 486	183 814	183 890	367 704	16.28	19.88	18.08	1.22
Form 5	7 808	9 591	17 399	179 459	179 129	358 588	4.35	5.35	4.85	1.23
Form 6	10 290	11 445	21 735	174 595	173 889	348 484	5.89	6.58	6.24	1.12

Figure 5.18: Form Specific Net Enrolment Ratio, Percent, by Gender, Zimbabwe, 2021



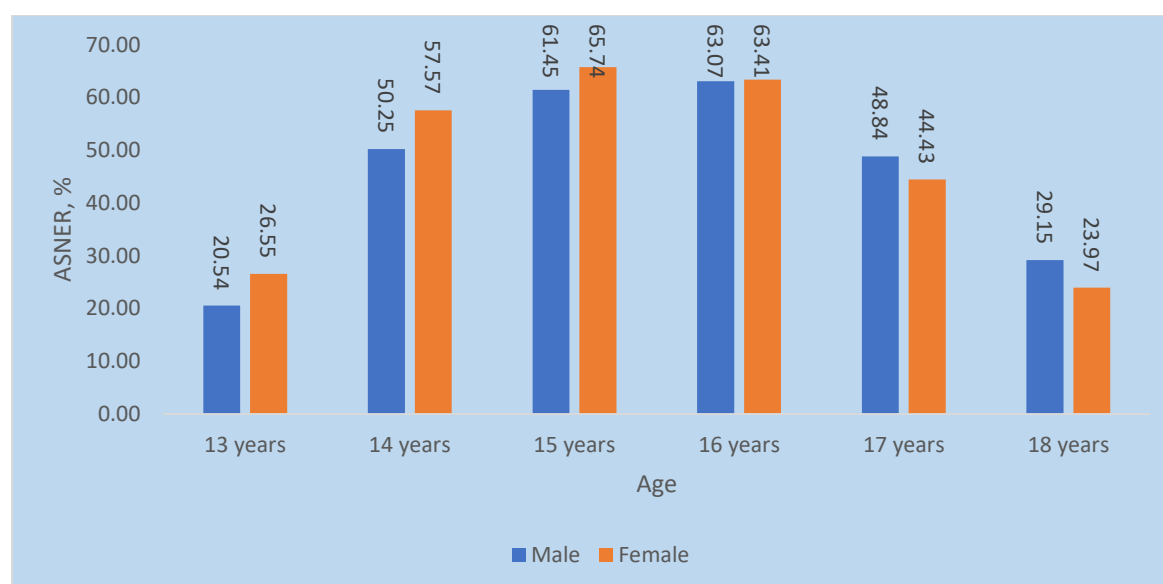


The Age Specific Enrolment Rate is highest for age 15 (63.60 percent) and lowest for age 13 (23.56 percent). The ASER are biased towards females up to age 16, (Table 5.27 and Figure 5.19). Figure 5.19, depicts an approximately normal distribution of ASER for both males and females.

Table 5.27: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Number and Percentage, Zimbabwe, 2021

Age	Age Enrolment, No.			Age Population, No.			ASER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
13 years	40 232	52 467	92 699	195 898	197 633	393 531	20.54	26.55	23.56	1.29
14 years	96 416	111 096	207 512	191 887	192 961	384 848	50.25	57.57	53.92	1.15
15 years	115 428	123 824	239 252	187 842	188 357	376 199	61.45	65.74	63.60	1.07
16 years	115 931	116 607	232 538	183 814	183 890	367 704	63.07	63.41	63.24	1.01
17 years	87 644	79 590	167 234	179 459	179 129	358 588	48.84	44.43	46.64	0.91
18 years	50 886	41 681	92 567	174 595	173 889	348 484	29.15	23.97	26.56	0.82

Figure 5.19: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Percentage, Zimbabwe, 2021



## 5.8 Conclusion

Zimbabwe has an ECD GER of 45.27 percent (45.69 percent for males, 44.85 percent for females). In 2017, the GER was 55.86 percent, and continuously increased each year, reaching the highest increase of 57.24 percent in 2019. However, in 2020, the GER plummeted to 46.19 percent. The country's ECD NER is at 24.68 percent (24.56 percent for males, 24.80 percent for females). Between 2017 and 2021, the highest NER was recorded in 2019 at 32.18 percent. There was gender parity in both GERs and NERs during the period 2017-2021.

The country also has a primary school NER of 83.51 percent (83.22 percent for males, 83.79 percent for females). Between 2017 and 2021, the highest NER was achieved in 2019 (93.61 percent). Thereafter, it began to decline, reaching its lowest in 2021 (83.51percent).

Overall, the NER for secondary school (Form 1-6) is 46.28 percent (45.49 percent for males, 47.07 percent for females). In 2017, the secondary school NER was 52.78 percent. It then increased to 54.25 percent in 2019, before dropping to 49.14 percent in 2020 and to 46.28 in 2021. The secondary school NERs for males and females follow a similar pattern. However, the NERs for females are slightly above that of males during period 2017-2021, with gender disparity in favour females in 2020

The GER for secondary school (Form 1-6) is 48.77 percent (48.29 percent for males, 49.24 percent for females). Over the period, the highest GER of 58.16 percent was achieved in 2019, before decreasing to a low of 48.77 percent in 2021. Secondary school GER for both males and females follow the same pattern. Between 2017 and 2018, male GER was slightly higher than that of females with a reversal being observed after 2019.

## CHAPTER 6 : Orphans and Vulnerable Children

This chapter presents the distribution of OVCs enrolled in primary and secondary schools of Zimbabwe and their access to financial assistance. In essence, the definition of OVC<sup>3</sup>s is broad. However, in this analysis, particular attention is given to the three types of orphans, vulnerable and some learners with impairments. The three types of orphans are double orphans, single orphans (maternal) and single orphans (paternal).

### 6.1 Orphaned and Vulnerable Children (OVC)

At ECD level, there are 120 714 OVCs (60 977 males, 59 737 females). These OVCs constitute 18.43 percent of ECD learners (18.56 percent males, 18.29 percent females). In 2017, there were 106 054 OVCs, in ECD following a -5.26 percent decrease from the previous year. However, in 2018, there was a 1.02 percent increase that was followed by a considerable decrease of -3.77 percent in 2019. In 2020, the proportion of OVCs in ECD increased by 19.57 percent. The proportion of OVCs increased substantially by 19.57 percent in 2020 (see Table 6.1) and a slight decrease of -2.08 being observed in 2021. As shown in Figure 6.1, male and female OVCs in ECD follow a similar pattern. The numbers of male and female OVCs in ECD during the period 2017-2021 were almost the same. However, male OVCs in ECD are slightly more than female ones from 2017 to 2019 and 2021, whilst the reverse is true for 2020.

At primary school level, there are 608 419 OVCs (304 241 males, 304 178 females). These OVCs constitute 20.99 percent of primary school learners (20.98 percent males, 20.99 percent females). In 2017, there were 612 287 primary school OVCs, translating to a -6.29 percent decrease from the previous year. During the period 2017-2019, the primary school OVCs, annually decreased. However, in 2020, there was a 12.56 percent increase in the proportion of primary school OVCs but a slight decrease in the proportion of primary school OVCs of -1.98 percent was observed in 2021 (see Table 6.1). As shown in Figure 6.2, male and female OVCs in primary follow a similar pattern. The number of male and female OVCs in primary during the period 2017-2021 were almost the same. However, male primary school OVCs were slightly more than female counterparts during the period 2017-2021.

At secondary school level, there are 289 847 OVCs (140 589 males, 149 258 females). These OVCs constitute 26.65 percent of secondary school learners (26.13 percent males, 27.15 percent females). In 2017, there were 321 138 secondary school OVCs, following a -4.38 percent decrease from the previous year. During the period 2017-2019, the secondary school OVCs, decreased each year. However, in 2020, there was a 3.90 percent increase in the proportion of secondary school OVCs (see Table 6.1) and a considerable decrease of -10.65 percent in 2021. As shown in Figure 6.3 male and female OVCs at secondary school level follow a similar pattern. However, secondary school female OVCs were more than their male counterparts during the period 2017-2021.

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<sup>3</sup> An orphan is a child whose mother or father or both biological parents are dead. The Zimbabwe Nation Orphan Care Policy (Ministry of Public Service, Labour and Social Welfare, 1992 defines vulnerable children as including the following categories: children with one parent dead, children with disabilities, children affected and/ infected with HIV and AIDS, abused children, working children, abandoned children, children living on the street, married children, neglected children, children in conflict with law, children in war situations, among others.

Table 6:1: Orphaned and Vulnerable Children (OVC) by Sex and Level of Education and Change, Number and Percentage, Zimbabwe, 2017-2021

Year	OVC, No.			Percent OVC			Change					
							%			No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	ECD											
2017	53 726	52 328	106 054	17.15	16.84	17	-4.94	-5.59	-5.26	-2 794	-3 099	-5 893
2018	54 432	52 702	107 134	17.21	16.86	17.04	1.31	0.71	1.02	706	374	1 080
2019	52 451	50 645	103 096	15.98	15.63	15.81	-3.64	-3.9	-3.77	-1 981	-2 057	-4 038
2020	61 188	62 085	123 273	18.68	19.07	18.87	16.66	22.59	19.57	8 737	11 440	20 177
2021	60 977	59 737	120 714	18.56	18.29	18.43	-0.34	-3.78	-2.08	-211	-2 348	-2 559
	Primary School (Grade 1-7)											
2017	310 686	301 601	612 287	23.07	22.68	22.88	-5.96	-6.63	-6.29	-19 688	-21 404	-41 092
2018	294 072	290 042	584 114	21.48	21.38	21.43	-5.35	-3.83	-4.6	-16 614	-11 559	-28 173
2019	275 847	275 391	551 238	19.71	19.81	19.76	-6.2	-5.05	-5.63	-18 225	-14 651	-32 876
2020	311 568	308 883	620 451	21.7	21.54	21.62	12.95	12.16	12.56	35 721	33 492	69 213
2021	304 241	304 178	608 419	20.98	20.99	20.99	-2.41	-1.55	-1.98	-7 327	-4 705	-12 032
	Secondary School (Form 1-6)											
2017	156 323	164 815	321 138	28.85	30.89	29.86	-5.38	-3.42	-4.38	-8 890	-5 835	-14 725
2018	155 296	163 399	318 695	28.44	30.27	29.35	-0.66	-0.86	-0.76	-1 027	-1 416	-2 443
2019	148 110	160 571	308 681	26.41	28.46	27.44	-4.63	-1.73	-3.14	-7 186	-2 828	-10 014
2020	155 810	164 905	320 715	27.67	28.72	28.2	5.2	2.7	3.9	7 700	4 334	12 034
2021	140 589	149 258	289 847	26.13	27.15	26.65	-10.83	-10.48	-10.65	-15 221	-15 647	-30 868

Figure 6.1: ECD Orphans and Vulnerable Children, Number, Zimbabwe 2017-2021

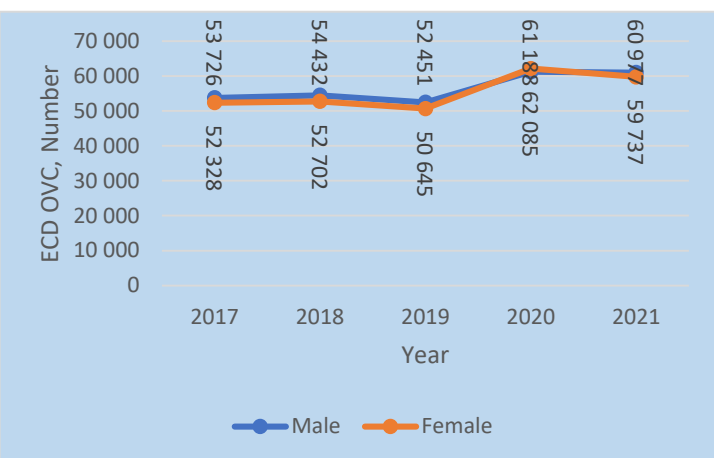


Figure 6.2: Primary School (Grade 1-7) Orphans and Vulnerable Children, Number, Zimbabwe 2017-2021.

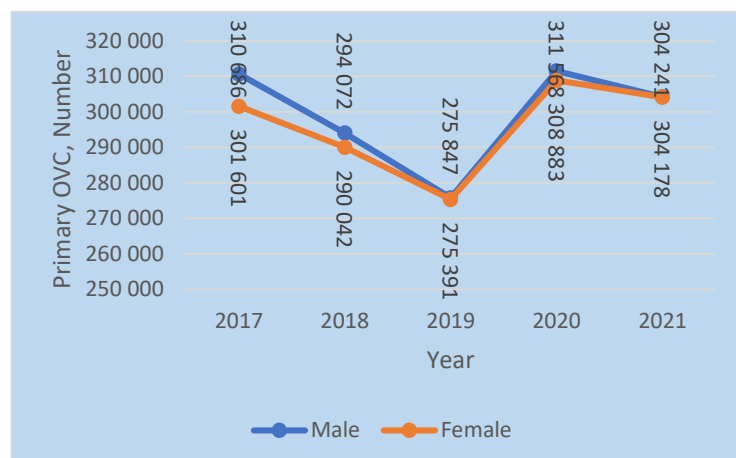
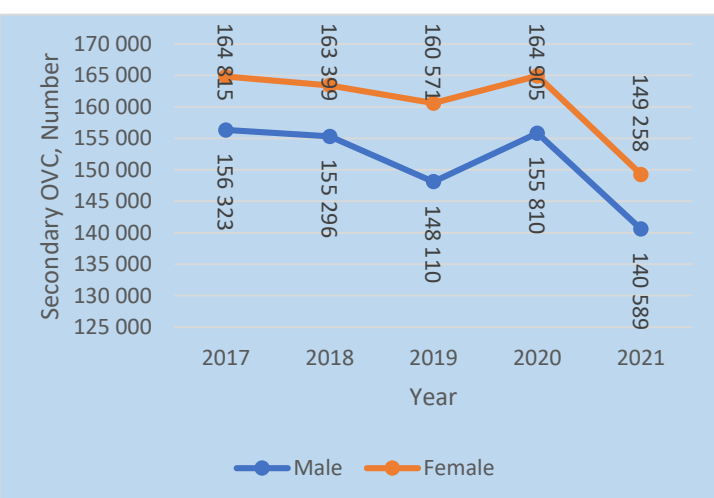


Figure 6.3: Secondary School (Form 1-6) Orphans and Vulnerable Children, Number, Zimbabwe, 2017-2021.

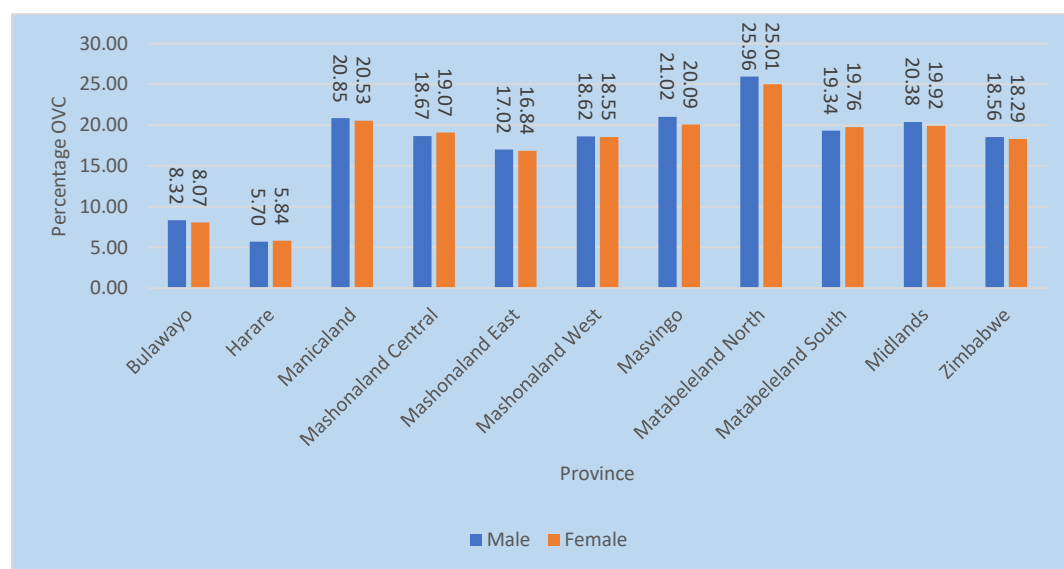


As shown in Table 6.2, Manicaland has the largest number of 22 992 OVCs in ECD, followed by Masvingo with 18 718 OVCs. Bulawayo has the least number (2 141) of OVCs in ECD. However, Matabeleland North has the highest proportion of 25.48 percent ECD learners that are OVCs, followed by Manicaland with 20.69 percent. Harare has 5.77 percent of OVCs in ECD, making it the least (see Figure 6.4 and Table 6.2). Relative to the proportions of ECD learners that are OVCs, Harare, Mashonaland Central and Matabeleland South have gender disparities in favour of females (GPIs ranging from 1.02 to 1.03), while both Masvingo and Matabeleland North has a gender disparity in favour of males (GPIs of 0.96). The rest of the provinces have gender parities (GPIs ranging from 0.97 to 1.00).

Table 6.2: ECD Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	Total ECD OVC, No.			% Pupils OVC			GPI
	Male	Female	Total	Male	Female	Total	
Bulawayo	1 080	1 061	2 141	8.32	8.07	8.19	0.97
Harare	1 344	1 365	2 709	5.70	5.84	5.77	1.03
Manicaland	11 574	11 418	22 992	20.85	20.53	20.69	0.98
Mashonaland Central	6 150	6 258	12 408	18.67	19.07	18.87	1.02
Mashonaland East	6 210	6 072	12 282	17.02	16.84	16.93	0.99
Mashonaland West	7 251	7 109	14 360	18.62	18.55	18.59	1.00
Masvingo	9 622	9 096	18 718	21.02	20.09	20.56	0.96
Matabeleland North	5 418	5 277	10 695	25.96	25.01	25.48	0.96
Matabeleland South	3 888	3 839	7 727	19.34	19.76	19.54	1.02
Midlands	8 440	8 242	16 682	20.38	19.92	20.15	0.98
Grand Total	60 977	59 737	120 714	18.56	18.29	18.43	0.99

Figure 6.4: ECD Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2021.

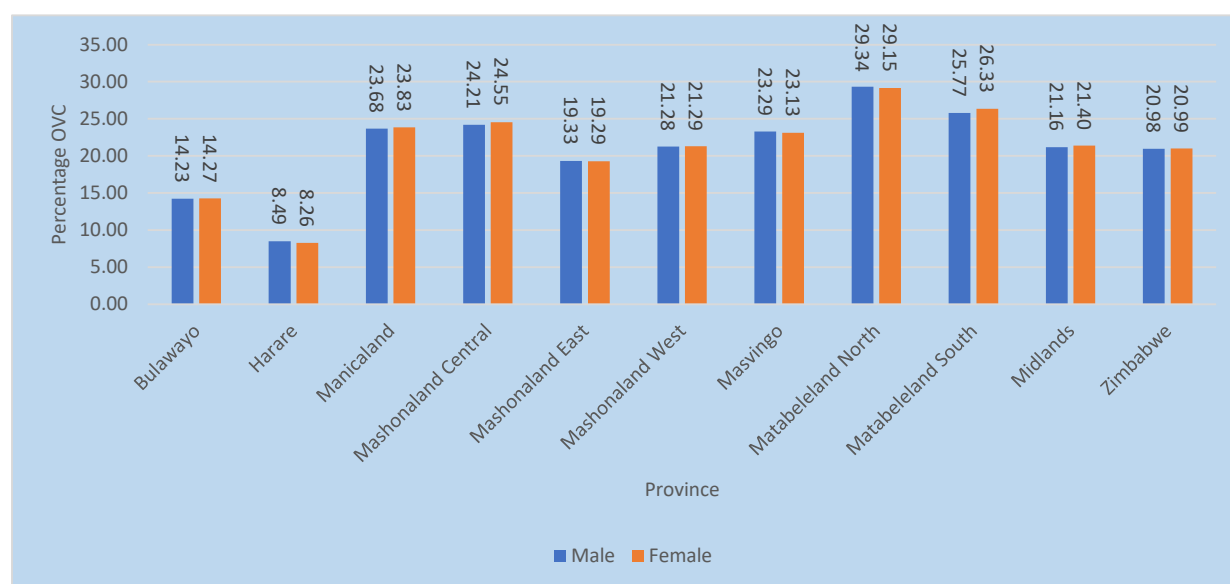


As shown in Table 6.3, Manicaland has the largest number of primary school OVCs (107 957), followed by Masvingo with 87 720. Bulawayo has the least number of OVCs in primary school (17 436). However, Matabeleland North has the highest proportion of 29.25 percent OVCs in primary school, followed by Matabeleland South with 26.05 percent of OVCs in primary school. Harare has the least proportion of 8.38 percent primary school learners that are OVCs (see Figure 6.5 and Table 6.3). Relative to the proportions of primary school learners that are OVCs, all the provinces have a gender disparity (GPIs ranging from 0.97 to 1.02).

Table 6:3: Primary School Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	Total Primary School OVCs, No.			% Pupils OVC			GPI
	Male	Female	Total	Male	Female	Total	
Bulawayo	8 558	8 878	17 436	14.23	14.27	14.25	1.00
Harare	13 606	13 479	27 085	8.49	8.26	8.38	0.97
Manicaland	54 032	53 925	107 957	23.68	23.83	23.76	1.01
Mashonaland Central	32 761	33 063	65 824	24.21	24.55	24.38	1.01
Mashonaland East	30 106	29 512	59 618	19.33	19.29	19.31	1.00
Mashonaland West	36 531	36 602	73 133	21.28	21.29	21.28	1.00
Masvingo	44 239	43 481	87 720	23.29	23.13	23.21	0.99
Matabeleland North	25 067	25 011	50 078	29.34	29.15	29.25	0.99
Matabeleland South	19 851	20 144	39 995	25.77	26.33	26.05	1.02
Midlands	39 490	40 083	79 573	21.16	21.40	21.28	1.01
Grand Total	304 241	304 178	608 419	20.98	20.99	20.99	1.00

Figure 6.5: Primary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2021.

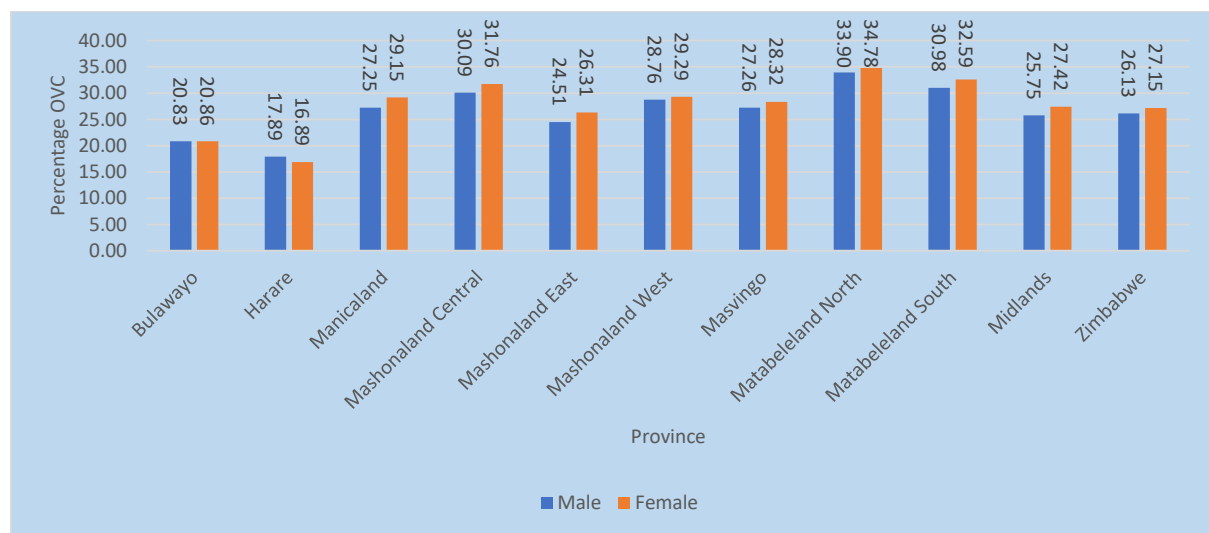


As shown in Table 6.4, Manicaland has the largest number of secondary school OVCs (48 263), followed by Masvingo with 41 199 OVCs. Bulawayo has the least number of 12 178 secondary school OVCs. However, Matabeleland North has the highest proportion of 34.38 percent secondary school learners who are OVCs, followed by Matabeleland South with 31.86 percent. Harare has the least proportion of 17.38 percent secondary school learners who are OVCs (see Figure 6.6 and Table 6.4). Relative to the proportions of Secondary school learners that are OVCs, Midlands, Mashonaland East and Manicaland have gender parity (GPI of 1.07), while Harare have a gender disparity that is in favour of males (GPIs of 0.94). The rest of the provinces have a gender disparity in favour of females (GPIs ranging from 1.02 to 1.07), save for Bulawayo that is at parity.

Table 6.4: Secondary School Orphaned and Vulnerable Children (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	Total Secondary School OVCs, No.			% Pupils OVC			GPI
	Male	Female	Total	Male	Female	Total	
Bulawayo	5 623	6 555	12 178	20.83	20.86	20.85	1.00
Harare	12 109	12 056	24 165	17.89	16.89	17.38	0.94
Manicaland	23 793	24 470	48 263	27.25	29.15	28.18	1.07
Mashonaland Central	12 887	13 023	25 910	30.09	31.76	30.91	1.06
Mashonaland East	15 323	15 674	30 997	24.51	26.31	25.39	1.07
Mashonaland West	17 413	16 893	34 306	28.76	29.29	29.02	1.02
Masvingo	20 215	20 984	41 199	27.26	28.32	27.79	1.04
Matabeleland North	8 644	10 697	19 341	33.90	34.78	34.38	1.03
Matabeleland South	7 713	9 685	17 398	30.98	32.59	31.86	1.05
Midlands	16 869	19 221	36 090	25.75	27.42	26.62	1.07
Grand Total	140 589	149 258	289 847	26.13	27.15	26.65	1.04

Figure 6.6: Secondary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2021.



## 6.2 OVC by Type

For the purpose of analysis, OVCs are divided into four types, namely, double orphans, single orphans (maternal), single orphans (paternal) and vulnerable but not orphaned.

At ECD level, Zimbabwe has 13 239 double orphans (6 691 males, 6 548 females). The largest number of these are in Manicaland (2 514), followed by Masvingo with 2 113. Bulawayo has the least number of 200 double orphans. The total number of single orphans (maternal) in ECD is 21 479 (10 980 males, 10 499 females). Manicaland has 4 129 single orphans (maternal), the largest number when compared with other provinces, followed by Masvingo with 3 575. Bulawayo has the smallest number of 397 single orphans (maternal) in ECD. The number of ECDs with single orphans (paternal) in the country is 20 385 (10 254 males, 10 131 females). Manicaland has the largest number of 4 113 single orphans (paternal), followed by Masvingo with 3 186 single orphans (paternal). Bulawayo has the smallest number of 377 single orphans (paternal) in ECD. The total number of the vulnerable but not



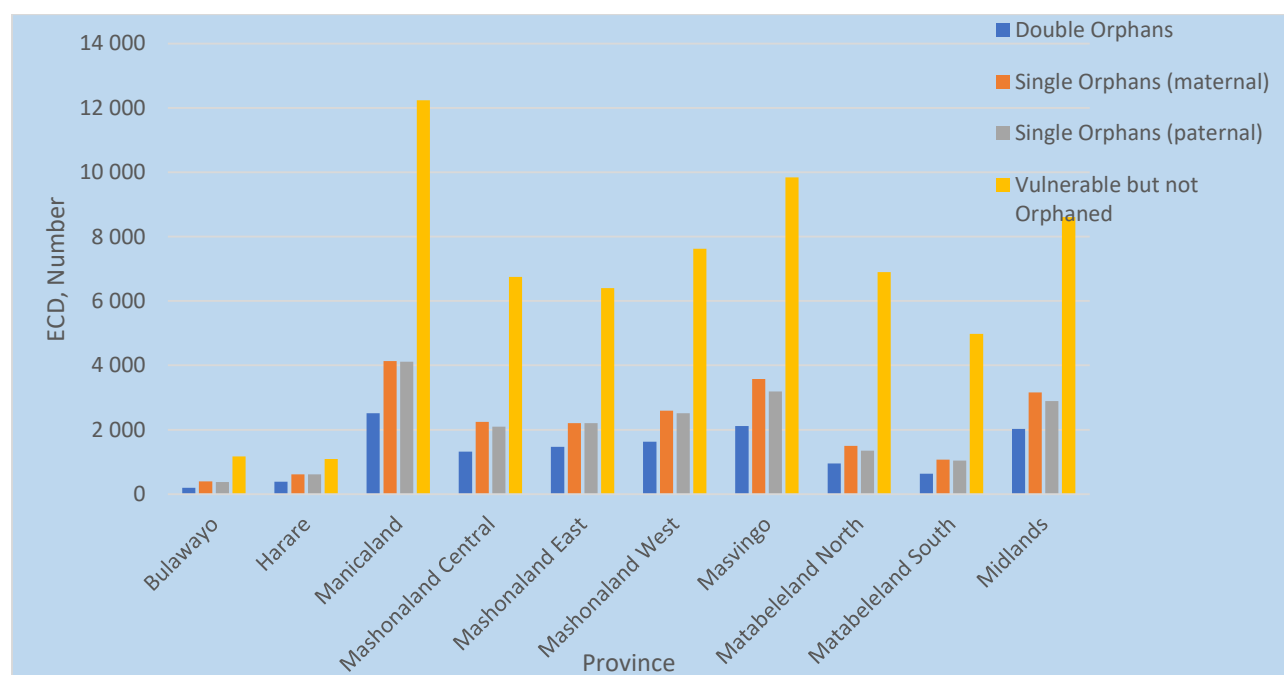
orphaned learners in ECD is 65 611 (33 052 males, 32 559 females). Manicaland has the largest number (12 236) of the vulnerable but not orphaned learners in ECD, followed by Masvingo 9 844. Harare has the smallest number of 1 095 vulnerable but not orphaned learners. Overall, the total number of OVCs in the country is 120 714. Manicaland has the largest number of 22 992 OVCs in ECD, followed by Masvingo with 18 718 OVCs. Bulawayo has the smallest number of OVCs in ECD (2 141) - see Table 6.5.

Table 6.5: ECD OVC by Type, Sex and Province, Number, Zimbabwe, 2021

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	No.			No.			No.			No.			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	96	104	200	199	198	397	196	181	377	589	578	1 167	2 141
Harare	179	206	385	303	314	617	318	294	612	544	551	1 095	2 709
Manicaland	1 282	1 232	2 514	2 092	2 037	4 129	2 058	2 055	4 113	6 142	6 094	12 236	22 992
Mashonaland Central	684	633	1 317	1 132	1 109	2 241	1 029	1 070	2 099	3 305	3 446	6 751	12 408
Mashonaland East	744	729	1 473	1 112	1 092	2 204	1 127	1 076	2 203	3 227	3 175	6 402	12 282
Mashonaland West	828	803	1 631	1 322	1 269	2 591	1 261	1 255	2 516	3 840	3 782	7 622	14 360
Masvingo	1 054	1 059	2 113	1 944	1 631	3 575	1 634	1 552	3 186	4 990	4 854	9 844	18 718
Matabeleland North	495	455	950	724	772	1 496	668	678	1 346	3 531	3 372	6 903	10 695
Matabeleland South	319	312	631	522	551	1 073	531	512	1 043	2 516	2 464	4 980	7 727
Midlands	1 010	1 015	2 025	1 630	1 526	3 156	1 432	1 458	2 890	4 368	4 243	8 611	16 682
Grand Total	6 691	6 548	13 239	10 980	10 499	21 479	10 254	10 131	20 385	33 052	32 559	65 611	120 714

Figure 6.7 depicts ECD OVCs by type. The *Vulnerable but not Orphaned* is the most likely type of OVCs in ECDs, whilst Double Orphans are the least common in each of the provinces. Bulawayo and Harare have the smallest number of OVCs, in comparison with other provinces.

Figure 6.7: ECD OVCs by Type and Province, Number, Zimbabwe 2021



Harare has the highest proportion of 14.21 percent ECD learners that are double orphans, followed by Midlands with 12.14 percent. Matabeleland South has the least proportion of 8.17 percent ECD learners that are double orphans. Harare has the highest proportion of 22.78 percent ECD learners that are single orphan (maternal), followed by Masvingo with 19.10 percent. Matabeleland South has the least proportion of 13.89 percent ECD learners that are single orphans (maternal). Harare has the highest proportion of 22.59 percent ECD learners that are single orphan (paternal), followed by Mashonaland East with 17.94 percent. Matabeleland North has the least proportion of 12.59 percent ECD learners that are single orphans (paternal). Matabeleland North has the highest proportion of 64.54 percent ECD learners that are vulnerable but not orphans, followed by Matabeleland South with 64.45 percent. Harare has the least proportion of 40.42 percent (see Table 6.6).

Table 6.6: ECD OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2021

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	9.34	18.54	17.61	54.51	100.00	2 141
Harare	14.21	22.78	22.59	40.42	100.00	2 709
Manicaland	10.93	17.96	17.89	53.22	100.00	22 992
Mashonaland Central	10.61	18.06	16.92	54.41	100.00	12 408
Mashonaland East	11.99	17.94	17.94	52.13	100.00	12 282
Mashonaland West	11.36	18.04	17.52	53.08	100.00	14 360
Masvingo	11.29	19.10	17.02	52.59	100.00	18 718
Matabeleland North	8.88	13.99	12.59	64.54	100.00	10 695
Matabeleland South	8.17	13.89	13.50	64.45	100.00	7 727
Midlands	12.14	18.92	17.32	51.62	100.00	16 682
Grand Total	10.97	17.79	16.89	54.35	100.00	120 714

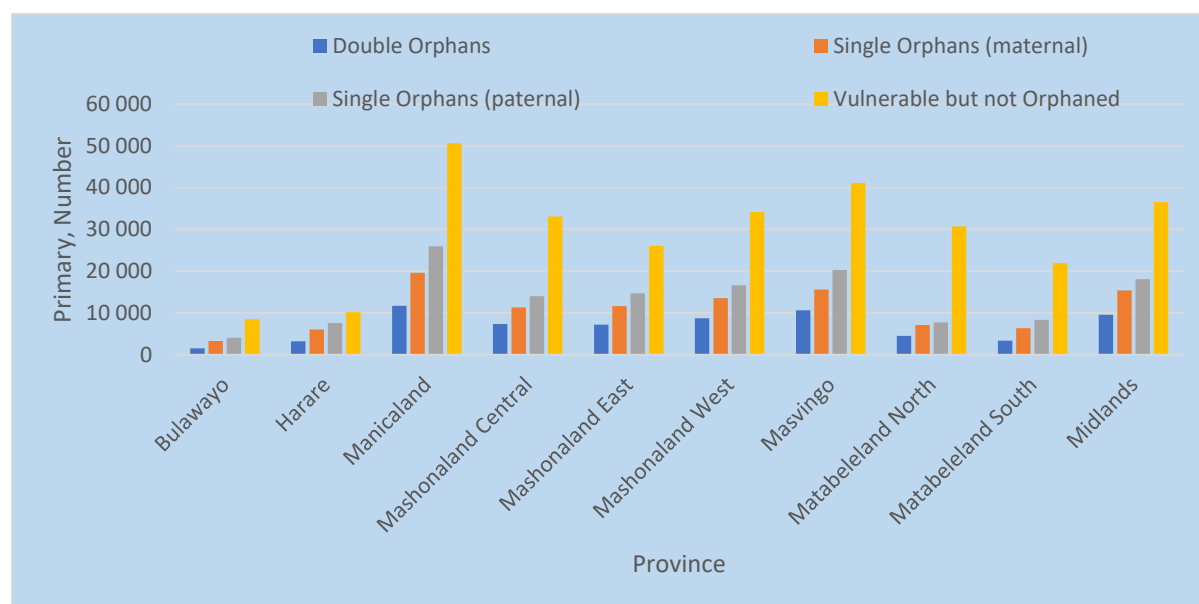
At primary level, Zimbabwe has 67 773 double orphans (33 891 males, 33 882 females). The largest number of 11 688 double orphans are in Manicaland, followed by Masvingo with 10 606. Bulawayo has the least number of 1 536 double orphans. The total number of single orphans (maternal) in primary school is 110 067 (54 749 males, 55 318 females). Manicaland has the largest number of primary school single orphans (maternal) (19 641), followed by Masvingo with 15 628. Bulawayo has the smallest number of 3 316 single orphans (maternal). The number of primary school single orphans (paternal) in the country is 137 432 (68 414 males, 69 018 females). Manicaland has the largest number of 25 956 primary school single orphans (paternal), followed by Masvingo with 20 317. Bulawayo has the smallest number of 4 072 primary school single orphans (paternal). The total number of the vulnerable but not orphaned learners in primary schools is 293 147 (147 187 males, 145 960 females). Manicaland has the largest number of 50 672 vulnerable but not orphaned learners in primary schools, followed by Masvingo with 41 169. Bulawayo has the least number of vulnerable but not orphaned (8 512). Overall, the total number of primary school OVCs in the country is 608 419. Manicaland has the largest number of 107 957 OVCs in primary school, followed by Masvingo with 87 720 OVCs. Bulawayo has the smallest number of primary school OVCs (17 436) - see Table 6.7.

