



The Republic of Zimbabwe

2022 PRIMARY AND SECONDARY EDUCATION STATISTICS REPORT

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

Table of Contents

TABLE OF CONTENTS	I
LIST OF TABLES	IV
LIST OF FIGURES	X
ABBREVIATIONS AND ACRONYMS	XIII
DISCLAIMER	XIV
FOREWORD	XV
PREFACE	XVI
EXECUTIVE SUMMARY	XVII
CHAPTER 1 : INTRODUCTION	1
1.1 THE EDUCATION SYSTEM OF ZIMBABWE	1
1.2 PRIMARY SCHOOL EDUCATION.....	2
1.4 ZIMBABWE ADMINISTRATIVE BOUNDARIES.....	3
CHAPTER 2 : DEMAND FOR EDUCATION	4
2.1 POPULATION	4
2.2 SCHOOLS	9
2.3 CLASSIFICATION OF SCHOOLS.....	13
2.3.1 Registration Status	13
2.3.2 Location	15
2.3.3 Per Capita Grant Classification	16
2.3.4 Government and Non-Government	18
2.3.5 Mode of Operation	24
2.4 CONCLUSION.....	26
CHAPTER 3 : ENROLMENT	27
3.1 ECD ENROLMENT	27
3.2 PRIMARY SCHOOL ENROLMENT.....	31
3.3 SECONDARY SCHOOL ENROLMENT	38
3.4 CONCLUSION.....	46
CHAPTER 4 : ACCESS TO EDUCATION	47
4.1 NEW ENTRANTS INTO GRADE 1	47
4.2 NEW ENTRANTS INTO FORM 1.....	50
4.3 PRIMARY SCHOOL APPARENT AND NET INTAKE RATES.....	52
4.4 SECONDARY SCHOOL APPARENT AND NET INTAKE RATES.....	55
4.5 CONCLUSION.....	57
CHAPTER 5 : PARTICIPATION IN THE EDUCATION SYSTEM	59
5.1 ECD (ECD A AND ECD B) PARTICIPATION.....	59
5.1.1 ECD A Participation.....	62
5.1.2 ECD B Participation	63
5.2 INFANT SCHOOL PARTICIPATION.....	65
5.3 JUNIOR SCHOOL PARTICIPATION.....	66

5.4 PRIMARY SCHOOL PARTICIPATION	67
5.5 SECONDARY SCHOOL PARTICIPATION	72
5.6 CONCLUSION	81
CHAPTER 6 : ORPHANS AND VULNERABLE CHILDREN	83
6.1 ORPHANED AND VULNERABLE CHILDREN (OVC)	83
6.2 OVC BY TYPE	89
6.3 PUPILS WITH FUNCTIONING DIFFICULTIES.....	95
6.4 ORPHANED AND VULNERABLE CHILDREN (OVC) ON BEAM AND OTHER ASSISTANCE	98
6.5 CONCLUSION.....	105
CHAPTER 7 : TEACHER ESTABLISHMENT.....	106
7.1 TEACHER TRENDS.....	106
7.2 ECD TEACHERS.....	108
7.3 ECD PUPIL -TEACHER RATIOS.....	111
7.4 PRIMARY SCHOOL TEACHERS.....	112
7.5 SECONDARY SCHOOL (FORM 1-6) TEACHER	116
7.6 SECONDARY SCHOOL PUPIL (FORM 1-6) -TEACHER RATIOS.....	120
7.7 CONCLUSION.....	121
CHAPTER 8 : INTERNAL EFFICIENCY IN THE EDUCATION SYSTEM	122
8.1 REPETITION.....	122
8.2 DROPOUTS	127
8.3 PROMOTION, REPETITION AND DROPOUT RATES.....	131
8.4 TRANSITION RATES	132
8.5 SURVIVAL RATES	134
8.6 COMPLETION RATE.....	135
8.6.1 ECD Completion Rate.....	137
8.6.2 Primary School Completion Rate	138
8.6.3 Lower Secondary Completion Rate.....	139
8.6.4 Upper Secondary Completion Rate.....	139
8.7 CONCLUSION.....	140
CHAPTER 9 : FACILITIES	141
9.1 CLASSROOMS	141
9.2 WATER AND SANITATION HYGIENE (WASH) FACILITIES	143
9.2.1 Pupil and Teacher to Toilet Ratios	143
9.2.2 Number of Toilets by Type and Province	146
9.2.3 Access to Water in Schools	149
9.3 HEALTH AND FEEDING.....	156
9.4 ACCESS TO ELECTRICITY	157
9.5 ICT, COMPUTER ACCESS, USE AND CONNECTIVITY	159
9.6 SEATING AND WRITING PLACES	164
9.7 CONCLUSION.....	166
CHAPTER 10 : NON-FORMAL EDUCATION	167
10.1 NON-FORMAL EDUCATION ENROLMENT.....	167
10.2 NON-FORMAL EDUCATION PROGRAMMES.....	168
10.3 SCHOOLS OFFERING NFE PROGRAMMES	173

10.4 CONCLUSION.....	174
CHAPTER 11 : LEARNING OUTCOMES.....	175
11.1 ZIMBABWE EARLY LEARNING ASSESSMENT.....	175
11.2 GRADE 7 PASS RATES	175
APPENDIX 1: MAIN INDICATORS USED IN THIS REPORT.....	178

List of Tables

Table 2.1: School Going Age Population by Level of Education and Sex, Number, Zimbabwe, 2022	4
Table 2.2: School Age population by Single Age and Sex, Number, Zimbabwe, 2022	5
Table 2.3: School-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2022	6
Table 2.4: Percentage Distribution of school-going-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2022	7
Table 2.5: School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2022	8
Table 2.6: Percentage School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2022	8
Table 2.7: Schools by Level of Education and Year, Number and Percentage, Zimbabwe, 2018-2022	9
Table 2.8: Schools by Level of Education and Province, Number and Percentage, Zimbabwe, 2022	10
Table 2.9: Schools by Level of Education and Province, Number, Zimbabwe, 2022	12
Table 2.10: Schools by Level of Education and Province, Percentage Distribution, Zimbabwe, 2022	13
Table 2.11: Schools by Level of Education, Registration Status and Province, Number and Percentage, Zimbabwe, 2022	14
Table 2.12: Number of Schools by Level of Education, Registration Status and Province, Percentage Distribution, Zimbabwe, 2022	15
Table 2.13: Schools by Level of Education, Location (Rural and Urban) and Province, Zimbabwe, 2022	16
Table 2.14: Schools by Level of Education, Capitation Grant Classification and Province, Number, Zimbabwe, 2022	17
Table 2.15: Schools by Level of Education, Capitation Grant Classification and Province, Percentage, Zimbabwe, 2022	18
Table 2.16: Primary Schools by Type, Responsible Authority and Province, Number, Zimbabwe, 2022	21
Table 2.17: Primary Schools by Type, Responsible Authority and Province, Percentage, Zimbabwe, 2022	22
Table 2.18: Secondary Schools by Type, Responsible Authority and Province, Number, Zimbabwe, 2022	23
Table 2.19: Secondary Schools by Type, Responsible Authority and Province, Percentage, Zimbabwe, 2022	23
Table 2.20: Schools by Level of Education, Level of Operation and Province, Number, Zimbabwe, 2022	25
Table 2.21: Schools by Level of Education, Level of Operation and Province, Percent, Zimbabwe, 2022	25
Table 3.1: ECD Enrolment by Sex, Number and Percentage Change, Zimbabwe, 2018-2022	27
Table 3.2: ECD Enrolments by School Capitation Grant Classification and Sex, Number and Percentage, Zimbabwe, 2022	28
Table 3.3: ECD Enrolments by School Registration Status, ECD Level and Sex, Number and Percentage, Zimbabwe, 2022	29
Table 3.4: ECD Enrolments by Level of Education, Sex and Age, Number and Percentage, Zimbabwe 2022	30
Table 3.5: ECD Enrolments by Level, Sex and Location, Number and Percentage, Zimbabwe, 2022	31
Table 3.6: Primary School Enrolment by Sex, Number and Percentage Change, Zimbabwe 2018-2022	31
Table 3.7: Primary School Enrolments by Sex and Grade, Number and Percentage, Zimbabwe 2022	32
Table 3.8: Primary Enrolment by Location, Sex and Grade, Number and Percentage, Zimbabwe, 2022	33
Table 3.9: Primary School Enrolment by School Capitation Grant Classification, Grade and Sex, Number and Percentage Zimbabwe, 2022	35
Table 3.10: Primary School Enrolment by School Registration Status, Grade and Sex, Number and Percentage, Zimbabwe, 2022	36
Table 3.11: Primary School Enrolment by Grade and Age, Number, Zimbabwe, 2022	37
Table 3.12: Primary School Enrolments by Grade and Province, Number, Zimbabwe, 2022	38
Table 3.13: Secondary School Enrolment by Level and Sex and Change, Number and Percentage, Zimbabwe, 2018-2022	40