Table 6.7: Primary School OVC by Type, Sex and Province, Number, Zimbabwe, 2021

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	712	824	1 536	1 577	1 739	3 316	2 012	2 060	4 072	4 257	4 255	8 512	17 436
Harare	1 619	1 582	3 201	2 978	3 089	6 067	3 841	3 771	7 612	5 168	5 037	10 205	27 085
Manicaland	5 822	5 866	11 688	9 719	9 922	19 641	12 970	12 986	25 956	25 521	25 151	50 672	107 957
Mashonaland Central	3 711	3 645	7 356	5 645	5 703	11 348	6 937	7 070	14 007	16 468	16 645	33 113	65 824
Mashonaland East	3 617	3 603	7 220	5 869	5 770	11 639	7 327	7 354	14 681	13 293	12 785	26 078	59 618
Mashonaland West	4 363	4 358	8 721	6 761	6 816	13 577	8 278	8 369	16 647	17 129	17 059	34 188	73 133
Masvingo	5 383	5 223	10 606	7 975	7 653	15 628	10 288	10 029	20 317	20 593	20 576	41 169	87 720
Matabeleland North	2 228	2 296	4 524	3 565	3 560	7 125	3 782	3 961	7 743	15 492	15 194	30 686	50 078
Matabeleland South	1 676	1 673	3 349	3 100	3 218	6 318	4 042	4 281	8 323	11 033	10 972	22 005	39 995
Midlands	4 760	4 812	9 572	7 560	7 848	15 408	8 937	9 137	18 074	18 233	18 286	36 519	79 573
Grand Total	33 891	33 882	67 773	54 749	55 318	110 067	68 414	69 018	137 432	147 187	145 960	293 147	608 419

Figure 6.8 depicts primary school OVCs by type. The *Vulnerable but not Orphaned* is the most likely type of OVCs in primary schools, whilst *Double Orphans* is the least likely in each of the provinces. Bulawayo and Harare have the smallest numbers of primary school OVCs, in comparison with other provinces.

Figure 6.8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe 2021



Mashonaland East has the highest proportion of 12.11 percent primary school learners that are double orphans, followed by Masvingo with 12.09 percent. Matabeleland South has the least proportion 8.37 percent. Harare has the highest proportion of 22.40 percent of primary school learners that are single orphan (maternal), followed by Mashonaland East with 19.52 percent. Matabeleland South has the least proportion (15.80 percent) of primary school learners that are single orphans (maternal). Harare has the highest proportion of 28.10 percent primary school learners that are single orphan (paternal), followed by Mashonaland East with 24.63 percent. Matabeleland North has the least proportion of 15.46 percent primary school learners that are single orphans (paternal). Matabeleland North has the highest proportion of 61.28 percent primary school learners that are vulnerable but not orphans, followed by Matabeleland South with 55.02 percent. The least proportion of 37.68 percent primary school learners that are vulnerable but not orphans is in Harare (see Table 6.8).

Table 6:8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2021

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	8.81	19.02	23.35	48.82	100.00	17 436
Harare	11.82	22.40	28.10	37.68	100.00	27 085
Manicaland	10.83	18.19	24.04	46.94	100.00	107 957
Mashonaland Central	11.18	17.24	21.28	50.31	100.00	65 824
Mashonaland East	12.11	19.52	24.63	43.74	100.00	59 618
Mashonaland West	11.92	18.56	22.76	46.75	100.00	73 133
Masvingo	12.09	17.82	23.16	46.93	100.00	87 720
Matabeleland North	9.03	14.23	15.46	61.28	100.00	50 078
Matabeleland South	8.37	15.80	20.81	55.02	100.00	39 995
Midlands	12.03	19.36	22.71	45.89	100.00	79 573
Grand Total	11.14	18.09	22.59	48.18	100.00	608 419

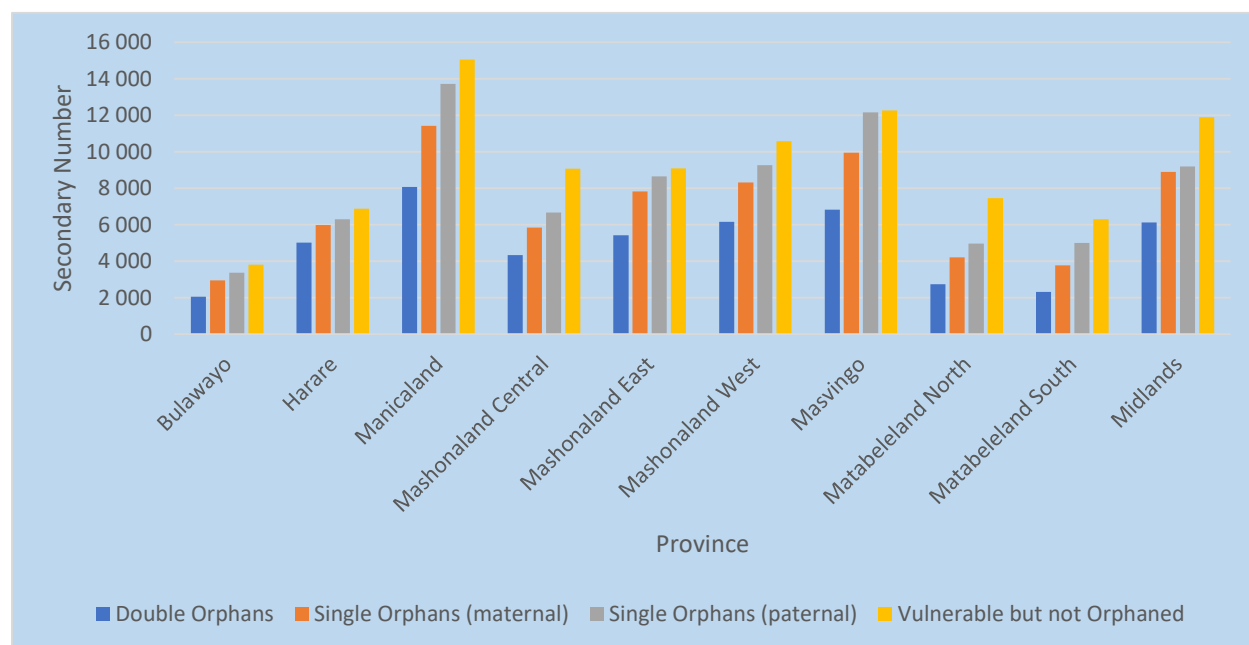
At secondary level, Zimbabwe has 49 041 double orphans (24 931 males, 24 110 females). The largest number of 8 069 double orphans are in Manicaland, followed by Masvingo with 6 830. Bulawayo has the smallest number of 2 050. The total number of single orphans (maternal) in secondary school is 69 173 (33 573 males, 35 600 females). Manicaland has the largest number of 11 424 secondary school single orphans (maternal), followed by Masvingo with 9 953. Bulawayo has the least number of 2 949 single orphans (maternal). The number of secondary school single orphans (paternal) in the country is 79 290 (37 789 males, 41 501 females). Manicaland has the largest number of 13 725 secondary school single orphans (paternal), followed by Masvingo with 12 162. Bulawayo has the least number of 3 376 secondary school single orphans (paternal). The total number of the vulnerable but not orphaned learners in secondary schools is 92 343 (44 296 males, 48 047 females). Manicaland has the largest number of 15 045 vulnerable but not orphaned learners in secondary schools, followed by Masvingo with 12 254. Bulawayo has the smallest number (3 803) of vulnerable but not orphaned learners. Overall, the total number of secondary school OVCs in the country is 289 847. Manicaland has the largest number of 48 263 secondary school OVCs, followed by Masvingo with 41 199. Bulawayo has the smallest number of secondary school OVCs (12 178) - see Table 6.9.

Table 6.9: Secondary School OVC by Type, Sex and Province, Number, Zimbabwe, 2021

Province	Double Orphans			Single Orphans (maternal)			Single Orphans (paternal)			Vulnerable but not Orphaned			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	965	1 085	2 050	1 373	1 576	2 949	1 524	1 852	3 376	1 761	2 042	3 803	12 178
Harare	3 016	1 998	5 014	2 901	3 087	5 988	2 938	3 351	6 289	3 254	3 620	6 874	24 165
Manicaland	4 090	3 979	8 069	5 494	5 930	11 424	6 719	7 006	13 725	7 490	7 555	15 045	48 263
Mashonaland Central	2 183	2 151	4 334	2 886	2 955	5 841	3 299	3 373	6 672	4 519	4 544	9 063	25 910
Mashonaland East	2 724	2 699	5 423	3 911	3 921	7 832	4 275	4 381	8 656	4 413	4 673	9 086	30 997
Mashonaland West	3 177	2 972	6 149	4 317	3 995	8 312	4 588	4 676	9 264	5 331	5 250	10 581	34 306
Masvingo	3 456	3 374	6 830	4 955	4 998	9 953	5 950	6 212	12 162	5 854	6 400	12 254	41 199
Matabeleland North	1 272	1 458	2 730	1 911	2 294	4 205	2 165	2 792	4 957	3 296	4 153	7 449	19 341
Matabeleland South	1 043	1 272	2 315	1 709	2 068	3 777	2 076	2 926	5 002	2 885	3 419	6 304	17 398
Midlands	3 005	3 122	6 127	4 116	4 776	8 892	4 255	4 932	9 187	5 493	6 391	11 884	36 090
Grand Total	24 931	24 110	49 041	33 573	35 600	69 173	37 789	41 501	79 290	44 296	48 047	92 343	289 847

Figure 6.9 graphically depicts secondary school OVCs by type. Across the provinces, double orphans are the least likely type of OVCs, whilst Vulnerable but not orphaned and single Orphans (paternal) are most likely.

Figure 6.9: Secondary School OVCs by Type and Province, Number, Zimbabwe, 2021



Harare has the highest proportion of 20.75 percent of secondary school learners that are double orphans, followed by Mashonaland West with 17.92 percent. Matabeleland South has the least proportion (13.31 percent) of Secondary School learners that are double orphans. Mashonaland East has the highest proportion of 25.27 percent secondary school learners that are single orphan (maternal), followed by Harare with 24.78 percent. Matabeleland South has the least proportion of 21.71 percent secondary school learners that are single orphans (maternal). Masvingo has the highest proportion of 29.52 percent secondary school learners that are single orphan (paternal), followed by

Matabeleland South with 28.75 percent. Midlands has the least proportion (25.46 percent) of secondary school learners that are single orphans (paternal). Matabeleland North has the highest proportion of 38.51 percent secondary school learners that are vulnerable but not orphans, followed by Matabeleland South with 36.23 percent. Harare has the least proportion (28.45 percent) of secondary school learners that are vulnerable but not orphans (see Table 6.10).

Table 6.10: Secondary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2021

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	16.83	24.22	27.72	31.23	100.00	12 178
Harare	20.75	24.78	26.03	28.45	100.00	24 165
Manicaland	16.72	23.67	28.44	31.17	100.00	48 263
Mashonaland Central	16.73	22.54	25.75	34.98	100.00	25 910
Mashonaland East	17.50	25.27	27.93	29.31	100.00	30 997
Mashonaland West	17.92	24.23	27.00	30.84	100.00	34 306
Masvingo	16.58	24.16	29.52	29.74	100.00	41 199
Matabeleland North	14.12	21.74	25.63	38.51	100.00	19 341
Matabeleland South	13.31	21.71	28.75	36.23	100.00	17 398
Midlands	16.98	24.64	25.46	32.93	100.00	36 090
Grand Total	16.92	23.87	27.36	31.86	100.00	289 847

### 6.3 Learners with Impairments

In Zimbabwe, there are 6 069 ECD learners (3 294 males, 2 775 females) who have impairments. Manicaland has the largest number of ECD learners with impairments (1 020). Bulawayo has the least number of learners with impairments (170). The country has 56 802 primary school learners with impairments (31 340 males, 25 462 females). Among the provinces, Midlands has the largest number of 10 789 primary school learners with impairments, compared to Bulawayo with the smallest number of 2 161. There are 14 439 secondary school learners (7 412 males, 7 027 females) who have impairments. The largest number of 2 496 secondary school learners with impairments is Manicaland, while the least number of 619 is in Bulawayo (see Table 6.11).

Table 6.11: Impairments by Education Level, Sex and Province, Number, Zimbabwe, 2021

Province	ECD A & B			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	102	68	170	1 272	889	2 161	326	293	619
Harare	185	128	313	2 462	1 810	4 272	985	934	1 919
Manicaland	558	462	1 020	4 234	3 415	7 649	1 309	1 187	2 496
Mashonaland Central	297	210	507	2 596	2 067	4 663	412	375	787
Mashonaland East	379	297	676	3 045	2 557	5 602	952	906	1 858
Mashonaland West	429	391	820	3 707	3 190	6 897	982	766	1 748
Masvingo	439	413	852	4 066	3 409	7 475	637	638	1 275
Matabeleland North	212	200	412	2 546	2 122	4 668	648	706	1 354
Matabeleland South	170	144	314	1 504	1 122	2 626	458	437	895
Midlands	523	462	985	5 908	4 881	10 789	703	785	1 488
Grand Total	3 294	2 775	6 069	31 340	25 462	56 802	7 412	7 027	14 439

As shown in Table 6.12, the proportion of ECD learners with impairments range from 0.65 percent in Bulawayo to 1.19 percent in Midlands. Midlands has the highest proportion of both male and female ECD learners with impairments respectively as (1.26 percent and 1.12 percent). The proportion of primary school learners with impairments range from 1.32 percent in Harare to 2.88 percent in Midlands. Midlands has the highest proportions of 3.17 percent male and 2.61 percent female primary school learners with impairments. The proportion of secondary school learners with impairments range from 0.86 percent in Masvingo to 2.41 percent in Matabeleland North. In addition, Matabeleland North also has the highest proportions of 2.54 percent male and 2.30 percent female secondary school learners with impairments.

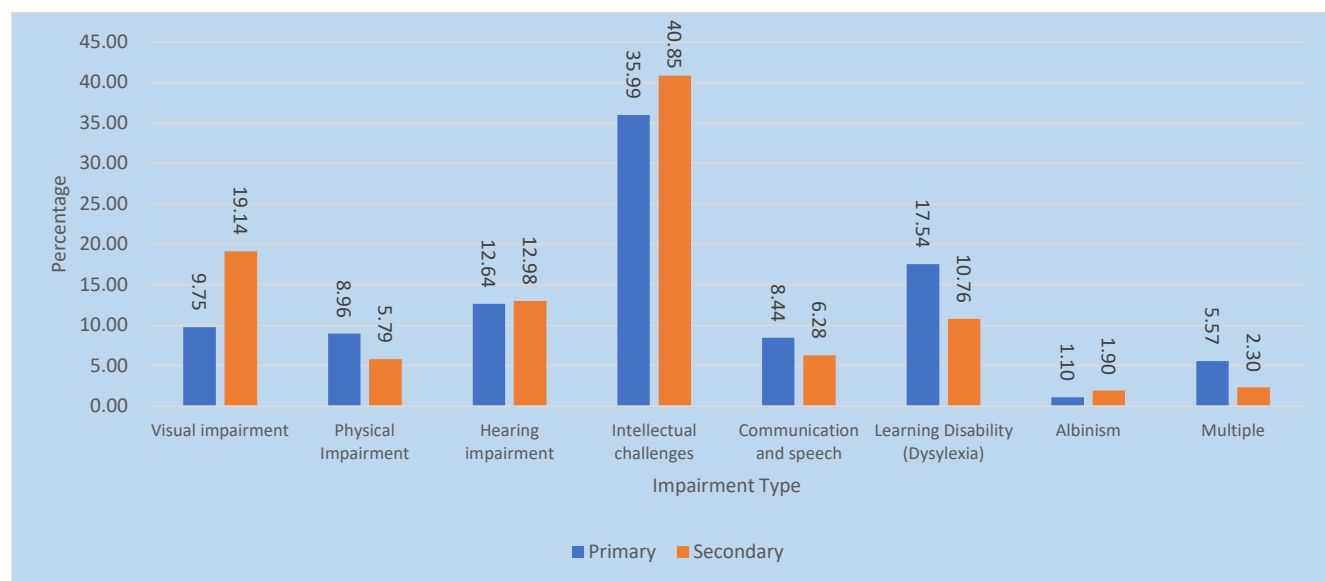
*Table 6:12: Enrolment by Impairments by Level, Sex and Province as a Percentage of Total Enrolment, Zimbabwe 2021*

	ECD A & B			Primary			Secondary		
Province	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	0.79	0.52	0.65	2.12	1.43	1.77	1.21	0.93	1.06
Harare	0.78	0.55	0.67	1.54	1.11	1.32	1.46	1.31	1.38
Manicaland	1.01	0.83	0.92	1.86	1.51	1.68	1.5	1.41	1.46
Mashonaland Central	0.9	0.64	0.77	1.92	1.53	1.73	0.96	0.91	0.94
Mashonaland East	1.04	0.82	0.93	1.95	1.67	1.81	1.52	1.52	1.52
Mashonaland West	1.1	1.02	1.06	2.16	1.86	2.01	1.62	1.33	1.48
Masvingo	0.96	0.91	0.94	2.14	1.81	1.98	0.86	0.86	0.86
Matabeleland North	1.02	0.95	0.98	2.98	2.47	2.73	2.54	2.3	2.41
Matabeleland South	0.85	0.74	0.79	1.95	1.47	1.71	1.84	1.47	1.64
Midlands	1.26	1.12	1.19	3.17	2.61	2.88	1.07	1.12	1.1
Grand Total	1	0.85	0.93	2.16	1.76	1.96	1.38	1.28	1.33

Figure 6.10 depicts the percent distribution of primary and secondary school learners by type of impairment. Intellectual challenges are the more prevalent type of impairment in primary and secondary school learners. Primary and secondary school learners with intellectual challenges constitute 35.99 percent and 40.85 percent respectively. Albinism is the least common impairment. Primary and secondary school learners with albinism constitute 1.10 percent and 1.90 percent, respectively. Learning disability is the second most common impairment among primary school learners, followed by hearing impairment. Primary school learners with learning disability and hearing impairment constitute 17.54 percent and 12.64 percent respectively. Visual impairment is the second most common impairment among secondary school learners, followed by Hearing impairment. Secondary school learners with visual and hearing impairments constitute, 19.14 percent and 12.98 percent, respectively (see Figure 6.10).



Figure 6.10: Primary and Secondary School Learners by Type of Impairment, Percent Distribution, Zimbabwe, 2021



The most common impairment among male and female learners in primary school are intellectual challenges that range from mild to moderate, followed by learning disabilities (dyslexia). The numbers of the male and female learners at the primary level of education with mild to moderate intellectual challenges are 10 172 and 8 361, respectively, while those with learning disability are 6 091 males and 4 937 females. Males and females with the least common impairment among the male and female learners in primary school are visually impairment (blind). The number of blind male and female learners at primary level of education are 195 and 173 respectively. Male and female learners in secondary school are more likely to have intellectual challenges that range from mild to moderate. The numbers of the male and female learners at the secondary level of education with mild to moderate intellectual challenges are 2 596 and 2 066 respectively. The least common impairment among the male and female learners in secondary school is Communication and speech (severe to profound). Male and female learners at secondary school level of education with communication and speech disorder (severe to profound) are 71 and 39, respectively (see Table 6.13).

Table 6:13: Impairments, Primary and Secondary Schools by Type and Sex, Number, Zimbabwe, 2021

Disability Type		Primary			Secondary			Grand Total
		Male	Female	Total	Male	Female	Total	
Visual impairment	Low vision	3 046	2 719	5 765	1 131	1 481	2 612	8 377
	Blind	195	173	368	88	63	151	519
Physical Impairment	Gross motor	1 701	1 230	2 931	214	208	422	3 353
	Fine motor	1 434	1 269	2 703	199	215	414	3 117
Hearing impairment	Mild to moderate	2 821	2 413	5 234	752	760	1 512	6 746
	Severe to profound	1 463	1 253	2 716	186	176	362	3 078
Intellectual challenges	Mild to moderate	10 172	8 361	18 533	2 596	2 066	4 662	23 195
	Severe to profound	2 286	1 807	4 093	626	610	1 236	5 329
Communication and speech	Mild to moderate	2 369	1 609	3 978	401	396	797	4 775
	Severe to profound	761	570	1 331	71	39	110	1 441
Learning Disability	Dyslexia	6 091	4 937	11 028	840	714	1 554	12 582
Albinism		346	345	691	128	147	275	966
Multiple Disabilities		1 949	1 551	3 500	180	152	332	3 832
Grand Total		34 634	28 237	62 871	7 412	7 027	14 439	77 310

Harare is more likely to have primary school learners who have physical impairments, hearing impairments and albinism. In Harare, the proportions of primary school learners in each of the categories are as follows: 12.04 percent with physical impairment, 20.31 percent with hearing impairments and 2.18 percent with albinism. Midlands has the highest proportion of 48.11 percent primary school learners with intellectual challenges, while Bulawayo has the highest proportion of 16.69 percent with visual impairment and Mashonaland Central having the highest proportion with communication and speech challenges (12.67 percent). Masvingo is more likely to have primary school learners with learning disability (dyslexia). The proportion of primary school learners with dyslexia in Masvingo is 24.40 percent.

Table 6:14: Primary School Learners Impairment by Type and Province, Percentage Distribution, Zimbabwe, 2021

Province	Visual impairment	Physical Impairment	Hearing impairment	Intellectual challenges	Communication and speech	Learning Disability (Dyslexia)	Albinism	Multiple	Total
Bulawayo	16.69	9.27	12.23	24.28	10.38	16.82	1.46	8.88	100.00
Harare	12.15	12.04	20.31	27.42	8.18	11.41	2.18	6.32	100.00
Manicaland	10.79	9.18	12.54	38.38	9.53	15.08	1.50	3.01	100.00
Mashonaland Central	10.91	10.87	13.19	34.72	12.67	11.74	1.03	4.87	100.00
Mashonaland East	7.93	8.73	10.54	39.90	6.66	17.16	0.88	8.20	100.00
Mashonaland West	6.88	8.86	14.22	35.49	6.97	22.21	0.76	4.60	100.00
Masvingo	11.38	7.54	12.48	25.69	10.50	24.40	1.49	6.52	100.00
Matabeleland North	9.13	6.48	15.02	35.08	6.89	22.95	0.55	3.90	100.00
Matabeleland South	15.14	11.46	14.66	28.95	10.24	11.97	0.85	6.73	100.00
Midlands	6.81	8.34	8.26	48.11	6.20	15.78	0.70	5.78	100.00
Grand Total	9.75	8.96	12.64	35.99	8.44	17.54	1.10	5.57	100.00

Matabeleland South is more likely to have secondary school learners who have hearing impairments. In Matabeleland South, secondary school learners with hearing impairments are 20.34 percent. Secondary school learners in Manicaland are more likely to have Intellectual challenges and communication and speech disorder. In Manicaland, the proportions of secondary school learners with Intellectual challenges and communication and speech disorder are respectively, 59.54 percent and 12.26 percent. Bulawayo has the highest proportion (8.89 percent) of secondary school learners with physical impairment, while Harare has the highest proportion (32.36 percent) of secondary school learners with learning disability (dyslexia) and Masvingo has highest proportions (3.61 percent) of secondary school learners with albinism. Matabeleland North is the least to have secondary school learners with hearing impairment. The proportion of secondary school learners with hearing impairment in Matabeleland North is 7.39 percent. Mashonaland Central is more likely to have secondary school learners who have visual impairments. In Mashonaland Central, secondary school learners with visual impairments are 32.78 percent.

Table 6:15: Secondary School Learners Impairment by Type and Province, Percentage Distribution, Zimbabwe, 2021

Province	Type of Impairment								Total, %
	Visual impairment	Physical Impairment	Hearing impairment	Intellectual challenges	Communication and speech	Learning Disability	Albinism	Multiple Disabilities	
Bulawayo	24.23	8.89	14.70	20.03	11.63	15.35	2.26	2.91	100.00
Harare	11.78	6.62	12.30	25.07	7.61	32.36	2.24	2.03	100.00
Manicaland	9.58	4.41	9.86	59.54	12.26	2.44	1.56	0.36	100.00
Mashonaland Central	32.78	5.97	10.55	34.05	6.10	6.73	2.29	1.52	100.00
Mashonaland East	20.99	4.09	11.95	49.09	4.90	6.62	1.40	0.97	100.00
Mashonaland West	19.57	6.41	18.14	39.76	3.38	8.64	1.43	2.69	100.00
Masvingo	32.31	8.39	13.33	35.84	4.08	1.33	3.61	1.10	100.00
Matabeleland North	15.66	4.73	7.39	34.19	5.10	25.85	1.18	5.91	100.00
Matabeleland South	24.25	4.36	20.34	42.23	2.57	1.90	0.89	3.46	100.00
Midlands	21.30	6.65	15.26	42.61	2.76	4.44	2.69	4.30	100.00
Grand Total	19.14	5.79	12.98	40.85	6.28	10.76	1.90	2.30	100.00

As shown in Table 6.16, Midlands has more primary school learners with physical impairment that are fine motor and gross motor, hearing impairments that are mild to moderate, intellectual challenges that are both severe to profound and mild to moderate. The numbers of primary school learners in each of these categories are as follows for Midlands: 488 learners with fine motor physical impairment, 494 with gross motor physical impairment, 742 with hearing impairments that are mild to moderate, 898 who have severe to profound intellectual challenges, and 4 767 who have mild to moderate intellectual challenges.

Similarly, Manicaland also has largest number of primary school learners who are visually impaired (blindness) (92), learning disability (Dyslexia) (1 307) and 130 primary school learners with albinism.

Masvingo has the highest numbers (876) of primary school learners with learning visual impairment (low vision) and with communication and speech disorder (208 who are severe to profound and 666 who are mild to moderate).

Table 6:16: Primary Enrolments by Impairments and Province, Number, Zimbabwe, 2021

Province	Visual impairment		Physical Impairment		Hearing impairment		Intellectual challenges		Communication and speech		Learning Disability	Albinism	Multiple Disabilities	Grand Total
	Low vision	Blind	Gross motor	Fine motor	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Dyslexia			
Bulawayo	359	30	158	58	100	185	479	87	170	72	392	34	207	2 331
Harare	538	19	240	312	478	453	995	262	209	166	523	100	290	4 585
Manicaland	843	92	470	326	759	328	2 575	752	631	195	1 307	130	261	8 669
Mashonaland Central	533	31	278	284	438	244	1 498	297	503	152	607	53	252	5 170
Mashonaland East	481	17	315	233	483	179	1 994	511	335	83	1 077	55	515	6 278
Mashonaland West	503	28	275	409	638	459	2 261	478	378	160	1 714	59	355	7 717
Masvingo	876	72	323	305	887	152	1 785	354	666	208	2 032	124	543	8 327
Matabeleland North	419	45	162	167	377	386	1 469	313	285	65	1 166	28	198	5 080
Matabeleland South	426	19	216	121	332	99	710	141	247	54	352	25	198	2 940
Midlands	787	15	494	488	742	231	4 767	898	554	176	1 858	83	681	11 774
Grand Total	5 765	368	2 931	2 703	5 234	2 716	18 533	4 093	3 978	1 331	11 028	691	3 500	62 871

As shown in Table 6.17, Masvingo has more secondary school learners with albinism and visual impairment (both blindness and low vision). The numbers of secondary school learners in each of these categories are as follows: 46 with albinism, 66 with blindness and 346 with low vision.

Manicaland has a higher number of secondary school learners who have intellectual challenges disorder that are mild to moderate and severe to profound and communication and speech disorder that are mild to moderate. The number of primary school learners in these categories are 271 for intellectual challenges that are severe to profound and 1 215 that are mild to moderate and 269 for communication and speech impairments that are mild to moderate.

Mashonaland West has the largest number of secondary school learners with 292 hearing impairments that are mild to moderate and 59 with fine motor physical impairment. Harare has the largest number of 621 learners at secondary level of education with learning disability (dyslexia).

Table 6:17: Secondary Enrolments by Impairments and Province, Number, Zimbabwe, 2021

Province	Visual impairment		Physical Impairment		Hearing impairment		Intellectual challenges		Communication and speech		Learning Disability	Albinism	Multiple Disabilities	Grand Total
	Low vision	Blind	Gross motor	Fine motor	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Mild to moderate	Severe to profound	Dyslexia			
Bulawayo	149	1	31	24	55	36	103	21	68	4	95	14	18	619
Harare	223	3	44	83	197	39	432	49	142	4	621	43	39	1 919
Manicaland	238	1	53	57	181	65	1 215	271	269	37	61	39	9	2 496
Mashonaland Central	256	2	26	21	71	12	258	10	40	8	53	18	12	787
Mashonaland East	376	14	38	38	185	37	691	221	51	40	123	26	18	1 858
Mashonaland West	305	37	53	59	292	25	457	238	57	2	151	25	47	1 748
Masvingo	346	66	55	52	165	5	252	205	49	3	17	46	14	1 275
Matabeleland North	206	6	29	35	84	16	428	35	62	7	350	16	80	1 354
Matabeleland South	204	13	18	21	112	70	358	20	23	0	17	8	31	895
Midlands	309	8	75	24	170	57	468	166	36	5	66	40	64	1 488
Grand Total	2 612	151	422	414	1 512	362	4 662	1 236	797	110	1 554	275	332	14 439

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

A total of 53 159 ECD learners (26 677 males, 26 482 females) are under the Basic Education Assistance Module (BEAM), while 9 132 (5 462 males and 3 670 females) have other forms of educational assistance. The proportion of ECD learners on BEAM ranges from 0.67 percent in Harare to 15.29 percent in Matabeleland North (see Table 6.18).

Table 6:18: ECD School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2021

Province	Total on BEAM, No.			Other Learners paid for outside BEAM, No.			Grand Total	% learners on BEAM
	Male	Female	Total	Male	Female	Total		
Bulawayo	229	234	463	107	115	222	685	1.77
Harare	177	154	331	45	77	122	453	0.67
Manicaland	5 336	5 283	10 619	592	642	1 234	11 853	9.59
Mashonaland Central	3 561	3 423	6 984	428	432	860	7 844	10.88
Mashonaland East	3 095	2 937	6 032	411	420	831	6 863	8.24
Mashonaland West	2 774	2 764	5 538	2 298	512	2 810	8 348	7.63
Masvingo	2 518	2 570	5 088	385	429	814	5 902	5.47
Matabeleland North	3 268	3 085	6 353	596	461	1 057	7 410	15.29
Matabeleland South	1 172	1 226	2 398	76	74	150	2 548	6.02
Midlands	4 547	4 806	9 353	524	508	1 032	10 385	11.34
Grand Total	8/5	26 482	53 159	5 462	3 670	9 132	62 291	8.14

There are 623 356 primary school learners (310 171 males, 313 185 females) that are under the Basic Education Assistance Module (BEAM). A total of 86 695 (41 429 males and 45 266 females) have other forms of educational assistance. The proportion of primary school learners on BEAM ranges from 4.90 percent in Harare to 32.23 percent in Matabeleland North. All provinces have more female primary school learners than their male counterparts on other forms of educational assistance, save for Mashonaland East (see Table 6.19).

Table 6.19: Primary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2021

Province	Total on BEAM, No.			Other Learners paid for outside BEAM, No.			Grand Total	% learners on BEAM
	Male	Female	Total	Male	Female	Total		
Bulawayo	5 226	5 304	10 530	1 941	2 687	4 628	15 158	8.84
Harare	7 753	7 845	15 598	1 884	2 031	3 915	19 513	4.90
Manicaland	62 933	65 826	128 759	7 824	9 037	16 861	145 620	28.67
Mashonaland Central	42 956	42 671	85 627	6 746	6 974	13 720	99 347	32.15
Mashonaland East	29 458	28 626	58 084	3 536	3 378	6 914	64 998	19.07
Mashonaland West	33 251	32 734	65 985	3 146	3 414	6 560	72 545	19.53
Masvingo	40 179	39 755	79 934	6 251	6 457	12 708	92 642	21.18
Matabeleland North	27 334	27 879	55 213	3 227	3 419	6 646	61 859	32.23
Matabeleland South	14 783	14 932	29 715	1 190	1 479	2 669	32 384	19.40
Midlands	46 298	47 613	93 911	5 684	6 390	12 074	105 985	25.19
Grand Total	310 171	313 185	623 356	41 429	45 266	86 695	710 051	21.72

In, 2021, BEAM was paid for 41 741 ECD school learners (21 017 males, 20 724 females), with still some standing claims for 11 418 ECD learners (5 660 males, 5 758 females). The proportion of outstanding claims ranges from 10.88 percent in Harare to 30.87 percent in Matabeleland North (see Table 6.20).

Table 6.20: ECD School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	Male	Female	Total	Male	Female	Total		
Bulawayo	162	163	325	67	71	138	463	29.81
Harare	159	136	295	18	18	36	331	10.88
Manicaland	4 281	4 123	8 404	1 055	1 160	2 215	10 619	20.86
Mashonaland Central	2 850	2 758	5 608	711	665	1 376	6 984	19.7
Mashonaland East	2 629	2 484	5 113	466	453	919	6 032	15.24
Mashonaland West	2 463	2 424	4 887	311	340	651	5 538	11.76
Masvingo	2 014	2 055	4 069	504	515	1 019	5 088	20.03
Matabeleland North	2 251	2 141	4 392	1 017	944	1 961	6 353	30.87
Matabeleland South	873	923	1 796	299	303	602	2 398	25.1
Midlands	3 335	3 517	6 852	1 212	1 289	2 501	9 353	26.74
Grand Total	21 017	20 724	41 741	5 660	5 758	11 418	53 159	21.48

In, 2021, BEAM was paid for 493 625 primary school learners (246 184 males, 247 441 females), with still some standing claims for 129 731 primary school learners (63 987 males, 65 744 females). The

proportion of the outstanding claims ranges from 10.92 percent in Mashonaland West to 29.62 percent in Matabeleland North (see Table 6.21).

*Table 6:21: Primary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2021*

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	Male	Female	Total	Male	Female	Total		
Bulawayo	3 949	3 974	7 923	1 277	1 330	2 607	10 530	24.76
Harare	5 900	5 863	11 763	1 853	1 982	3 835	15 598	24.59
Manicaland	49 759	51 732	101 491	13 174	14 094	27 268	128 759	21.18
Mashonaland Central	35 300	35 107	70 407	7 656	7 564	15 220	85 627	17.77
Mashonaland East	24 694	23 718	48 412	4 764	4 908	9 672	58 084	16.65
Mashonaland West	29 608	29 172	58 780	3 643	3 562	7 205	65 985	10.92
Masvingo	32 611	32 215	64 826	7 568	7 540	15 108	79 934	18.90
Matabeleland North	19 262	19 595	38 857	8 072	8 284	16 356	55 213	29.62
Matabeleland South	11 872	11 954	23 826	2 911	2 978	5 889	29 715	19.82
Midlands	33 229	34 111	67 340	13 069	13 502	26 571	93 911	28.29
Grand Total	246 184	247 441	493 625	63 987	65 744	129 731	623 356	20.81

A total of 182 477 secondary school learners (94 267 males, 88 210 females) are under the Basic Education Assistance Module (BEAM), while 55 032 (15 081 males and 39 951 females) have other forms of educational assistance. The proportion of secondary school learners on BEAM ranges from 3.62 percent in Bulawayo to 30.98 percent in Mashonaland Central. All provinces had secondary schools with more males than females on BEAM save for Bulawayo and Matabeleland South. All provinces have more female secondary school learners on other forms of educational assistance than their male counterparts (see Table 6.22).

Table 6:22: Secondary School Learners with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2021

Province	Total on BEAM, No.			Other Learners paid for outside BEAM, No.			Grand Total	% learners on BEAM
	Male	Female	Total	Male	Female	Total		
Bulawayo	991	1 129	2 120	1 185	3 859	5 044	7 164	3.62
Harare	2 858	2 582	5 440	1 137	1 448	2 585	8 025	3.90
Manicaland	19 640	18 182	37 822	2 845	10 416	13 261	51 083	20.73
Mashonaland Central	14 493	13 026	27 519	1 606	2 877	4 483	32 002	30.98
Mashonaland East	9 961	8 819	18 780	1 593	2 471	4 064	22 844	14.26
Mashonaland West	12 020	10 847	22 867	1 270	3 707	4 977	27 844	18.42
Masvingo	10 173	9 919	20 092	1 672	3 110	4 782	24 874	13.25
Matabeleland North	8 034	7 595	15 629	1 646	3 872	5 518	21 147	26.65
Matabeleland South	3 010	3 560	6 570	831	2 967	3 798	10 368	11.48
Midlands	13 087	12 551	25 638	1 296	5 224	6 520	32 158	17.71
Grand Total	94 267	88 210	182 477	15 081	39 951	55 032	237 509	16.05

In, 2021, BEAM paid for 118 741 secondary school learners (61 324 males, 57 417 females), with still some standing claims for 63 736 secondary school learners. (32 943 males, 30 793 females). The proportion of the outstanding claims ranges from 20.74 percent in Mashonaland East to 47.91 percent in Matabeleland North (see Table 6.23).

Table 6:23: Secondary School Learners on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2021.

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	Male	Female	Total	Male	Female	Total		
Bulawayo	713	760	1 473	278	369	647	2 120	30.52
Harare	2 183	1 843	4 026	675	739	1 414	5 440	25.99
Manicaland	11 406	10 255	21 661	8 234	7 927	16 161	37 822	42.73
Mashonaland Central	8 882	8 045	16 927	5 611	4 981	10 592	27 519	38.49
Mashonaland East	7 958	6 927	14 885	2 003	1 892	3 895	18 780	20.74
Mashonaland West	8 637	7 903	16 540	3 383	2 944	6 327	22 867	27.67
Masvingo	7 139	6 930	14 069	3 034	2 989	6 023	20 092	29.98
Matabeleland North	3 924	4 217	8 141	4 110	3 378	7 488	15 629	47.91
Matabeleland South	2 123	2 471	4 594	887	1 089	1 976	6 570	30.08
Midlands	8 359	8 066	16 425	4 728	4 485	9 213	25 638	35.93
Grand Total	61 324	57 417	118 741	32 943	30 793	63 736	182 477	34.93

## 6.5 Conclusion

At ECD level, there are 120 714 OVCs (60 977 males, 59 737 females). These OVCs constitute 18.43 percent of ECD learners (18.56 percent males, 18.29 percent females). The proportion of OVCs slightly decreased by -2.08 percent in 2021. At primary school level, there are 608 419 OVCs (304 241 males, 304 178 females). These OVCs constitute 20.99 percent of primary school learners (20.98 percent males, 20.99 percent females). In 2021 there was a -1.98 percent decrease in the proportion



of primary school OVCs. At secondary school level, there are 289 847 OVCs (140 589 males, 149 258 females). These OVCs constitute 26.65 percent of secondary school learners (26.13 percent males, 27.15 percent females). In 2021, there was a -10.65 percent considerable decrease in the proportion of secondary school OVCs.

Out of 1 018 980 OVCs in ECDs, primary and secondary schools, 12.76 percent are double orphans, 19.70 percent are single orphans (maternal), are 23.27 percent are single orphans (paternal) and 44.27 are vulnerable but not orphans. In order to cushion the vulnerable, some of the OVCs get educational assistance through the Basic Education Assistance Module (BEAM). As of 2021, 53 159 ECD learners, 623 356 primary school learners and 182 477 secondary school learners were under BEAM.

## CHAPTER 7 Teacher Establishment

This chapter examines teacher establishment in both primary and secondary schools. This entails exploring *Teacher Trends* and *Teacher-Learner Ratios (TLR)* at both primary and secondary levels of education. In order to put into perspective *Teacher-Learner Ratios* presented in this chapter, there is need to take note of the following TLRs recommended by the Ministry of Primary and Secondary Education: *ECD TLR- 20:1, Primary School TLR- 40:1, Lower Secondary LTR- 33:1, Upper Secondary TLR-20:1, Special Class (bearing impairment) TLR- 7:1 and Special Class (visual impairment) TLR- 10:1 and Special Class (mental challenges) TLR- 10:1.*

### 7.1 Teacher Trends

The current teacher establishment in Zimbabwe is 17 937 for ECD, 80 175 for primary schools and 48 740 for secondary school. In 2017, the teacher establishments for ECD, primary and secondary school were 14 937, 71 242 and 45 750, respectively. During the period 2017-2019, the number of teachers increased annually, for the three levels of education. In 2020, the number of teachers continued to increase at primary level of education, whilst the number of teachers decreased at both ECD and secondary levels of education. 2021 witnessed a noticeable increase in the number of teachers at all the three levels of education (see Figure 7.1).

Figure 7.1: Teachers by Level of Education, Zimbabwe, 2017-2021



As shown in Table 7.1, 73.58 percent of 17 937 ECD teachers in the country are trained. In 2017, the proportion of trained teachers was 52.92 percent, and increased annually during the period 2017-2021. The current ECD TLRs for all teachers and trained teachers are 37 and 50, respectively. In 2017 and 2018 ECD TLRs that are inclusive of both trained and untrained teachers were at 42. In 2019 and 2020, the ECD TLRs decreased to 40, and in 2021 the TLRs further dropped to 37. Even though the TLRs have improved significantly, they remain well above the recommend ECD TLR (20:1).

Table 7.1: Teachers by Level, Training, Learner to Teacher Ratio Trends, Number and Percentage, Zimbabwe, 2017-2021

Year	ECD				
	Teachers			LTR	
	Total Teachers	Trained Teachers	% Trained	All	Trained
	ECD				
2017	14 937	7 904	52.92	42	79
2018	15 086	8 818	58.45	42	71
2019	16 469	9 813	59.58	40	66
2020	16 298	11 032	67.69	40	59
2021	17 937	13 198	73.58	37	50
	Primary				
2017	71 242	69 401	97.42	38	39
2018	72 512	70 437	97.14	38	39
2019	75 183	73 117	97.25	37	38
2020	75 960	74 265	97.77	38	39
2021	80 175	78 267	97.62	36	37
	Secondary				
2017	45 750	38 326	83.77	23	28
2018	46 160	39 454	85.47	24	28
2019	47 964	41 660	86.86	23	27
2020	47 841	42 665	89.18	24	27
2021	48 740	43 698	89.66	22	25

Out of 80 175 primary school teachers in the country, 97.62 percent are trained. The proportion of trained primary school teachers was 97.42 percent in 2017. Thereafter, the proportion decreased to 97.14 percent in 2018. During the period 2018 to 2020 the proportion annually increased, reaching a high of 97.77 percent in 2020, before dropping to 97.62 percent in 2021. The current primary school TLRs inclusive of all teachers and exclusive of untrained teachers are 36 and 37, respectively. During the period 2017-2021, the TLRs inclusive of all primary school teachers were in the range of 36 to 38, while TLRs for the trained were ranging from 37 to 39. The marginal difference between the primary school TLRs for all teachers and for trained teachers only is attributed to a primary school teaching staff compliment that is mostly trained. Furthermore, the TLRs for both all trained and the trained are within threshold recommended by the Ministry of Primary and Secondary Education.

Out of the 48 740 secondary school teachers, 89.66 percent are trained. In 2017, the proportion of the trained teachers was 83.77 percent, and continued to increase annually. Teacher-Learner Ratios for all teachers and trained teachers are 22 and 25, respectively. The TLRs for all teachers range from 22 to 24, while TLRs for the trained are in the range 25 to 28 (see Table 7.1).

## 7.2 ECD Teachers

Provinces have a different share of the 17 937 ECD teachers (13 198 trained, 4 739 untrained) in the country. Manicaland has the largest numbers of trained ECD teachers (1 812), followed by Mashonaland East with 1 784. Manicaland has also the largest number of untrained ECD teachers (1 406), followed by Mashonaland Central (565). Matabeleland North has the smallest number of trained ECD teachers (631), while Matabeleland South has the smallest number of untrained teachers (189) -see Table 7.2.

Table 7.2: ECD Trained and Untrained Teachers by Province, Number and Percentage Zimbabwe, 2021

Province	Trained	Untrained	Total	% Trained
Bulawayo	936	318	1 254	74.64
Harare	1 395	260	1 655	84.29
Manicaland	1 812	1 406	3 218	56.31
Mashonaland Central	964	565	1 529	63.05
Mashonaland East	1 784	211	1 995	89.42
Mashonaland West	1 480	511	1 991	74.33
Masvingo	1 739	401	2 140	81.26
Matabeleland North	631	420	1 051	60.04
Matabeleland South	723	189	912	79.28
Midlands	1 734	458	2 192	79.11
Grand Total	13 198	4 739	17 937	73.58

There are 12 190 ECD teachers in the rural areas, and 5 747 in urban areas, of which the proportions of the trained are 75.00 percent and 70.56 percent, respectively. There are more female ECD teachers than their male counterparts irrespective of location and whether trained or not. However, the proportion of trained female ECD teachers is higher in rural areas (72.97 percent) than in urban areas (69.94 percent) - see Table 7.3.

Table 7.3: ECD Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2021

Location	Trained Teachers, No.			Untrained Teachers, No.			Grand Total, No.			% Trained Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	1 432	7 711	9 143	191	2 856	3 047	1 623	10 567	12 190	88.23	72.97	75.00
Urban	257	3 798	4 055	60	1 632	1 692	317	5 430	5 747	81.07	69.94	70.56
Grand Total	1 689	11 509	13 198	251	4 488	4 739	1 940	15 997	17 937	87.06	71.94	73.58

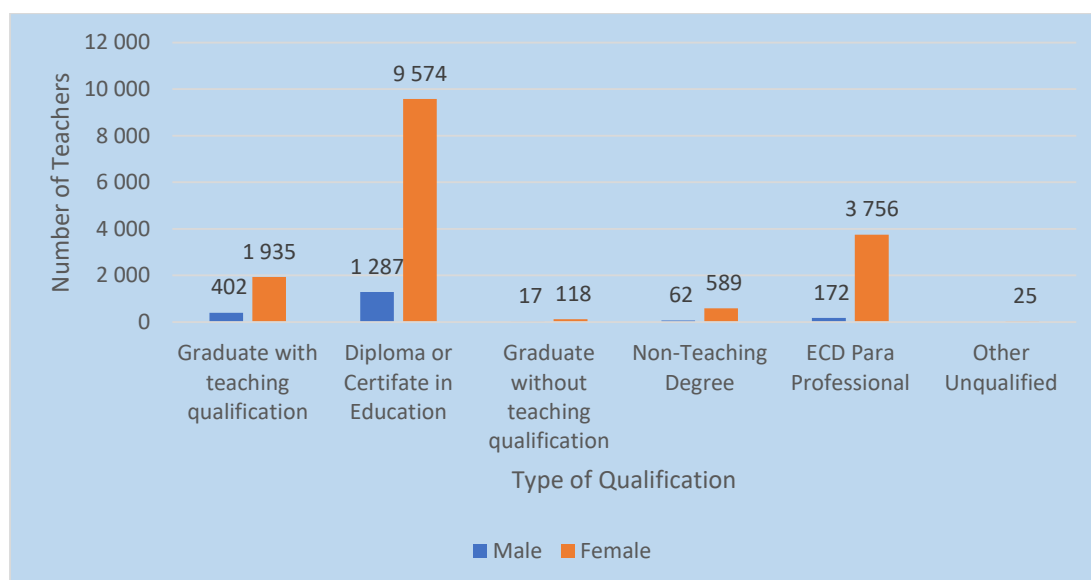
As shown in Table 7.4, the most likely highest qualification among ECD teachers is a Diploma or Certificate in Education, followed by ECD Para Professional. ECD teachers with a Diploma or Certificate in Education and Para ECD Professional constitute 60.55 percent and 21.90 percent, respectively. Among ECD teachers, a smallest proportion of them are graduates without teaching qualifications and other unqualified. The former constitutes 0.75 percent and while the latter constitutes 0.14 percent. The proportion of female ECD teachers with different qualifications range from 82.80 percent among the ECD graduates with teaching qualifications percent to 100 among the other unqualified.

Table 7.4: ECD Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2021

Highest qualification	ECD Teachers, No.			% Total	%Female
	Male	Female	Total		
Graduate with teaching qualification	402	1 935	2 337	13.03	82.80
Diploma or Certificate in Education	1 287	9 574	10 861	60.55	88.15
Graduate without teaching qualification	17	118	135	0.75	87.41
Non-Teaching Degree	62	589	651	3.63	90.48
ECD Para Professional	172	3 756	3 928	21.90	95.62
Other Unqualified		25	25	0.14	100.00
Grand Total	1 940	15 997	17 937	100.00	89.18

As portrayed graphically, the largest number of female ECD teachers (9 574) hold Diplomas or Certificates in Education, followed by 3 765 with ECD Para Professional. The largest number of male ECD teachers (1 287) have Diplomas or Certificates in Education, followed by 402 graduates with teaching qualifications (see Figure 7.2).

Figure 7.2: ECD Teachers by Qualification and Sex, Number, Zimbabwe, 2021



There are 11 958 ECD teachers (1 599 males and 10 359 females) employed permanently by the Public Service Commission. The majority of these (9 716) hold Diplomas or Certificates in Education, followed by 2 040 graduates with teaching qualifications. Only 72 ECD teachers (9 males and 63 females) are employed by the Public Service Commission on contractual basis. The majority (31) of ECD teachers on PSC contract have Diplomas or Certificates in Education, followed by 29 with ECD Para Professional qualifications. There are 5 575 ECD teachers on other type of employment other than PSC, of which, the majority (3 797) have ECD Para Professional qualifications. Notably, ECD teachers whose highest qualification is classified as a None Teaching Degree, Graduate without a teaching qualification and Other Unqualified are more likely to be employed in other forms of employment. There are more female ECD teachers than male ECD teachers (across the types of employment) for holders of the rest of qualifications (see Table 7.5).

Table 7.5: ECD Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe, 2021

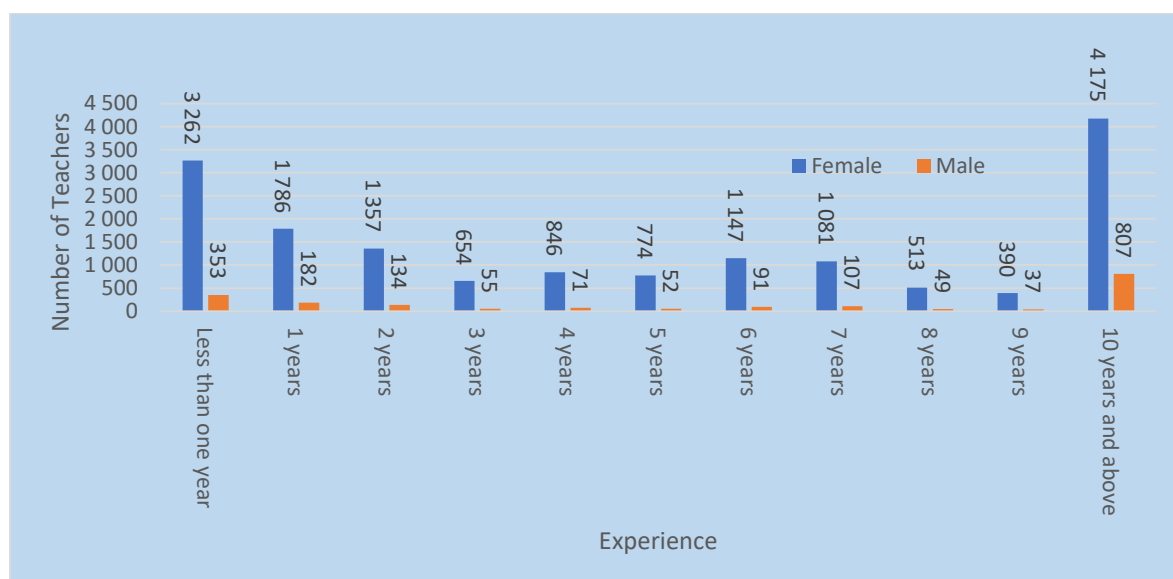
Highest qualification	Permanent PSC, No.			Contract PSC, No.			Other, No.			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Graduate with teaching qualification	372	1 668	2 040	1	3	4	29	264	293	2 337
Diploma or Certificate in Education	1 196	8 520	9 716	5	26	31	86	1 028	1 114	10 861
Graduate without teaching qualification	12	45	57		2	2	5	71	76	135
Non-Teaching Degree	4	38	42	1	5	6	57	546	603	651
ECD Para Professional	15	87	102	2	27	29	155	3 642	3 797	3 928
Other Unqualified		1	1					24	24	25
Grand Total	1 599	10 359	11 958	9	63	72	332	5 575	5 907	17 937

As shown in Table 7.6, the majority (27.77 percent) of ECD teachers have 10 years and above of teaching experience, followed by 20.15 percent with teaching experience of less than 1 year. There are significantly more ECD female teachers than male ones across the years of teaching experiences (see Figure 7.3).

Table 7.6: ECD Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2021

Experience	ECD Teachers, No.			%Total
	Male	Female	Total	
Less than one year	353	3 262	3 615	20.15
1 years	182	1 786	1 968	10.97
2 years	134	1 357	1 491	8.31
3 years	55	654	709	3.95
4 years	71	846	917	5.11
5 years	52	774	826	4.61
6 years	91	1 147	1 238	6.90
7 years	107	1 081	1 188	6.62
8 years	49	513	562	3.13
9 years	37	390	427	2.38
10 years and above	807	4 175	4 982	27.77
Not stated	2	12	14	0.08
Grand Total	1 940	15 997	17 937	100.00

Figure 7.3: ECD Teachers by Teaching Experience and Sex, Number, Zimbabwe, 2021



## 7.3 ECD Learner -Teacher Ratios

At national level, the ECD Learner to Teacher Ratios (LTR) and Learner to Trained Teacher Ratio (LTTR) are 37 and 50, respectively. Both LTR and LTTR for rural areas are comparatively higher than the urban ones (see Table 7.7). Generally, LTR and LTTR for the nation and the respective domains (rural and urban) are well above the recommended LTR of 20 for ECD.

Table 7.7: ECD Teachers and Learner to Teacher Ratio by Location, Number, Zimbabwe, 2021

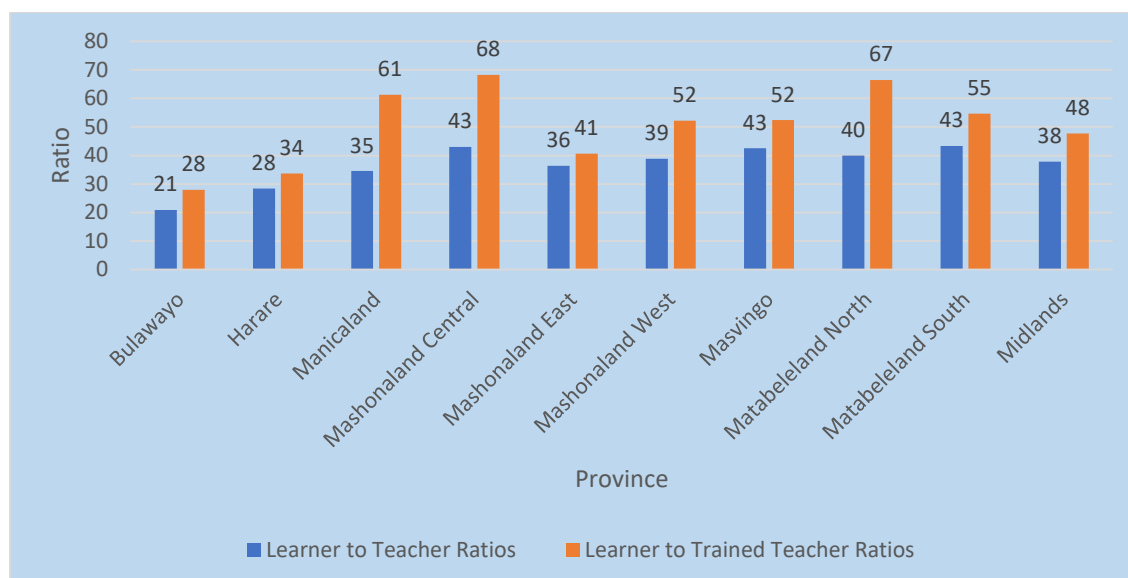
Location	ECD Teachers, No.			LTR	LTTR
	Trained to teach	Total Teachers	Learners		
Rural	9 143	12 190	508 516	42	56
Urban	4 055	5 747	146 616	26	36
Grand Total	13 198	17 937	655 132	37	50

At provincial level, the ECD LTRs range from 21 in Bulawayo to 43 in Matabeleland South and Mashonaland Central. Mashonaland Central has the highest ECD LTTR (68), followed by Matabeleland North with 67. Bulawayo has the least ECD LTTR (28). As shown in Figure 7.4, Mashonaland Central, Matabeleland North and Manicaland exhibit significant differences between LTR and LTTR, indicating a huge teaching burden on untrained ECD teachers. On the contrary, Harare, Bulawayo and Mashonaland East have marginal differences between LTR and LTTR, indicating a reduced reliance on untrained ECD teachers. Furthermore, none of the provinces has an ECD LTR that is within the recommended threshold (see Table 7.8). This means across the provinces, ECD teachers are working with ‘oversized classes’.

Table 7.8: ECD Teachers by Training, Learner to Teacher Ratio and Province, Number, Zimbabwe, 2021

Province	Trained Teachers, No.	Total Teachers, No.	ECD Learners, No.	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
Bulawayo	936	1 254	26 136	21	28
Harare	1 395	1 655	46 963	28	34
Manicaland	1 812	3 218	111 115	35	61
Mashonaland Central	964	1 529	65 755	43	68
Mashonaland East	1 784	1 995	72 547	36	41
Mashonaland West	1 480	1 991	77 258	39	52
Masvingo	1 739	2 140	91 062	43	52
Matabeleland North	631	1 051	41 968	40	67
Matabeleland South	723	912	39 539	43	55
Midlands	1 734	2 192	82 789	38	48
Grand Total	13 198	17 937	655 132	37	50

Figure 7.4: ECD Teachers by Learner to Teacher Ratios and Province, Zimbabwe, 2021



## 7.4 Primary School Teachers

As alluded to, Zimbabwe has 80 175 primary school teachers, of which, 97.62 percent are trained. At provincial level, Manicaland has the highest proportion of trained primary school teachers (98.43 percent), followed by Masvingo with 98.37 percent. Matabeleland North has the least proportion of trained primary school teachers (95.58 percent -See Table 7.9).

Table 7.9: Primary School Teachers by Training and Province, Number and Percentage Zimbabwe, 2021

Province	Primary School Teachers, No.			% Trained
	Trained	Untrained	Total	
Bulawayo	3 928	73	4 001	98.18
Harare	7 829	293	8 122	96.39
Manicaland	12 249	195	12 444	98.43
Mashonaland Central	6 641	144	6 785	97.88
Mashonaland East	8 939	161	9 100	98.23
Mashonaland West	8 684	354	9 038	96.08
Masvingo	11 033	183	11 216	98.37
Matabeleland North	4 321	200	4 521	95.58
Matabeleland South	4 276	95	4 371	97.83
Midlands	10 367	210	10 577	98.01
Grand Total	78 267	1 908	80 175	97.62

There are 58 473 primary school teachers in the rural areas, and 21 702 in urban areas, of which the proportion of the trained teachers in rural and urban areas are 97.87 percent and 96.95 percent, respectively. There are more female primary school teachers than male ones irrespective of location and whether trained or not. However, the proportion of trained female primary teachers is higher in rural areas (97.90 percent) than in urban areas (97.25 percent) - see Table 7.10.



Table 7.10: Primary School Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2021

Location	Trained, No.			Untrained, No.			Grand Total, No			% Trained		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	25 172	32 055	57 227	558	688	1 246	25 730	32 743	58 473	97.83	97.90	97.87
Urban	4 271	16 769	21 040	188	474	662	4 459	17 243	21 702	95.78	97.25	96.95
Grand Total	29 443	48 824	78 267	746	1 162	1 908	30 189	49 986	80 175	97.53	97.68	97.62

As shown in Table 7.11, the most common qualification among primary school teachers is a Diploma or Certificate in Education, followed by graduates with teaching qualifications. Primary school teachers with a Diploma or Certificate in Education and Graduate with teaching qualification constitute 77.45 percent and 20.17 percent, respectively. The least likely qualification among primary school teachers is Other Qualifications, which constitute 0.02 percent. The proportion of female primary school teachers with different qualifications range from 53.33 for the other unqualified to 71.72 percent for those with Para ECD Professional.

Table 7.11: Primary School Teachers by Qualification and Sex, Number and Percentage, Zimbabwe, 2021

Highest qualification	Primary School Teachers, No.			% Total	% Female
	Male	Female	Total		
Graduate with teaching qualification	6 930	9 243	16 173	20.17	57.15
Diploma or Certificate in Education	22 513	39 581	62 094	77.45	63.74
Graduate without teaching qualification	293	348	641	0.80	54.29
Non-Teaching Degree	278	380	658	0.82	57.75
ECD Para Professional	168	426	594	0.74	71.72
Other Unqualified	7	8	15	0.02	53.33
Grand Total	30 189	49 986	80 175	100.00	62.35

Table 7.12 presents primary school teachers by type of employment. As shown in the Table, there are 75 609 primary school teachers (28 689 males and 46 920 females) employed permanently by the Public Service Commission. The majority of these hold Diplomas or Certificates in Education (59 215), followed by 15 231 graduates with teaching qualifications. Only 214 primary school teachers (72 males and 142 females) are employed by the Public Service Commission on contractual basis. The majority (145) of primary school teachers on PSC contract have Diplomas or Certificates in Education, followed by 41 graduates with teaching qualifications. There are 4 352 primary teachers on other type of employment other than PSC, of which, the majority (2 734) have Diplomas or Certificates in Education. Primary school teachers with a none teaching degree and other unqualified are more likely to be employed in other forms of employment. There are more female primary school teachers than male primary school teachers across the types of employment, save for the unqualified teachers on the other type of employment (see Table 7.12).

Table 7.12: Primary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe, 2021

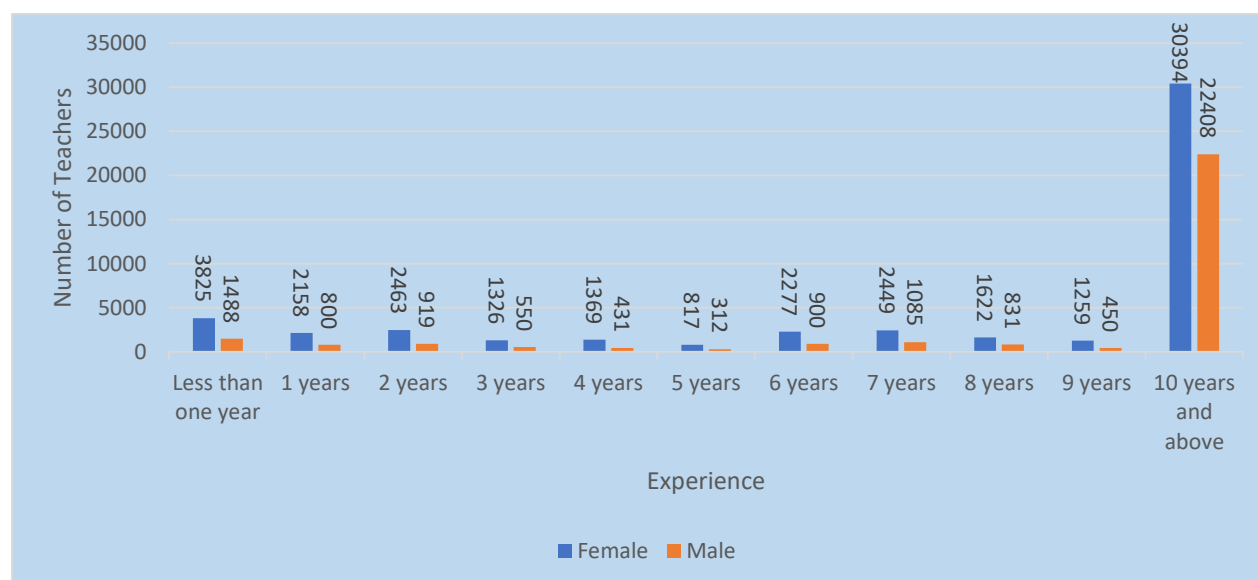
Highest Qualifications	Permanent PSC			Contract PSC			Other			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Graduate with teaching qualification	6 625	8 606	15 231	15	26	41	289	612	901	16 173
Diploma or Certificate in Education	21 569	37 646	59 215	46	99	145	898	1 836	2 734	62 094
Graduate without teaching qualification	229	251	480	5	2	7	59	95	154	641
Non-Teaching Degree	141	169	310	4	8	12	133	203	336	658
ECD Para Professional	121	242	363	2	7	9	45	177	222	594
Other Unqualified	4	6	10				3	2	5	15
Grand Total	28 689	46 920	75 609	72	142	214	1 427	2 925	4 352	80 175

As shown in Table 7.13, the majority of primary school teachers (52 802), constituting 65.86 percent have 10 years and above of teaching experience, followed by 6.63 percent with less than one-year experience. There are significantly more female primary school teachers than male ones across the years of teaching experiences. The gender disparities in teaching experience that are in favour of females are illustrated graphically in Figure 7.5.

Table 7.13: Primary School Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2021

Experience	Primary School Teachers, No.			%Total
	Male	Female	Total	
Less than one year	1 488	3 825	5 313	6.63
1 years	800	2 158	2 958	3.69
2 years	919	2 463	3 382	4.22
3 years	550	1 326	1 876	2.34
4 years	431	1 369	1 800	2.25
5 years	312	817	1 129	1.41
6 years	900	2 277	3 177	3.96
7 years	1 085	2 449	3 534	4.41
8 years	831	1 622	2 453	3.06
9 years	450	1 259	1 709	2.13
10 years and above	22 408	30 394	52 802	65.86
Not Stated	15	27	42	0.05
Grand Total	30 189	49 986	80 175	100.00

Figure 7.5: Primary School Teachers by Teaching Experience and Sex, Number, Zimbabwe, 2021

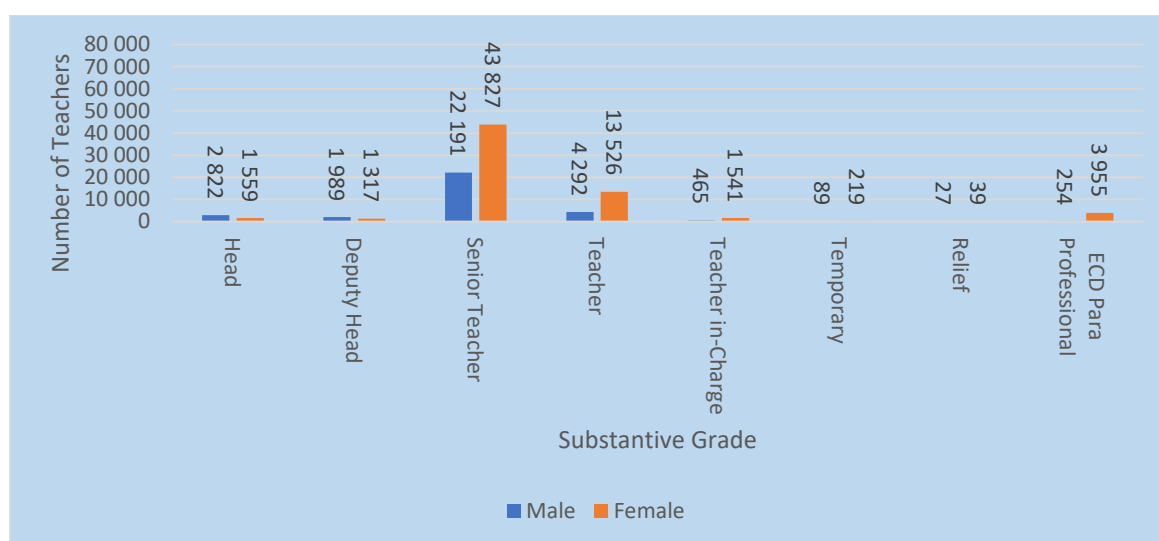


The majority of primary school teachers (67.29 percent) are senior teachers, followed by 18.16 percent that are teachers. The least proportion (0.07 percent) are relief teachers. Across the substantive grades, female primary school teachers are least likely to occupy senior substantive positions (Head and Deputy Head). In contrast, female primary school teachers are most likely to be Teachers-In-Charge and ECD Para Professionals (See Table 7.14). The gender disparity in substantive grades is exhibited in Figure 7.6, where the marginal numbers of females in higher substantive positions are hardly visible graphically.

Table 7.14: Primary School Teachers by Teacher Substantive Grade by Sex, Number and Percentage, Zimbabwe, 2021

Substantive Grade	Primary School Teachers, No.			% Total	% Female
	Male	Female	Total		
Head	2 822	1 559	4 381	4.47	35.59
Deputy Head	1 989	1 317	3 306	3.37	39.84
Senior Teacher	22 191	43 827	66 018	67.29	66.39
Teacher	4 292	13 526	17 818	18.16	75.91
Teacher in-Charge	465	1 541	2 006	2.04	76.82
Temporary	89	219	308	0.31	71.10
Relief	27	39	66	0.07	59.09
ECD Para Professional	254	3 955	4 209	4.29	93.97
Grand Total	32 129	65 983	98 112	100.00	67.25

Figure 7.6: Primary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2021



Nationally, the primary school Learner to Teacher Ratios (LTR) and Learner to Trained Teacher Ratio (LT<sup>T</sup>TR) are 36 and 37, respectively. The LTR for rural and urban are the same (36), Similarly, LT<sup>T</sup>TR for the rural and urban are the same (37) -See Table 7.15. The national primary school LTR and LTR for both rural and urban areas are within the recommended threshold (LTR of 40 for primary schools)-see Table 7.15.

Table 7.15: Primary School Teachers, Learner to Teacher Ratio by Location, Zimbabwe, 2021

Location	Trained Teachers, No.	Total Teachers, No.	Learners, no.	LTR	LT <sup>T</sup> TR
Rural	57 227	58 473	2 115 742	36	37
Urban	21 040	21 702	783 517	36	37
Grand Total	78 267	80 175	2 899 259	36	37

At provincial level, primary school LTRs range from 31 in Bulawayo, to 40 in Harare and Mashonaland Central. All provinces have LTRs within the recommended threshold of 40. This means all provinces on average have expected classes sizes for primary schools (see Table 7.16).

Harare and Mashonaland Central have the highest primary school LT<sup>T</sup>TR (41), followed by Mashonaland West and Matabeleland North with 40. Bulawayo has the least (31) primary school LT<sup>T</sup>TR. All provinces exhibit marginal differences between LTR and LT<sup>T</sup>TR, indicating minimal reliance on untrained primary school teachers.

Table 7:16: Primary School Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe, 2021

Province	Trained Teachers, No.	Total Teachers, No.	Primary School Learners, No.	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
Bulawayo	3 928	4 001	122 359	31	31
Harare	7 829	8 122	323 344	40	41
Manicaland	12 249	12 444	454 450	37	37
Mashonaland Central	6 641	6 785	269 990	40	41
Mashonaland East	8 939	9 100	308 782	34	35
Mashonaland West	8 684	9 038	343 610	38	40
Masvingo	11 033	11 216	377 999	34	34
Matabeleland North	4 321	4 521	171 228	38	40
Matabeleland South	4 276	4 371	153 525	35	36
Midlands	10 367	10 577	373 972	35	36
Grand Total	78 267	80 175	2 899 259	36	37

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

As shown in Table 7.17, 89.66 percent of the 48 740 secondary school teachers in Zimbabwe are trained. At provincial level, Matabeleland South has the highest proportion of trained secondary school teachers (93.72 percent), followed by Matabeleland North with 93.03 percent. Harare has the least proportion of trained secondary school teachers (83.72 percent) - See Table 7.17.

Table 7:17: Secondary School Teachers by Training and Province, Number and Percentage, Zimbabwe, 2021

Province	Secondary School Teachers (Form 1-6) , No.			% Trained
	Trained	Untrained	Total	
Bulawayo	2 588	310	2 898	89.30
Harare	5 389	1 048	6 437	83.72
Manicaland	7 330	619	7 949	92.21
Mashonaland Central	3 118	385	3 503	89.01
Mashonaland East	5 020	592	5 612	89.45
Mashonaland West	4 735	576	5 311	89.15
Masvingo	5 485	634	6 119	89.64
Matabeleland North	2 431	182	2 613	93.03
Matabeleland South	2 225	149	2 374	93.72
Midlands	5 377	547	5 924	90.77
Grand Total	43 698	5 042	48 740	89.66

There are 31 994 secondary school teachers in the rural areas, and 16 746 in urban areas, of which, the proportions of the trained are 90.64 percent and 87.78 percent, respectively. Furthermore, female secondary school teachers in both rural and urban are more likely to be trained than their male counterparts (see Table 7.18).

Table 7:18: Secondary School Teachers by Location, Training, and Sex, Number and Percentage, Zimbabwe, 2021

Location	Secondary School Teachers (Form 1-6), No.									% Trained		
	Trained			Untrained			Grand Total					
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	15 479	13 519	28 998	1 839	1 157	2 996	17 318	14 676	31 994	89.38	92.12	90.64
Urban	5 925	8 775	14 700	1 206	840	2 046	7 131	9 615	16 746	83.09	91.26	87.78
Grand Total	21 404	22 294	43 698	3 045	1 997	5 042	24 449	24 291	48 740	87.55	91.78	89.66

As shown in Table 7.19, the most likely highest qualification among secondary school teachers is a Diploma or Certificate, followed by graduate with teaching qualification. Secondary school teachers with a Diploma or Certificate and graduates with teaching qualification constitute 52.33 percent and 49.68 percent, respectively. The least likely qualification among secondary school teachers is other (unqualified). The other (unqualified) constitutes 2.69 percent. The proportion of female secondary school teachers with different qualifications ranges from 38.74 percent among the secondary school graduates without teaching qualification to 52.33 percent for those with Diplomas or Certificates. Notably, there are more female secondary school teachers with Diplomas or Certificates, than their male counterparts. However, the opposite is true for the rest of qualification categories.

Table 7:19: Secondary School Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2021

Highest Qualification	Secondary School Teachers, No.			% Total	%Female
	Male	Female	Total		
Graduate with Teaching Qualification	10 894	10 756	21 650	44.42	49.68
Diploma or Certificate	10 510	11 538	22 048	45.24	52.33
Graduate without Teaching Qualification	2 287	1 446	3 733	7.66	38.74
Other (unqualified)	758	551	1 309	2.69	42.09
Grand Total	24 449	24 291	48 740	100.00	49.84

In Zimbabwe, there are 42 541 secondary school teachers (20 801 males and 21 740 females) employed permanently by the Public Service Commission. The majority of these hold Diplomas or Certificates (19 923), followed by 19 176 graduates with teaching qualifications. Only 108 secondary school teachers (50 males and 58 females) are employed by the Public Service Commission on contractual basis. The majority (45) of secondary school teachers on PSC contract have Diplomas or Certificates, followed by graduates without teaching qualifications (28). There are also 6 091 secondary teachers on other type of employment (other than PSC), of which, the majority (2 447) are graduates with teaching qualifications, closely followed by those with Diploma or Certificate (2 080) -see Table 7.20.

Table 7:20: Secondary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe 2021

Highest Qualification	Secondary School Teachers (Form 1-6), Type of Employment, No.									
	Permanent PSC			Contract PSC			Other			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Graduate with Teaching Qualification	9 495	9 681	19 176	14	13	27	1 385	1 062	2 447	21 650
Diploma or Certificate	9 285	10 638	19 923	19	26	45	1 206	874	2 080	22 048
Graduate without Teaching Qualification	1 515	1 016	2 531	13	15	28	759	415	1 174	3 733
Other (unqualified)	506	405	911	4	4	8	248	142	390	1 309
Grand Total	20 801	21 740	42 541	50	58	108	3 598	2 493	6 091	48 740

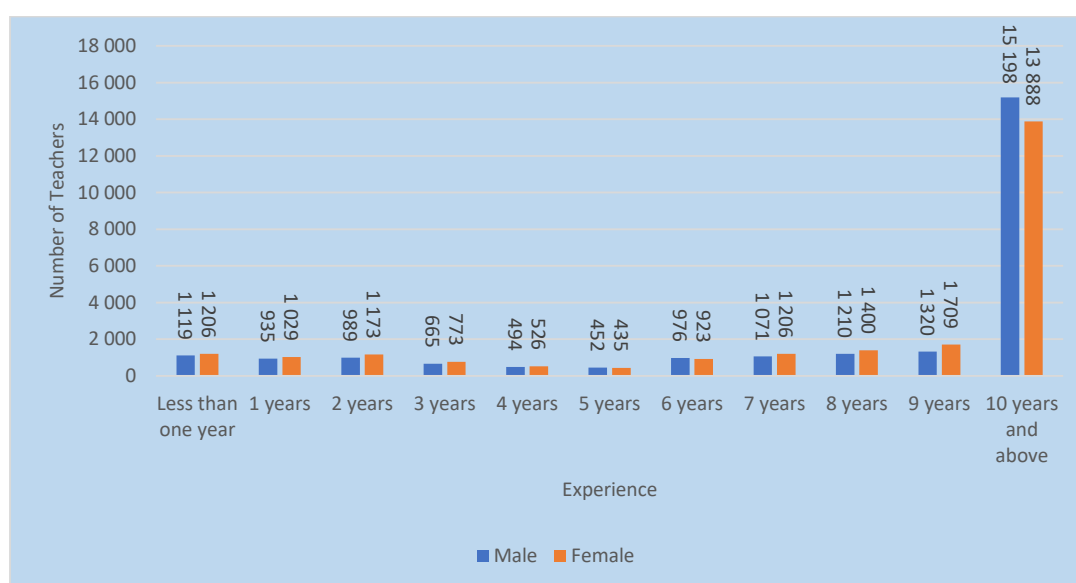
As shown in Table 7.21, the majority (59.68 percent) of secondary school teachers have 10 years and above of teaching experience, followed by 6.21 percent with 9 years teaching experience. There

are marginal differences in teaching experiences between male and female secondary school teachers (Table 7.21 and Figure 7.10).