Table 3.14: Secondary School Enrolments by Sex and Form, Number and Percentage, Zimbabwe 2022	40
Table 3.15: Secondary School Enrolment by Location, Sex and Form, Number and Percentage Females, Zimbabwe, 2022.....	41
Table 3.16: Secondary School Enrolments by School Grant Classification, Sex and Form, Number and Percentage, Zimbabwe, 2022.....	42
Table 3.17: Secondary School Enrolments by School Registration Status, Sex and Form, Number and Percentage, Zimbabwe, 2022.....	43
Table 3.18: Secondary School Enrolments by Form and Age, Number, Zimbabwe, 2022	44
Table 3.19: Secondary School Enrolment by Form and Province, Number, Zimbabwe, 2022	45
Table 3.20: Total Enrolment ECD, Primary and Secondary by Sex and Grade, Number, Zimbabwe, 2022	46
Table 4.1: New Entrants into Grade 1 Trend by Sex, Number and Percentage Change, Zimbabwe 2018-2022	47
Table 4.2: New Entrants into Grade 1 by Sex, Age, Number and Percentage, Zimbabwe, 2022	48
Table 4.3: New Entrants into Grade 1 by Location, Sex and Age, Number and Percentage, Zimbabwe, 2022	49
Table 4.4: New Entrants into Form 1 by Sex and Change, Number and Percentage, Zimbabwe 2018-2022.....	50
Table 4.5: New Entrants into Form 1 by Sex, Age and GPI, Number and Percentage, Zimbabwe, 2022	51
Table 4.6: New Entrants into Form 1 by Location, Sex and Age, Number and Percentage, 2022	52
Table 4.7: Apparent and Net Intake Rates Trends for Primary School by Sex and GPI, Percentage, 2018-2022 ...	53
Table 4.8: Primary School Apparent Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2022	54
Table 4.9: Primary School Net Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2022	54
Table 4.10: Secondary School Apparent Intake Rate and Net Intake Rate Trends by Sex, Percentage, Zimbabwe, 2018-2022	55
Table 4.11: Secondary School Apparent Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	56
Table 4.12: Secondary School Net Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	57
Table 5.1: ECD Gross Enrolment Ratio and Net Enrolment Ratio and GPI, Zimbabwe, 2018-2022.....	59
Table 5.2: ECD School Age Population and Enrolment by Province and Sex, Number, Zimbabwe, 2022	60
Table 5.3: ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province, Percentage, Zimbabwe, 2022.....	61
Table 5.4: ECD A School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022	62
Table 5.5: ECD A Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2022.....	63
Table 5.6: ECD B School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022	64
Table 5.7: ECD B Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2022.....	64
Table 5.8: Infant School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022	66
Table 5.9: Infant Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs by Province, Percentage, Zimbabwe, 2022.....	66
Table 5.10: Junior School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022	67
Table 5.11: Junior Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs and Province, Percentage, Zimbabwe, 2022.....	67
Table 5.12: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2018-2022.....	68
Table 5.13: Primary School Age Population and Enrolments, Number, Zimbabwe, 2022.....	69
Table 5.14: Primary Gross Enrolment Ratio, Net Enrolment Ratio and GPI by Sex and Province, Percentage, Zimbabwe, 2022.....	69
Table 5.15: Grade Specific Net Enrolment Rate (NER) by Sex and Grade, Percentage, Zimbabwe, 2022	71
Table 5.16: Grade Specific Gross Enrolment Rate by Grade and Sex, Percentage and Number, Zimbabwe, 2022	72

Table 5.17: Secondary School Gross Enrolment Rate (GER) by Level and Sex, Percentage, Zimbabwe 2018-2022	72
Table 5.18: Secondary School Net Enrolment Rate by Level and Sex, Number and Percentage, Zimbabwe, 2018-2022.....	73
Table 5.19: Secondary (Form 1-4) School-Age Population and Enrolment by Sex, Number, Zimbabwe, 2022	75
Table 5.20: Secondary School (Form 1-4) NER and GER by Province and Sex, Percentage, Zimbabwe, 2022.....	75
Table 5.21: Secondary School (Form 5-6) Age Population and Enrolment by Sex, Number, Zimbabwe, 2022	76
Table 5.22: Secondary School (Form 5-6) GER and NER, by Province and Sex, Percentage, Zimbabwe, 2022 ..	77
Table 5.23: Secondary School (Form 1-6) Population and Enrolment by Sex and Province, Number, Zimbabwe, 2022.....	78
Table 5.24: Secondary School (Form 1-6) GER, NER and GPI by Sex and Province, Percentage, Zimbabwe, 2022	79
Table 5.25: Form Specific Gross Enrolment Rate (FSGER), Number and Percentage, Zimbabwe, 2022.....	80
Table 5.26: Form Specific Net Enrolment Rate (FSNER), Number and Percentage, Zimbabwe, 2022	80
Table 5.27: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Number and Percentage, Zimbabwe, 2022.....	81
Table 6.1: Orphaned and Vulnerable Children (OVC) by Sex and Level of Education and Change, Number and Percentage, Zimbabwe, 2018-2022.....	84
Table 6.2: ECD Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2022	86
Table 6.3: Primary School Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	87
Table 6.4: Secondary School Orphaned and Vulnerable Children (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	88
Table 6.5: ECD OVC by Type, Sex and Province, Number, Zimbabwe, 2022	89
Table 6.6: ECD OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2022.....	91
Table 6.7: Primary School OVC by Type, Sex and Province, Number, Zimbabwe, 2022	92
Table 6.8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2022	93
Table 6.9: Secondary School OVC by Type, Sex and Province, Number, Zimbabwe, 2022	94
Table 6.10: Secondary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2022	95
Table 6.11: Functional Difficulty by Education Level, Sex and Province, Number, Zimbabwe, 2022.....	95
Table 6.12: Functional Difficulties, Primary and Secondary Schools by Type and Sex, Number, Zimbabwe, 2022	98
Table 6.13: ECD School Pupils with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2022.....	99
Table 6.14: Primary School Pupils with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2022.....	101
Table 6.15: ECD School Pupils on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	102
Table 6.16: Primary School Pupils on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	102
Table 6.17: Secondary School Pupils with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2022.....	103
Table 6.18: Secondary School Pupils on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2022.....	104
Table 6.19: Primary and Secondary School Pupils on BEAM and Grant in Aid of Tuition, Percentage, Zimbabwe, 2022.....	105
Table 7.1: Teachers by Level, Training, Pupil to Teacher Ratio Trends, Number and Percentage, Zimbabwe, 2018-2022.....	107
Table 7.2: ECD Trained and Untrained Teachers by Province, Number and Percentage Zimbabwe, 2022	108
Table 7.3: ECD Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2022.....	108

Table 7.4: ECD Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2022	109
Table 7.5: ECD Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe, 2022	110
Table 7.6: ECD Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2022	110
Table 7.7: ECD Teachers and Pupil to Teacher Ratio by Location, Number, Zimbabwe, 2022	111
Table 7.8: ECD Teachers by Training, Pupil to Teacher Ratio and Province, Number, Zimbabwe, 2022	111
Table 7.9: Primary School Teachers by Training and Province, Number and Percentage Zimbabwe, 2022	112
Table 7.10: Primary School Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2022	113
Table 7.11: Primary School Teachers by Qualification and Sex, Number and Percentage, Zimbabwe, 2022	113
Table 7.12: Primary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe, 2022.....	114
Table 7.13: Primary School Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2022	114
Table 7.14: Primary School Teachers by Teacher Substantive Grade by Sex, Number and Percentage, Zimbabwe, 2022.....	115
Table 7.15: Primary School Teachers, Pupil to Teacher Ratio by Location, Zimbabwe, 2022.....	116
Table 7.16: Primary School Teachers and Pupil to Teacher Ratio by Province, Number, Zimbabwe, 2022.....	116
Table 7.17: Secondary School Teachers by Training and Province, Number and Percentage, Zimbabwe, 2022 ..	117
Table 7.18: Secondary School Teachers by Location, Training, and Sex, Number and Percentage, Zimbabwe, 2022.....	117
Table 7.19: Secondary School Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2022.....	118
Table 7.20: Secondary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe 2022.....	118
Table 7.21: Secondary School Teachers by Teaching Experience, Number and Percentage, Zimbabwe, 2022....	119
Table 7.22: Secondary School Teachers by Teacher Substantive Grade and Sex, Number and Percentage, Zimbabwe, 2022.....	119
Table 7.23: Secondary School (Form 1-6) Pupil to Teacher Ratio by Location, Number, Zimbabwe, 2022	120
Table 7.24: Secondary School (Form 1-6) Teachers and Pupil to Teacher Ratio by Province, Number, Zimbabwe, 2022.....	121
Table 8.1: Repeaters by Level of Education and Sex, Number and Percentage, Zimbabwe, 2018-2022.....	122
Table 8.2: Primary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Number and Percentage, Zimbabwe, 2022.....	123
Table 8.3: Secondary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Form, Zimbabwe, 2022.....	124
Table 8.4: Repeaters by Level of Education, Sex and Province, Number and Percentage, Zimbabwe, 2022	126
Table 8.5: Percentage of Repeaters by Level of Education, Sex and Province, Zimbabwe, 2022	126
Table 8.6: Dropouts by Level of Education, Number and Percentage, Zimbabwe, 2018-2022	127
Table 8.7: Primary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2022.....	129
Table 8.8: Secondary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2022	129
Table 8.9: Enrolments, Repeaters and Promotion by Grade/ Form, Number, Zimbabwe 2021 and 2022	131
Table 8.10: Promotion, Repetition and Dropout Rates by Grade/Form, Zimbabwe, 2021 and 2022.....	132
Table 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex and GPI, Percentage, Zimbabwe 2017-2018 to 2021 – 2022	133
Table 8.12: Survival Rates by Education Level, Grade and Sex, Zimbabwe, 2022	134
Table 8.13: Survival Rates by Education Level, Form and Sex, Zimbabwe, 2022.....	135
Table 8.14: Completion Rate by Level of Education and Sex, Percentage, Zimbabwe 2018-2022	136
Table 8.15: ECD Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022	138