Table 7.21: Secondary School Teachers by Teaching Experience, Number and Percentage, Zimbabwe, 2021

Experience	Secondary School Teachers (Form 1-6)			%Total
	Male	Female	Total	
Less than one year	1 119	1 206	2 325	4.77
1 years	935	1 029	1 964	4.03
2 years	989	1 173	2 162	4.44
3 years	665	773	1 438	2.95
4 years	494	526	1 020	2.09
5 years	452	435	887	1.82
6 years	976	923	1 899	3.90
7 years	1 071	1 206	2 277	4.67
8 years	1 210	1 400	2 610	5.35
9 years	1 320	1 709	3 029	6.21
10 years and above	15 198	13 888	29 086	59.68
Not Stated	20	23	43	0.09
Grand Total	24 449	24 291	48 740	100.00

Figure 7.7: Secondary School Teachers by Teaching Experience, Number, Zimbabwe, 2021

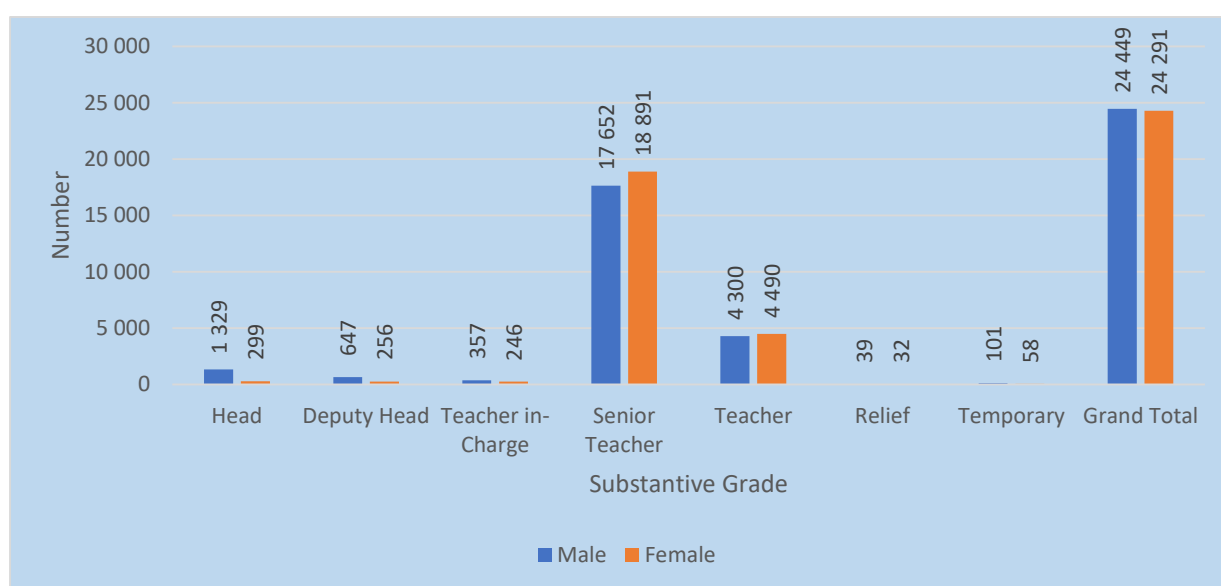


The majority of secondary school teachers are senior teachers (74.98 percent), followed by 18.03 percent who are substantive teachers. The least proportion of 0.15 percent are relief secondary school teachers. Female secondary teachers are least likely to occupy senior substantive positions (Head and Deputy Head). Instead, female secondary school teachers are more likely to be substantive senior teachers and teachers, in comparison to their male counterparts (see Table 7.22). Gender disparities across grades is exhibited in Figure 7.11, where women are more visible for middle-level substantive positions (teacher and senior teacher).

Table 7.22: Secondary School Teachers by Teacher Substantive Grade and Sex, Number and Percentage, Zimbabwe, 2021

Substantive Grade	Secondary School Teachers, No.			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Head	1 329	299	1 628	5.44	1.23	3.34	18.37
Deputy Head	647	256	903	2.65	1.05	1.85	28.35
Teacher in-Charge	357	246	603	1.46	1.01	1.24	40.80
Senior Teacher	17 652	18 891	36 543	72.20	77.77	74.98	51.70
Teacher	4 300	4 490	8 790	17.59	18.48	18.03	51.08
Relief	39	32	71	0.16	0.13	0.15	45.07
Temporary	101	58	159	0.41	0.24	0.33	36.48
Error Data	24	19	43	0.10	0.08	0.09	44.19
Grand Total	24 449	24 291	48 740	100.00	100.00	100.00	49.84

Figure 7.8: Secondary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2021



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

At national level, secondary school Learner to Teacher Ratio (LTR) and Learner to Trained Teacher Ratio (LTTR) are 22 and 25, respectively. Rural and urban secondary school LTR are respectively, 23 and 22, while the LTTR is 25 for both rural and urban. There are marginal differences in the secondary school LTRs for the rural areas (See Table 7.23).

Table 7:23: Secondary School (Form 1-6) Learner to Teacher Ratio by Location, Number, Zimbabwe, 2021

Location	Teachers, No.		Learners, No.	LTR	LTTR
	Trained Teachers	Total Teachers			
Rural	28998	31994	724642	23	25
Urban	14700	16746	362990	22	25
Grand Total	43698	48740	1087632	22	25

At provincial level, secondary school LTRs range from 20 in Bulawayo, to 24 in Masvingo and Mashonaland Central. Masvingo and Mashonaland Central also have highest secondary school LTTR (27), followed by Harare with 26. Bulawayo, Manicaland, Matabeleland North have the least LTTR of 23. All provinces exhibit marginal differences between LTR and LTTR.

Table 7:24: Secondary School (Form 1-6) Teachers and Learner to Teacher Ratio by Province, Number, Zimbabwe, 2021

Province	Secondary School (Form 1-6) Teachers, No		Secondary Learners (Form 1-6), No	Learner to Teacher Ratios	Learner to Trained Teacher Ratios
	Trained Teachers	Total Teachers			
Bulawayo	2 588	2 898	58 420	20	23
Harare	5 389	6 437	139 079	22	26
Manicaland	7 330	7 949	171 273	22	23
Mashonaland Central	3 118	3 503	83 834	24	27
Mashonaland East	5 020	5 612	122 089	22	24
Mashonaland West	4 735	5 311	118 206	22	25
Masvingo	5 485	6 119	148 265	24	27
Matabeleland North	2 431	2 613	56 255	22	23
Matabeleland South	2 225	2 374	54 612	23	25
Midlands	5 377	5 924	135 599	23	25
Grand Total	43 698	48 740	1 087 632	22	25

## 7.7 Conclusion

The current teacher establishment in Zimbabwe is 17 937 for ECD, 80 175 for primary schools and 48 740 for secondary school, of which the proportions of trained teachers are 73.58 percent, 97.62 percent and 89.66 percent, respectively. In 2017, the teacher establishments for ECD, primary and secondary school were 14 937, 71 242 and 45 750, respectively. During the period 2017-2019, the number of teachers increased annually, for the three levels of education. In 2020, the number of teachers continued to increase at primary level of education, whilst the number of teachers decreased at both ECD and secondary levels of education. 2021 witnessed a noticeable increase in the number of teachers at all the three levels of education. However, at both primary and secondary levels of education, female teachers are least likely to occupy senior substant positions (Head and Teacher-In -Charge) in comparison to their male counter-part.

At national level, the ECD Learner to Teacher Ratios (LTR) and Learner to Trained Teacher Ratio (LTTR) are 37 and 50, respectively. Generally, LTR and LTTR for the nation and the respective domains (rural and urban) are well above the recommended LTR of 20 for ECD. The primary LTR and LTTR are 36 and 37, respectively. The LTRs for rural and urban are at 36, while LTTR for the rural and urban are at 37. The LTR and LTTR for both rural and urban areas are within



the recommended threshold (LTR of 40 for primary schools). In addition, the LTR and TTR are 22 and 25, respectively. Rural and urban secondary school LTR are respectively, 23 and 22, while the LTTR is 25 for both rural and urban.

## CHAPTER 8 Internal Efficiency in the Education System

This chapter examines the internal efficiency in the educational system of Zimbabwe. Internal efficiency of an education systems concerns the optimal use of resources (inputs) in producing outputs<sup>4</sup>. The key measures of internal efficiency of an education system considered for this report are i) Repetition Rate<sup>5</sup> (RR) or Percentage of Repeaters ii) Dropout Rate<sup>6</sup> (DR), Promotion Rate<sup>7</sup> (PR), Transition Rates<sup>8</sup> (TR), Survival Rate<sup>9</sup> (SR) and Completion Rate (CR).

### 8.1 Repetition

The purpose of computing percentage of repeaters is to assess the magnitude of learners from the cohort that are repeating a grade and its effect on internal efficiency of educational system. The percentage of primary school repeaters is 0.30 percent (the lowest over the period 2017-2021). In 2017, the percentage of primary school repeaters was 0.96 percent. During the period 2017-2021, the proportions of primary school repeaters continuously decreased on annual basis, reaching a low of 0.30 percent in 2021.

The percentage of secondary school repeaters is 0.70 percent. In 2017 the percentage of secondary school repeaters was 1.46 percent. Since then, the percentages of secondary school repeaters continuously decreased on annual basis, reaching a low of 0.70 percent in 2021 (see Table 8.1).

Table 8.1: Repeaters by Level of Education and Sex, Number and Percentage, Zimbabwe, 2017-2021

Year	Primary (including ECD)			Secondary (Form 1-6)			Grand Total	% Repeaters Primary	% Repeaters Secondary
	Male	Female	Total	Male	Female	Total			
2017	17 852	13 905	31 757	8 077	7 578	15 655	47 412	0.96	1.46
2018	14 356	10 887	25 243	6 639	5 961	12 600	37 843	0.75	1.16
2019	12 687	9 953	22 640	5 610	5 283	10 893	33 533	0.66	0.97
2020	7 444	6 503	13 947	5 690	3 823	9 513	23 460	0.40	0.84
2021	5 903	4 679	10 582	3 930	3 653	7 583	18 165	0.30	0.70

Figure 8.1 presents the trends (in percentages) of primary and secondary school repeaters. As depicted on the graph, the proportions of secondary school repeaters were above those of primary schools throughout the period 2017-2021.

<sup>4</sup> <https://learningportal.iiep.unesco.org/en/glossary/internal-efficiency>

<sup>5</sup> Repetition rate is the proportion of learners from a cohort enrolled in a given grade at a given school year who study the same grade in the following year. Source: UNESCO: Education Indicators -Technical Guidelines, 2009

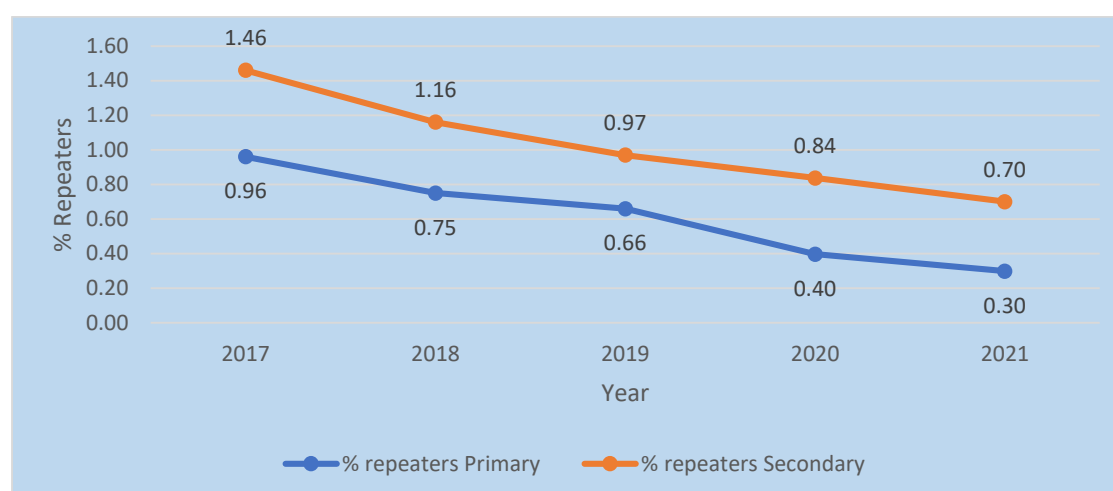
<sup>6</sup> Dropout rate is a proportion of learners from a cohort enrolled in a given school year who no longer enrolled in the following year. Source: ibid

<sup>7</sup> Promotion rate is the proportion of learners from a cohort in a given year at a given school year who study in the next grade in the following year. Source: ibid

<sup>8</sup> Transition rate is the number of learners admitted into the first grade of a high level of education in a given year, expressed as a percentage of the number of learners enrolled in the final grade of the lower grade. Source: ibid

<sup>9</sup> Survival rate is the percentage of a cohort of learners enrolled in first grade of a given level or cycles of education in a given school year who are expected to reach successive grades: Source ibid

Figure 8.1: Percentage Repeaters by Level of Education, Zimbabwe, 2017-2021

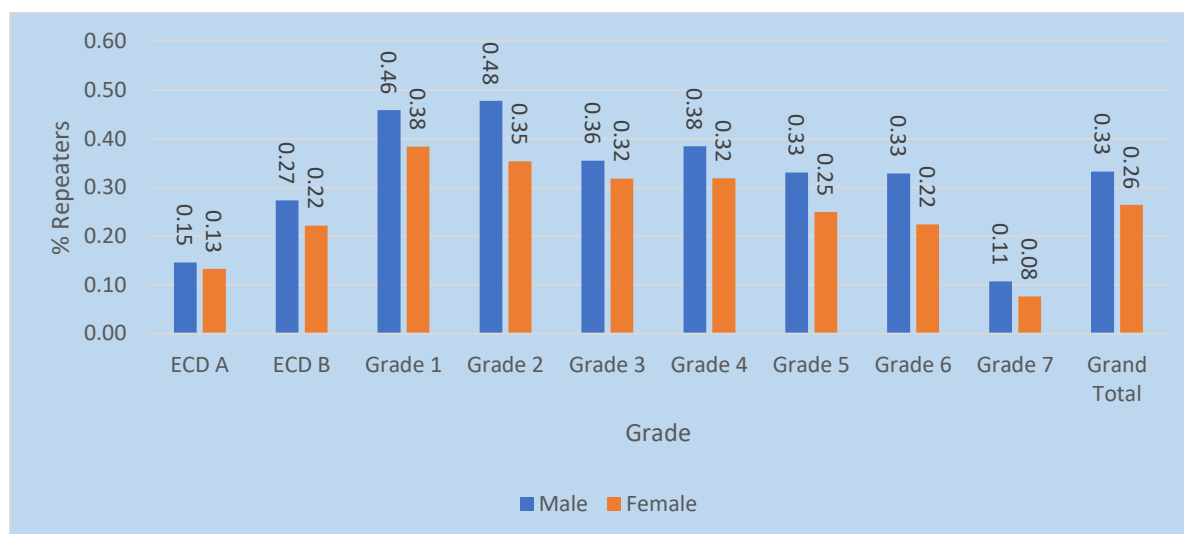


As shown in Table 8.2, Grade 2 has the highest proportion (0.48 percent) of male primary school repeaters, followed by Grade 3 with 0.46 percent. Grade 7 has the least proportion (0.11 percent) of male primary school repeaters. The highest proportion (0.38 percent) of female primary school repeaters are in Grade 1, followed by Grade 2 with 0.35 percent. Grade 7 has the least proportion (0.08 percent) of female primary school repeaters. Overall, the proportions of primary school repeaters range from 0.09 in Grade 7 to 0.42 percent in Grades 1 and 2. ECD. Gender disparities of primary school repeaters are in favour of males (GPIs ranging from 0.68 to 0.91) across the grades. This resonates well with the graphical illustration of the numbers of male and female repeaters in primary schools (Figure 8.2).

Table 8.2: Primary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Number and Percentage, Zimbabwe, 2021

Grade	Repeaters, No.			Enrolment			% Repeaters			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
ECD A	224	203	427	153 250	153 315	306 565	0.15	0.13	0.14	0.91
ECD B	479	384	863	175 360	173 207	348 567	0.27	0.22	0.25	0.81
Grade 1	1 010	828	1 838	219 946	215 716	435 662	0.46	0.38	0.42	0.84
Grade 2	1 102	798	1 900	230 704	225 677	456 381	0.48	0.35	0.42	0.74
Grade 3	792	701	1 493	223 063	220 448	443 511	0.36	0.32	0.34	0.90
Grade 4	830	689	1 519	215 947	216 019	431 966	0.38	0.32	0.35	0.83
Grade 5	673	518	1 191	203 662	207 212	410 874	0.33	0.25	0.29	0.76
Grade 6	616	428	1 044	187 272	190 729	378 001	0.33	0.22	0.28	0.68
Grade 7	177	130	307	165 657	170 033	335 690	0.11	0.08	0.09	0.72
Grand Total	5 903	4 679	10 582	1774 861	1772 356	3547 217	0.33	0.26	0.30	0.79

Figure 8.2: Percentage Repeaters by Grade and Sex, Primary Schools, Zimbabwe, 2021

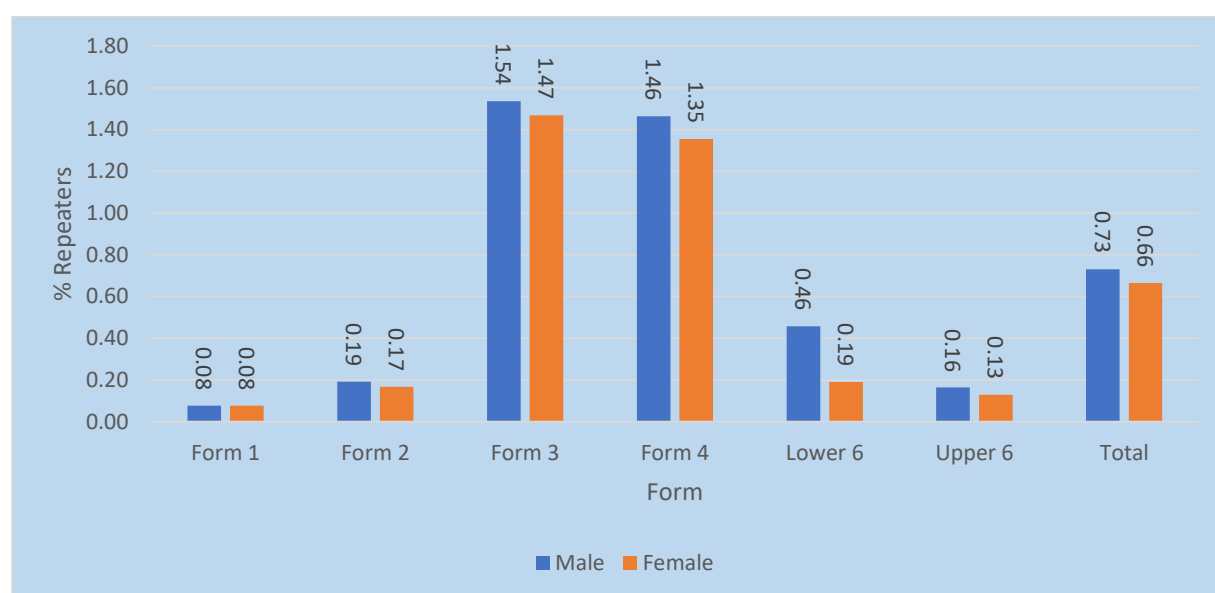


As shown in Table 8.3, Form 3 has the highest proportion (1.54 percent) of male secondary school repeaters, followed by Form 4 with 1.46 percent. Form 1 has the least proportion (0.08 percent) of male secondary school repeaters. The highest proportion (1.47 percent) of female secondary school repeaters are in Form 3, followed by Form 4 with 1.35 percent. Form 1 has the least proportion (0.08 percent) of female secondary school repeaters. Overall, the proportions of secondary school repeaters range from 0.08 in Form 1 to 1.50 percent in Form 3. Gender disparities of secondary school repeaters are in favour of males (GPIs ranging from 0.42 to 1.00) across the forms. This augurs well with the graphical illustration of the numbers of male and female repeaters in secondary schools (Figure 8.3).

Table 8.3: Secondary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Form, Zimbabwe, 2021

Grade	Repeaters, No.			Enrolment			% Repeaters			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Form 1	105	111	216	136 357	144 177	280 534	0.08	0.08	0.08	1.00
Form 2	248	222	470	129 211	132 354	261 565	0.19	0.17	0.18	0.87
Form 3	1 943	1 880	3 823	126 547	128 043	254 590	1.54	1.47	1.50	0.96
Form 4	1 507	1 371	2 878	102 912	101 221	204 133	1.46	1.35	1.41	0.92
Lower 6	89	39	128	19 477	20 418	39 895	0.46	0.19	0.32	0.42
Upper 6	38	30	68	23 202	23 291	46 493	0.16	0.13	0.15	0.79
Total	3 930	3 653	7 583	537 706	549 504	1 087 210	0.73	0.66	0.70	0.91

Figure 8.3: Percentage Repeaters by Form and Sex, Secondary Schools, Zimbabwe, 2021



As shown in Table 8.4, the total number of repeaters at ECD, primary (G1-7) and secondary levels of education are 1 290, 9 292 and 7 583, respectively. Midlands has the largest number of ECD, primary and secondary repeaters (360, 2 505 and 1 188, respectively). On the contrary, Matabeleland South has the least number of repeaters in ECD (10) and primary school (197). Mashonaland Central has the least number (430) repeaters in secondary school.

Table 8.4 : Repeaters by Level of Education, Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	Repeaters, No.								
	ECD A and B			Grade 1-7			Form 1-6		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	7	7	14	145	88	233	284	278	562
Harare	18	20	38	246	209	455	623	554	1 177
Manicaland	73	53	126	255	226	481	311	327	638
Mashonaland Central	82	65	147	789	691	1 480	243	187	430
Mashonaland East	111	97	208	673	473	1 146	380	325	705
Mashonaland West	128	105	233	560	458	1 018	379	262	641
Masvingo	73	58	131	801	601	1 402	394	385	779
Matabeleland North	15	8	23	232	143	375	465	489	954
Matabeleland South	6	4	10	119	78	197	231	278	509
Midlands	190	170	360	1 380	1 125	2 505	620	568	1 188
Grand Total	703	587	1 290	5 200	4 092	9 292	3 930	3 653	7 583

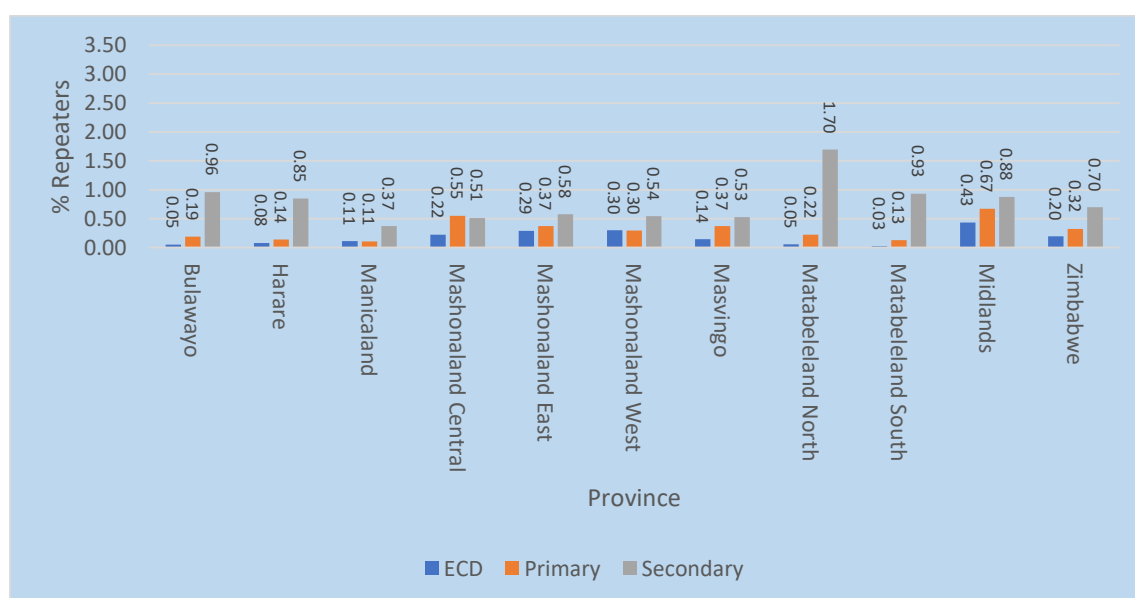
In proportional and comparative terms, Midlands has the highest proportion (0.43 percent) of EDC repeaters, whilst Matabeleland South has the least (0.03 percent). Similarly, the proportion of primary school repeaters, range from 0.11 percent in Manicaland to 0.67 percent in Midlands. The highest proportion of secondary school repeaters is in Matabeleland North (1.70 percent), while the lowest is in Manicaland (0.37 percent) -see Table 8.5.

Table 8.5: Percentage of Repeaters by Level of Education, Sex and Province, Zimbabwe, 2021

Province	ECD A and B			Grade 1-7			Form 1-6		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	0.05	0.05	0.05	0.24	0.14	0.19	1.05	0.88	0.96
Harare	0.08	0.09	0.08	0.15	0.13	0.14	0.92	0.78	0.85
Manicaland	0.13	0.10	0.11	0.11	0.10	0.11	0.36	0.39	0.37
Mashonaland Central	0.25	0.20	0.22	0.59	0.51	0.55	0.57	0.46	0.51
Mashonaland East	0.30	0.27	0.29	0.43	0.31	0.37	0.61	0.55	0.58
Mashonaland West	0.33	0.27	0.30	0.33	0.27	0.30	0.63	0.45	0.54
Masvingo	0.16	0.13	0.14	0.42	0.32	0.37	0.53	0.52	0.53
Matabeleland North	0.07	0.04	0.05	0.27	0.17	0.22	1.82	1.59	1.70
Matabeleland South	0.03	0.02	0.03	0.15	0.10	0.13	0.93	0.94	0.93
Midlands	0.46	0.41	0.43	0.74	0.60	0.67	0.95	0.81	0.88
Grand Total	0.21	0.18	0.20	0.36	0.28	0.32	0.73	0.66	0.70

The disparities in the percentage distribution of repeaters are visually illustrated in Figure 8.4. In all provinces, the proportions of repeaters are higher at secondary level of education than in either at ECD or primary levels, save for Mashonaland Central.

Figure 8.4: Percentage of Repeaters by Level of Education and Province, Number, Zimbabwe, 2021



## 8.2 Dropouts

Dropouts are the learners from a cohort enrolled in a given grade at a given school calendar who no longer enroll in the following year. In Zimbabwe, the proportion of primary and secondary school dropouts are 0.53 percent and 4.67 percent, respectively. The proportion of primary school dropouts declined annually from the high of 0.84 percent in 2017 to the low of 0.53 percent in 2020. In 2021, the primary school dropouts remained at 0.53 percent. The proportion of secondary school dropouts also decreased annually, from 3.99 in 2017 to 3.09 percent in 2019. Since then, the proportion increased to 3.28 in 2020 and 4.67 in 2021. The recent increase in secondary dropouts can be attributed to the impact of COVID – 19. had the highest proportion percent, while 2019 had the lowest proportion (3.09 percent). Notably, during the period 2017-2021, males

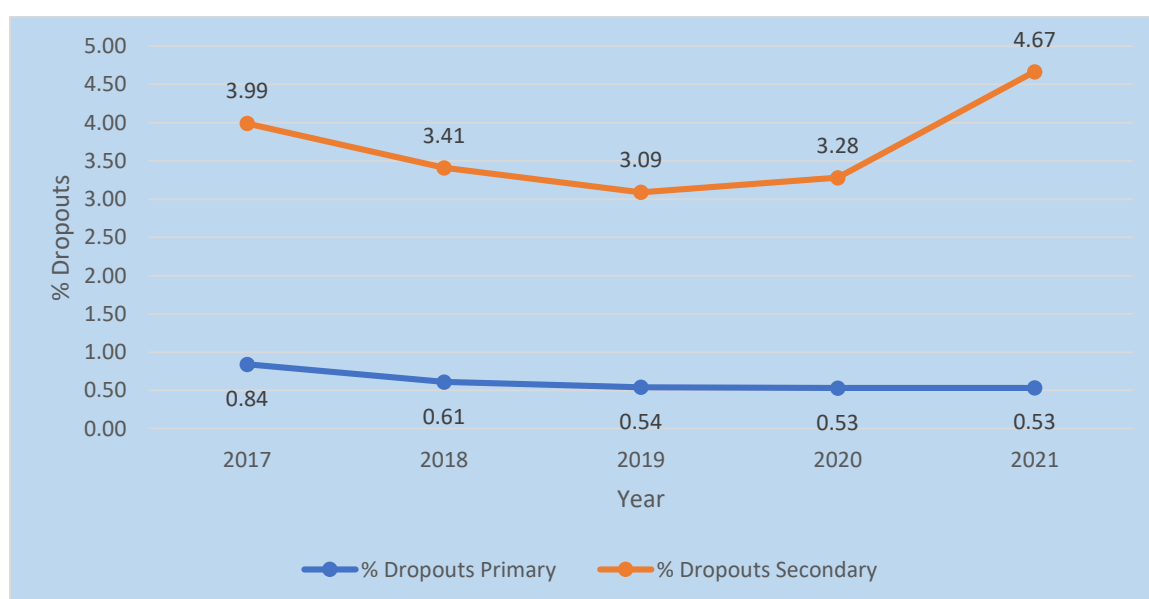
constituted the majority of yearly dropouts at primary level of education, whilst the majority of dropouts at secondary level of education were females (see Table 8.6).

Table 8.6: Dropouts by Level of Education, Number and Percentage, Zimbabwe, 2017-2021

Year	Primary			Secondary			Grand Total	% Dropouts Primary	% Dropouts Secondary
	Male	Female	Total	Male	Female	Total			
2017	14 941	12 708	27 649	19 687	23 272	42 959	70 608	0.84	3.99
2018	11 070	9 330	20 400	16 423	20 658	37 081	57 481	0.61	3.41
2019	10 058	8 401	18 459	15 630	19 178	34 808	53 267	0.54	3.09
2020	9 746	8 904	18 650	15 551	21 698	37 249	55 899	0.53	3.28
2021	9 958	8 958	18 916	21 151	29 593	50 744	69 660	0.53	4.67

Figure 8.5 depicts graphically the proportions of primary and secondary school dropouts during the period 2017-2021. As shown on the line graph, the proportions of dropouts at secondary level of education were well above those at primary level during each calendar year. In 2021, the proportion of dropouts increased significantly for secondary schools whilst it remained stagnant for primary schools.

Figure 8.5: Percentage Dropout by Level of Education, Zimbabwe, 2017 -2021



The highest proportion of drop outs in primary school were males and females who absconded (48.16 percent for males and 42.33 percent for female). On the contrary, the lowest proportions of male and female primary school dropouts (0.12 percent and 0.15 percent, respectively) were expelled from school. Overall, the highest proportion of 45.40 percent primary school dropouts absconded, while the least proportion of 0.13 percent was expelled from school. The second highest proportions of 30.19 percent for males and 31.44 percent for females dropped out of school as a result of financial constraints (see Table 8.7).

Table 8.7: Primary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2021

Reason	Dropouts, No.			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Absconded	4 796	3 792	8 588	48.16	42.33	45.40	44.15
Death	399	310	709	4.01	3.46	3.75	43.72
Expulsion	12	13	25	0.12	0.15	0.13	52.00
Illness	207	183	390	2.08	2.04	2.06	46.92
Marriage	2	389	391	0.02	4.34	2.07	99.49
Pregnancy	27	238	265	0.27	2.66	1.40	89.81
Financial	3 006	2 816	5 822	30.19	31.44	30.78	48.37
Learners with Special Needs	477	412	889	4.79	4.60	4.70	46.34
Child labour	376	230	606	3.78	2.57	3.20	37.95
Other	656	575	1 231	6.59	6.42	6.51	46.71
Grand Total	9 958	8 958	18 916	100.00	100.00	100.00	47.36

As shown in Table 8.7, more males than females are more likely to drop out of primary school due to abscondment, death, illness, financial constraints, child labour, special needs and other. On the contrary, more females than males are more likely to drop out of primary school as a result of expulsion, marriage, pregnancy.

The highest proportions of male and female secondary school learners (45.59 percent, 26.99 percent, respectively) drop out of school on financial grounds. On the contrary, the lowest proportions (0.40 percent for males and 0.24 percent for females, respectively), dropped out of school as a result of expulsion. Overall, the highest proportion (34.74 percent) of secondary school learners dropped out of school on financial grounds, while the least proportion (0.31 percent) was expelled from school. The second highest proportions (36.93 percent) for male secondary school learners absconded, while the second highest proportions of their female counterparts dropped out of school to get married. It is also important to note that, the third highest proportion of female secondary dropped out of school after falling pregnant (see Table 8.8).

Table 8.8: Secondary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2021

Reason	Dropouts, No.			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Absconded	7 812	5 276	13 088	36.93	17.83	25.79	40.31
Death	240	191	431	1.13	0.65	0.85	44.32
Expulsion	85	72	157	0.40	0.24	0.31	45.86
Illness	214	163	377	1.01	0.55	0.74	43.24
Marriage	633	8 063	8 696	2.99	27.25	17.14	92.72
Pregnancy	157	5 747	5 904	0.74	19.42	11.63	97.34
Financial	9 643	7 987	17 630	45.59	26.99	34.74	45.30
Learners with Special Needs	283	284	567	1.34	0.96	1.12	50.09
Child labour	775	590	1 365	3.66	1.99	2.69	43.22
Other	1 309	1 220	2 529	6.19	4.12	4.98	48.24
Grand Total	21 151	29 593	50 744	100.00	100.00	100.00	58.32

As shown in Table 8.8, more males than females are more likely to drop out of secondary school due to abscondment, financial constraints, death, illness, child labour, special needs and expulsion. On the contrary, more females than males are more likely to drop out of secondary school as a result of marriage and pregnancy.



### 8.3 Promotion, Repetition and Dropout Rates

Promotion measures the performance of the education system in promoting learners from a cohort from grade to grade and its effect on internal efficiency of the educational system.

The total number of promotions at primary level of education is 2 729 287, of which promotions for females and males are 1 370 920 and 1 358 367, respectively. At secondary level of education, the total number of promotions is 829 309 of which promotions for female and male learners are 416 785 and 412 524. The total number of primary school repeaters is 9 292 (that is, 4 092 females and 5 200 males), while the total number of secondary school repeaters is 7 583, of which 3 653 are females and 3 930 are males (see Table 8.9)

Table 8.9: Enrolments, Repeaters and Promotion by Grade/ Form, Number, Zimbabwe 2020 and 2021

Grade /Form	Enrolment 2020			Enrolment 2021			Repetition 2021, No.			Promotion 2021, No.		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	229 779	235 138	464 917	215 716	219 946	435 662	828	1 010	1 838	224 879	229 602	454 481
Grade 2	223 472	227 085	450 557	225 677	230 704	456 381	798	1 102	1 900	219 747	222 271	442 018
Grade 3	219 273	220 223	439 496	220 448	223 063	443 511	701	792	1 493	215 330	215 117	430 447
Grade 4	208 876	206 334	415 210	216 019	215 947	431 966	689	830	1 519	206 694	202 989	409 683
Grade 5	193 641	192 026	385 667	207 212	203 662	410 874	518	673	1 191	190 301	186 656	376 957
Grade 6	182 769	180 284	363 053	190 729	187 272	378 001	428	616	1 044	169 903	165 480	335 383
Grade 7	173 316	170 783	344 099	170 033	165 657	335 690	130	177	307	144 066	136 252	280 318
Total Primary	1 431 126	1 431 873	2 862 999	1 445 834	1 446 251	2 892 085	4 092	5 200	9 292	1 370 920	1 358 367	2 729 287
Form 1	142 661	135 575	278 236	144 177	136 357	280 534	111	105	216	132 132	128 963	261 095
Form 2	137 246	131 007	268 253	132 354	129 211	261 565	222	248	470	126 163	124 604	250 767
Form 3	128 568	126 174	254 742	128 043	126 547	254 590	1 880	1 943	3 823	99 850	101 405	201 255
Form 4	115 284	118 440	233 724	101 221	102 912	204 133	1 371	1 507	2 878	20 379	19 388	39 767
Total 1-4	523 759	511 196	1034 955	505 795	495 027	1000 822	3 584	3 803	7 387	378 524	374 360	752 884
Lower 6	26 056	26 432	52 488	20 418	19 477	39 895	39	89	128	23 261	23 164	46 425
Upper 6	23 808	25 033	48 841	23 291	23 202	46 493	30	38	68	15 000	15 000	30 000
Total 5-6	49 864	51 465	101 329	43 709	42 679	86 388	69	127	196	38 261	38 164	76 425
Total Secondary	573 623	562 661	1 136 284	549 504	537 706	1 087 210	3 653	3 930	7 583	416 785	412 524	829 309

As shown in Table 8.10, the Form 5 promotion rate of 17.01 percent is well below the promotion rates of other Grades/Forms, which have promotion rates ranging from 79.00 percent in Form 4 to 98.67 percent in Grade 5. The low promotion rates at Form 5, are a result of strict selection process (bottle neck) for learners who transit from Form 4 to upper secondary. As alluded to earlier, passing 'O Level is a requisite for one to qualify for Advanced Level of education.

Form 4 has the highest (1.50 percent) repetition rate, followed by Form 5, with a repetition rate of 1.23 percent. Form 2 has the least (0.08 percent) repetition rate.

Form 5 with dropout rate of 81.75% percent is not comparable to the dropout rates of the other Forms/Grades, which range from 0.97 percent in Grade 5 to 19.50 percent in Form 4 (see Table 8.10).

Table 8.10: Promotion, Repetition and Dropout Rates by Grade/Form, Zimbabwe, 2021 and 2021

	Promotion 2020 to 2021			Repetition 2021			Dropout 2021		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
To Grade 2	97.87%	97.65%	97.76%	0.36%	0.43%	0.40%	1.77%	1.92%	1.85%
To Grade 3	98.33%	97.88%	98.10%	0.36%	0.49%	0.42%	1.31%	1.63%	1.47%
To Grade 4	98.20%	97.68%	97.94%	0.32%	0.36%	0.34%	1.48%	1.96%	1.72%
To Grade 5	98.96%	98.38%	98.67%	0.33%	0.40%	0.37%	0.71%	1.22%	0.97%
To Grade 6	98.28%	97.20%	97.74%	0.27%	0.35%	0.31%	1.46%	2.45%	1.95%
To Grade 7	92.96%	91.79%	92.38%	0.23%	0.34%	0.29%	6.81%	7.87%	7.33%
To Form 1	83.12%	79.78%	81.46%	0.08%	0.10%	0.09%	16.80%	20.12%	18.45%
To Form 2	92.62%	95.12%	93.84%	0.08%	0.08%	0.08%	7.30%	4.80%	6.08%
To Form 3	91.92%	95.11%	93.48%	0.16%	0.19%	0.18%	7.91%	4.70%	6.34%
To Form 4	77.66%	80.37%	79.00%	1.46%	1.54%	1.50%	20.87%	18.09%	19.50%
To Form 5	17.68%	16.37%	17.01%	1.19%	1.27%	1.23%	81.13%	82.36%	81.75%
To Form 6	89.27%	87.64%	88.45%	0.15%	0.34%	0.24%	10.58%	12.03%	11.31%

As shown in Table 8.10, the proportions of males dropping out of primary school are higher than the proportions of their female counterparts. In contrast, the proportions of females dropping out of secondary school (save for Form 1, 5 and 6) are higher than the proportions of their male counterparts.

## 8.4 Transition Rates

Transition conveys information on the degree of access or transition from one cycle or level of education to a higher one. Table 8.11 presents transition rates from *Grade 7 to Form 1* and from *Form 4 to Lower 6*, as well as some corresponding GPIs. The transition rate from Grade 7 to Form 4 is 81.46 percent (79.78 percent for males, 83.12 percent for females). In the year 2016-17 the transition rate was 78.65 percent. Thereafter, the transition rates increased annually, reaching a high of 84.57 percent in the year 2019-20. In the year 2020-21, the rate declined to 81.46 percent. The transition rates for the period 2016-18 have GPIs of 1.03, indicating parity. In contrast, rates for the period 2019-21 have GPIs of 1.04, illustrating slight gender disparities in favour of females.

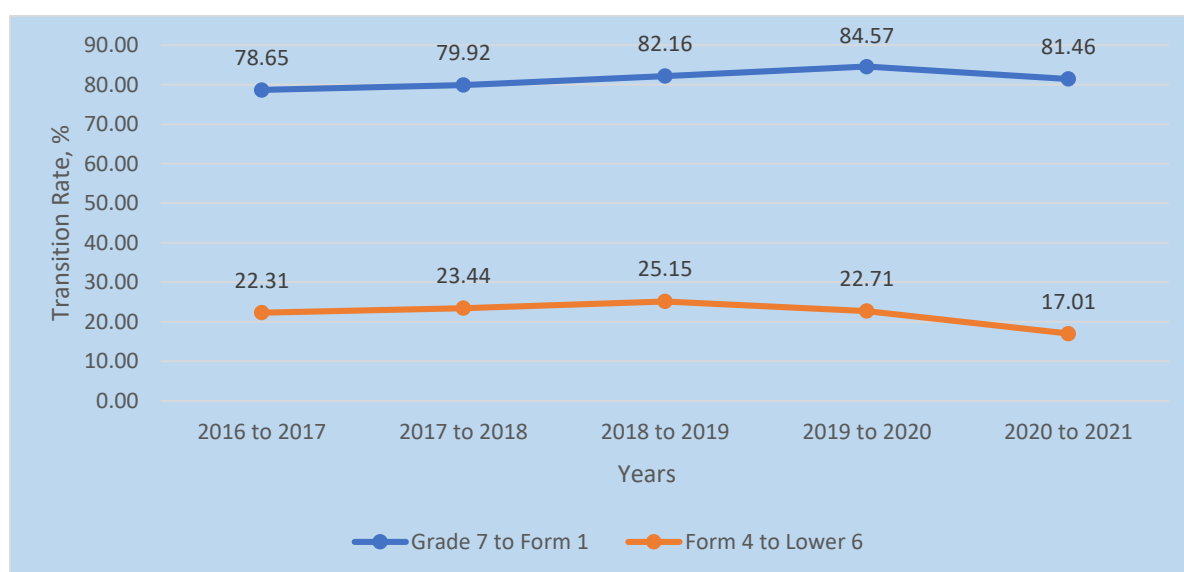
Nationally, the transition rate from *Form 4 to Form 5* is 17.01 percent (16.37 percent for males, 17.68 percent for females). During the period 2016-2020, the transitions rates *From Form 4 to Form 5* were oscillating between 22.31 percent and 25.15 percent. In 2021, the transition rate dropped to 17.01 percent. The GPIs for the transition rates, indicate gender disparities in favour of males for the years 2016-18 (GPI- 0.92 and 0.93), gender parity for the year 2018-2019 (GPI - 1.03), and gender disparity in favour of females for the year 2019-2021 (GPI- 1.04 and 1.08) -See Table 8.11.

Table 8:11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex and GPI, Percentage, Zimbabwe 2016-2017 to 2020 – 2021

Years	Transition Rate, %			GPI	Transition Rate, %			GPI
	From Grade 7 to Form 1				From Form 4 to Lower 6			
	Male	Female	Total		Male	Female	Total	
2016 to 2017	77.88	79.41	78.65	1.02	23.18	21.41	22.31	0.92
2017 to 2018	78.87	80.96	79.92	1.03	24.28	22.58	23.44	0.93
2018 to 2019	80.70	83.59	82.16	1.04	24.84	25.49	25.15	1.03
2019 to 2020	82.98	86.13	84.57	1.04	22.27	23.18	22.71	1.04
2020 to 2021	79.78	83.12	81.46	1.04	16.37	17.68	17.01	1.08

Figure 8.6 comparatively illustrates transition rates (from *Grade 7 to Form 1* that is, transitioning from a primary education cycle to lower secondary cycle) and (from *Form 4 to Form 5*, that is, transitioning from lower secondary into upper secondary). As portrayed graphically, Grade 7 to Form 1, transition rates are predominantly higher than *Form 4 to Form 5* rates throughout the period 2016-2021. Notably, in 2021, both *Grade 7 to Form 1* and *Form 4 to Form 5* transition rates decreased.

Figure 8.6: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex, Percentage, Zimbabwe, 2016-2017 to 2020 – 2021



## 8.5 Survival Rates

Survival rate measures the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of learners from grade to grade in schools and conversely, the magnitude of dropouts by grade (UNESCO, 2009).

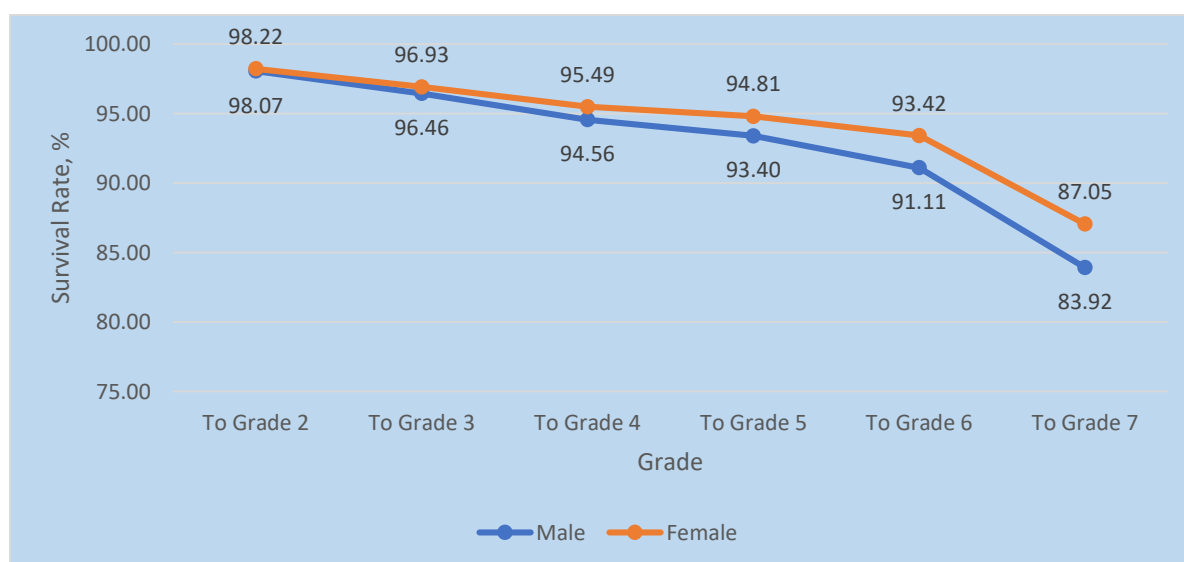
Across the primary school grades, Grade 2 has the highest survival rate (98.14 percent), followed by Grade 3 with a survival rate of 96.69 percent. Grade 7 has the least survival rate (85.48 percent). At primary level of education, the survival rates for males range from 83.92 percent in Grade 7, to 98.07 percent in Grade 2, while rates for females range from 87.05 percent in Grade 7, to 98.22 percent in Grade 2 (see Table 8.12)

Table 8:12: Survival Rates by Education Level, Grade and Sex, Zimbabwe, 2021

Grade	Survival Rate, %			
	Male	Female	Total	GPI
To Grade 2	98.07	98.22	98.14	1.00
To Grade 3	96.46	96.93	96.69	1.00
To Grade 4	94.56	95.49	95.02	1.01
To Grade 5	93.40	94.81	94.10	1.02
To Grade 6	91.11	93.42	92.26	1.03
To Grade 7	83.92	87.05	85.48	1.04

Figure 8.7 comparatively illustrates gender disparities in survival rates across primary school grades. As portrayed graphically, female survival rates were above rates for males in all the grades. The gender difference in survival rates for Grade 2 is marginal, but the disparities widen in favour of females along the primary school ladder; in sync with some decreases in survival rates that are more pronounced for males than their female counterparts.

Figure 8.7: Primary School Survival Rate by Grade and Sex, Zimbabwe, 2021



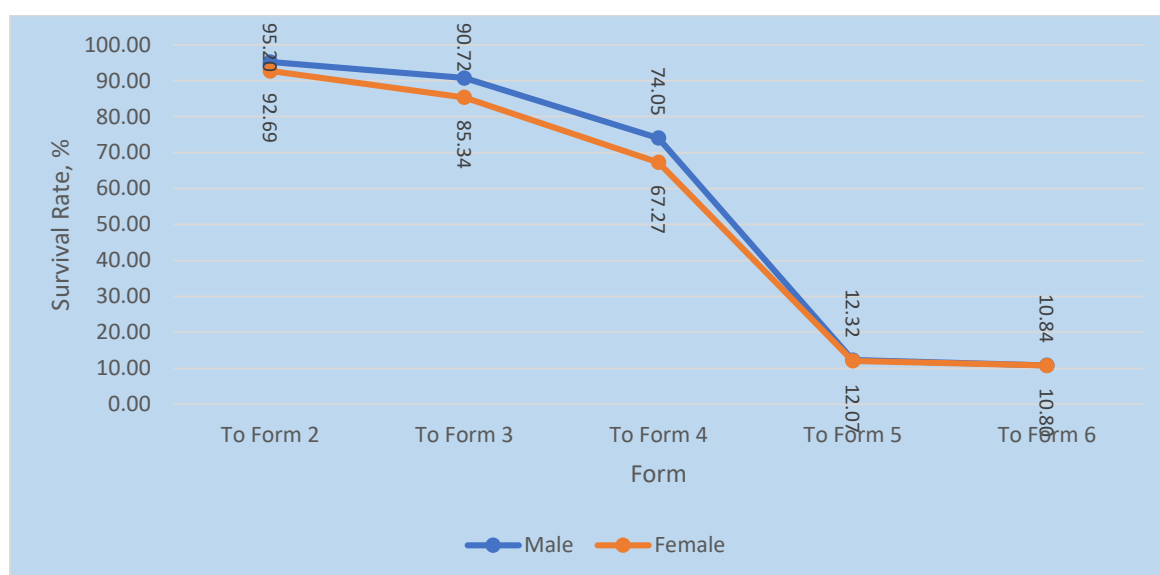
At secondary level of education, Form 2 has the highest survival rate (93.91 percent), followed by Form 3 with a survival rate of 87.94 percent. Form 6 has the least (survival rate (10.82 percent). The survival rates for males range from 10.84 percent in Form 6, to 95.20 in Form 2, while rates for females range from 10.80 percent in Form 6, to 92.69 percent in Form 2 (see Table 13).

Table 8.13: Survival Rates by Education Level, Form and Sex, Zimbabwe, 2021

Form	Survival Rate, %			
	Male	Female	Total	GPI
To Form 2	95.20	92.69	93.91	0.97
To Form 3	90.72	85.34	87.94	0.94
To Form 4	74.05	67.27	70.54	0.91
To Form 5	12.32	12.07	12.19	0.98
To Form 6	10.84	10.80	10.82	1.00

Figure 8.8 comparatively depicts gender disparities in survival rates from Form 2 to Form 6. As portrayed graphically, there are almost equal survival rates for females and males in all Forms. Evidentially, survival rates for both sexes, sharply declined for Form 5, in contrast to some steady decreases for Forms 3 and 4, and a hardly noticeable decline for Form 6.

Figure 8.8: Secondary School Survival Rate by Form and Sex, Zimbabwe, 2021



## 8.6 Completion Rate

Completion indicates how many persons in a given age group have completed a given level of education, say, ECD, primary, lower secondary and upper secondary. It shows how many children and adolescents enter school on time and progress the education system without excessive delays.

Nationally, the completion rate for ECD is 73.76 percent (74.67 percent for males, 72.85 percent for females). During the period 2017-2020, ECD completion rates were oscillating from 76.36 to 93.68 percent, before dropping to 73.76 percent in 2021. During the period 2017-2021, the GPIs for ECD completion rates were ranging from 0.97 to 0.99, indicating gender parity (See Table 8.14).

At national level, the primary school completion rate is 83.34 percent (82.71 percent for males, 83.97 percent for females). The primary school completion rates decreased annually, from 78.78 percent in 2017, to 75.65 percent in 2019. Thereafter, the completion rate increased to 86.78 in 2020 before dropping to 83.34 percent in 2021. In 2018, the GPI for primary school completion

rates was 1.04, indicating a slight gender disparity in favour of females. However, the primary school completions rates GPIs for other years were ranging from 1.01 to 1.03, indicating gender parity.

Table 8.14: Completion Rate by Level of Education and Sex, Percentage, Zimbabwe 2017-2021

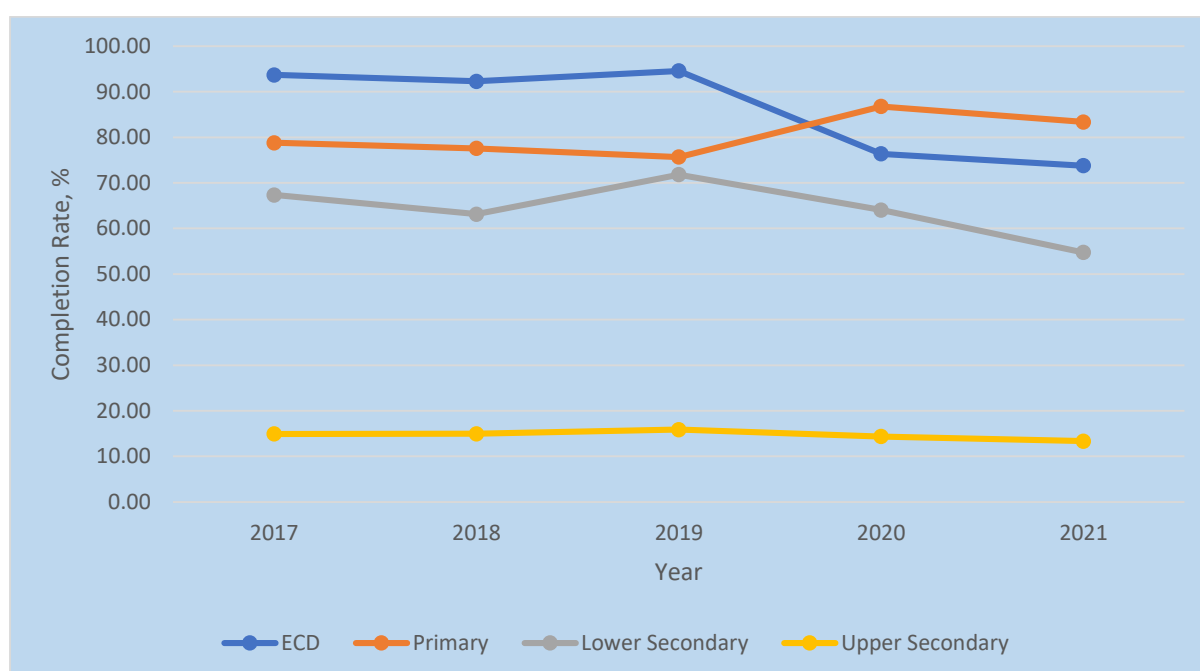
Year	ECD			
	Male	Female	Total	GPI
2017	94.12	93.25	93.68	0.99
2018	92.68	91.91	92.29	0.99
2019	95.00	93.96	94.54	0.99
2020	77.33	75.39	76.36	0.97
2021	74.67	72.85	73.76	0.98
Primary				
2017	77.74	79.83	78.78	1.03
2018	76.20	78.96	77.57	1.04
2019	74.50	76.75	75.65	1.03
2020	86.49	87.07	86.78	1.01
2021	82.71	83.97	83.34	1.02
Lower Secondary				
2017	68.06	66.65	67.35	0.98
2018	64.76	61.47	63.12	0.95
2019	73.38	70.06	71.80	0.95
2020	64.75	63.34	64.05	0.98
2021	55.17	54.30	54.73	0.98
Upper Secondary				
2017	16.61	13.29	14.92	0.80
2018	16.04	13.88	14.94	0.87
2019	16.98	14.81	15.87	0.87
2020	14.67	14.05	14.36	0.96
2021	13.27	13.38	13.32	1.01

Nationally, the completion rate for lower secondary level of education is 54.73 percent (55.17 percent for males, 54.30 percent for females). During the period 2017-2020, the completion rates were oscillating from 63.12 percent to 71.80 percent, before reaching the low of 54.73 percent in 2021. In 2018 and 2019, the GPIs for lower secondary completion rates were 0.95 each, indicating gender disparity in favour of males. However, GPIs for lower secondary completions rates for each of other years was 0.98, indicating gender parity.

At national level, the completion rate for upper level of education is 13.32 percent (13.27 percent for males, 13.38 percent for females). The completion rates were oscillating between 14.36 and 15.87 percent, before dropping to 13.23 percent in 2020. Furthermore, during the same period, GPIs for upper secondary school completion increased from 0.80 in 2017 to 0.96 in 2020, indicating gender disparities in favour of males that were progressively closing. In 2021, GPIs for upper secondary school completion rate reached 1.01 in 2021, an indication of gender parity (see Table 8.14).

Figure 8.9 graphically depicts trends of completion rates for the four levels of education (ECD, primary, lower secondary and upper secondary) over the period 2017-2021. Comparatively, upper secondary has the lowest completion rates for the entire period, followed sequentially by lower secondary, primary and ECD (save for 2020 to 2021 completion rates for primary and ECD).

Figure 8.9: Completion Rate by Level of Education, Percentage, Zimbabwe, 2017-2021



### 8.6.1 ECD Completion Rate

Nationally, ECD completion rate is 73.76 percent (74.67 percent for males. 72.85 percent for females). Manicaland has the highest ECD completion rate (91.24 percent), followed by Masvingo with an ECD completion rate of 80.82 percent. Harare has the least completion rate (42.99 percent).

Table 8.15: ECD Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2021

Province	Enrolment ECD B less Repeaters			Population Aged 5			Completion Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	7 015	7 068	14 083	8 450	9 501	17 952	83.01	74.39	78.45	0.90
Harare	14 938	14 730	29 668	32 983	36 024	69 007	45.29	40.89	42.99	0.90
Manicaland	29 156	28 815	57 971	31 979	31 558	63 537	91.17	91.31	91.24	1.00
Mashonaland Central	17 287	17 350	34 637	22 726	22 244	44 970	76.07	78.00	77.02	1.03
Mashonaland East	19 086	18 720	37 806	24 555	24 169	48 724	77.73	77.45	77.59	1.00
Mashonaland West	20 428	19 933	40 361	27 165	27 207	54 372	75.20	73.26	74.23	0.97
Masvingo	23 964	23 872	47 836	29 462	29 723	59 185	81.34	80.31	80.82	0.99
Matabeleland North	10 403	10 540	20 943	14 287	13 932	28 219	72.81	75.65	74.22	1.04
Matabeleland South	10 346	9 665	20 011	12 918	12 674	25 592	80.09	76.26	78.19	0.95
Midlands	22 258	22 130	44 388	29 668	30 198	59 866	75.02	73.28	74.15	0.98
Total	174 881	172 823	347 704	234 193	237 230	471 424	74.67	72.85	73.76	0.98

The GPIs for ECD completion rates for Bulawayo, Matabeleland South and Harare are 0.90 0.95 and 0.90 respectively, indicating gender disparities in favour of males. The GPI for completion rate for Matabeleland North is at 1.04, indicating gender disparity in favour of females. However, the rest of the provinces have GPIs ranging from 0.97 to 1.03, indicating gender parity.

## 8.6.2 Primary School Completion Rate

At national level, the primary school completion rate is 83.34 percent (82.71 percent for males, 83.97 percent for females). Bulawayo has the highest primary school completion rate (100.13 percent), followed by Manicaland with primary school completion rate of 95.46 percent. Harare has the least completion rate (72.84 percent) - See Table 8.16.

Table 8.16: Primary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2021

Province	Enrolment Grade 7 less Repeaters			Population Aged 12			Completion Rate			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	7 231	7 696	14 927	6 799	8 108	14 907	106.35	94.92	100.13	0.89
Harare	18 973	19 466	38 439	24 656	28 118	52 774	76.95	69.23	72.84	0.90
Manicaland	26 269	26 315	52 584	27 757	27 329	55 086	94.64	96.29	95.46	1.02
Mashonaland Central	14 114	14 429	28 543	19 256	18 802	38 058	73.30	76.74	75.00	1.05
Mashonaland East	18 260	18 071	36 331	21 936	21 187	43 123	83.24	85.29	84.25	1.02
Mashonaland West	19 147	19 766	38 913	23 540	23 447	46 987	81.34	84.30	82.82	1.04
Masvingo	21 621	22 340	43 961	25 189	24 891	50 080	85.84	89.75	87.78	1.05
Matabeleland North	10 011	10 618	20 629	12 906	12 850	25 756	77.57	82.63	80.09	1.07
Matabeleland South	9 319	9 506	18 825	11 513	11 038	22 551	80.94	86.12	83.48	1.06
Midlands	20 535	21 696	42 231	26 520	26 563	53 083	77.43	81.68	79.56	1.05
Total	165 480	169 903	335 383	200 072	202 333	402 405	82.71	83.97	83.34	1.02

The primary completion rates for Bulawayo and Harare have gender disparities in favour of males (GPIs of 0.89 and 0.90, respectively). Completion Rates for Manicaland and Mashonaland East have attained gender parity (GPIs - 1.02 each) All the other provinces with GPIs ranging from 1.04 to 1.07, have gender parities in favour of females.

At national level, the lower secondary school completion rate is 54.73 percent (55.17 for males, 54.30 for females). Lower secondary school completion rates range from 44.50 percent in Matabeleland North to 67.10 percent in Manicaland.

Table 8.17: Lower Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2021

Province	Enrolment less Repeaters			Population Aged 16			Completion Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	5 432	6 326	11 758	7 629	10 710	18 339	71.21	59.07	64.12	0.83
Harare	13 137	13 768	26 905	24 048	34 284	58 332	54.63	40.16	46.12	0.74
Manicaland	16 694	15 138	31 832	25 039	22 401	47 440	66.67	67.58	67.10	1.01
Mashonaland Central	7 974	6 830	14 804	17 208	15 048	32 256	46.34	45.39	45.90	0.98
Mashonaland East	12 076	10 969	23 045	20 197	17 476	37 673	59.79	62.77	61.17	1.05
Mashonaland West	11 240	9 986	21 226	21 403	20 430	41 833	52.52	48.88	50.74	0.93
Masvingo	13 920	13 736	27 656	21 681	20 668	42 349	64.20	66.46	65.30	1.04
Matabeleland North	4 338	5 247	9 585	11 369	10 168	21 537	38.16	51.60	44.50	1.35
Matabeleland South	4 337	5 262	9 599	11 271	9 713	20 984	38.48	54.17	45.74	1.41
Midlands	12 257	12 588	24 845	23 969	22 992	46 961	51.14	54.75	52.91	1.07
Total	101 405	99 850	201 255	183 814	183 890	367 704	55.17	54.30	54.73	0.98

Manicaland and Mashonaland Central (with GPIs of 1.01 and 0.98, respectively) are the only provinces that have attained gender parity relative to lower secondary completion rates. The rest of the provinces have completion rates exhibiting gender disparities either in favour of males or females.

## 8.6.3 Upper Secondary Completion Rate

At national level, the upper secondary completion rate is 13.32 percent (13.27 percent for males, 13.38 percent for females). Bulawayo has the highest upper secondary completion rate (20.50



percent), followed by Manicaland with upper secondary completion rate of 17.81 percent. Matabeleland North has the least completion rate (6.55 percent).

*Table 8:18: Upper Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2021*

Province	Enrolment less Repeaters			Population Aged 18			Completion Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	1 670	2 225	3 895	7 987	11 013	19 000	20.91	20.20	20.50	0.97
Harare	4 718	4 891	9 609	26 019	36 133	62 152	18.13	13.54	15.46	0.75
Manicaland	3 952	3 702	7 654	22 778	20 194	42 972	17.35	18.33	17.81	1.06
Mashonaland Central	1 303	1 079	2 382	16 238	13 780	30 018	8.02	7.83	7.94	0.98
Mashonaland East	2 392	2 372	4 764	18 821	15 923	34 744	12.71	14.90	13.71	1.17
Mashonaland West	1 991	1 792	3 783	20 751	19 223	39 974	9.59	9.32	9.46	0.97
Masvingo	3 248	2 997	6 245	18 937	18 494	37 431	17.15	16.21	16.68	0.94
Matabeleland North	570	701	1 271	10 355	9 050	19 405	5.50	7.75	6.55	1.41
Matabeleland South	747	977	1 724	10 374	8 786	19 160	7.20	11.12	9.00	1.54
Midlands	2 573	2 525	5 098	22 335	21 293	43 628	11.52	11.86	11.69	1.03
Total	23 164	23 261	46 425	174 595	173 889	348 484	13.27	13.38	13.32	1.01

Mashonaland Central, Mashonaland West and Midlands (with GPIs of 0.98, 0.97 and 1.03, respectively) are the only provinces with upper secondary completion rates reflecting gender parities. The rest of the provinces have completion rates that reflect gender disparities either in favour of males or females.

## 8.7 Conclusion

In Zimbabwe, the percentage of primary and secondary repeaters are 0.30 percent and 0.70 percent respectively. Nationally, the proportion of school dropouts are 0.53 percent for primary school and 4.67 percent secondary school. More males than females are more likely to drop out of primary school due to abscondment, death, illness, child labour, financial constraints and special needs. On the contrary, more females than males are more likely to drop out of primary school as a result of expulsion, marriage, pregnancy. On the other hand, more males than females are more likely to drop out of secondary school due to abscondment, death, illness, child labour, financial constraints, expulsion and other. On the contrary, more females than males are more likely to drop out of secondary school as a result of marriage and pregnancy.

Nationally, the transition rate from Grade 7 to Form 1 is 81.46 percent (79.78 percent for males, 83.12 percent for females). The transition rate from Form 4 to Form 6 is 17.01 percent (16.37 percent for males, 17.68 percent for females). Across primary school grades, Grade 2 has the highest survival rate (98.14 percent), while Grade 7 has the least (85.48 percent). At secondary school level of education, Form 2 has the highest survival rate (93.91 percent), while Form 6 has the least (10.82 percent).

At national level, ECD completion rate is 73.76 percent (74.67 percent for males and 72.85 percent for females). Primary school completion rate is 83.34 percent (82.71 percent males, 83.97 percent for females). The completion rate for lower secondary school is 54.73 percent (55.17 percent for males, 54.30 percent for females). The completion rate for upper secondary is 13.32 percent (13.27 percent for males, 13.38 percent for females).

## CHAPTER 9 : Facilities

This chapter analyses the provision of or access to various school infrastructure and services, namely classroom access, access to electricity, WASH facilities, access to water, health and feeding, information on ICT and seating and writing places.

### 9.1 Classrooms

As shown in Table 9.1, from 2017 to 2021, the number of classrooms increased annually at ECD, primary and secondary levels of education. There were also yearly increases in enrolment for all levels.

Table 9.1. also shows the 2017-2021 annual learner to classroom ratios (LCR) for ECD, primary and secondary schools. As shown in the Table, LCR for ECD, primary and secondary schools are 54, 46 and 37, respectively. ECD LCR annually decreased from 72 in 2017 to 54 in 2021. In 2017 and 2018, the primary school LCR was 45, and during the period 2019-21, it increased to 46. From 2017 to 2020, the LCR for secondary schools ranged from 40 to 42, before dropping to 37 in 2021.

*Table 9.1: ECD, Primary and Secondary Classrooms, Enrolment and Learner to Classroom Ratio Trend, Number, Zimbabwe 2017-2021*

Year	Classrooms, No.	Enrolment	Learner to Classroom Ratio
ECD			
2017	8 116	580 365	72
2018	9 142	623 981	68
2019	10 853	652 213	60
2020	11 219	653 130	58
2021	12180	655132	54
Primary			
2017	58 857	2 662 010	45
2018	59 288	2 676 485	45
2019	60 970	2 789 692	46
2020	61 790	2 869 735	46
2021	62753	2 899 259	46
Secondary			
2017	25 719	1 064 804	41
2018	25 799	1 075 325	42
2019	28 300	1 124 881	40
2020	28 568	1 137 178	40
2021	29 216	1 087 632	37

The ECD LCRs for all the provinces are above 20, the recommended LCRs for ECD. At provincial level, the number of ECD classrooms ranges from 588 in Matabeleland North, to 2 219 in Manicaland. The ECD enrolment ranges from 26 136 in Bulawayo, to 111 115 in Manicaland. Matabeleland North has the highest LCR of ECD (71), followed by Mashonaland Central with an LCR of 69. Bulawayo has the least LCR for ECD (31) - see Table 9.2.

Table 9.2: Classrooms, Enrolments, and Learner to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2021

Province	ECD Classrooms, No.	Enrolment	Learner to Classroom Ratio
Bulawayo	831	26 136	31
Harare	1 195	46 963	39
Manicaland	2 219	111 115	50
Mashonaland Central	948	65 755	69
Mashonaland East	1 424	72 547	51
Mashonaland West	1 373	77 258	56
Masvingo	1 592	91 062	57
Matabeleland North	588	41 968	71
Matabeleland South	651	39 539	61
Midlands	1 359	82 789	61
Grand Total	12 180	655 132	54

At provincial level, the number of primary school classrooms ranges from 2 445 in Bulawayo, to 10 690 in Manicaland. The primary school enrolment ranges from 122 359 in Bulawayo, to 454 450 in Manicaland. Harare has the highest LCR for primary schools (59), followed by Mashonaland Central with an LCR of 52. Matabeleland South has the least LCR for primary schools (37) - see Table 9.3.

Table 9.3: Primary Level Classrooms, Enrolments, and Learner to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2021

Province	Primary School Classrooms, No.	Enrolment, No.	LCR
Bulawayo	2 445	122 359	50
Harare	5 510	323 344	59
Manicaland	10 690	454 450	43
Mashonaland Central	5 205	269 990	52
Mashonaland East	7 029	308 782	44
Mashonaland West	6 829	343 610	50
Masvingo	8 853	377 999	43
Matabeleland North	4 006	171 228	43
Matabeleland South	4 162	153 525	37
Midlands	8 024	373 972	47
Grand Total	62 753	2 899 259	46

The number of secondary school classrooms ranges from 1 450 in Bulawayo, to 4 696 in Manicaland. Secondary school enrolment ranges from 54 612 in Matabeleland South, to 171 273 in Manicaland. Mashonaland Central and Bulawayo have the highest secondary schools LCR (40), followed by Masvingo (39) - see Table 9.4.

Table 9.4: Secondary Level Classrooms, Enrolments, and Learner to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2021

Province	Secondary School Classrooms, No.	Enrolment, No	LCR
Bulawayo	1 450	58 420	40
Harare	3 862	139 079	36
Manicaland	4 696	171 273	36
Mashonaland Central	2 116	83 834	40
Mashonaland East	3 368	122 089	36
Mashonaland West	3 158	118 206	37
Masvingo	3 785	148 265	39
Matabeleland North	1 553	56 255	36
Matabeleland South	1 629	54 612	34
Midlands	3 599	135 599	38
Grand Total	29 216	1 087 632	37

## 9.2 Access to Electricity

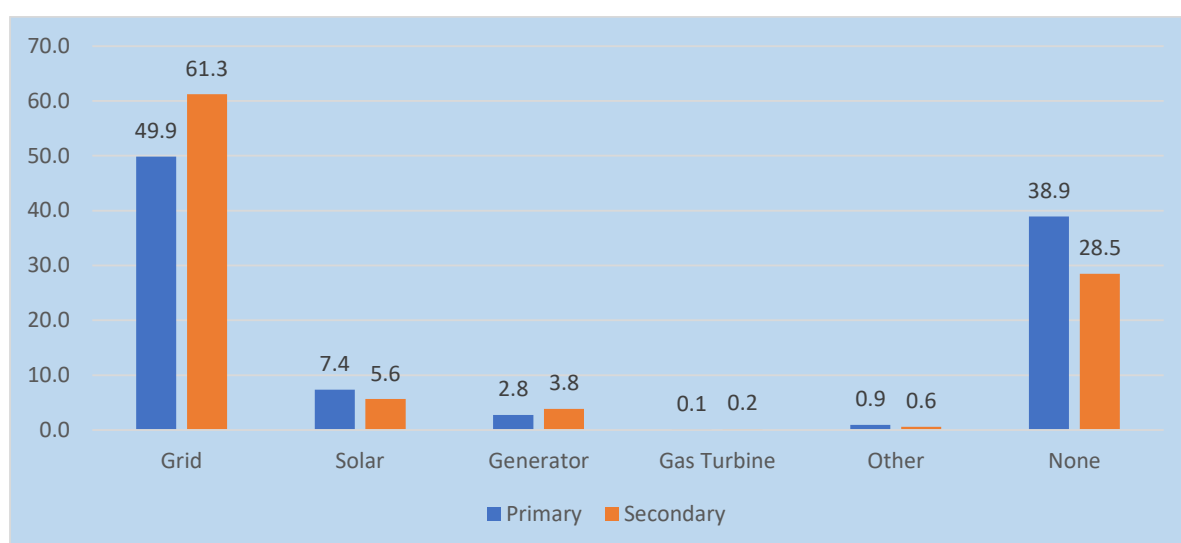
Electricity provides multiple services in the classroom. Lighting makes it possible for classes to be taught early in the morning or late at night. Access to electricity facilitates the introduction of ICTs into the classroom. Furthermore, electrified schools are more attractive to qualified teachers. The main source of electricity for primary schools is the grid (49.87 percent), while the least source is gas turbine (0.13 percent). Above seven percent of primary schools have access to solar energy. Primary schools without access to electricity constitute 38.95 percent. Similarly, the main source of electricity for secondary schools is the grid (61.25 percent), while the least source is gas turbine (0.20 percent). Almost 6 percent of the secondary schools have access to solar. Secondary schools without access to electricity constitute 28.47 percent (see Table 9.5).

Table 9.5: Schools Main Source of Electricity by Type and Level of Education, Number and Percentage, Zimbabwe, 2021

Main Electricity Source	Primary		Secondary	
	No	% Primary	No	% Secondary
Grid	3531	49.87	1878	61.25
Solar	521	7.36	173	5.64
Generator	195	2.75	118	3.85
Gas Turbine	9	0.13	6	0.20
Other	67	0.95	18	0.59
None	2758	38.95	873	28.47
Grand Total	7081	100.00	3066	100.00

Figure 9.1 depicts the sources of electricity for both primary and secondary schools. Comparatively, there are higher proportions of primary schools than secondary schools without access to electricity, and that are using solar and other sources of electricity. The opposite is true for other sources of electricity.

Figure 9.1: Schools Source of Electricity by Level of Education, Percentage Distribution, Zimbabwe, 2021



Primary schools without electricity are 2 758, constituting 38.95 percent of the 7 081 primary schools in the country. At provincial level, Masvingo has the highest proportion of primary schools without access to electricity (58.28 percent), followed by Matabeleland North with 54.49 percent. Harare has the least proportion of primary schools without access to electricity (3.56 percent). The total number of secondary schools without electricity are 873, constituting 28.47 percent of 3 066 of secondary schools in the country (see Table 9.6).