Table 8.16: Primary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022	138
Table 8.17: Lower Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022	139
Table 8.18: Upper Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022	139
Table 9.1: ECD, Primary and Secondary Classrooms, Enrolment and Pupil to Classroom Ratio Trend, Number, Zimbabwe 2018-2022	141
Table 9.2: Classrooms, Enrolments, and Pupil to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2022	142
Table 9.3: Primary Level Classrooms, Enrolments, and Pupil to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2022	142
Table 9.4: Secondary Level Classrooms, Enrolments, and Pupil to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2022	143
Table 9.5: Pupils and Teachers to Toilet Ratios by Sex, Zimbabwe, 2018-2022	144
Table 9.6: ECD and Primary Teacher and Pupil to Toilet Ratios by Sex and Province, Zimbabwe, 2022	144
Table 9.7: Secondary Pupil and Teacher to Toilet Ratios by Sex and Province, Number, Zimbabwe, 2022	146
Table 9.8: ECD Toilets for Pupils by Type and Province, Number, Zimbabwe, 2022	147
Table 9.9 : Primary Toilets for Pupils by Type and Province, Number, Zimbabwe, 2022	148
Table 9.10: Secondary Toilets for Pupils by Type and Province, Number, Zimbabwe, 2022	149
Table 9.11: Primary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2022	150
Table 9.12: Primary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2022	150
Table 9.13: Primary Schools by Access to Water and Use of Water, Number and Percentage, Zimbabwe, 2022	152
Table 9.14: Secondary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2022	153
Table 9.15: Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2022	154
Table 9.16: Secondary Schools by Access to Water and Use of Water, Percentage and Number, Zimbabwe, 2022	155
Table 9.17: Percentage of Primary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentages, Zimbabwe, 2022	156
Table 9.18: Percentage of Secondary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentage, Zimbabwe, 2022	157
Table 9.19: Schools Main Source of Electricity by Type and Level of Education, Number and Percentage, Zimbabwe, 2022	157
Table 9.20: Schools Without Electricity by Education Level and Province, Number and Percentage, Zimbabwe, 2022	158
Table 9.21: Schools by Grant Classification and Main Source of Electricity, Number and Percentage, Zimbabwe, 2022	159
Table 9.22: Schools with Internet Connectivity by Level of Education and Province, Percentage, Zimbabwe, 2022	159
Table 9.23: Primary School Computers for Pupils, Teachers and Administration, Number and Percentages, Zimbabwe, 2022	163
Table 9.24: Secondary Schools Computers for Pupils, Teachers and Administration, Number and Percentages, Zimbabwe, 2022	164
Table 9.25: Primary School (ECDA to Grade 7) Seating and Writing Places by Province, Number and Percentage, Zimbabwe, 2022	165

<i>Table 9.26: Secondary School (Form 1-6) Seating and Writing Places, Number and Percentage, Zimbabwe, 2022</i>	165
<i>Table 10.1: Total Enrolment in NFE Programmes (Primary and Secondary Education Levels) by, Sex and Province, Number and Percentage, Zimbabwe, 2022</i>	167
<i>Table 10.2: Enrolment in NFE Programmes (Primary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2022</i>	168
<i>Table 10.3: Enrolment in NFE Programmes (Secondary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2022</i>	168
<i>Table 10.4: Primary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2022</i>	169
<i>Table 10.5: Primary Level Enrolment in NFE Programmes by Registration Status of School, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022</i>	169
<i>Table 10.6: Primary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022</i>	170
<i>Table 10.7: Secondary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2022</i>	171
<i>Table 10.8: Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022</i>	172
<i>Table 10.9: Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022</i>	172
<i>Table 10.10: Primary Schools Offering NFE programmes, Zimbabwe 2022</i>	173
<i>Table 10.11: Secondary Schools Offering NFE programmes, Zimbabwe 2022</i>	173
<i>Table 11.1: Percentage of Pupils achieving at or above grade-appropriate level after completing grade 2</i>	175
<i>Table 11.2: Pass Rates by Level (Grade 7, 'O' Level and 'A' Level) and Sex and GPI, Percentage, Zimbabwe, 2018-2022</i>	175
<i>Table 11.3: Grade 7 All Pass Rates by Province and Sex, Zimbabwe, 2022</i>	177

List of Figures

Figure 1.1: The Structure of the Education System of Zimbabwe.....	1
Figure 1.2: Zimbabwe Administrative Boundaries by Province, Districts and Wards.....	3
Figure 1.3: Zimbabwe Ministry of Primary and Secondary Education Administrative Boundaries by Province, Districts and Wards.....	3
Figure 2.1: Distribution of School Age Population by Single Age and Sex, Number, Zimbabwe, 2022.....	5
Figure 2.2: Schools by Level of Education and Year, Zimbabwe 2018-2022.....	9
Figure 2.3: Schools by level of Education and Province, Percentage Distribution, Zimbabwe, 2022.....	10
Figure 2.4: School-Age Population and Schools by Province, Percentage Distribution, Zimbabwe, 2022.....	11
Figure 2.5: Schools by Level of Education and Registration Status, Percentage, Zimbabwe, 2022.....	13
Figure 2.6: Schools by Level of Education and Location, Percentage, Zimbabwe, 2022.....	15
Figure 2.7: Schools by Level of Education and Per Capita Grant Classification, Zimbabwe, 2022.....	17
Figure 2.8: Schools by Level of Education and Whether Run by Government or Non-Government, Percentage and Number, Zimbabwe, 2022.....	19
Figure 2.9: Government and Non-Government Schools by Responsible Authority, Percentage Distribution, Zimbabwe, 2022.....	20
Figure 2.10: Schools by Level of Education and Operation Mode, Percentage Distribution, Zimbabwe, 2022.....	24
Figure 3.1: ECD Enrolment by Sex, Zimbabwe 2018-2022.....	27
Figure 3.2: ECD Enrolments by School Registration Status, Percentage, Zimbabwe, 2022.....	28
Figure 3.3: ECD Enrolments by Age, Sex, Percentage Distribution, Zimbabwe, 2022.....	29
Figure 3.4: ECD Pupils by Level, Age and Sex, Zimbabwe, 2022.....	30
Figure 3.5: Primary School Enrolment by Sex, Zimbabwe, 2018-2022.....	32
Figure 3.6: Primary School Enrolments by Location, Percentage, Zimbabwe, 2022.....	33
Figure 3.7: Primary School Enrolment by School Capitation Grant Classification, Percentage, Zimbabwe, 2022.....	34
Figure 3.8: Primary School Enrolments by School Registration Status, Percentage, Zimbabwe, 2022.....	35
Figure 3.9: Primary School Enrolment by Grade and Age, Percentage Distribution, Zimbabwe, 2022.....	37
Figure 3.10: Enrolment in Lower Secondary Level Zimbabwe, 2018-2022.....	39
Figure 3.11: Enrolment in Upper Secondary Level Zimbabwe, 2018-2022.....	39
Figure 3.12: Enrolment in Lower and Upper Secondary Schools Zimbabwe, 2018-2022.....	39
Figure 3.13: Secondary School Enrolments (Form 1- 6) by Location, Percentage, Zimbabwe, 2022.....	41
Figure 3.14: Secondary School Enrolment by School Grant Classification, Percentage, Zimbabwe, 2022.....	42
Figure 3.15: Secondary School Enrolments by School Registration Status, Percentage, Zimbabwe, 2022.....	43
Figure 3.16: Secondary School Enrolments by Form and Age, Percentage, Zimbabwe, 2022.....	44
Figure 3.17: Distribution of Enrolment by Grade/Form, Number, Zimbabwe, 2022.....	46
Figure 4.1: New Entrants into Grade 1 by Sex, Number and Percentage, Zimbabwe 2018-2022.....	48
Figure 4.2: New Entrants into Grade 1 by Age and Sex, Number, Zimbabwe, 2022.....	49
Figure 4.3: New Entrants into Form 1 by Sex, Number and Percentage, Zimbabwe 2018-2022.....	50
Figure 4.4: New Entrants into Form 1 by Age and Sex, Number, Zimbabwe, 2022.....	51
Figure 4.5: Primary School (Grade1) Apparent Intake Rate, Percentage, Zimbabwe 2018-2022.....	53
Figure 4.6: Primary School (Grade1) Net Intake Rate, Percentage, Zimbabwe 2018-2022.....	53
Figure 4.7: Secondary School (Form 1) Apparent Intake Rate, Percentage, Zimbabwe, 2018-2022.....	56
Figure 4.8: Secondary School (Form 1) Net Intake Rate, Percentage, Zimbabwe, 2018-2022.....	56
Figure 5.1: Distribution of ECD Gross Enrolment Ratio and Net Enrolment Ratio, Zimbabwe, 2018-2022.....	60
Figure 5.2: ECD Gross Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2022.....	61
Figure 5.3: ECD Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2022.....	61
Figure 5.4: ECD A Gross Enrolment and Net Enrolment Ratios by Sex and Province, Percentage, Zimbabwe, 2022.....	63
Figure 5.5: ECD B Gross and Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2022.....	65