Table 9.6: Schools Without Electricity by Education Level and Province, Number and Percentage, Zimbabwe, 2021

Province	Primary Level			Secondary Level			Grand Total
	Total Schools	Schools without electricity	% Schools without	Total schools	Schools without electricity	% schools without	
Bulawayo	307	13	4.23	99	3	3.03	16
Harare	393	14	3.56	299	12	4.01	26
Manicaland	1 182	348	29.44	451	101	22.39	449
Mashonaland Central	628	216	34.39	271	85	31.37	301
Mashonaland East	792	292	36.87	394	116	29.44	408
Mashonaland West	841	394	46.85	407	187	45.95	581
Masvingo	882	514	58.28	370	123	33.24	637
Matabeleland North	624	340	54.49	213	96	45.07	436
Matabeleland South	537	213	39.66	176	41	23.30	254
Midlands	895	414	46.26	386	109	28.24	523
Grand Total	7 081	2 758	38.95	3 066	873	28.47	3 631

Figure 9.6 visually portrays the distribution of primary and secondary schools without electricity in the provinces. Besides, Harare, other provinces have higher proportion of primary schools without electricity than secondary schools. Masvingo, Matabeleland North, Midlands, Matabeleland South and Mashonaland West have higher proportions of primary schools without electricity that are above the national average of 38.9 percent. Besides, Manicaland, Matabeleland South and Midlands the proportions of secondary schools without electricity are above the national average of 28.5 percent.

Figure 9.2: Schools Without Electricity by Level of Education and Province, Percentage, Zimbabwe, 2021

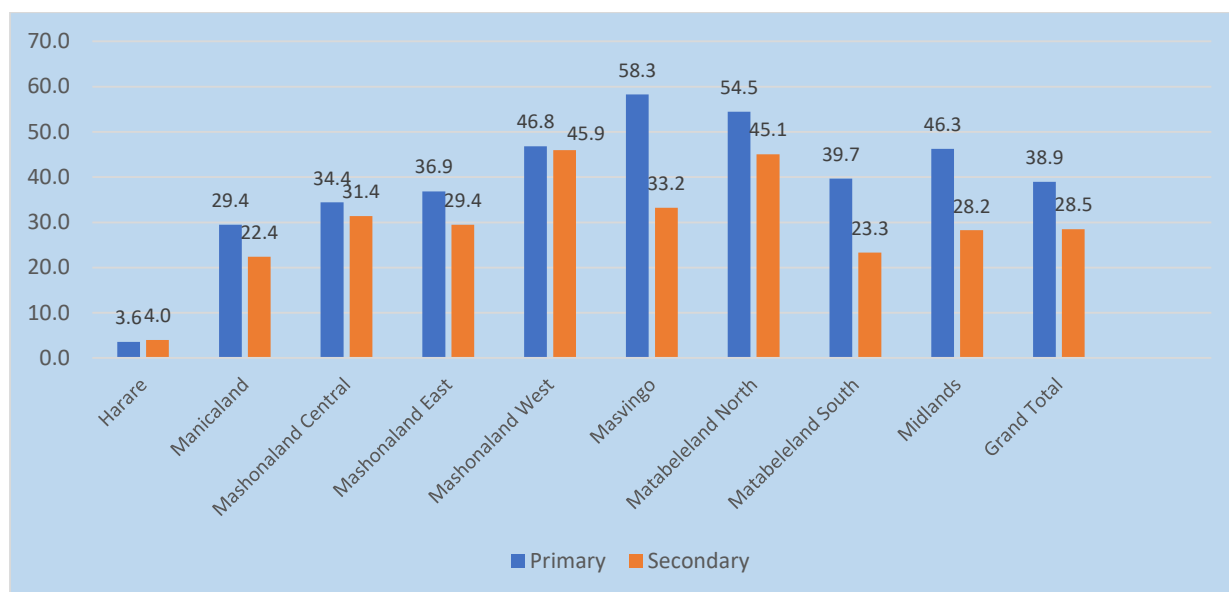


Table 9.7 presents the distribution of schools by grant classification and main sources of electricity. Grid is main source of electricity for P1, P2 and P3 schools, constituting 37.76 percent, 80.69 percent and 78.02 percent, respectively. Gas turbine is the least source for P1, P2 and P3 schools, constituting 2.04 percent, 0.20 percent and 0.17 percent, respectively. P1, P2 and P3 schools without access to any source of power constitute 22.45 percent, 7.68 percent and 0.86 percent, respectively.

Grid is main source of electricity for S1, S2 and S3 schools, constituting 91.88 percent, 85.84 percent and 53.38 percent, respectively. Gas turbine is the least source for S1, S2 and S3 schools, constituting 0.00 percent, 0.64 percent and 0.13 percent, respectively. S1, S2 and S3 schools without access to any source of power constitute 1.71 percent, 4.94 percent and 35.76 percent, respectively.

Table 9.7: Schools by Grant Classification and Main Source of Electricity, Number and Percentage, Zimbabwe, 2021

Source of Power	P1		P2		P3		S1		S2		S3	
	No	%	No	%	No	%	No	%	No	%	No	%
Grid	37	37.76	798	80.69	2 357	78.02	215	91.88	400	85.84	1 263	53.38
Solar	17	17.35	54	5.46	450	14.90	8	3.42	14	3.00	151	6.38
Generator	12	12.24	40	4.04	143	4.73	7	2.99	18	3.86	93	3.93
Gas Turbine	2	2.04	2	0.20	5	0.17		0.00	3	0.64	3	0.13
Other	8	8.16	19	1.92	40	1.32		0.00	8	1.72	10	0.42
None	22	22.45	76	7.68	26	0.86	4	1.71	23	4.94	846	35.76
Grand Total	98	100.00	989	100.00	3 021	100.00	234	100.00	466	100.00	2 366	100.00

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

The Water and Sanitation Hygiene (WASH) sector falls under a number of government ministries and departments. Ministry of Primary and Secondary Education oversees WASH in schools. WASH in schools is the first step towards ensuring a health environment, and is important in lessening the spread of diseases.

### 9.3.1 Learner and Teacher to Toilet Ratios

The recommended learner-toilet-ratio is 20 for females and 25 for males. As shown in Table 9.8, the learner-to-toilet ratios for males and females in ECD are 20 and 18 respectively. ECD LTR for males was 25 for the period 2017-18. The ratio then annually declined; reaching 17 in 2020. However, in 2021 the ECD LTR increased by 3. On the other hand, the ECD LTR for females annually decreased from 24 in 2017 to 18 in 2020, and remained the same in 2021. The learner-to-toilet ratios for males and females in primary school are 28 and 26, respectively. From 2017 to 2021, the primary school learner-to-toilet ratios were oscillating between 22 to 28 for males and 21 to 26 for females. On the other hand, primary school teacher-to -toilet ratios for males and females are 2 and 4, respectively. The school teacher-to -toilet ratios for males have maintained at 2 since 2017, while the ratio for females were at 3 for the period 2017-18, and 4 for the period 2019-21.

The learner-to-toilet ratios at secondary level of education are 18 for males and 17 for females. Between 2017 and 2021, the secondary school learner-to-toilet ratios for both sexes ranged from 17 to 18. Notably, secondary school teacher-to-toilet ratio for males and females are the same (3). From 2017 to 2019, the secondary school teacher-to-toilet ratio for both sexes were constantly at 3, save for 2020 when the teacher-to-toilet ratio for males was at 2.

Table 9.8: Learners and Teachers to Toilet Ratios by Sex, Zimbabwe, 2017-2021

Year	Primary School Learner and Teacher to Toilet Ratio by Sex						Secondary School Learner and Teacher Toilet Ratio by Sex			
	ECD		Primary		Teachers		Learner		Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2017	25	24	25	24	2	3	17	18	3	3
2018	25	23	22	21	2	3	17	17	3	3
2019	21	21	26	25	2	4	18	18	3	3
2020	17	18	27	26	2	4	18	18	2	3
2021	20	18	28	26	2	4	18	17	3	3

Table 9.9 presents ECD and primary teacher and learner to toilet ratios by province. The teacher-to-toilet ratio is 2 for male primary school teachers across provinces. Teacher-to-toilet ratios for female primary teachers are 9 and 10 for Bulawayo and Harare, respectively, and the ratios oscillate between 3 and 4 in the rest of provinces. Learners-to-toilet ratios for males at ECD level, range from 16 in Harare to 25 in Mashonaland Central, while learner-to-toilet ratios for females range from 13 in Harare to 24 in Mashonaland Central. Male learner-to-toilet ratios at primary level of education ranges from 20 in Matabeleland North and Matabeleland South, to 59 in Harare, while the ratios for females range from 18 in Matabeleland South, to 49 in Harare. Notably, primary schools' toilet facilities in Bulawayo and Harare are overwhelmed; the learner-to-toilet ratios for both male and female learners are well above the recommended thresholds.

Table 9.9: ECD and Primary Teacher and Learner to Toilet Ratios by Sex and Province, Zimbabwe, 2021

Province	Toilets for teachers		Toilets for ECD		Toilets for Primary		Teacher to Toilet Ratio		ECD Learner to Toilet Ratio		Primary Learner to Toilet Ratio	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bulawayo	307	516	695	800	1 466	1 826	2	9	19	16	41	34
Harare	643	857	1 466	1 733	2 737	3 323	2	10	16	13	59	49
Manicaland	2 891	3 156	2 826	3 021	9 489	10 220	2	3	20	18	24	22
Mashonaland Central	1 553	1 606	1 293	1 367	4 614	4 818	2	3	25	24	29	28
Mashonaland East	2 318	2 415	1 966	2 118	6 230	6 631	2	3	19	17	25	23
Mashonaland West	1 604	1 648	1 914	2 028	5 579	5 762	2	4	20	19	31	30
Masvingo	2 627	2 679	2 217	2 335	7 651	8 056	2	3	21	19	25	23
Matabeleland North	895	979	1 254	1 241	4 298	4 589	2	4	17	17	20	19
Matabeleland South	960	1 072	995	1 030	3 912	4 249	2	3	20	19	20	18
Midlands	1 962	2 104	2 094	2 173	6 288	6 803	2	4	20	19	30	28
Grand Total	15 760	17 032	16 720	17 846	52 264	56 277	2	4	20	18	28	26

Figure 9.3 graphically depicts ECD and primary school (Grade 1-7) learner-to-toilet ratios. As shown on the graphs, there are almost equal learner-toilet ratios between male and female learners at both ECD and primary levels. At ECD level, all provinces have male learner-to-toilet ratios within the recommended threshold of 25. Similarly, all provinces have ECD learner-to-toilet ratio for females that is within the recommended threshold 20. At primary school level, provinces with learner-to-toilet ratios for both sexes that are within the recommended thresholds are Manicaland, Mashonaland East, Masvingo, Matabeleland North and Matabeleland South.

Figure 9.3: Primary School Learner to Toilet Ratio by Sex, Zimbabwe, 2021

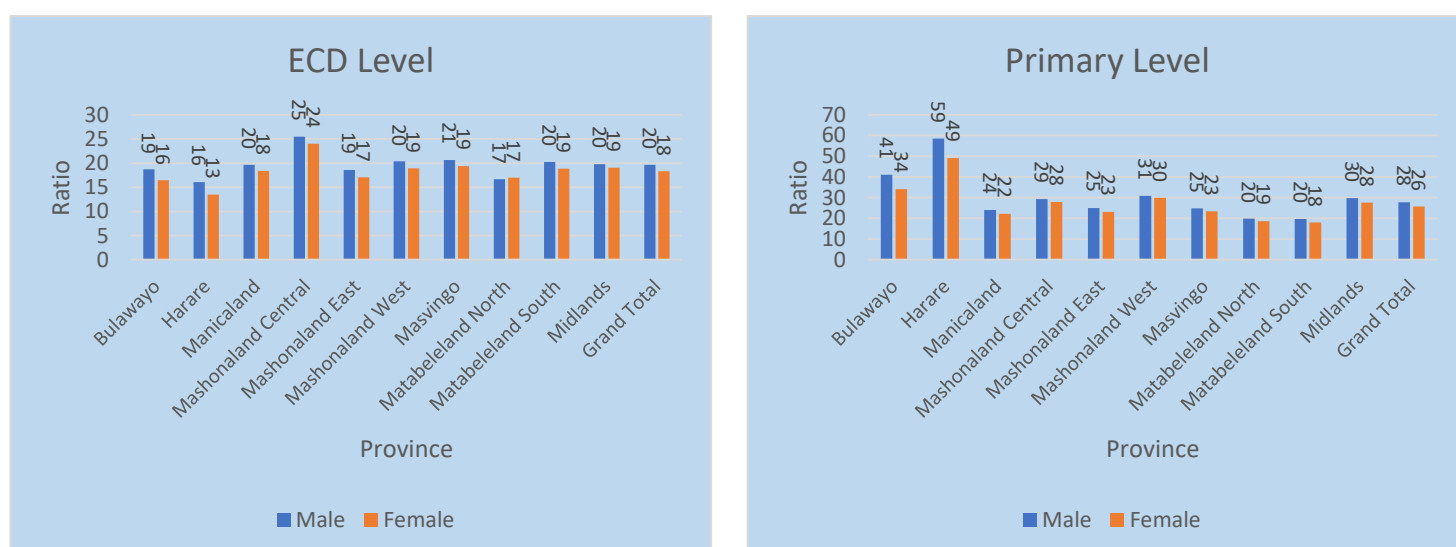


Table 9.10 presents secondary school teacher and learner-to-toilet ratios by province. Secondary school learner-to-toilet ratios for males range from 13 in Matabeleland South, to 36 in Harare. Secondary schools' learner to-toilet ratios for females range from 13 in Matabeleland South to 28 in Bulawayo. Secondary school teacher- to-toilet ratios for both sexes are at 3. Bulawayo has the highest TTRs for both sexes (6 for males and 8 for females), followed by Harare with TTRs of 4 for males and 5 for females. For the rest of the provinces, the TTRs oscillate between 2 and 3 for both sexes (see Table 9.10).

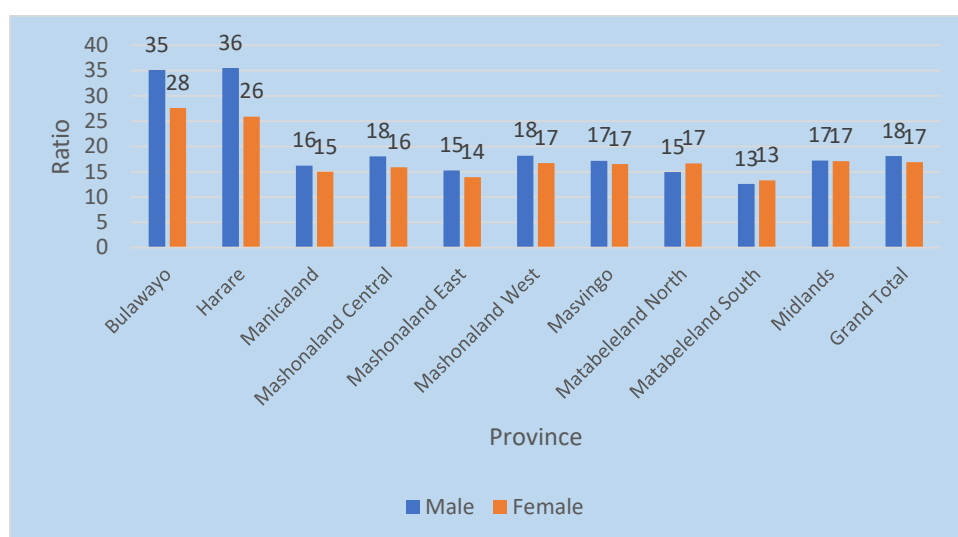


Table 9.10: Secondary Learner and Teacher to Toilet Ratios by Sex and Province, Number, Zimbabwe, 2021

Province	Toilets for Learners, No.		Toilets for Teachers, No.		Secondary Learner to Toilet Ratio		Teacher to Toilet Ratio	
	Male	Female	Male	Female	Male	Female	Male	Female
Bulawayo	769	1 140	187	225	35	28	6	8
Harare	1 906	2 758	657	731	36	26	4	5
Manicaland	5 398	5 611	1 527	1 530	16	15	3	2
Mashonaland Central	2 374	2 580	775	742	18	16	2	2
Mashonaland East	4 102	4 282	1 350	1 335	15	14	2	2
Mashonaland West	3 331	3 457	834	832	18	17	3	3
Masvingo	4 328	4 491	1 407	1 356	17	17	3	2
Matabeleland North	1 707	1 851	407	431	15	17	3	3
Matabeleland South	1 982	2 242	490	458	13	13	2	3
Midlands	3 806	4 101	1 135	1 117	17	17	3	2
Grand Total	29 703	32 513	8 769	8 757	18	17	3	3

As illustrated in Figure 9.4, only Harare and Bulawayo have secondary learner-to-toilet ratios for both sexes that are above the recommended thresholds.

Figure 9.4: Secondary School Learner to Toilet Ratio by Sex, Zimbabwe, 2021



### 9.3.2 Number of Toilets by Type and Province

Table 9.11 presents types of toilets used by ECD learners. There are 11 120 Blair toilets for male ECD learners and 11 545 for female ECD learners in the country. The largest number of the Blair toilets for male ECD learners is in Manicaland (2 006), followed by Masvingo with 1 912. The least number of Blair toilet for male ECD learners is in Bulawayo (12). The largest number of Blair toilets for female ECD learners is in Manicaland (2 111), followed by 2 009 in Masvingo. The least number of Blair toilets for female ECD learners is in Bulawayo (12).

Out of 317 pit latrines for male ECD learners, the largest number is in Mashonaland East, (66), followed by 56 for Manicaland. The least number of pit latrines for male ECD learners is in Bulawayo (1). Out of 304 pit latrines for female ECD learners, the largest number is in Mashonaland East (66), followed by 46 for Manicaland. Bulawayo is the only province with female

ECD learners not using pit latrines. Out of 1 965 ECD male learners with access to urinals, the majority are in Harare (524), followed by Manicaland with 367 urinals. Matabeleland North has the least number of urinals (24).

Table 9:11: ECD Toilets for Learners by Type and Province, Number, Zimbabwe, 2021

Province	Type of Toilet, No.						
	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	Male	Female	Male	Female	Male	Male	Female
Bulawayo	12	12	1	0	178	682	788
Harare	111	125	12	12	524	1 343	1 596
Manicaland	2 006	2 111	56	46	367	764	864
Mashonaland Central	965	1 001	47	45	161	281	321
Mashonaland East	1 458	1 528	66	66	185	442	524
Mashonaland West	1 291	1 297	43	45	190	580	686
Masvingo	1 912	2 009	20	17	80	285	309
Matabeleland North	1 038	1 038	20	20	24	196	183
Matabeleland South	827	841	8	10	33	160	179
Midlands	1 500	1 583	44	43	223	550	547
Grand Total	11 120	11 545	317	304	1 965	5 283	5 997

In the country, there are 5 283 water closets for male ECD learners and 5 997 water closets for female ECD learners. Harare has the largest number of male ECD water closets (1 343), followed by Manicaland with 764 water closets. Matabeleland South has the least number of male ECD learners with access to water closets (160). ECD water closets for females range from 179 in Matabeleland South to 1 596 in Harare (see Table 9.11).

Table 9.12 presents types of toilets used by primary school learners. There are 41 819 Blair toilets for male primary school learners and 43 946 for female primary school learners in the country. The largest number of Blair toilets for male primary school learners is in Manicaland (8 356), followed by Masvingo with 6 965. The least number of Blair toilets for male primary school learners is in Bulawayo (55). The largest number of Blair toilets for female primary school learners is in Manicaland (8 896), followed by Masvingo (7 257). The least number of Blair toilets for female primary school learners are in Bulawayo (61).

Table 9:12: Primary Toilets for Learners by Type and Province, Number, Zimbabwe, 2021

Province	Type of Toilet, No.						
	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	Male	Female	Male	Female	Male	Male	Female
Bulawayo	55	61	10	10	258	1 401	1 755
Harare	172	184	39	33	543	2 526	3 106
Manicaland	8 356	8 896	147	148	559	986	1 176
Mashonaland Central	3 926	4 028	142	133	189	546	657
Mashonaland East	5 141	5 529	188	198	281	901	904
Mashonaland West	4 367	4 347	131	142	276	1 081	1 273
Masvingo	6 965	7 257	47	50	142	639	749
Matabeleland North	3 967	4 188	67	68	35	264	333
Matabeleland South	3 597	3 883	26	33	58	289	333
Midlands	5 273	5 573	189	202	295	826	1 028
Grand Total	41 819	43 946	986	1 017	2 636	9 459	11 314

Out of 986 pit latrines for male primary school learners, the largest number is in Midlands (189), followed by 188 in Mashonaland East. The least number of pit latrines for male primary school learners is in Bulawayo (10). Out of 1 017 pit latrines for female primary school learners, the largest number is in Midlands (202), followed by 198 in Mashonaland East. Bulawayo has the least number of female primary school learners using pit latrines (10). Out of 2 636 male primary school learners with access to urinals, the majority are in Manicaland (559), followed by Harare with 543 urinals. Matabeleland North has the least number of urinals 35.

In the country, there are 9 459 water closets for male primary school learners, and 11 314 water closets for female primary school learners. Harare has the largest number of primary school males using water closets (2 526) followed by Bulawayo (1 401). Matabeleland North has the least number of male primary school learners with access to water closets (264). Primary school water closets for females range from 333 in Matabeleland North and Matabeleland South to 3 106 in Harare (see Table 9.12).

Table 9.13 presents types of toilets used by secondary school learners. There are 18 697 Blair toilets for male secondary school learners and 19 481 for female secondary school learners in the country. The largest number of the Blair toilets for male secondary school learners is in Manicaland (3 950), followed by Masvingo with 3 193. The least number of Blair toilet for male secondary school learners is in Bulawayo (35). The largest number of Blair toilets for female secondary school learners is in Manicaland (4 050), followed by 3 316 in Masvingo. The least number of Blair toilets for female secondary school learners are in Bulawayo (33).

Out of 974 pit latrines for male secondary learners, the largest number is in Manicaland (171), followed by 148 in Mashonaland Central. The least number of pit latrines for male secondary school learners is in Bulawayo (5). Out of 984 pit latrines for female secondary school learners, the largest number is in Manicaland (163), followed by Mashonaland East with 162. Harare has the least number of female secondary school learners using pit latrines (1). Out of 3 262 secondary school male learners with access to urinals, the majority are in Harare (668), followed by Manicaland with 523 urinals. Matabeleland North has the least number of urinals (108).

*Table 9.13: Secondary Toilets for Learners by Type and Province, Number, Zimbabwe, 2021*

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	Male	Female	Male	Female	Male	Male	Female
Bulawayo	35	33	5	1	184	729	1 106
Harare	71	69	32	28	668	1 803	2 661
Manicaland	3 950	4 050	171	163	523	1 277	1 398
Mashonaland Central	1 690	1 764	148	141	190	536	675
Mashonaland East	2 552	2 606	147	162	385	1 403	1 514
Mashonaland West	1 994	2 049	114	119	343	1 223	1 289
Masvingo	3 193	3 316	145	138	326	990	1 037
Matabeleland North	1 291	1 368	55	66	108	361	417
Matabeleland South	1 323	1 495	28	32	183	631	715
Midlands	2 598	2 731	129	134	352	1 079	1 236
Grand Total	18 697	19 481	974	984	3 262	10 032	12 048

In the country, there are 10 032 water closets for secondary school male learners and 12 048 water closets for female secondary school learners. Harare has the largest number of secondary school

male water closets (1 803), followed by Mashonaland East with 1 403 water closets. Matabeleland North has the least number of secondary school male learners with access to water closets (361). Secondary school water closets for females range from 417 in Matabeleland North, to 2 661 in Harare (see Table 9.13).

## 9.4 Access to Water in Schools

Water is used in schools for many purposes that include but not limited to the following; drinking, cleaning, food preparation, gardening, recreational purposes, laboratory experiments, and water closets. The sources of water include borehole, dam, piped water, protected well, stream/river, unprotected well and abstraction spring.

Table 9.14 presents primary schools' access to water and the main sources of water. There are 158 schools without access to a water source, ranging from 2 in Harare to 31 in Midlands. Matabeleland North has the highest proportion of primary schools without access to a water source (3.69 percent), followed by Midlands with 3.46 percent. Bulawayo is the only province that has no primary schools without access to a water source.

Table 9.14: Primary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2021

Province	Total Primary	With Water Source		Without Water Source		Water source							
		No.	%	No.	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring
Bulawayo	307	307	100.00		0.00	110			301	5	0	0	0
Harare	393	391	99.49	2	0.51	295	1	3	278	41	0	0	0
Manicaland	1 182	1 162	98.31	20	1.69	628	4	2	564	126	54	40	0
Mashonaland Central	628	609	96.97	19	3.03	409	17	2	190	60	13	23	0
Mashonaland East	792	784	98.99	8	1.01	529	16	3	236	158	11	28	0
Mashonaland West	841	819	97.38	22	2.62	598	13	2	251	55	27	25	0
Masvingo	882	862	97.73	20	2.27	658	29	4	201	41	55	40	0
Matabeleland North	624	601	96.31	23	3.69	403	7	10	167	15	26	19	0
Matabeleland South	537	524	97.58	13	2.42	355	10	14	142	13	27	11	0
Midlands	895	864	96.54	31	3.46	513	16	4	331	73	31	45	0
Grand Total	7 081	6 923	97.77	158	2.23	4 498	113	44	2 661	587	244	231	0

At provincial level, Masvingo has the highest proportion of primary schools with borehole as the main source of water (64.01 percent), while Bulawayo has the least proportion (26.44 percent). The proportion of primary school with Dam as their main source of water ranges from 0.0 percent in Bulawayo, to 2.82 percent in Masvingo. Bulawayo has the highest proportion of primary schools with piped water as their main source of water (72.36 percent), while Masvingo has the least proportion (19.55 percent). The proportion of primary schools with protected wells as the main source of water ranges from 1.20 percent in Bulawayo to 16.11 percent in Mashonaland East. Matabeleland South has the highest proportion of primary schools using streams/ivers as main sources of water (4.72 percent), while Bulawayo and Harare have none of primary schools using this source of water. The proportion of primary schools using unprotected wells as the main source of water range from 0 percent in Bulawayo and Harare, to 4.44 percent in Midlands. None of the province have primary schools using abstraction springs as the main source of water. The proportion of other sources of water range from 0 percent in Bulawayo to 2.45 in Matabeleland South (see Table 9.15).

Table 9.15: Primary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2021

Province	Water Source, %								Total
	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring	
Bulawayo	26.44	0.00	0.00	72.36	1.20	0.00	0.00	0.00	100.00
Harare	47.73	0.16	0.49	44.98	6.63	0.00	0.00	0.00	100.00
Manicaland	44.29	0.28	0.14	39.77	8.89	3.81	2.82	0.00	100.00
Mashonaland Central	57.28	2.38	0.28	26.61	8.40	1.82	3.22	0.00	100.00
Mashonaland East	53.92	1.63	0.31	24.06	16.11	1.12	2.85	0.00	100.00
Mashonaland West	61.59	1.34	0.21	25.85	5.66	2.78	2.57	0.00	100.00
Masvingo	64.01	2.82	0.39	19.55	3.99	5.35	3.89	0.00	100.00
Matabeleland North	62.29	1.08	1.55	25.81	2.32	4.02	2.94	0.00	100.00
Matabeleland South	62.06	1.75	2.45	24.83	2.27	4.72	1.92	0.00	100.00
Midlands	50.64	1.58	0.39	32.68	7.21	3.06	4.44	0.00	100.00
Grand Total	53.69	1.35	0.53	31.76	7.01	2.91	2.76	0.00	100.00

Nationally, the proportion of primary schools whose distance to the main source of water is greater than 500 metres is 25.76 percent. Masvingo has the highest proportion of primary schools whose distance to the main source of water is greater than 500m (38.89 percent), while Bulawayo and Harare have the lowest and second lowest proportions (8.14 percent and 12.21 percent, respectively) -see Table 9.16.

At national level, 87.74 percent of primary schools have access to safe drinking water. Bulawayo and Harare have highest and second highest proportions of primary schools with access to safe drinking water (98.70 percent and 98.22 percent, respectively), while for other provinces the proportions range from 82.37 percent in Matabeleland North to 90.44 percent in Manicaland.

Nationally, 70.74 percent of primary schools have sufficient water. Bulawayo and Harare have highest and second highest proportions of primary schools with sufficient water (96.09 percent and 92.11 percent, respectively), while for other provinces the proportions range from 64.17 percent in Masvingo, to 71.83 percent in Manicaland.

Table 9.16: Primary Schools by Access to Water and Use of Water, Number and Percentage, Zimbabwe, 2021

Province	Total Primary	Distance from Source			Safe to Drink		Sufficient		Consistently Available		Water is Treated		Used by the community		Within the School	
		< 500 metres	> 500 metres	% > 500 meter	No	%	No	%	No	%	No	%	No	%	No	%
Bulawayo	307	282	25	8.14	303	98.70	295	96.09	260	84.69	296	96.42	55	17.92	290	94.46
Harare	393	345	48	12.21	386	98.22	362	92.11	334	84.99	332	84.48	147	37.40	372	94.66
Manicaland	1 182	957	225	19.04	1 069	90.44	849	71.83	846	71.57	490	41.46	648	54.82	913	77.24
Mashonaland Central	628	467	161	25.64	553	88.06	430	68.47	427	67.99	204	32.48	409	65.13	442	70.38
Mashonaland East	792	611	181	22.85	706	89.14	548	69.19	521	65.78	226	28.54	482	60.86	603	76.14
Mashonaland West	841	604	237	28.18	731	86.92	579	68.85	561	66.71	304	36.15	551	65.52	617	73.37
Masvingo	882	539	343	38.89	756	85.71	566	64.17	564	63.95	222	25.17	648	73.47	570	64.63
Matabeleland North	624	457	167	26.76	514	82.37	441	70.67	406	65.06	153	24.52	372	59.62	445	71.31
Matabeleland South	537	366	171	31.84	452	84.17	354	65.92	336	62.57	97	18.06	311	57.91	292	54.38
Midlands	895	629	266	29.72	743	83.02	585	65.36	563	62.91	291	32.51	534	59.66	586	65.47
Total	7 081	5 257	1 824	25.76	6 213	87.74	5 009	70.74	4 818	68.04	2 615	36.93	4 157	58.71	5 130	72.45

In the country at large, water is consistently available in 68.04 percent of primary schools. At provincial level, the highest proportion of primary schools with consistently available water is in Harare (84.99 percent), while the least proportion is in Matabeleland South (62.57 percent). In Zimbabwe, 36.93 percent of the primary schools use treated water. The proportion of primary schools using treated water ranges from 18.06 percent in Matabeleland South, to 96.42 percent in Bulawayo.

At national level, 58.71 percent of primary schools' water sources are also used by their respective communities. Bulawayo and Harare have lowest and second lowest proportions of primary schools with water sources that are also used by their respective communities (17.92 percent and 37.40 percent, respectively), while for other provinces the proportions range from 54.82 percent in Manicaland to 73.47 percent in Masvingo.

At national level, 72.45 percent of primary schools have main water sources within the school. Harare and Bulawayo have highest and second highest proportions of primary schools with main water sources within the school (94.66 percent and 94.46 percent, respectively), while for other provinces the proportions range from 54.38 percent in Matabeleland South, to 77.24 percent in Manicaland (see Table 9.16).

Table 9.17 presents secondary schools' access to water and the main sources of water. There are 111 secondary schools without access to a water source, ranging from 1 in Bulawayo to 24 in Mashonaland West. Mashonaland West has the highest proportion of secondary schools without access to a water source (21.62 percent), followed by Matabeleland North with 18.02 percent.

*Table 9.17: Secondary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2021*

Province	No. of Secondary	With Water Source		Without Water Source		Water Source							
		No	%	No	%	Borehole	Dam	Other	Piped Water	Protected Well	Stream / River	Unprotected well	Abstraction Spring
Bulawayo	99	98	3.32	1	0.90	44			100	3			
Harare	299	297	10.05	2	1.80	200	1	3	202	42		2	
Manicaland	451	439	14.86	12	10.81	282	5	2	201	53	28	16	
Mashonaland Central	271	254	8.60	17	15.32	198	9	1	77	15	6	11	
Mashonaland East	394	390	13.20	4	3.60	269	4	3	131	73	6	22	
Mashonaland West	407	383	12.96	24	21.62	288	8	3	133	22	11	18	
Masvingo	370	360	12.18	10	9.01	256	10	2	144	28	10	14	
Matabeleland North	213	193	6.53	20	18.02	123	5	1	65	8	7	9	
Matabeleland South	176	172	5.82	4	3.60	120	5		66	1	9	2	
Midlands	386	369	12.49	17	15.32	205	8	2	169	27	21	21	1
Grand Total	3 066	2 955	100.00	111	100.00	1 985	55	17	1 288	272	98	115	1

At provincial level, Mashonaland Central has the highest proportion of secondary schools with borehole as the main source of water (62.46 percent), while Bulawayo has the least proportion (29.93 percent). The proportion of secondary school with Dam as the main source of water range from 0.00 percent in Bulawayo, to 2.84 percent in Mashonaland Central. Bulawayo has the highest proportion of secondary schools with piped water as the main source of water (68.03 percent), while Mashonaland Central has the least proportion (24.29 percent). The proportion of secondary schools with protected wells as the main source of water range from 0.49 percent in Matabeleland South to 14.37 percent in Mashonaland East. Manicaland has the highest proportion of secondary schools using streams/rivers as main sources of water (4.77 percent), while Bulawayo and Harare have none of secondary schools using this source of water. The proportion of secondary schools using unprotected wells as the main source of water range from 0 percent in Bulawayo, to 4.63 percent in Midlands. Midlands with 0.22 percent secondary schools using abstraction springs as the main source of water; it is the only province with secondary schools using this source of water. The proportion of other sources of water range from 0 percent in Bulawayo and Matabeleland South, to 0.67 percent in Midlands (see Table 9.18).

Table 9:18: Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2021

Province	Water Source, %								Total
	Borehole	Dam	Other	Piped Water	Protected Well	Stream/ River	Unprotected well	Abstraction Spring	
Bulawayo	29.93	0.00	0.00	68.03	2.04	0.00	0.00	0.00	100.00
Harare	44.44	0.22	0.67	44.89	9.33	0.00	0.44	0.00	100.00
Manicaland	48.04	0.85	0.34	34.24	9.03	4.77	2.73	0.00	100.00
Mashonaland Central	62.46	2.84	0.32	24.29	4.73	1.89	3.47	0.00	100.00
Mashonaland East	52.95	0.79	0.59	25.79	14.37	1.18	4.33	0.00	100.00
Mashonaland West	59.63	1.66	0.62	27.54	4.55	2.28	3.73	0.00	100.00
Masvingo	55.17	2.16	0.43	31.03	6.03	2.16	3.02	0.00	100.00
Matabeleland North	56.42	2.29	0.46	29.82	3.67	3.21	4.13	0.00	100.00
Matabeleland South	59.11	2.46	0.00	32.51	0.49	4.43	0.99	0.00	100.00
Midlands	45.15	1.76	0.44	37.22	5.95	4.63	4.63	0.22	100.00
Grand Total	51.81	1.44	0.44	33.62	7.10	2.56	3.00	0.03	100.00

Nationally, the proportion of secondary schools whose distance to the main source of water is greater than 500 metres is 22.67 percent. Matabeleland North has the highest proportion of secondary schools whose distance to the main source of water is greater than 500m (31.46 percent), while Harare and Bulawayo have the lowest and second lowest proportions (4.04 percent and 7.02 percent, respectively) -see Table 9.19.

At national level, 86.79 percent of secondary schools have access to safe drinking water. Bulawayo and Harare have highest and second highest proportions of secondary schools with access to safe drinking water (98.99 percent and 97.66 percent, respectively), while for other provinces the proportions range from 76.06 in Matabeleland North to 90.27 percent in Masvingo.

Nationally, 69.02 percent of secondary schools have sufficient water. Bulawayo and Harare have highest and second highest proportions of secondary schools with sufficient water (96.97 percent and 93.98 percent, respectively), while for other provinces, the proportions range from 60.52 percent in Mashonaland Central, to 68.29 percent in Manicaland.



Table 9.19: Secondary Schools by Access to Water and Use of Water, Percentage and Number, Zimbabwe, 2021

Province	Total Secondary	Distance from Source			Safe to Drink		Sufficient		Consistently Available		Water is Treated		Used by the community		Within the School	
		< 500 metres	> 500 metres	% > 500 metres	No	%	No	%	No	%	No	%	No	%	No	%
Bulawayo	99	95	4	4.04	98	98.99	96	96.97	80	80.81	93	93.94	20	20.20	94	94.95
Harare	299	278	21	7.02	292	97.66	281	93.98	265	88.63	260	86.96	105	35.12	281	93.98
Manicaland	451	375	76	16.85	394	87.36	308	68.29	311	68.96	178	39.47	259	57.43	363	80.49
Mashonaland Central	271	201	70	25.83	229	84.50	164	60.52	165	60.89	64	23.62	161	59.41	185	68.27
Mashonaland East	394	314	80	20.30	348	88.32	261	66.24	247	62.69	107	27.16	248	62.94	303	76.90
Mashonaland West	407	295	112	27.52	345	84.77	271	66.58	256	62.90	137	33.66	248	60.93	296	72.73
Masvingo	370	266	104	28.11	334	90.27	238	64.32	233	62.97	117	31.62	234	63.24	258	69.73
Matabeleland North	213	146	67	31.46	162	76.06	138	64.79	122	57.28	47	22.07	106	49.77	148	69.48
Matabeleland South	176	126	50	28.41	149	84.66	118	67.05	111	63.07	50	28.41	73	41.48	126	71.59
Midlands	386	275	111	28.76	310	80.31	241	62.44	236	61.14	133	34.46	200	51.81	272	70.47
Total	3 066	2 371	695	22.67	2 661	86.79	2 116	69.02	2 026	66.08	1 186	38.68	1 654	53.95	2 326	75.86

In the country at large, water is consistently available in 66.08 percent of secondary schools. At provincial level, the highest proportion of secondary schools with consistently available water is in Harare (88.63 percent), while the least proportion is in Matabeleland North (57.28 percent).