Figure 5.6: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2018-2022.....	68
Figure 5.7: Primary School NER by Province, Percentage, Zimbabwe, 2022	70
Figure 5.8: Grade Specific Gross and Net Enrolment Rates, Percentage, Zimbabwe, 2022	71
Figure 5.9: Secondary School (Form 1-4) GER and NER, Percentage, Zimbabwe, 2018-2022.....	74
Figure 5.10: Secondary School (Form 5-6) GER and NER, Percentage, Zimbabwe, 2018-2022.....	74
Figure 5.11: Secondary School (Form 1-6) GER and NER, Percentage, Zimbabwe, 2018-2022.....	74
Figure 5.12: Secondary School (Form 1-4) NER by Province, Percentage, Zimbabwe, 2022	76
Figure 5.13: Secondary School (Form 5-6), NER by Province, Percentage, Zimbabwe, 2022	78
Figure 5.14: Secondary School (Form 1-6) GER and NER, by Province, Percentage, Zimbabwe, 2022.....	79
Figure 5.15: Form Specific Net Enrolment Ratio, Percent, by Gender, Zimbabwe, 2022.....	80
Figure 5.16: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Percentage, Zimbabwe, 2022	81
Figure 6.1: ECD Orphans and Vulnerable Children, Number, Zimbabwe 2018-2022	85
Figure 6.2: Primary School (Grade 1-7) Orphans and Vulnerable Children, Number, Zimbabwe 2018-2022.....	85
Figure 6.3: Secondary School (Form 1-6) Orphans and Vulnerable Children, Number, Zimbabwe, 2018-2022.	85
Figure 6.4: ECD Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2022	86
Figure 6.5: Primary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2022 ..	87
Figure 6.6: Secondary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2022	88
Figure 6.7: ECD OVCs by Type and Province, Number, Zimbabwe 2022	90
Figure 6.8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe 2022	92
Figure 6.9: Secondary School OVCs by Type and Province, Number, Zimbabwe, 2022	94
Figure 6.10: Primary School Pupils by Type of Functional Difficulty, Percent Distribution, Zimbabwe, 2022	96
Figure 6.11: Secondary School Pupils by Type of Functional Difficulty, Percent Distribution, Zimbabwe, 2022	96
Figure 6.12: ECD School Pupils with Funding Assistance by Type, Percentage, Zimbabwe 2022	99
Figure 6.13: ECD School Pupils with Funding Assistance by Type and Province, Percentage, Zimbabwe 2022 ...	100
Figure 6.14: Primary School Pupils with Funding Assistance by Type, Percentage, Zimbabwe 2022	100
Figure 6.15: Primary School Pupils with Funding Assistance by Type and Province, Percentage, Zimbabwe 2022	101
Figure 6.16: Secondary School Pupils with Funding Assistance by Type, Percentage, Zimbabwe 2022.....	103
Figure 6.17: Secondary School Pupils with Funding Assistance by Type and Province, Percentage, Zimbabwe 2022.....	104
Figure 7.1: Trained Teachers by Level of Education, Zimbabwe, 2018-2022	106
Figure 7.2: ECD Teachers by Qualification and Sex, Number, Zimbabwe, 2022.....	109
Figure 7.3: ECD Teachers by Pupil to Teacher Ratios and Province, Zimbabwe, 2022	112
Figure 7.4: Primary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2022.....	115
Figure 7.5: Secondary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2022.....	120
Figure 8.1: Percentage Repeaters by Level of Education, Zimbabwe, 2018-2022.....	123
Figure 8.2: Percentage Repeaters by Grade and Sex, Primary Schools, Zimbabwe, 2022.....	124
Figure 8.3: Percentage Repeaters by Form and Sex, Secondary Schools, Zimbabwe, 2022	125
Figure 8.4: Percentage Dropout by Level of Education, Zimbabwe, 2018 -2022.....	128
Figure 8.5: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex, Percentage, Zimbabwe, 2017-2018 to 2021 – 2022.....	133
Figure 8.6: Primary School Survival Rate by Grade and Sex, Zimbabwe, 2022	134
Figure 8.7: Secondary School Survival Rate by Form and Sex, Zimbabwe, 2022	135
Figure 8.8: Completion Rate by Level of Education, Percentage, Zimbabwe, 2018-2022	137
Figure 9.1: Primary School Pupil to Toilet Ratio by Sex, Zimbabwe, 2022.....	145
Figure 9.2: Secondary School Pupil to Toilet Ratio by Sex, Zimbabwe, 2022.....	146
Figure 9.3: Schools Source of Electricity by Level of Education, Number, Zimbabwe, 2022	158

<i>Figure 9.4: Primary and Secondary Schools, Percentage with and without Computers, by Province, Zimbabwe, 2022.....</i>	<i>160</i>
<i>Figure 9.5: Primary and Secondary Schools, Percentage with Computers for Pupils, by Province, Zimbabwe, 2022</i>	<i>161</i>
<i>Figure 9.6: Primary and Secondary Schools, Average Computers per School, by Province, Zimbabwe, 2022.....</i>	<i>161</i>
<i>Figure 9.7: Primary and Secondary Schools, Average Pupils per Computer by Province, Zimbabwe, 2022</i>	<i>162</i>
<i>Figure 10.1: Distribution of Primary Level Enrolment in NFE Programmes by Registration Status of School and NFE Level, Number, Zimbabwe, 2022.....</i>	<i>170</i>
<i>Figure 10.2: Distribution of Primary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022.....</i>	<i>171</i>
<i>Figure 10.3: Distribution of Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number, Zimbabwe, 2022.....</i>	<i>172</i>
<i>Figure 10.4: Distribution of Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022.....</i>	<i>173</i>
<i>Figure 11.1: Grade 7 Pass Rates by Sex and GPI, Percentage, Zimbabwe, 2018-2022.....</i>	<i>176</i>

Abbreviations and Acronyms

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
PTR	Pupil to Teacher Ratio
PTTR	Pupil to Trained Teacher Ratio
MoHTESTD	Ministry of Higher and Tertiary Education Science and Technology Development
MoPSE	Ministry of Primary and Secondary Education
NER	Net Enrolment Ratio
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 2022 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 data used in the computation of several education indicators herein using the 2022 census population as base.

Foreword

It is with immense pleasure that I am presenting the 2022 Statistical Annual report.

The mandate of the Ministry of Primary and Secondary Education is to promote the provision of a wholesome quality and inclusive education for all Zimbabweans that is equitably accessed. The education system must be seen to be advancing the country's developmental aspirations through the Competence Based Curriculum.

The Report is an annual internal assessment of the provision of education in the country taking into account a host of variables that affect the provision of education in any country. The objective of this Ministry's assessment is to measure and evaluate teaching and learning efficiency and effectiveness in the whole country. This assessment is meant to particularly check on the extent of achievement of the provision of education to all children of school going age in the country. The key goal of this assessment is to provide evidence-based information for planning purposes.

The Ministry endeavors to meet the country's vision and aspirations which envisages an Upper Middle-Income Economy by the year 2030, as enshrined in National Development Strategy 1 (NDS1), through strengthening the education foundation. Consistent with SDG 4 which calls for governments to ensure that by 2030, all girls and boys have access to quality early childhood development education so that they are ready for primary and secondary education, this national assessment is a vehicle of creating a human capital base capable of transforming the country's economy.

My Ministry will therefore deliberately focus greater attention on the equitable and inclusive provision of quality education. This focus will ensure the creation of a strong education foundation, where it matters most with the aim of leaving no one and no place behind.

I, therefore, call for all education implementors, stakeholders and education development partners to embrace the recommendations of this report in order to attain quality and inclusive education for the achievement of vision 2030.


Honourable Dr. Evelyn Ndlovu (MP)

Minister for Primary and Secondary Education, July 2023

Preface

The 2022 Primary and Secondary Education Statistics report is based on the EMIS data that has gone through tremendous improvements over the recent years and remains a critical planning and management tool in the national statistical system.

The main areas covered in the report include Demand for Education, Enrolment, Access to Education, Participation in Education, Orphans and Vulnerable Children (OVC), 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 deployment of national resources.

It is my hope and belief that educational planners, decision makers and monitors 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 as enshrined in the National Development Strategic Document 1. The report is thus a very important enabling tool for use on the journey to achieving the country's vision 2030.



Tunisang Thabela (Mrs)

Secretary for Primary and Secondary Education

Executive Summary

The 2022 Primary and Secondary Statistical Report was developed based on EMIS data and covers the following areas: Demand for Education, Enrolment, Access to Education, Participation in the Education system, Orphans and Vulnerable children (OVCs), Educational Assistance, Internal Efficiency of the Education System, Teacher Establishment, School facilities, Non-Formal Education and Learning Outcomes, all organized into eleven chapters.

The first two chapters of this statistics report provide an overview of the Zimbabwe education system and the demand for education based on the school-going-age population, the numbers of schools and their classification by grant and location. The school-going population (4-18 years) in Zimbabwe was 5 742 515, of which males and females constitute 49.90 percent and 50.10 percent, respectively. The number of schools was expected to meet the demand of the growing population although there will be a need for more in the near future. In 2022, there were 7 304 primary schools with ECDs, 7 386 primary schools and 3 131 secondary schools. Urban and rural primary schools constituted 26.33 percent and 73.67 percent, respectively, while urban and rural secondary schools constitute, 26.06 percent and 73.94 percent respectively. Most primary schools (71.51percent) are run by government, with just 28.49 percent are under non-government entities. Government run secondary schools constitute 69.21 percent, in contrast to non-government schools which make up 30.79 percent. Over the last year, government efforts have seen the encouragement of other players to participate in the establishment of schools which has seen the percentage of government-run schools declining to 71.51 and 69.21 percent in primary and secondary schools respectively from 2021.

The report also has information on enrolment, access to education and participation in education. The Apparent Intake Rate (NIR) and Net Intake Rate (NIR) at both Grade 1 and Form 1 are important indicators of educational access that were taken into account in this report. Net Enrolment and Gross Enrolment Rate (GER) Rate (NER) were regarded as important indicators of educational participation. The ECD enrolment was at 654 979 of which, 50.33 percent are males and 49.67 percent are females. The number of ECD Pupils slightly drop to 654 799 in 2022. There are 2 943 370 pupils enrolled in primary schools, males and females constituting 50.04percent, 49.96 percent, respectively. The country sustained a steady annual increase in the number of primary pupils during the period 2018-2022. The country also has 1 121 591 pupils enrolled in secondary schools (Form 1 -6), with 1 045 896 enrolled in lower secondary (Form 1-4) and 75 695 pupils enrolled for upper secondary (Form 5-6). Over the period 2018-2022, there has been an annual increase of enrolment in lower and a decrease in upper secondary schools.

New entrants into Grade 1 were 424 556, of which, males and females constitute 50.37 percent and 49.63 percent, respectively. Form 1 new entrants were 285 399, of which, 48.53 percent were males and 51.47 percent were females. Primary school Apparent Intake Rate (AIR) was at 103.12 percent (104.08 percent for males, 102.17 percent for females), while primary school Net Intake Rate (NIR) was 29.29 percent (28.34 percent for males, 30.24 percent for females). Secondary school Apparent Intake Rate was 79.12 percent (76.90 percent for males, 81.33 percent for females), while secondary school Net Intake Rate was 24.59 percent (21.63 percent for males, 27.54 percent for females). ECD GER was 81.80 percent (82.45 percent for males, 81.16 percent for females). Early Childhood Development NER was at 44.15 percent (44.02 percent for males, 44.29 percent for females). Primary school GER was 99.67 percent (99.85 percent for males, 99.48 percent for females), while the NER was 88.33 percent (87.72 percent for males, 88.94 percent for females). Gross Enrolment Ratios for secondary school (Form 1-6) was 56.06 percent (55.31 percent for males, 56.81 percent for females). The NER for secondary school was 53.55 percent (52.51 percent for males, 54.60 percent for females).

At ECD level, there were 135 522 Orphans and Vulnerable Children, (68 114 males, 67 408 females). Orphans and Vulnerable Children (OVCs) constitute 20.69 percent of ECD Pupils (20.66 percent males, 20.72 percent females). There were 664 811 OVCs (332 079 males, 332 732 females) in primary schools. Primary school OVCs constitute 22.59 percent of primary school pupils (22.55 percent males, 22.63 percent females). At secondary school level, there were 306 981 OVCs (148 423 males, 158 558 females). Secondary school OVCs constitute 27.37 percent of secondary school pupils (26.83 percent males, 27.90 percent females). To cushion the vulnerable, some of the OVCs get educational assistance through the Basic Education Assistance Module (BEAM). As of 2022, 50 417 ECD pupils, 572 463 primary school pupils and 193 196 secondary school pupils were under BEAM.

In 2022, the teacher establishment in Zimbabwe was 18 395 for ECD, 83 734 for primary schools and 49 362 for secondary school, of which the proportions of trained teachers were 76.68 percent, 97.90 percent and 91.09 percent, respectively. However, at both primary and secondary levels of education, fewer female teachers were occupying senior substantive positions (Head and Teacher-In -Charge) in comparison to their male counterparts. At national level, the ECD Pupil to Teacher Ratios (PTR) and Pupil to Trained Teacher Ratio (PTTR) were 36 and 46, respectively. Generally, PTR and PTTR for the nation and the respective domains (rural and urban) were well above the recommended PTR of 20 for ECD. The primary PTR and PTTR were 35 and 36, respectively. The PTRs for rural and urban were at 35, while PTTR for the rural and urban were at 36. The PTR and PTTR for both rural and urban areas were within the recommended threshold (PTR of 40 for primary schools). The PTR and PTTR for secondary level of education were 23 and 25, respectively. Rural and urban secondary school PTR were respectively, 23 and 22, while the PTTR was 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 were 0.56 percent and 1.25 percent respectively.

Nationally, the proportion of school dropouts were 0.44 percent for primary school and 4.44 percent of secondary school. Transition rate from Grade 7 to Form 1 was 85.06 percent (83.64 percent for males 86.44 percent for females). Transition rate from Form 4 to Form 5 was 18.13 percent (17.65 percent for males, 18.63 percent for females). Across primary school grades, Grade 2 had the highest survival rate (99.59 percent), while Grade 7 had the least (88.52 percent). At secondary school level of education, Form 2 had the highest survival rate (97.31 percent), while Form 6 had the least (15.20 percent). At national level, ECD completion rate was 85.52 percent (86.57 percent for males and 84.48 percent for females). Primary school completion rate was 90.98 percent (89.58 percent males, 92.38 percent for females). The completion rate for lower secondary school was 65.95 percent (65.98 percent for males 65.93 percent for females). The completion rate for upper secondary was 12.75 percent (12.87 percent for males, 12.64 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 was the main source of electricity for both primary and secondary schools (52.14 percent and 61.19 percent respectively), while gas turbine was the least source in both (0.01 percent and 0 percent, respectively).

WASH in schools was 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 pupil-to-toilet ratios for ECD were at 19 for males and 18 for females, while the ratios for primary schools were at 28 for males and 26 for females. The secondary school pupil-to-toilet ratios for males and females were 19 and 17, respectively. The sources of water for schools include, boreholes, dams, rivers, unprotected wells, piped water, protected wells, and abstraction spring. At national level, the distance to the main source of water was greater than 500m for 27.09 percent of primary schools and 22.61 percent of secondary schools. Nationally, 88.94 percent of primary and 87.77 percent of secondary schools have access to safe drinking water. Furthermore, 73.00 percent of primary schools and 70.97 percent of secondary schools have sufficient water. Water was also consistently available to 69.14 percent of primary schools and 67.71 percent of secondary schools. In Zimbabwe, 40.21 percent of primary schools and 39.60 percent of secondary schools use treated water. At national level, the water sources of 56.32 percent of primary schools and 52.32 percent of secondary schools were also used by their respective communities. In addition, water sources were within the schools' premises for 72.47 percent and 75.25 percent of primary secondary schools, respectively.

The proportion of schools with computers for pupils at primary and secondary levels of education were 35.65 percent and 50.69 percent, respectively. Furthermore, Seating Place Ratios were 1:38 for primary and 1:13 for secondary schools, while Writing Place Ratios were 1:53 and 1:15 for primary and secondary schools, respectively.

Non-formal education enrolment and programmes at primary and secondary levels of education were 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 was 91 386 (40 181 males, 51 205 females). The total number of learners enrolled in Non-Formal Education (NFE) at primary level of education was 47 152 (18 682 males, 28 470 females). The total number of learners enrolled in Non-Formal Education (NFE) at secondary level of education was 44 234 (21 499 males, 22 735 females). The total number of NFE learners in registered primary schools was 43 343 (16 914 males, 26 429 females). A total of 2755 (1234 males, 1521 females) were enrolled in satellite primary schools. The total number of learners enrolled in unregistered schools was 1054 (534 males, 520 females). Out of the 3996 schools offering NFE programmes at primary and secondary levels, 2 590 were primary schools and 1 406 were secondary schools.

Last but not the least, the statistical 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 were the national pass rates of public examinations at Grade 7, 'O' Level and 'A' Level. In 2022, the Grade 7 pass rate was 39.83 percent.

The statistical content in this report was crucial in policy formulation, evidence-based planning, programme implementation and monitoring and evaluation. 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 online teaching and learning in schools.
- 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.
- Relevance of the Zimbabwean education system to the country's educational philosophy of Education 5.0

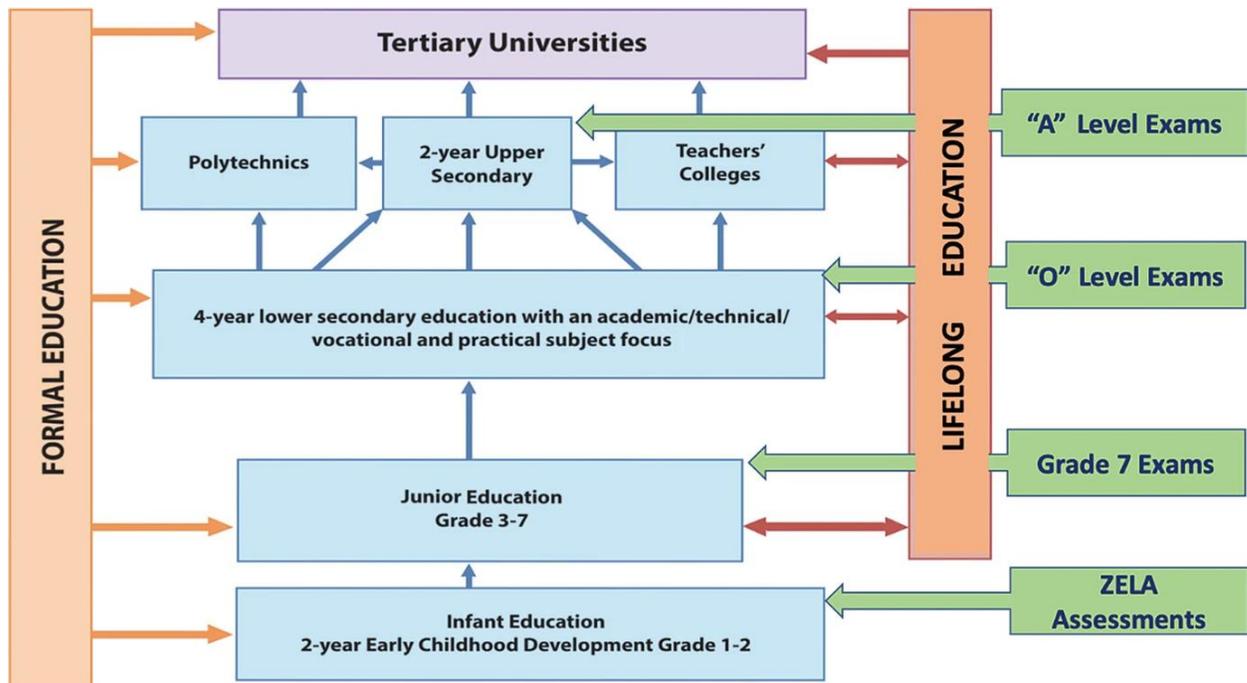
CHAPTER 1: Introduction

1.1 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 Non-Formal sectors. 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 examinations. It is important to note that Zimbabwe has a policy of automatic promotion to the next level for pupils from 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 assumed a highly academic