In Zimbabwe, 38.68 percent of the secondary schools use treated water. The proportion of secondary schools using treated water ranges from 22.07 percent in Matabeleland North, to 93.94 percent in Bulawayo.

At national level, 53.95 percent of secondary schools' water sources are also used by their respective communities. The proportion of secondary schools whose sources of water are also used by the community range from 20.20 percent in Bulawayo to 63.24 percent in Masvingo.

At national level, 75.86 percent of secondary schools have main water sources within the school. Bulawayo and Harare have highest and second highest proportions of secondary schools with main sources of water within the school premises (94.95 percent and 93.98 percent, respectively), while for other provinces the proportions range from 68.27 percent in Mashonaland Central, to 80.49 percent in Manicaland (see Table 9.19).

## 9.5 Health and Feeding

This section presents the presence of trained health teachers, supplementary feeding programmes and functional health clubs at school. Noteworthy, the MoPSE expects schools to intensify Home Grown School feeding programmes where learners are provided with hot and nutritionally balanced meals at school. The storage, preparation and serving of meals and the cleaning of utensils are expected to be in full compliance with Food Safety and Standards. All food handlers are expected to have valid Public Health Screening.

As shown in Table 9.20, primary schools with access to handwashing facilities with water only constitute 1.20 percent, while those with hand washing facilities with both water and soap constitute 91.94 percent. The proportion of primary schools with handwashing facilities with water only, range from 0.56 percent in Matabeleland South to 2.57 percent in Midlands.

Secondary schools with access to handwashing facilities with water only constitute 1.63 percent, while those with hand washing facilities with both water and soap constitute 90.54 percent. The proportion of secondary schools with handwashing facilities with water only, range from 1.04 percent in Midlands to 3.03 percent in Bulawayo (See Table 9.19).

*Table 9.20: Primary and Secondary Schools with Handwashing Facilities by Status of the Facility, Percentage and Number, Zimbabwe, 2021*

Province	Primary				Secondary			
	Water Only		Water and Soap		Water Only		Water and Soap	
	No	%	No	%	No	%	No	%
Bulawayo	3	0.98	290	94.46	3	3.03	91	91.92
Harare	4	1.02	359	91.35	4	1.34	265	88.63
Manicaland	12	1.02	1 080	91.37	11	2.44	402	89.14
Mashonaland Central	4	0.64	567	90.29	3	1.11	250	92.25
Mashonaland East	9	1.14	733	92.55	10	2.54	350	88.83
Mashonaland West	11	1.31	750	89.18	5	1.23	363	89.19
Masvingo	12	1.36	818	92.74	5	1.35	336	90.81
Matabeleland North	4	0.64	591	94.71	3	1.41	194	91.08
Matabeleland South	3	0.56	511	95.16	2	1.14	169	96.02
Midlands	23	2.57	811	90.61	4	1.04	356	92.23
Grand Total	85	1.2	6 510	91.94	50	1.63	2 776	90.54

At national level, there are 5 495 primary schools with health teachers, 4 601 with supplementary feeding programmes and 6 055 with school health programmes. Masvingo has the highest proportion of primary schools with trained health teachers (86.85 percent), followed by Matabeleland South with 83.24 percent. Harare has the least proportion of primary schools with trained health teachers (61.24 percent). The proportion of primary schools with supplementary feeding range from 34.97 percent in Midlands to 80.10 percent in Mashonaland Central. Masvingo has the highest proportion of primary schools offering school health programmes (92.86 percent), followed by Matabeleland South with 92.18 percent. Harare has the least proportion of primary schools offering school health programmes (66.12 percent) – see Table 9.21.

Table 9:21: Percentage of Primary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentages, Zimbabwe, 2021

Province	Total No. of Primary Schools	No. of Primary Schools with:			% of Primary Schools with:		
		Trained Health Teachers	Supplementary Feeding Programme	School Health Programme	Trained Health Teacher	Supplementary Feeding Programme	School Health Programme
Harare	307	188	190	203	61.24	61.89	66.12
Bulawayo	393	279	265	290	70.99	67.43	73.79
Manicaland	1 182	910	873	938	76.99	73.86	79.36
Mashonaland Central	628	465	503	524	74.04	80.10	83.44
Mashonaland East	792	628	633	697	79.29	79.92	88.01
Mashonaland West	841	641	571	741	76.22	67.90	88.11
Masvingo	882	766	485	819	86.85	54.99	92.86
Matabeleland North	624	485	406	563	77.72	65.06	90.22
Matabeleland South	537	447	362	495	83.24	67.41	92.18
Midlands	895	686	313	785	76.65	34.97	87.71
Grand Total	7 081	5 495	4 601	6 055	77.60	64.98	85.51

Nationally, there are 2 275 secondary schools with health teachers, 530 with supplementary feeding programmes and 2 449 with school health programmes. Manicaland has the highest proportion of secondary schools with trained health teachers (85.14 percent), followed by Matabeleland South with 79.55 percent. Bulawayo has the least proportion of secondary schools with trained health teachers (67.68 percent). The proportion of secondary schools with supplementary feeding range from 4.04 percent in Bulawayo, to 28.60 percent in Manicaland. Manicaland has the highest proportion of secondary schools offering school health programmes (86.92 percent), followed by Masvingo with 85.68 percent. Harare has the least proportion of secondary schools offering school health programmes (58.53 percent).

Table 9:22: Percentage of Secondary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentage, Zimbabwe, 2021

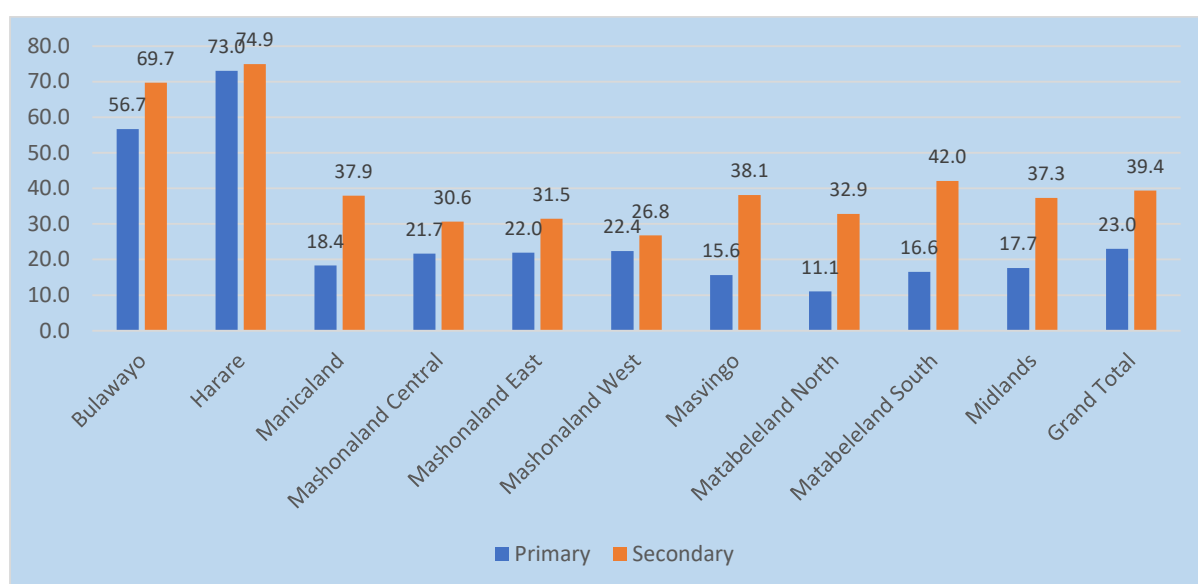
Province	Total Secondary	No. of Secondary Schools with:			% of Secondary Schools with:		
		Trained Health Teacher	Supplementary Feeding Programme	School Health Programme	Trained Health Teacher	Supplementary Feeding Programme	School Health Programme
Bulawayo	99	67	4	74	67.68	4.04	74.75
Harare	299	175	15	175	58.53	5.02	58.53
Manicaland	451	384	129	392	85.14	28.60	86.92
Mashonaland Central	271	191	67	219	70.48	24.72	80.81
Mashonaland East	394	303	77	310	76.90	19.54	78.68
Mashonaland West	407	283	60	327	69.53	14.74	80.34
Masvingo	370	285	46	317	77.03	12.43	85.68
Matabeleland North	213	157	45	177	73.71	21.13	83.10
Matabeleland South	176	140	40	141	79.55	22.73	80.11
Midlands	386	290	47	317	75.13	12.18	82.12
Grand Total	3 066	2 275	530	2 449	74.20	17.29	79.88

## 9.6 ICT, Computer Access, Use and Connectivity

Information and Communication Technology (ICT), is the infrastructure and components that enable modern computing. ICT in education improves teaching and learning.

Harare and Bulawayo have disproportionately higher proportions of primary and secondary school, with internet. Besides Bulawayo and Harare, other provinces have proportions of primary schools with internet that are less than the national average of 23.00 percent. On the other hand, Mashonaland Central, Mashonaland East, Mashonaland West, and Matabeleland North have proportions of secondary school with internet that are less than the national average of 39.4 percent (see Figure 9.5 and Table 9.23).

Figure 9.5: Schools with Internet Connectivity by Level of Education and Province, Percentage, Zimbabwe, 2021



As shown in Table 9.23, out of 7 081 primary schools, 23.02 percent are with internet. Harare has the highest proportion of primary schools with internet connection (73.03 percent), followed by Bulawayo with 56.68 percent. Matabeleland North has the least proportion of primary schools with internet (11.06 percent).

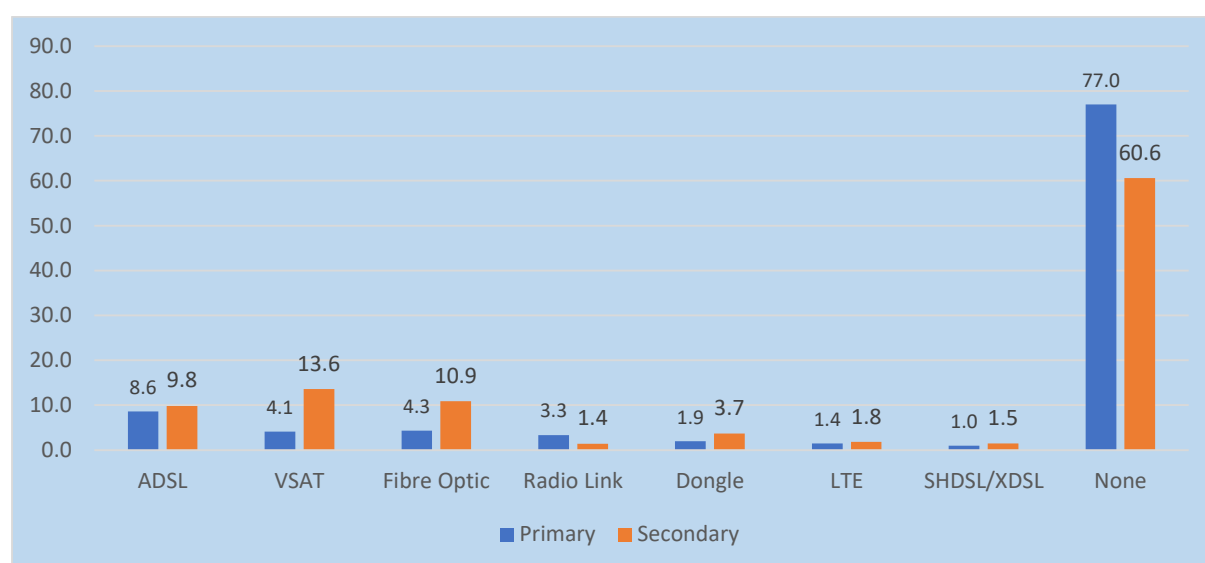
Out of 3 066 secondary schools, 39.43 percent have internet. Harare has the highest proportion of secondary schools with internet (74.92 percent), followed by Bulawayo with 69.70 percent. Mashonaland West has the least proportion of secondary schools with internet (26.78 percent) - see Table 9.23.

Table 9.23: Schools with and without Internet by Education Level and Province, Number and Percentage, Zimbabwe, 2021

Province	Primary Schools, No.			% With Internet	Secondary Schools, No			% With Internet
	With Internet	Without	Total		With Internet	Without	Total	
Bulawayo	174	133	307	56.68	69	30	99	69.70
Harare	287	106	393	73.03	224	75	299	74.92
Manicaland	217	965	1 182	18.36	171	280	451	37.92
Mashonaland Central	136	492	628	21.66	83	188	271	30.63
Mashonaland East	174	618	792	21.97	124	270	394	31.47
Mashonaland West	188	653	841	22.35	109	298	407	26.78
Masvingo	138	744	882	15.65	141	229	370	38.11
Matabeleland North	69	555	624	11.06	70	143	213	32.86
Matabeleland South	89	448	537	16.57	74	102	176	42.05
Midlands	158	737	895	17.65	144	242	386	37.31
Grand Total	1 630	5 451	7 081	23.02	1 209	1 857	3 066	39.43

As shown in Figure 9.6, primary schools are more likely to be connected to Radio Link, than secondary schools; and the opposite is true for other types of connectivity. VSAT is the most common type of internet connection for secondary schools (13.6 percent), followed by Fibre Optic with 10.9 percent. ADSL is the most common type of connection for primary schools (8.6 percent), followed by Fibre Optic (4.3 percent). SHDSL/XDSL is the least common internet connection for both primary schools (1.0 percent) and secondary schools (1.5 percent).

Figure 9.6: Types of Internet by Level of Education, Percentage, Zimbabwe, 2021



As shown in Tables 9.24 and 9.25, the most common type of internet connection for primary schools in Zimbabwe is ADSL, followed by Optic Fibre, VSAT and Radio Link in sequential order. Primary schools connected to Optic Fibre, VSAT and Radio Link are 608 (8.59 percent), 305 (4.31 percent), 292 (4.12 percent) and 235 (3.32 percent), respectively.

ADSL is the most common type of internet connection for primary schools in Harare, Bulawayo and Mashonaland West. Primary schools connected to ADSL in Harare, Bulawayo and Mashonaland West are 153 (38.93 percent), 123 (40.07 percent) and 68 (8.09 percent), respectively. Fibre Optic is the most common type of internet connection for primary schools in Masvingo, and it is connected to 5.44 percent of primary schools. VSAT is the most common type of internet connection for primary schools in Manicaland, Mashonaland East and Matabeleland South. Primary schools in Manicaland and Mashonaland East and Matabeleland South connected to VSAT are 67 (5.67 percent), 55 (6.94 percent) and 25 (4.66 percent), respectively. Radio Link is the most common type of internet connection for primary schools in Mashonaland Central, and is connected to 83 primary schools (13.22 percent) -see Tables 9.24 and 9.25.

Table 9:24: Primary Schools by Type of Connectivity and Province, Number, Zimbabwe, 2021

Province	ADSL	VSAT	Fibre Optic	Radio Link	Dongle	LTE	SHDSL/XDSL	None
Bulawayo	123	1	15	2	5	18	15	133
Harare	153	5	94	7	28	15	9	106
Manicaland	67	67	19	30	24	11	10	965
Mashonaland Central	22	17	12	83	12	3	2	492
Mashonaland East	44	55	36	21	15	8	4	618
Mashonaland West	68	33	25	35	23	14	8	653
Masvingo	19	36	48	19	9	8	12	744
Matabeleland North	22	13	10	18	5	7		555
Matabeleland South	20	25	18	10	6	10	2	448
Midlands	70	40	28	10	11	8	8	737
Grand Total	608	292	305	235	138	102	70	5451

Table 9:25: Primary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe, 2021

Province	ADSL	VSAT	Fibre Optic	Radio Link	Dongle	LTE	SHDSL/XDSL	None
Bulawayo	40.07	0.33	4.89	0.65	1.63	5.86	4.89	43.32
Harare	38.93	1.27	23.92	1.78	7.12	3.82	2.29	26.97
Manicaland	5.67	5.67	1.61	2.54	2.03	0.93	0.85	81.64
Mashonaland Central	3.50	2.71	1.91	13.22	1.91	0.48	0.32	78.34
Mashonaland East	5.56	6.94	4.55	2.65	1.89	1.01	0.51	78.03
Mashonaland West	8.09	3.92	2.97	4.16	2.73	1.66	0.95	77.65
Masvingo	2.15	4.08	5.44	2.15	1.02	0.91	1.36	84.35
Matabeleland North	3.53	2.08	1.60	2.88	0.80	1.12	0.00	88.94
Matabeleland South	3.72	4.66	3.35	1.86	1.12	1.86	0.37	83.43
Midlands	7.82	4.47	3.13	1.12	1.23	0.89	0.89	82.35
Grand Total	8.59	4.12	4.31	3.32	1.95	1.44	0.99	76.98

As shown in Tables 9.26 and 9.27, the most common type of internet connection for secondary schools in Zimbabwe is VSAT, followed by Optic Fibre, and ADSL in sequential order. Primary schools connected to VSAT, Optic Fibre and ADSL are 417 (13.60 percent), 333 (10.86 percent), and 301 (9.82 percent), respectively.

ADSL is the most common type of internet connection for secondary schools in Bulawayo and Harare. ADSL is connected to 40 secondary schools in Bulawayo (constituting, 40.40 percent), and to 83 secondary schools in Harare (constituting, 27.76 percent). VSAT is the most common type of internet connection for secondary schools in the rest of the provinces. The proportion of secondary schools connected to VSAT in these provinces ranges from 8.85 percent in Mashonaland West to 23.30 percent in Matabeleland South (see Tables 9.26 and 9.27).

Table 9:26: Secondary Schools by Type of Connectivity and Province, Number, Zimbabwe, 2021

Province	ADSL	VSAT	Fibre Optic	Radio Link	Dongle	LTE	SHDSL/XDSL	None
Bulawayo	40	3	19		8	3	1	30
Harare	83	12	98	6	31	13	9	75
Manicaland	40	74	30	7	19	7	10	280
Mashonaland Central	13	30	19	11	11	1	2	188
Mashonaland East	25	57	28	1	10	8	4	270
Mashonaland West	32	36	25	3	10	4	4	298
Masvingo	12	66	57	2	9	3	3	229
Matabeleland North	17	35	11	4	4	1	2	143
Matabeleland South	10	41	13	1	5	7	3	102
Midlands	29	63	33	7	5	8	7	242
Grand Total	301	417	333	42	112	55	45	1857

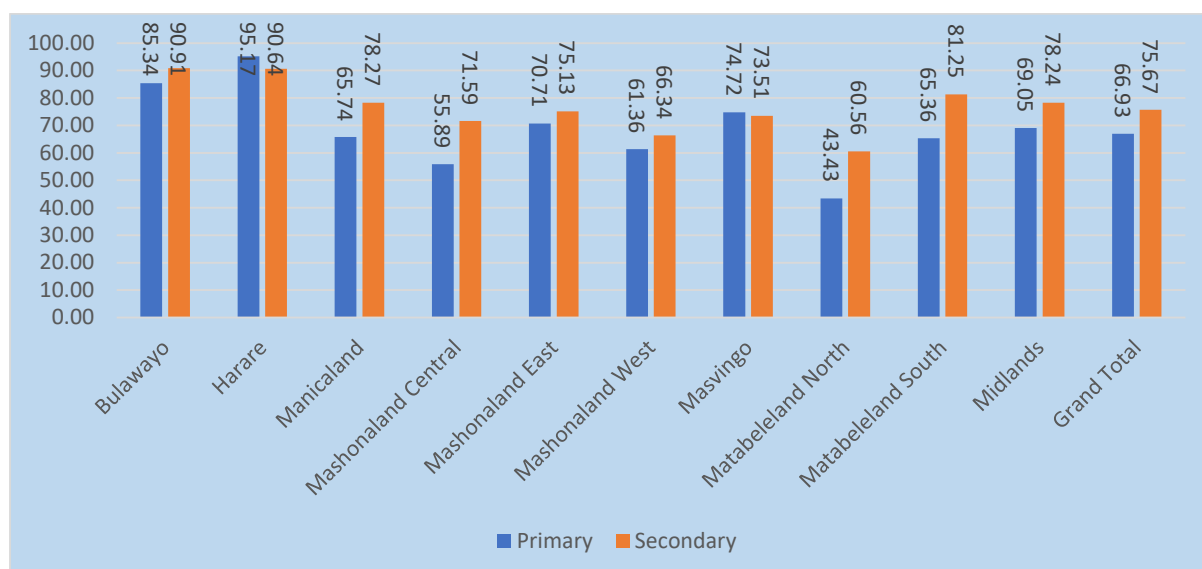
Table 9:27: Secondary Schools by Type of Connectivity and Province, Percentage Distribution, Zimbabwe, 2021

Province	ADSL	VSAT	Fibre Optic	Radio Link	Dongle	LTE	SHDSL/XDSL	None
Bulawayo	40.40	3.03	19.19	0.00	8.08	3.03	1.01	30.30
Harare	27.76	4.01	32.78	2.01	10.37	4.35	3.01	25.08
Manicaland	8.87	16.41	6.65	1.55	4.21	1.55	2.22	62.08
Mashonaland Central	4.80	11.07	7.01	4.06	4.06	0.37	0.74	69.37
Mashonaland East	6.35	14.47	7.11	0.25	2.54	2.03	1.02	68.53
Mashonaland West	7.86	8.85	6.14	0.74	2.46	0.98	0.98	73.22
Masvingo	3.24	17.84	15.41	0.54	2.43	0.81	0.81	61.89
Matabeleland North	7.98	16.43	5.16	1.88	1.88	0.47	0.94	67.14
Matabeleland South	5.68	23.30	7.39	0.57	2.84	3.98	1.70	57.95
Midlands	7.51	16.32	8.55	1.81	1.30	2.07	1.81	62.69
Grand Total	9.82	13.60	10.86	1.37	3.65	1.79	1.47	60.57

Figure 9.7 shows the percentage of primary and secondary schools with Computers. As shown on the graph, the proportions of computers in secondary schools are higher than those of primary schools, save for Harare. Furthermore, besides Bulawayo, Harare, Mashonaland East, Masvingo and Midlands, proportions of primary schools with computers in the rest of the provinces are below the national average of 66.93 percent. Similarly, in Mashonaland East, Mashonaland Central, Mashonaland West, Masvingo and Matabeleland North, the proportions of secondary schools with computers are below the national average of 75.67 percent (see Figure 9.7).

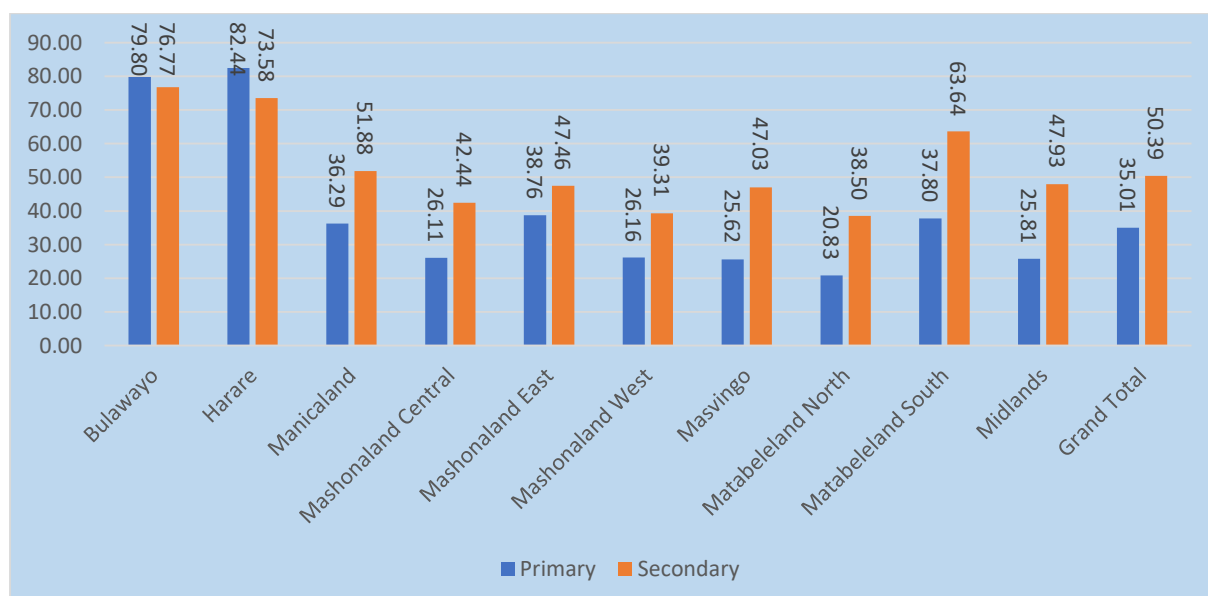


Figure 9.7: Primary and Secondary Schools, Percentage with Computers, by Province, Zimbabwe, 2021



Save for Harare and Bulawayo, other provinces have higher proportions of computers for learners in secondary schools than in primary schools. The disparities are wide in predominantly rural provinces. The proportion of primary schools with computers for learners are below the national average (35.01 percent) in Masvingo, Mashonaland Central, Midlands, Mashonaland West and Matabeleland North. The proportion of secondary schools with computers for learners above the national average (50.39 percent) are in Harare, Bulawayo, Manicaland and Matabeleland South (see Figure 9.8).

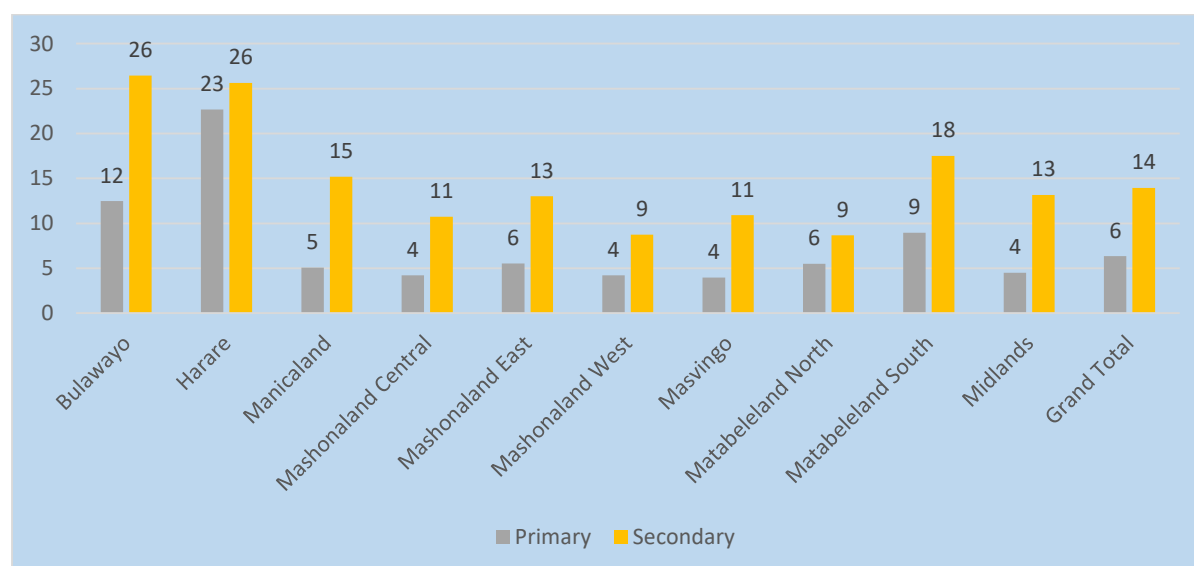
Figure 9.8: Primary and Secondary Schools, Percentage with Computers for Learners, by Province, Zimbabwe, 2021



As shown in Figure 9.9, the average number of computers per school are in favour of secondary schools across the provinces. Provinces with average numbers of computers per primary school

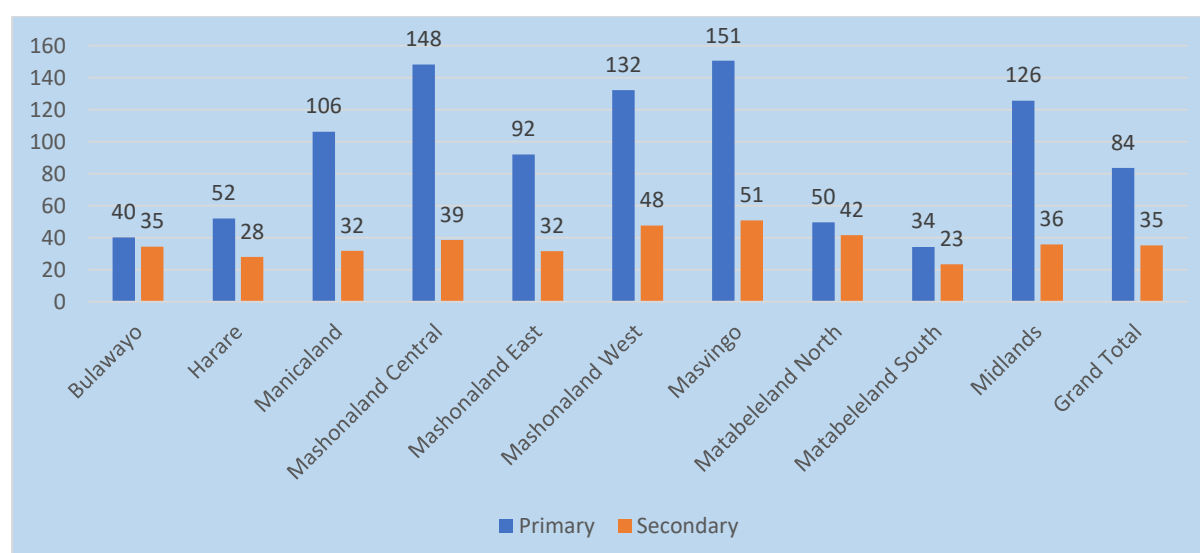
that are above the national average of 6 are Bulawayo, Harare, and Matabeleland South. Similarly, Bulawayo, Harare, Manicaland, and Matabeleland South are the only provinces with average numbers of computers per secondary school that are above the national average of 14.

Figure 9.9: Primary and Secondary Schools, Average Computers per School, by Province, Zimbabwe, 2021



As shown in Figure 9.10, the average number of learners per computer are larger in primary school than secondary schools. The disparities are more pronounced in predominantly rural provinces. Provinces with average numbers of primary school learners per computer that are above the national average of 84 are Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo and Midlands. Similarly, Mashonaland Central, Mashonaland West, Masvingo, Matabeleland North and Midlands are the only provinces with average numbers of secondary school learner per computer that are above the national average of 35.

Figure 9.10: Primary and Secondary Schools, Average Learners per Computer by Province, Zimbabwe, 2021



In Zimbabwe there are 4 739 primary schools with functional computers, 2 479 primary schools with computers for learners, 45 082 total functional computers and 34 712 computers for learners. The proportion of primary schools with computers ranges from 43.43 percent in Matabeleland North, to 95.17 percent in Harare. Harare also has the highest proportion of primary schools with

computers for learners (82.44 percent), while Matabeleland North has the lowest proportion (20.83 percent). Average computers per school in primary schools ranges from 4 in four provinces (Mashonaland Central, Mashonaland West, Masvingo and Midlands), to 23 in Harare. Masvingo has the highest number of learners per computer in primary schools (151), while Matabeleland South has the least (34) – see Table 9.28.

Table 9.28: Primary School Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe, 2021

Province	Total No. of Schools	Schools with functional computers	Schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers for learners	Average computers per school	Learners per computer
Bulawayo	307	262	245	3 833	3 048	122 359	85.34	79.80	12	40
Harare	393	374	324	8 911	6 208	323 344	95.17	82.44	23	52
Manicaland	1 182	777	429	5 996	4 277	454 450	65.74	36.29	5	106
Mashonaland Central	628	351	164	2 645	1 822	269 990	55.89	26.11	4	148
Mashonaland East	792	560	307	4 383	3 353	308 782	70.71	38.76	6	92
Mashonaland West	841	516	220	3 548	2 598	343 610	61.36	26.16	4	132
Masvingo	882	659	226	3 504	2 510	377 999	74.72	25.62	4	151
Matabeleland North	624	271	130	3 436	3 445	171 228	43.43	20.83	6	50
Matabeleland South	537	351	203	4 804	4 475	153 525	65.36	37.80	9	34
Midlands	895	618	231	4 022	2 976	373 972	69.05	25.81	4	126
Grand Total	7 081	4 739	2 479	45 082	34 712	2 899 259	66.93	35.01	6	84

In the country, there are 2 320 secondary schools with functional computers, 1 545 schools with computers for learners, 42 783 total functional computers and 30 953 computers for learners. The proportion of secondary schools with computers ranges from 60.56 percent in Matabeleland North, to 90.91 percent in Bulawayo. Bulawayo also has the highest proportion of secondary schools with computers for learners (76.77 percent), while Matabeleland North has the lowest proportion (38.50 percent). Average computers per school in secondary schools ranges from 9 in Mashonaland West and Matabeleland North, to 26 in Harare and Bulawayo. Masvingo has the highest number of learners per computer in secondary schools (51), while Harare has the least (28).

Table 9.29: Secondary Schools Computers for Learners, Teachers and Administration, Number and Percentages, Zimbabwe, 2021

Province	Total No. of Secondary Schools	Schools with functional computers	Schools with computers for learners	Total Functional Computers	Computers for learners	Learners	% of schools with computers	% of schools with computers for learners	Average computers per school	Learners per computer
Bulawayo	99	90	76	2 620	1 693	58 420	90.91	76.77	26	35
Harare	299	271	220	7 669	4 960	139 079	90.64	73.58	26	28
Manicaland	451	353	234	6 857	5 388	171 273	78.27	51.88	15	32
Mashonaland Central	271	194	115	2 914	2 176	83 834	71.59	42.44	11	39
Mashonaland East	394	296	187	5 123	3 865	122 089	75.13	47.46	13	32
Mashonaland West	407	270	160	3 550	2 488	118 206	66.34	39.31	9	48
Masvingo	370	272	174	4 033	2 921	148 265	73.51	47.03	11	51
Matabeleland North	213	129	82	1 850	1 351	56 255	60.56	38.50	9	42
Matabeleland South	176	143	112	3 083	2 334	54 612	81.25	63.64	18	23
Midlands	386	302	185	5 084	3 777	135 599	78.24	47.93	13	36
Grand Total	3 066	2 320	1 545	42 783	30 953	1 087 632	75.67	50.39	14	35

## 9.7 Seating and Writing Places

The provision of appropriate seating and writing places creates a conducive environment for learning. The recommended Learner-to-Seating Place Ratio/Learner to writing ratio is 1:1. The ratios above one means that the seating/writing places are shared by more than learners.

Nationally, the primary school Learner-to-Seating Place Ratio is 1:39. As shown in Table 9.30, all provinces have primary school Learner-to-Seating Place Ratio that are above the ideal ratio of 1:1 Mashonaland Central has the highest primary school Learner-to-Seating Place Ratio (1.58), while Bulawayo has the least (1.19). The proportion of primary school learners without seating places range from 15.69 percent in Bulawayo to 36.71 percent in Mashonaland Central.

At national level, the primary school Learner-to-Writing Place Ratio is 1:55. As shown in Table 9.29, all provinces have primary school Learner-to-Writing Place Ratio that are above the ideal ratio of 1:1 Mashonaland Central has the highest primary school Learner-to-Writing Place Ratio (1.71), while Matabeleland South has the least (1.39). The proportion of primary school learners without writing places range from 27.96 percent in Matabeleland South to 41.62 percent in Mashonaland Central.

Table 9.30: Primary School (ECDA to Grade 7) Seating and Writing Places by Province, Number and Percentage, Zimbabwe, 2021

Province	Seating Places				Writing Places			
	Seating Places, No.	Learner to Seating Place Ratio	No Required	% Pupils Without Seating	Writing Places, No.	Learner to Writing Place Ratio	No. Required	% Pupils Without Writing
Bulawayo	125 200	1.19	23 295	15.69	105 262	1.41	43 233	29.11
Harare	298 984	1.24	71 323	19.26	250 077	1.48	120 230	32.47
Manicaland	405 922	1.39	159 643	28.23	377 503	1.50	188 062	33.25
Mashonaland Central	212 498	1.58	123 247	36.71	195 993	1.71	139 752	41.62
Mashonaland East	275 483	1.38	105 846	27.76	258 005	1.48	123 324	32.34
Mashonaland West	278 736	1.51	142 132	33.77	255 454	1.65	165 414	39.30
Masvingo	319 215	1.47	149 846	31.95	291 653	1.61	177 408	37.82
Matabeleland North	162 791	1.31	50 405	23.64	133 109	1.60	80 087	37.56
Matabeleland South	156 398	1.23	36 666	18.99	139 089	1.39	53 975	27.96
Midlands	315 202	1.45	141 559	30.99	282 538	1.62	174 223	38.14
Grand Total	2 550 429	1.39	1 003 962	28.25	2 288 683	1.55	1 265 708	35.61

Nationally, the secondary school Learner-to-Seating Place Ratio is 1:10. Besides Harare, all other provinces have secondary school Learner-to-Seating Place Ratio that are above the ideal ratio of 1:1. Harare with secondary school Learner-to-Seating Place Ratio of 0.93, have slightly more seating places than it needs. On the contrary, Mashonaland Central and Masvingo have the highest secondary school Learner-to-Seating Place Ratio (1.19 percent). The proportion of secondary schools learners without seating places range from 7.54 percent in Matabeleland South, to 16.00 percent in Mashonaland Central.

At national level, the secondary school Learner-to-Writing Place Ratio is 1:11. Besides Harare and Matabeleland South, the other provinces have secondary school Learner-to-Writing Place Ratio that are above the ideal ratio of 1:1. Harare and Matabeleland South have a Learner-to-Writing Place Ratios of 0.98 and 0.99, respectively. The proportions of secondary school learners without writing spaces range from 4.94 percent in Bulawayo to 16.97 percent in Mashonaland Central.