and examination-oriented curriculum that determines who enters in upper secondary and goes beyond. Transition to upper secondary, is only after attaining good grades at some competitive national examinations. After 'O' Level, or 'A' Level pupils can enroll for upper secondary or admitted for technical and vocational colleges/tertiary, polytechnic and other colleges. Admission into university education is upon passing national 'A' Level examinations or successful completion of tertiary, polytechnic and other colleges. Pupils who are 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 School Education

Primary education consists of nine years of schooling. It is divided into infant and Junior education. Generally, in primary schools, one teacher is assigned to teach all subjects. Infant education consists of 4 years of schooling. Pupils enter the first level of infant education (ECD A), at an official age of 4 years. After ECD A, they proceed to ECD B. ECD pupils mostly learn through play. They are expected to develop skills in reading, writing, speaking, and listening. At an official age of 6 years, pupils are expected to enrol for Grade 1, where they are introduced to a subject-based curriculum. The infant level ends at Grade 2. The junior education consists of 5 years of schooling, from Grade 3 to 7. At Grade 7, pupils sit for national examinations. However, transitioning into secondary school is not dependent on the outcome of the examination results.

1.3 Secondary School Education

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

The lower secondary sector is a four-year programme cycle, that concludes with pupils sitting for national 'O' Level national examinations. In the first two years, pupils are exposed to varied experiences and are afforded an opportunity to discover their own intellectual abilities, aptitudes, and interests. At this level, pupils are offered a full curriculum encompassing Sciences, Humanities, Languages, Commercials and Practical Subjects. Each pupil 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 education, the pupils can either proceed to upper secondary, seek admission into tertiary colleges or look for employment. The upper secondary school offers two years of Advanced Level studies in preparation for tertiary and university education. However, passing Ordinary Level examinations with at least 5 subjects is a pre-requisite for entry into upper secondary. At 'A' Level, the curriculum is more specialized, as students choose between Sciences, Humanities, Technical subjects,

Commercial subjects, and Languages. Even though pupils 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 and education is included. The provision of primary and secondary education, for example, is targeted at the primary and secondary school-going age population that reside in these administrative divisions. Population-based data is collected and analysed in reference to these administrative boundaries.

The Ministry of Primary and Secondary Education has customized some of the administrative divisions for the purpose of education management. In each of the 10 provinces 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 as opposed to the 88 administrative districts.

While most rural districts for education are the same administrative districts, there are cases where some administrative districts are amalgamated to form one education district or shared among two education districts. All urban districts that are wholly contained in the rural district are amalgamated with the rural district to form one education district. Furthermore, MoPSE created districts of Harare and Bulawayo which are not part of administrative districts.

Figure 1.2: Zimbabwe Administrative Boundaries by Province, Districts and Wards

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



CHAPTER 2: Demand for Education

2.1 Population

Zimbabwe has a school-going population (4-18 years) of 5 742 515, of which males and females constitute 49.90 percent and 50.10 percent, respectively. Table 2.1 shows school-going age population distribution by sex in relation to the four major levels of education (Infant Level, Junior Level, Lower Secondary and Upper Secondary). The infants, aged 4-7 years expected to be in level ECD A to Grade 2 are 1 624 894, with 49.99% of these being females.

The highest school-going age population (2 118 943) is the 8-12 years, grade 3 to 7 and the lowest is the upper secondary group (621 875), aged 17-18 years.

Table 2.1: School Going Age Population by Level of Education and Sex, Number, Zimbabwe, 2022

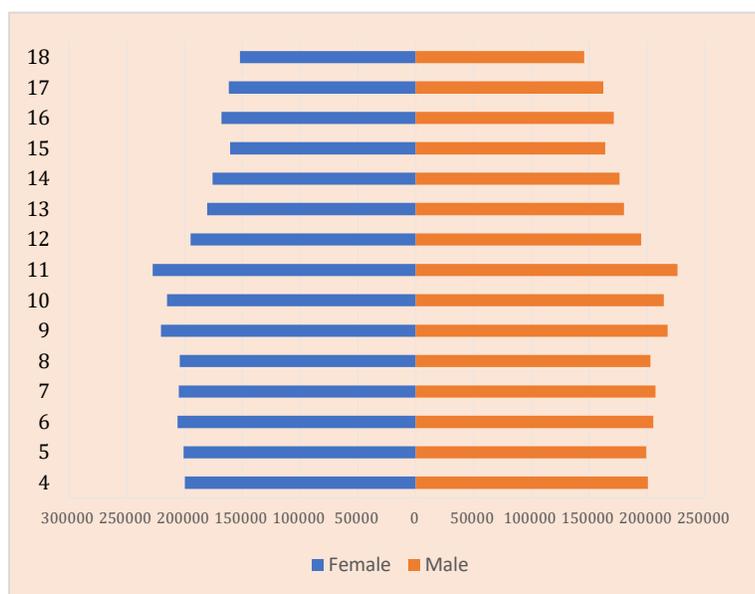
Level of Education	Sex		Total
	Males	Females	
Infant Level/ECDA -Grade 2 (4- 7 years)	812 649	812 245	1624 894
Junior Level/Grade 3-7) (8-12 years)	1056 264	1062 679	2118 943
Lower Secondary (13-16 years)	691 379	685 424	1376 803
Upper Secondary (17-18 years)	307 734	314 141	621 875
Total	2 868 026	2 874 489	5 742 515
ECD (4-5 years)	399 839	400 867	800 706
Primary (6-12 years)	1 469 074	1 474 057	2 943 131

Table 2.2 shows the school age population in single years for the age group 4 to 18. There are more males in age group 14-17 years and 4 and 7 years while the opposite is true for the rest. The greatest difference in numbers between the genders is among 18-year-olds, where there are 6789 more females than there are males. This difference is clear on Figure 2.1 as well. The figure shows 18 years as the most asymmetrical distribution.

Table 2.2: School Age population by Single Age and Sex, Number, Zimbabwe, 2022

Age in years	Male	Female	Total
4	200 622	199 928	400 550
5	199 217	200 939	400 156
6	205 457	206 253	411 710
7	207 353	205 125	412 478
8	202 771	204 305	407 076
9	217 662	220 604	438 266
10	214 560	215 249	429 809
11	226 420	227 556	453 976
12	194 851	194 965	389 816
13	180 091	180 624	360 715
14	176 251	175 975	352 226
15	163 842	160 626	324 468
16	171 195	168 199	339 394
17	162 242	161 860	324 102
18	145 492	152 281	297 773
Grand Total	2 868 026	2 874 489	5 742 515

Figure 2.1: Distribution of School Age Population by Single Age and Sex, Number, Zimbabwe, 2022



The school-going age population (4-18 years) also varies by province (see Tables 2.3). The largest number of pupils in all age-groups was in Manicaland province where the number the total (4 to 18) was 834 895, followed by Harare Province (784 953). Bulawayo had the lowest number of (222 592).

Table 2.3: School-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2022

Province	Infant			Junior			Lower Secondary			Upper Secondary			Grand Total 3 - 18 years
	Population age group (4 - 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	27 550	28 123	55 673	38 142	40 743	78 885	26 114	31 341	57 455	13 164	17 415	30 579	222 592
Harare	111 655	113 769	225 424	138 641	144 038	282 679	83 418	95 814	179 232	41 754	55 864	97 618	784 953
Manicaland	118 920	118 837	237 757	154 900	156 114	311 014	103 946	99 142	203 088	42 617	40 419	83 036	834 895
Mashonaland Central	76 766	75 973	152 739	97 551	96 886	194 437	62 487	58 560	121 047	28 259	25 811	54 070	522 293
Mashonaland East	94 984	94 938	189 922	122 273	121 695	243 968	77 159	74 111	151 270	34 185	33 156	67 341	652 501
Mashonaland West	101 269	101 525	202 794	128 024	127 644	255 668	80 485	78 848	159 333	38 172	36 883	75 055	692 850
Masvingo	96 994	96 537	193 531	129 266	129 457	258 723	89 453	86 095	175 548	37 016	35 069	72 085	699 887
Matabeleland North	46 236	45 709	91 945	62 706	61 994	124 700	43 811	40 539	84 350	17 711	16 400	34 111	335 106
Matabeleland South	40 679	39 987	80 666	54 423	53 765	108 188	38 419	36 524	74 943	17 461	15 952	33 413	297 210
Midlands	97 596	96 847	194 443	130 338	130 343	260 681	86 087	84 450	170 537	37 395	37 172	74 567	700 228
Grand Total	812 649	812 245	1 624 894	1 056 264	1 062 679	2 118 943	691 379	685 424	1 376 803	307 734	314 141	621 875	5 742 515

The proportion of school-going age population across the four levels (infant, junior, lower secondary and upper secondary) of education varied by province and sex as shown in Table 2.4. The proportion of the population eligible for infant education level was highest in Manicaland (14.63 percent), followed by Harare (13.87 percent). Among the infant level pupils, the proportions were in favour of males across the provinces, save for Harare, Bulawayo, and Mashonaland West. Bulawayo had the least proportion of all school-going age categories including infant population (3.43 percent). A similar pattern was realized for persons eligible for Lower Secondary and Upper Levels of education.

Manicaland had the highest proportion of school-going-age population eligible for Junior level of education and lower secondary as well, followed by Harare in all these categories. Harare had the highest proportion of Upper secondary school going age (15.70 percent). Bulawayo had the lowest proportion of school-going-age population across all the levels of education.

Table 2.4: Percentage Distribution of school-going-age Population by Level of Education, Sex and Province, Number and Percentage Distribution, Zimbabwe, 2022

Province	Infant			Junior			Lower Secondary			Upper Secondary			3 - 18 years	
	Percentage													
	Population age group (4 - 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	3.39	3.46	3.43	3.61	3.83	3.72	3.78	4.57	4.17	4.28	5.54	4.92	3.88	
Harare	13.74	14.01	13.87	13.13	13.55	13.34	12.07	13.98	13.02	13.57	17.78	15.70	13.67	
Manicaland	14.63	14.63	14.63	14.66	14.69	14.68	15.03	14.46	14.75	13.85	12.87	13.35	14.54	
Mashonaland Central	9.45	9.35	9.40	9.24	9.12	9.18	9.04	8.54	8.79	9.18	8.22	8.69	9.10	
Mashonaland East	11.69	11.69	11.69	11.58	11.45	11.51	11.16	10.81	10.99	11.11	10.55	10.83	11.36	
Mashonaland West	12.46	12.50	12.48	12.12	12.01	12.07	11.64	11.50	11.57	12.40	11.74	12.07	12.07	
Masvingo	11.94	11.89	11.91	12.24	12.18	12.21	12.94	12.56	12.75	12.03	11.16	11.59	12.19	
Matabeleland North	5.69	5.63	5.66	5.94	5.83	5.89	6.34	5.91	6.13	5.76	5.22	5.49	5.84	
Matabeleland South	5.01	4.92	4.96	5.15	5.06	5.11	5.56	5.33	5.44	5.67	5.08	5.37	5.18	
Midlands	12.01	11.92	11.97	12.34	12.27	12.30	12.45	12.32	12.39	12.15	11.83	11.99	12.19	
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 4-5 age-group (ECD level) was estimated at 800 706, the majority of whom were in Manicaland (116 242) and Harare (111 599), while Bulawayo had the smallest number of 27 041. The primary school age group (6 to 12-years) had 2 943 131 whose majority were in Manicaland (432 529) and Harare (396 504). Bulawayo had the least number (107 517). The lower secondary school-going age group was projected at 1 376 803 of which the majority of 203 088 and 179 232 children were in Manicaland and Harare provinces respectively. The same trend was realised in Upper Secondary level, with Harare (97 618) and Manicaland (83 036) having the highest school-going age in that category and Bulawayo Province (30 579), being the least. Table 2.5 shows the distribution.

Table 2.5: School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2022

Province	ECD			Primary			Lower Secondary			Upper Secondary			4 - 18 years
	Population age group (4 - 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	13 416	13 625	27 041	52 276	55 241	107 517	26 114	31 341	57 455	13 164	17 415	30 579	222 592
Harare	55 284	56 315	111 599	195 012	201 492	396 504	83 418	95 814	179 232	41 754	55 864	97 618	784 953
Manicaland	58 020	58 222	116 242	215 800	216 729	432 529	103 946	99 142	203 088	42 617	40 419	83 036	834 895
Mashonaland Central	38 214	37 672	75 886	136 103	135 187	271 290	62 487	58 560	121 047	28 259	25 811	54 070	522 293
Mashonaland East	46 593	47 183	93 776	170 664	169 450	340 114	77 159	74 111	151 270	34 185	33 156	67 341	652 501
Mashonaland West	50 122	50 788	100 910	179 171	178 381	357 552	80 485	78 848	159 333	38 172	36 883	75 055	692 850
Masvingo	47 003	46 695	93 698	179 257	179 299	358 556	89 453	86 095	175 548	37 016	35 069	72 085	699 887
Matabeleland North	22 898	22 509	45 407	86 044	85 194	171 238	43 811	40 539	84 350	17 711	16 400	34 111	335 106
Matabeleland South	20 187	19 722	39 909	74 915	74 030	148 945	38 419	36 524	74 943	17 461	15 952	33 413	297 210
Midlands	48 102	48 136	96 238	179 832	179 054	358 886	86 087	84 450	170 537	37 395	37 172	74 567	700 228
Grand Total	399 839	400 867	800 706	1 469 074	1 474 057	2 943 131	691 379	685 424	1 376 803	307 734	314 141	621 875	5 742 515

Table 2.6: Percentage School Age Population by Level of Education (ECD and Primary), Sex and Province, Number and Percent, 2022

Province	ECD			Primary			Lower Secondary			Upper Secondary			4 - 18 years
	Percentage												
	Population age group (4-5)			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	3.36	3.40	3.38	3.56	3.75	3.65	3.78	4.57	4.17	4.28	5.54	4.92	3.88
Harare	13.83	14.05	13.94	13.27	13.67	13.47	12.07	13.98	13.02	13.57	17.78	15.70	13.67
Manicaland	14.51	14.52	14.52	14.69	14.70	14.70	15.03	14.46	14.75	13.85	12.87	13.35	14.54
Mashonaland Central	9.56	9.40	9.48	9.26	9.17	9.22	9.04	8.54	8.79	9.18	8.22	8.69	9.10
Mashonaland East	11.65	11.77	11.71	11.62	11.50	11.56	11.16	10.81	10.99	11.11	10.55	10.83	11.36
Mashonaland West	12.54	12.67	12.60	12.20	12.10	12.15	11.64	11.50	11.57	12.40	11.74	12.07	12.07
Masvingo	11.76	11.65	11.70	12.20	12.16	12.18	12.94	12.56	12.75	12.03	11.16	11.59	12.19
Matabeleland North	5.73	5.62	5.67	5.86	5.78	5.82	6.34	5.91	6.13	5.76	5.22	5.49	5.84
Matabeleland South	5.05	4.92	4.98	5.10	5.02	5.06	5.56	5.33	5.44	5.67	5.08	5.37	5.18
Midlands	12.03	12.01	12.02	12.24	12.15	12.19	12.45	12.32	12.39	12.15	11.83	11.99	12.19
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

2.2 Schools

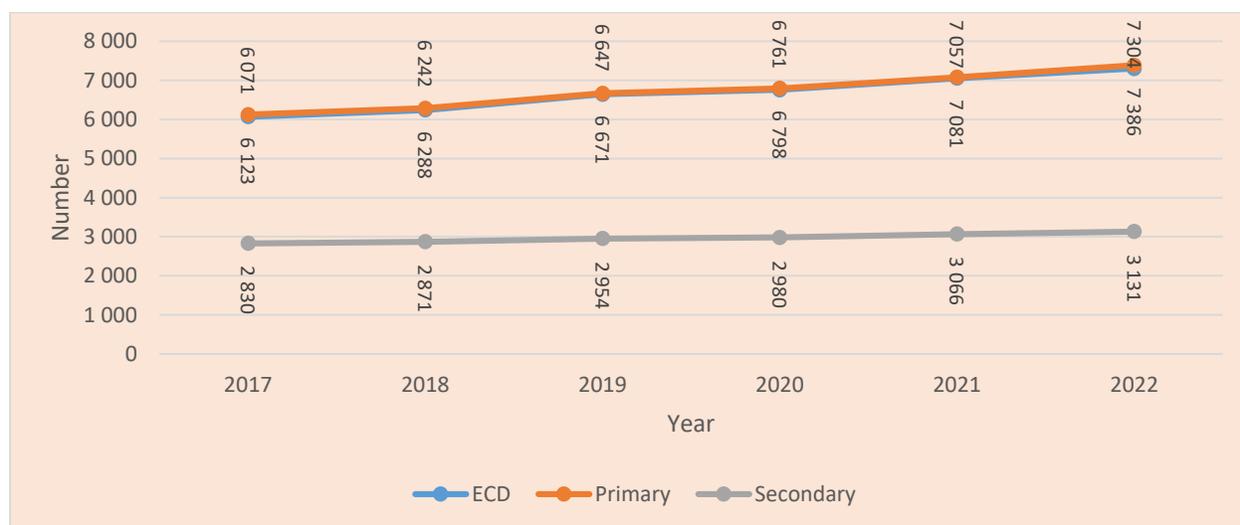
Across all the levels, the number of schools increased every year from 2018 to 2022, with the highest increase for all levels being realised in 2019. The number of ECD schools increased by 6.49%, primary schools by 6.09% and secondary schools by 2.89%. Table 2.7 shows the distribution.