Table 9.31: Secondary School (Form 1-6) Seating and Writing Places, Number and Percentage, Zimbabwe, 2021

Province	Seating Places				Writing Places			
	Seating Places, No.	Learner to Seating Place Ratio	No. Required	% Pupils Without Seating	Writing Places, No.	Learner to Writing Place Ratio	No. Required	% Pupils Without Writing
Bulawayo	53 975	1.08	4 445	7.61	55 534	1.05	2 886	4.94
Harare	149 070	0.93	-9 991	-7.18	142 314	0.98	-3 235	-2.33
Manicaland	156 754	1.09	14 519	8.48	155 704	1.10	15 569	9.09
Mashonaland Central	70 420	1.19	13 414	16.00	69 608	1.20	14 226	16.97
Mashonaland East	110 476	1.11	11 613	9.51	108 771	1.12	13 318	10.91
Mashonaland West	105 001	1.13	13 205	11.17	101 114	1.17	17 092	14.46
Masvingo	124 691	1.19	23 574	15.90	124 988	1.19	23 277	15.70
Matabeleland North	50 387	1.12	5 868	10.43	50 304	1.12	5 951	10.58
Matabeleland South	50 495	1.08	4 117	7.54	55 203	0.99	- 591	-1.08
Midlands	121 461	1.12	14 138	10.43	118 105	1.15	17 494	12.90
Grand Total	992 730	1.10	94 902	8.73	981 645	1.11	105 987	9.74

## 9.8 Conclusion

The learner to classroom ratios for ECD, primary and secondary levels of education are 54, 46 and 37, respectively.

Grid is the main source of electricity for both primary and secondary schools (49.87 percent and 61.25 percent respectively), while turbine gas is the least source in both (0.13 percent and 0.20 percent, respectively).

WASH in schools is the first step towards ensuring a health environment, and is important in lessening the spread of diseases. Information on access to toilet facilities shows that the learner-to-toilet ratios for ECD are at 20 for males and 18 for females, while the ratios for primary schools are at 28 for males and 26 for females. The secondary school learner-to-toilet ratios for males and females are 18 and 17, respectively. The sources of water for schools include, boreholes, dams, rivers, unprotected wells, piped in water, protected wells, and abstraction spring. At national level, the distance to the main source of water is greater than 500m for 25.76 percent of primary schools and 22.67 percent of secondary schools. Nationally, 87.74 percent of primary and 86.79 percent of secondary schools have access to safe drinking water. Furthermore, 70.74 percent of primary schools and 69.02 percent of secondary schools have sufficient water. Water is also consistently available to 68.04 percent of primary schools and 66.08 percent of secondary schools. In Zimbabwe, 36.93 percent of primary schools and 38.68 percent of secondary schools use treated water. At national level, the water sources of 58.71 percent of primary schools and 53.95 percent of secondary schools are also used by their respective communities. In addition, water sources are within the schools' premises for 72.45 percent and 75.86 percent of primary secondary schools, respectively.

The proportion of primary school trained health teachers, supplementary feeding programmes and school health programmes are respectively, 77.60 percent, 64.98 percent, and 85.51. On the other hand, the proportion of secondary school trained health teachers, supplementary feeding programmes and school health programmes are 74.20 percent, 17.29 percent, and 79.88 percent, respectively.

Primary and secondary schools with access to internet are 23.02 percent and 39.43 percent, respectively. The proportion of schools with computers for learners at primary and secondary

levels of education are 35.01 percent and 50.39 percent, respectively. Furthermore, Seating Place Ratios are 1:39 for primary and 1:10 for secondary schools, while Writing Place Ratios are 1:55 and 1:11 for primary and secondary schools, respectively.

## CHAPTER 10 : Non-Formal Education

The chapter presents non-formal education enrolment and programmes at primary and secondary levels of education. Non formal education provides a second chance to children, youth and adults who have not been able to start school or who have not been able to complete their education.

### 10.1 Non-Formal Education Enrolment

The total number of learners enrolled in non-formal education (NFE) at both primary and secondary levels of education is 85 619 (35 724 males, 49 895 females). Enrolment into NFE varies from one province to another. Manicaland has the highest proportion of NFE learners (22.3 percent), followed by Harare with 16.31 percent. Bulawayo has the least proportion of primary and secondary school NFE learners (5.89 percent). The proportion of males in primary and secondary school NFE programmes ranges from 5.58 percent in Matabeleland South to 19.4 percent in Manicaland, while the proportion for their female counterparts ranges from 5.91 percent in Bulawayo to 24.37 percent in Manicaland. In each of the provinces, the proportion for females is above the proportion for males.

*Table 10.1: Total Enrolment in NFE Programmes (Primary and Secondary Education Levels) by, Sex and Province, Number and Percentage, Zimbabwe, 2021*

Province	NFE Enrolment and Education Level (Primary and Secondary Levels)						
	Number			Percent of Total			Percent Female
	Male	Female	Total	Male	Female	Total	
Bulawayo	2 095	2 948	5 043	5. 86	5. 91	5. 89	58. 46
Harare	6 425	7 539	13 964	17. 99	15. 11	16. 31	53. 99
Manicaland	6 932	12 161	19 093	19. 4	24. 37	22. 3	63. 69
Mashonaland Central	2 665	3 708	6 373	7. 46	7. 43	7. 44	58. 18
Mashonaland East	2 897	3 540	6 437	8. 11	7. 09	7. 52	54. 99
Mashonaland West	3 184	3 868	7 052	8. 91	7. 75	8. 24	54. 85
Masvingo	4 820	5 873	10 693	13. 49	11. 77	12. 49	54. 92
Matabeleland North	2 340	3 373	5 713	6. 55	6. 76	6. 67	59. 04
Matabeleland South	1 994	3 836	5 830	5. 58	7. 69	6. 81	65. 8
Midlands	2 372	3 049	5 421	6. 64	6. 11	6. 33	56. 24
Grand Total	35 724	49 895	85 619	100	100	100	58. 28

The total number of learners enrolled in non-formal education (NFE) at primary level of education is 53 200 (21 290 males, 31 910 females). Enrolment in NFE varies from one province to another. Manicaland has the highest proportion of primary school NFE learners (27.32 percent), followed by Masvingo with 13.38 percent. Bulawayo has the least proportion of primary school NFE learners (4.79 percent). The proportion of males in primary school NFE programmes ranges from 5.22 percent in Bulawayo to 22.79 percent in Manicaland, while the proportion for their female counterparts ranges from 4.50 percent in Bulawayo to 30.34 percent in Manicaland. In each of the provinces, the proportion of females is well above the proportion for males. Within each province, the proportion of females is above 50 percent.

Table 10.2: Enrolment in NFE Programmes (Primary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	NFE Enrolment (Primary Levels)			NFE Percentage of Total			Percent Female
	Number			Percentage			
	Male	Female	Total	Male	Female	Total	
Bulawayo	1 112	1 435	2 547	5.22	4.50	4.79	56.34
Harare	2 729	3 052	5 781	12.82	9.56	10.87	52.79
Manicaland	4 852	9 681	14 533	22.79	30.34	27.32	66.61
Mashonaland Central	1 727	2 666	4 393	8.11	8.35	8.26	60.69
Mashonaland East	1 932	2 359	4 291	9.07	7.39	8.07	54.98
Mashonaland West	1 685	2 162	3 847	7.91	6.78	7.23	56.20
Masvingo	3 088	4 032	7 120	14.50	12.64	13.38	56.63
Matabeleland North	1 513	2 244	3 757	7.11	7.03	7.06	59.73
Matabeleland South	1 389	2 616	4 005	6.52	8.20	7.53	65.32
Midlands	1 263	1 663	2 926	5.93	5.21	5.50	56.84
Grand Total	21 290	31 910	53 200	100.00	100.00	100.00	59.98

The total number of learners enrolled in non-formal education (NFE) at secondary level of education is 32 419 (14 434 males, 17 985 females). Enrolment into NFE varies from one province to another. Harare has the highest proportion of secondary school NFE learners (25.24 percent), followed by Manicaland with 14.07 percent. Matabeleland South has the least proportion of secondary school NFE learners (5.63 percent). The proportion of males in secondary school NFE programmes ranges from 4.19 percent in Matabeleland South to 25.61 percent in Harare, while the proportion for their female counterparts ranges from 5.79 percent in Mashonaland Central, to 24.95 percent in Harare. Within each province, the proportion of females is above 51 percent.

Table 10.3: Enrolment in NFE Programmes (Secondary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2021

Province	NFE Enrolment (Secondary Education Level)						
	Number			Percent of Total			Percent Female
	Male	Female	Total	Male	Female	Total	
Bulawayo	983	1 513	2 496	6. 81	8. 41	7. 7	60. 62
Harare	3 696	4 487	8 183	25. 61	24. 95	25. 24	54. 83
Manicaland	2 080	2 480	4 560	14. 41	13. 79	14. 07	54. 39
Mashonaland Central	938	1 042	1 980	6. 5	5. 79	6. 11	52. 63
Mashonaland East	965	1 181	2 146	6. 69	6. 57	6. 62	55. 03
Mashonaland West	1 499	1 706	3 205	10. 39	9. 49	9. 89	53. 23
Masvingo	1 732	1 841	3 573	12.	10. 24	11. 02	51. 53
Matabeleland North	827	1 129	1 956	5. 73	6. 28	6. 03	57. 72
Matabeleland South	605	1 220	1 825	4. 19	6. 78	5. 63	66. 85
Midlands	1 109	1 386	2 495	7. 68	7. 71	7. 7	55. 55
Grand Total	14 434	17 985	32 419	100.	100.	100.	55. 48



## 10.2 Non-Formal Education Programmes

In 2021, the majority of male primary school NFE learners enrolled for Functional Literacy are 9 641, constituting 45.28 percent, while the least enrolled for ZABEC 3 are 1 115, constituting 5.24 percent. Similarly, the majority of female primary school NFE learners enrolled for Functional Literacy are 17 087, constituting 53.55 percent, while the least enrolled for ZABEC 3 are 1 497, constituting 4.69 percent. For each of the primary school NFE programmes, the proportion of females is above 51 percent.

Table 10.4: Primary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2021

NFE Level	Enrolment			Percent Female	Percent of Total		
	Male	Female	Total		Male	Female	Total
Basic Literacy	4 427	6 221	10 648	58.42	20.79	19.50	20.02
Fit For Life	2 822	3 709	6 531	56.79	13.26	11.62	12.28
Functional Literacy	9 641	17 087	26 728	63.93	45.28	53.55	50.24
ZABEC 1	1 970	1 878	3 848	48.80	9.25	5.89	7.23
ZABEC 2	1 315	1 518	2 833	53.58	6.18	4.76	5.33
ZABEC 3	1 115	1 497	2 612	57.31	5.24	4.69	4.91
Grand Total	21 290	31 910	53 200	59.98	100.00	100.00	100.00

As shown in Table 10.5, the total number of NFE learners in registered primary schools is 49 429 (19 637 males, 29 792 females). The largest number of NFE learners in registered schools enrolled for Functional Literacy are 25 471, while the least enrolled for ZABEC 3 are (2 364). There are more females than males undertaking each of NFE programmes in registered primary schools.

A total of 3 602 (1 560 males, 2 042 females) was enrolled in satellite primary schools. The largest number of NFE learners in satellite primary schools are enrolled for Functional Literacy (1 237), while the least were enrolled for ZABEC 2 (245). In satellite primary schools there are more females than males undertaking each of NFE programmes.

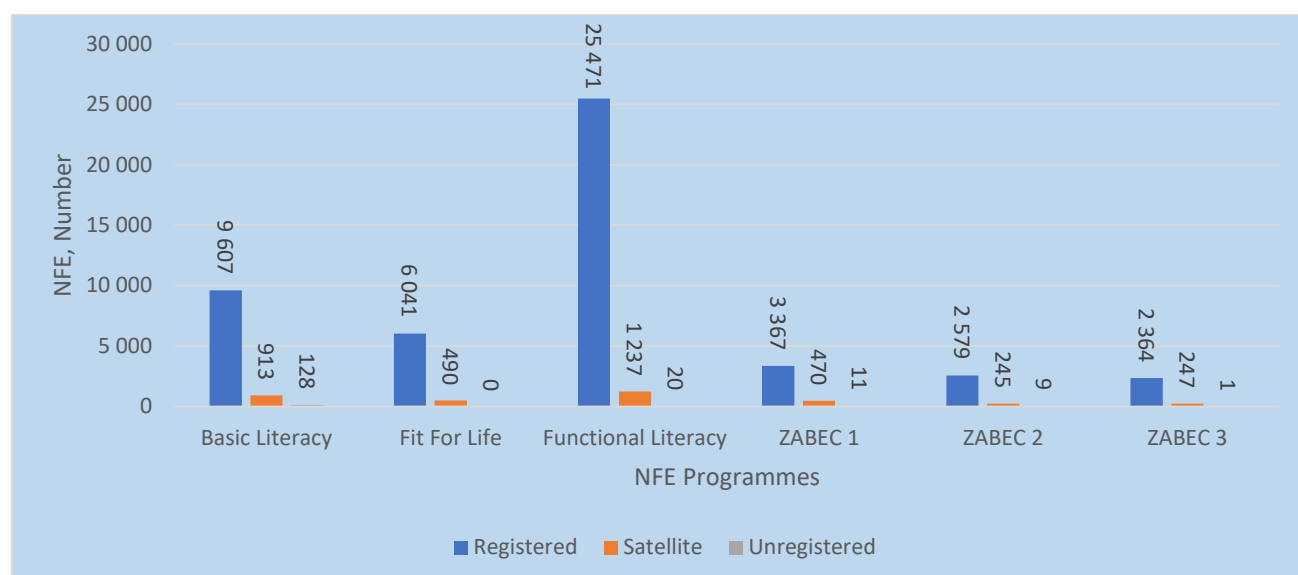
The total number of primary school learners enrolled in unregistered schools is 169 (93 males, 76 females). The largest number of NFE learners in unregistered schools enrolled for Basic Literacy are 128, while the least enrolled for ZABEC 3 was only 1. No NFE in unregistered primary schools were enrolled for Fit for Life. Furthermore, more males than females are enrolled in unregistered schools (see Table 10.5).

Table 10.5: Primary Level Enrolment in NFE Programmes by Registration Status of School, Sex and NFE Level, Number and Percentage, Zimbabwe, 2021

NFE Level	Registered			Satellite			Unregistered			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Basic Literacy	3 961	5 646	9 607	391	522	913	75	53	128	10 648
Fit For Life	2 613	3 428	6 041	209	281	490	0	0	0	6 531
Functional Literacy	9 140	16 331	25 471	494	743	1 237	7	13	20	26 728
ZABEC 1	1 721	1 646	3 367	241	229	470	8	3	11	3 848
ZABEC 2	1 196	1 383	2 579	116	129	245	3	6	9	2 833
ZABEC 3	1 006	1 358	2 364	109	138	247	0	1	1	2 612
Grand Total	19 637	29 792	49 429	1 560	2 042	3 602	93	76	169	53 200

Figure 10.1 depicts the distribution of primary level enrolment in NFE by registration status. As shown on the graph, registered schools enrol disproportionately larger numbers of primary school NFE learners, in comparison to satellite and unregistered primary schools.

Figure 10.1: Distribution of Primary Level Enrolment in NFE Programmes by Registration Status of School and NFE Level, Number, Zimbabwe, 2021



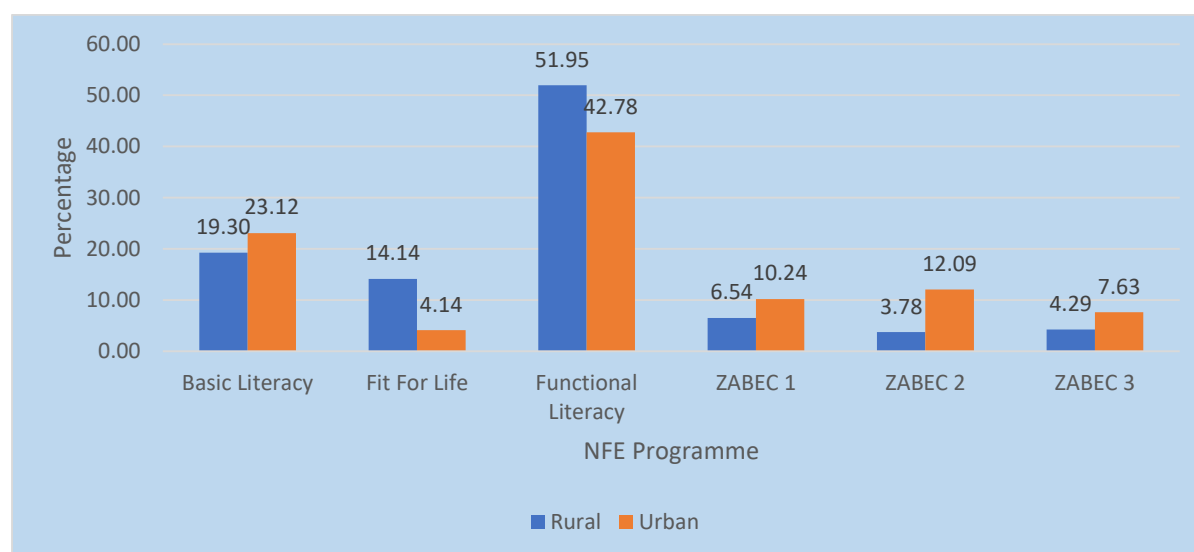
As shown in Table 10.6, there are more primary NFE learners in rural areas than they are in urban areas. The total number of primary school NFE learners enrolled in the rural areas is 43 291 (16 882 males and 26 409 females), while the total number enrolled in urban areas is 9 909 (4 408 males and 5 501 females).

Table 10.6: Primary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2021

NFE Level	Rural, Number			Urban, Number			Grand Total
	Male	Female	Total	Male	Female	Total	
Basic Literacy	3 348	5 009	8 357	1 079	1 212	2 291	10 648
Fit For Life	2 707	3 414	6 121	115	295	410	6 531
Functional Literacy	8 020	14 469	22 489	1 621	2 618	4 239	26 728
ZABEC 1	1 345	1 488	2 833	625	390	1 015	3 848
ZABEC 2	720	915	1 635	595	603	1 198	2 833
ZABEC 3	742	1 114	1 856	373	383	756	2 612
Grand Total	16 882	26 409	43 291	4 408	5 501	9 909	53 200

Figure 10.2 depicts the primary level enrolment in NFE programmes in both urban and rural areas. As shown on the graph, the proportion of primary school NFE learners enrolled for *Functional Literacy* and *Fit for Life* are higher in rural areas than urban areas. However, the proportions of secondary school NFE learners enrolled for the rest of NFE programmes (*Basic Literacy*, *ZABEC 1*, *ZABEC 2* and *ZABEC 3*) are higher in urban areas than in rural areas.

Figure 10.2: Distribution of Primary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2021



In 2021, the majority of male secondary school NFE learners enrolled for PTCEC were 11 841, constituting 82.04 percent, while the least enrolled for Fit For Life were 859, constituting 5.95 percent. Similarly, the majority of female secondary school NFE learners enrolled for PTCEC (14 591, constituting 81.13 percent while the least enrolled for *Fit for Life* were 994, constituting 5.53 percent. For each of the secondary school NFE programmes, the proportion of females was above 50 percent (see Table 10.7).

Table 10.7: Secondary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2021

NFE Level	Enrolment			Percent Female	Percent of Total		
	Male	Female	Total		Male	Female	Total
Fit For Life	859	994	1 853	53.64	5.95	5.53	5.72
Functional Literacy	1 734	2 400	4 134	58.06	12.01	13.34	12.75
PTCEC	11 841	14 591	26 432	55.20	82.04	81.13	81.53
Grand Total	14 434	17 985	32 419	55.48	100.00	100.00	100.00

As shown in Table 10.8, the total number of NFE learners in registered secondary schools is 28 775 (12 858 males, 15 917 females). The largest number of NFE learners in registered secondary schools enrolled for PTCEC was 24 105, while the least enrolled for Fit for Life were 1 668. There are more females than males undertaking each one of the NFE programmes in registered secondary schools.

A total of 2 887 (1 217 males, 1 670 females) were enrolled in satellite secondary schools. The largest number of NFE learners in satellite secondary schools are enrolled for PTCEC (1 812), while the least is enrolled for Fit for Life (185). In satellite secondary schools, there are more females than males enrolled in each of NFE programmes.

The total number of learners enrolled in unregistered schools is 757 (359 males, 398 females). The largest number of NFE learners in unregistered secondary schools is enrolled for PTCEC (515), followed by NFE learners who enrolled for Functional Literacy (242). There were no NFE

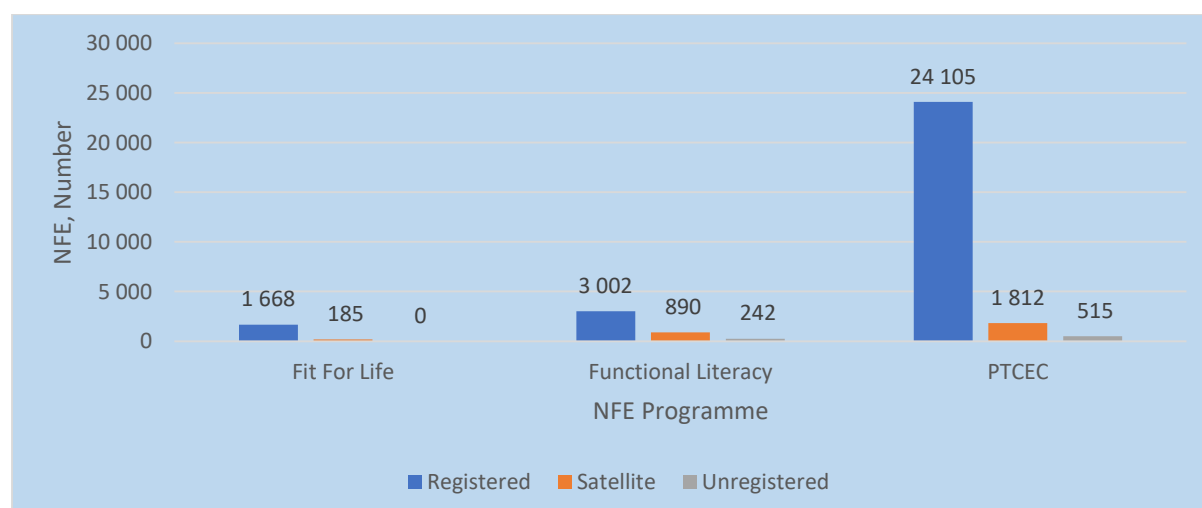
learners enrolled for Fit for Life - see Table 10.8. More females than males are enrolled in unregistered secondary schools' NFE programmes.

*Table 10:8: Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number and Percentage, Zimbabwe, 2021*

NFE Level	School Registration Status, Number									Grand Total
	Registered			Satellite			Unregistered			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Fit For Life	752	916	1 668	107	78	185				1 853
Functional Literacy	1 290	1 712	3 002	338	552	890	106	136	242	4 134
PTCEC	10 816	13 289	24 105	772	1 040	1 812	253	262	515	26 432
Grand Total	12 858	15 917	28 775	1 217	1 670	2 887	359	398	757	32 419

Figure 10.3 depicts the distribution of secondary level enrolment in NFE by registration status. As shown on the graph, registered secondary schools enroll disproportionately larger numbers of secondary school NFE learners, in comparison to satellite and unregistered secondary schools.

*Figure 10.3: Distribution of Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number, Zimbabwe, 2021*



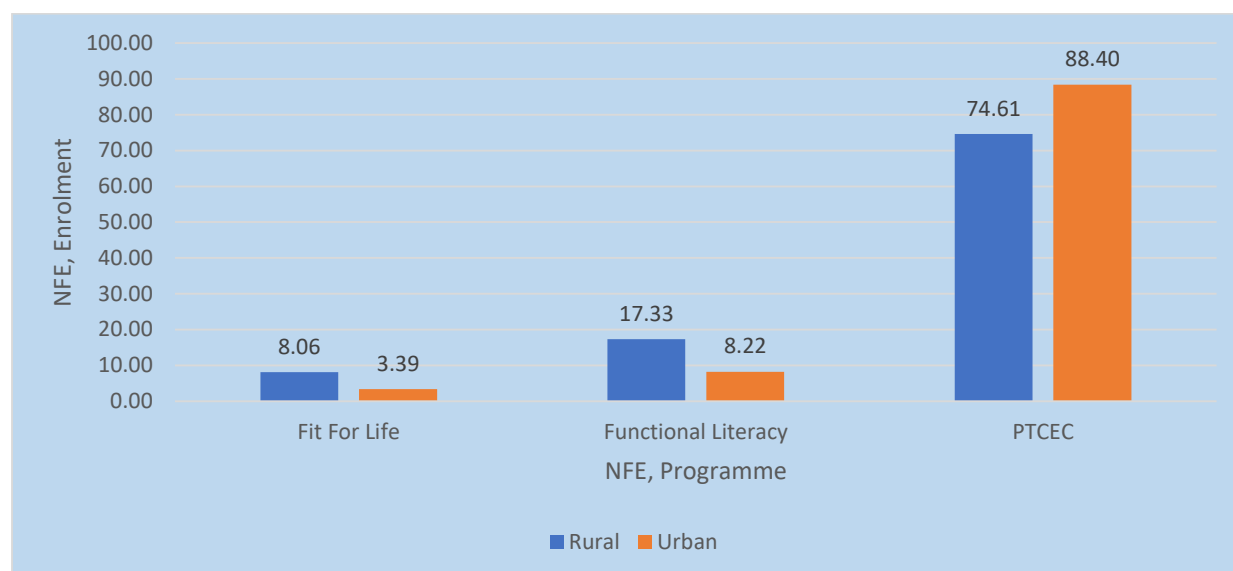
As shown in Table 10.9, there are more secondary NFE learners in urban areas than they are in rural areas. The total number of secondary school NFE learners enrolled in the rural areas is 16 144 (7 283 males and 8 861 females), while the total number enrolled in urban areas is 16 275 (7 151 males and 9 124 females).

*Table 10:9: Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2021*

NFE Level	Enrolment						Grand Total
	Rural			Urban			
	Male	Female	Total	Male	Female	Total	
Fit For Life	628	674	1 302	231	320	551	1 853
Functional Literacy	1 151	1 646	2 797	583	754	1 337	4 134
PTCEC	5 504	6 541	12 045	6 337	8 050	14 387	26 432
Grand Total	7 283	8 861	16 144	7 151	9 124	16 275	32 419

Figure 10.4 depicts the secondary level enrolment in NFE programmes in both urban and rural areas. As shown on the graph, the proportions of secondary NFE learners enrolled for *Functional Literacy* and *Fit for Life* are higher in rural areas than urban areas. However, the proportions of secondary school NFE learners enrolled for *PTCEC* are higher in urban areas than in rural areas.

Figure 10.4: Distribution of Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2021



### 10.3 Schools Offering NFE Programmes

As shown in Table 10.10, out of the 3 289 schools offering NFE programmes, 2 028 are primary schools and 1 261 are secondary schools. During the period 2017 -2019, the number of primary schools offering NFE programmes decreased annually, from 3 044 to 2 852. From 2019-2020, the number of schools offering NFE programmes increased to 3 734 on annual basis. In 2021, the number of primary schools offering NFE dramatically decreased yet again.

During the period 2017 – 2018 secondary schools offering NFE programmes decreased annually from 1 735 to 1 531. From 2018 - 2019, the number of secondary schools offering NFE programmes increased annually to 1 549. Between 2019 and 2021, the number of schools offering NFE programmes decreased on annual basis.

Table 10.10: Primary and Secondary Schools Offering NFE programmes, Number, Zimbabwe, 2017-2021

Year	Education Level		
	Primary	Secondary	Total
2017	3 044	1 735	4 779
2018	2 910	1 531	4 441
2019	2 852	1 549	4 401
2020	3 734	1 494	5 228
2021	2 028	1 261	3 289

Functional Literacy is offered by the majority of primary schools offering NFE programmes (1 306), followed by Basic Literacy (548). ZABEC 2 is offered by the least number of schools (262) - see Table 10.11.

Table 10.11: Primary Schools Offering NFE programmes, Zimbabwe 2021

NFE Programme	Number
Basic Literacy	548
Fit for Life	340
Functional Literacy	1 306
ZABEC 1	366
ZABEC 2	262
ZABEC 3	266

PTCEC is offered by the majority of secondary schools offering NFE programmes (1 100), followed by *Functional Literacy* (230). *Fit for Life* is offered by the least number of secondary schools (99) see Table 10.12.

Table 10.12: Secondary Schools Offering NFE programmes, Zimbabwe 2021

NFE Programme	Number
Fit for Life	99
Functional Literacy	230
PTCE	1 100

## 10.4 Conclusion

The total number of learners enrolled in non-formal education (NFE) at both primary and secondary levels of education is 85 619 (35 724 males, 49 895 females). The total number of learners enrolled in non-formal education (NFE) at primary level of education is 53 200 (21 290 males, 31 910 females). The total number of learners enrolled in non-formal education (NFE) at secondary level of education is 32 419 (14 434 males, 17 985 females).

In 2021, the majority of male primary school NFE learners enrolled for Functional Literacy are 9 641, constituting 45.28 percent, while the least enrolled for ZABEC 3 are 1 115, constituting 5.24 percent. Similarly, the majority of female primary school NFE learners enrolled for Functional Literacy are 17 087, constituting 53.55 percent, while the least enrolled for ZABEC 3 are 1 497, constituting 4.69 percent. In 2021, the majority of male secondary school NFE learners enrolled for PTCEC were 11 841, constituting 82.04 percent, while the least enrolled for Fit For Life were 859, constituting 5.95 percent. Similarly, the majority of female secondary school NFE learners enrolled for *PTCEC* (14 591, constituting 81.13 percent while the least enrolled for *Fit for Life* were 994, constituting 5.53 percent.

The total number of NFE learners in registered primary schools is 49 429 (19 637 males, 29 792 females). The largest number of NFE learners in registered schools enrolled for Functional Literacy are 25 471, while the least enrolled for ZABEC 3 are (2 364). There are more females than males undertaking each of NFE programmes in registered primary schools. A total of 3 602 (1 560

males, 2 042 females) was enrolled in satellite primary schools. The largest number of NFE learners in satellite primary schools are enrolled for Functional Literacy (1 237), while the least were enrolled for ZABEC 2 (245). In satellite primary schools there are more females than males undertaking each of NFE programmes. The total number of primary school learners enrolled in unregistered schools is 169 (93 males, 76 females). The largest number of NFE learners in unregistered schools enrolled for Basic Literacy are 128, while the least enrolled for ZABEC 3 was only 1. No NFE in unregistered primary schools were enrolled for Fit For Life. Furthermore, more males than females are enrolled in unregistered schools.

Out of the 3 289 schools offering NFE programmes, 2 028 are primary schools and 1 261 are secondary schools. In 2021, the number of primary and secondary schools offering NFE dramatically decreased.

## CHAPTER 11 : Learning Outcomes

The chapter presents learning outcomes of the national education system, with particular focus on primary and secondary levels of education. In Zimbabwe, the key measures of learning outcomes are the national pass rates of public examinations at Grade 7, ‘O’ Level and ‘A’ Level.

### 11.1 Grade 7 Pass Rates

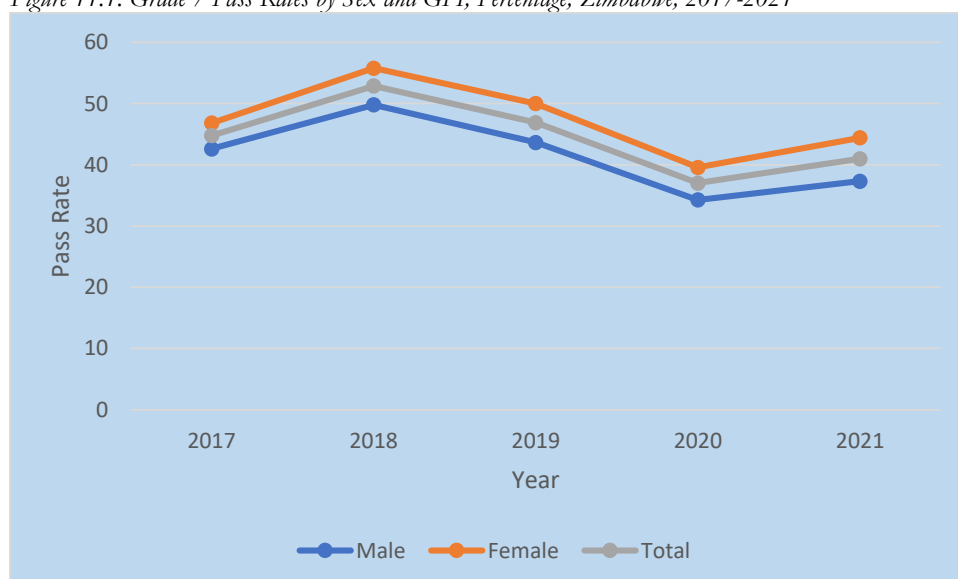
In 2021, the Grade 7 pass rate was 40.98 percent. The pass rates for males and female learners were 37.32 percent and 44.41 percent, respectively. During the period 2017 to 2018, the Grade 7 pass rate increased from 44.76 percent to 52.87 percent. However, during the period 2018 to 2020, the Grade 7 pass rate dropped from 52.87 percent to 37.00 percent. Thereafter, the Grade 7 pass rate increased by 3.98 percent in 2021. Since 2017, the gender disparities in Grade 7 pass rates have been in the favour of females (GPIs- 1.10 to 1.15).

Table 11.1: Pass Rates by Level (Grade 7, ‘O’ Level and ‘A’ Level) and Sex and GPI, Percentage, Zimbabwe, 2016-2021

Year	Pass Rates, %											
	Grade 7 Pass Rate				‘O’ Level				‘A’ Level			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2017	42.61	46.81	44.76	1.10	30.66	26.85	28.71	0.88	83.49	89.2	86.05	1.07
2018	49.79	55.78	52.87	1.12	33.79	31.85	32.81	0.94	86.49	91.61	88.88	1.06
2019	43.65	50.00	46.89	1.14	34.75	33.03	33.88	0.95	84.68	89.13	86.76	1.05
2020	34.27	39.58	37.00	1.15	26.66	24.67	25.64	0.93	83.24	86.93	85.03	1.04
2021	37.32	44.41	40.98									

Figure 11.1, graphically depicts gender disparities in Grade 7 pass rates that are in favour of females during the period 2017-2021. Annually, Grade 7 pass rates for females were above the rates of their male counterparts during the entire period.

Figure 11.1: Grade 7 Pass Rates by Sex and GPI, Percentage, Zimbabwe, 2017-2021



As shown in Table 11.2, Grade 7 pass rates vary from one province to another. Bulawayo has the highest pass rate (76.75 percent), followed by Harare with a pass rate of 75.26 percent. Matabeleland North had the lowest Grade 7 pass rate of 22.24 percent.



Table 11:2: Grade 7 Pass Rates by Province and Sex, Zimbabwe, 2021

Province	Candidates				Pass				Pass Rate			
	Male	Female	O	Total	Male	Female	O	Total	Male	Female	O	Total
Bulawayo	7145	7433		14578	5140	6048		11188	71.94	81.37		76.75
Harare	19033	20123	1	39157	13626	15843	1	29470	71.59	78.73	100.00	75.26
Manicaland	23736	24868		48604	7823	9990		17813	32.96	40.17		36.65
Mashonaland Central	12391	13590		25981	3035	4099		7134	24.49	30.16		27.46
Mashonaland East	17192	17261		34453	5282	6603		11885	30.72	38.25		34.50
Mashonaland West	16934	18307		35241	4917	6288		11205	29.04	34.35		31.80
Masvingo	19982	21339		41321	6774	8587		15361	33.90	40.24		37.17
Matabeleland North	8862	9952		18814	1507	2677		4184	17.01	26.90		22.24
Matabeleland South	8634	9049		17683	2128	3422		5550	24.65	37.82		31.39
Midlands	18596	20771	1	39368	6687	8701	0	15388	35.96	41.89	0.00	39.09
Grand Total	152505	162693	2	315200	56919	72258	1	129178	37.32	44.41	50.00	40.98

## Description of the Main Indicators Used in this Publication

### 1. Completion Rate

**Definition** - Persons in the relevant age group who have completed the last grade of the given level of education.

**Purpose** -The completion rate indicates how many persons in a given age group have completed primary, lower secondary, or upper secondary education. It indicates how many children and adolescents enter school on time and progress through the education system without excessive delays.

**Calculation method:** The number of persons in the relevant age group who have completed the last grade of the given level of education expressed as a percentage of the total population of the same age group.

### 2. Dropout Rate

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

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

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

### 3. Gender Parity Index (GPI)

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

**Purpose:** The Gender Parity Index represents the relative difference between a group of females and males. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of boys/men and a value greater than 1 indicates disparity in favour of girls/women. However, the interpretation should be the other way round for indicators that should ideally approach 0 percent (for example, repetition, dropout, illiteracy rates). In these cases, a GPI of less than 1 indicates a disparity in favour of girls/women and a value greater than 1 indicates a disparity in favour of boys/men.

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

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

#### **4. Gross Enrolment Rate (GER)**

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

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

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

#### **5. Net Enrolment Rate (NER)**

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

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

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

#### **6. School Teachers having Required Academic Qualifications**

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

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

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

## **7. Learner to Teacher Ratio (LTR)**

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

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

## **8. Repetition Rate by Grade or Form**

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

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

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

## **9. School Teachers who are Certified (Trained) to Teach According to National Standards**

**Definition:** The number of school teachers who are certified to have received the minimum stipulated teacher-training (pre-service or in-service) required for teaching in education, expressed as a percentage of the total number of school teachers at a particular level of the education system. This indicator measures the proportion of primary school teachers trained in pedagogical skills, according to national standards,

to effectively teach and use the available instructional materials. It reveals also a state's commitment to invest in the development of its human capital involved in teaching activities. Teachers are persons who, in their professional capacity, guide and direct learners' learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum programme.

**Unit of Measurement:** Percentage to total primary school teachers

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

## **10. Learner Enrolment**

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

## **11. Survival Rate to End an Education Cycle**

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

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

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

## **12. Transition Rate**

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

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

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

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