Table 2.7: Schools by Level of Education and Year, Number and Percentage, Zimbabwe, 2018-2022

Years	ECD		Primary		Secondary	
	No	% increase	No	% increase	No	% increase
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
2022	7304	3.50	7 386	4.31	3 131	2.12

The percentage increases were showing that the number of schools were increasing each year but at a decreasing rate. The highest percentage increase was in 2019 and the lowest percentage increase was in 2020, probably due to the impact of COVID19. There was only 1.72 percent increase in the number of schools with ECD, 1.90 percent for primary schools and 0.88 percent for secondary schools.

Figure 2.2: Schools by Level of Education and Year, Zimbabwe 2018-2022



During the year 2022, Zimbabwe had 10 517 schools, 7 386 were primary schools while 3 131 were secondary schools (see Table 2.8 and Figure 2.2). The majority (15.69 percent) of the schools were in Manicaland, followed by Masvingo that had 12.48 percent, then Midlands with 12.37 percent of the schools. Bulawayo and Matabeleland South had the least number of schools with 3.80 percent in Bulawayo and 6.92 percent in Matabeleland South province. Manicaland had the highest percentages (16.21 percent, 14.47 percent) respectively of both primary schools and secondary schools. Masvingo had the second highest percentage of

primary schools (12.67 percent) followed by Midlands (12.27 percent). Mashonaland East had the second highest percentage of secondary schools (13.13 percent) followed by Midlands (12.62 percent). On the contrary, Bulawayo had the least percentages (4.10 percent and 3.10 percent, respectively) of both primary schools and secondary schools.

Table 2.8: Schools by Level of Education and Province, Number and Percentage, Zimbabwe, 2022

Province	Number of Schools			% Distribution		
	Primary	Secondary	Total	Primary	Secondary	Total
Bulawayo	303	97	400	4.10	3.10	3.80
Harare	537	319	856	7.27	10.19	8.14
Manicaland	1 197	453	1 650	16.21	14.47	15.69
Mashonaland Central	672	277	949	9.10	8.85	9.02
Mashonaland East	819	411	1 230	11.09	13.13	11.70
Mashonaland West	841	408	1 249	11.39	13.03	11.88
Masvingo	936	376	1 312	12.67	12.01	12.48
Matabeleland North	628	214	842	8.50	6.83	8.01
Matabeleland South	547	181	728	7.41	5.78	6.92
Midlands	906	395	1 301	12.27	12.62	12.37
Grand Total	7 386	3 131	10 517	100.00	100.00	100.00

The distribution of schools by level of education and by provinces is depicted in Figure 2.3. As illustrated graphically, provinces with higher proportions of primary school than those of secondary schools were Bulawayo, Manicaland, Masvingo, Matabeleland North and Matabeleland South.

Figure 2.3: Schools by level of Education and Province, Percentage Distribution, Zimbabwe, 2022

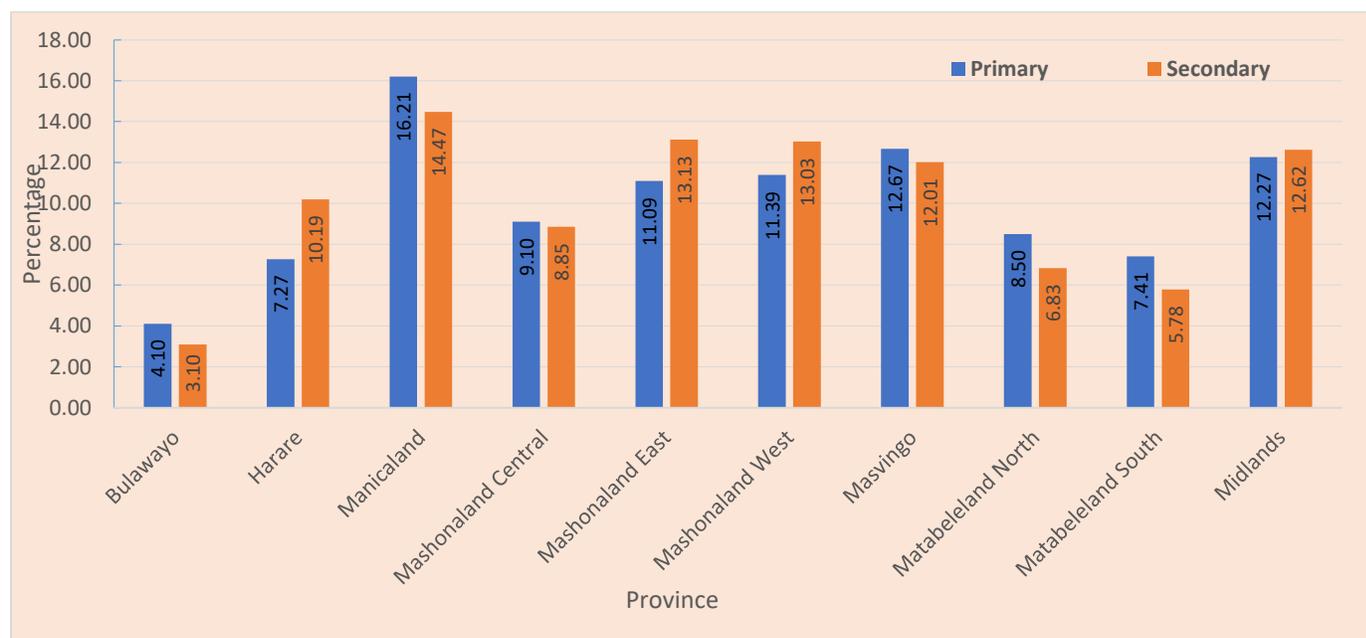


Figure 2.4 presents the percentage distribution of the school-going age population and schools, across the 10 provinces of Zimbabwe. Among the provinces, Manicaland has the highest proportion of schools (15.69 percent) and highest proportion of school-going age population (14.54 percent). Bulawayo has the least proportion of schools (3.80 percent) and also the least proportion of school-going age population (3.88 percent). Harare, Mashonaland Central and Mashonaland West are the only provinces with proportions of schools that are less than the proportions of population of school going age.

Figure 2.4: School-Age Population and Schools by Province, Percentage Distribution, Zimbabwe, 2022

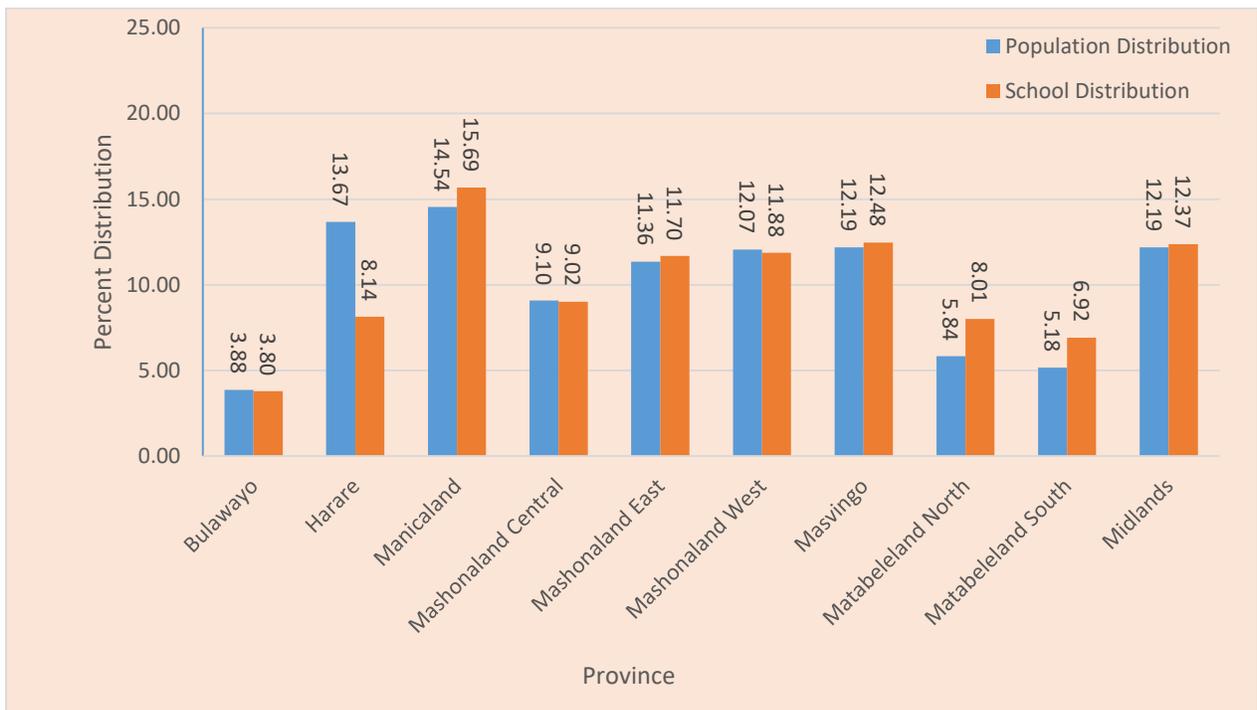


Table 2.9 shows the distributions of schools across the provinces by the education classes they offer. At primary school level, the total numbers of schools with ECDs Only (830), ECD A up to Grade 2 (265), ECD up to Grade 7 (6209), Grade 1-7 (74) and Grade 3-7 (8). The total number of schools at O Level and A Level are 1 990 and 1 141, respectively.

Table 2.9: Schools by Level of Education and Province, Number, Zimbabwe, 2022

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	147	17	134	2	3	303	31	66	97	400
Harare	133	72	317	14	1	537	112	207	319	856
Manicaland	251	31	901	11	3	1 197	281	172	453	1 650
Mashonaland Central	88	32	548	4	0	672	212	65	277	949
Mashonaland East	27	43	740	9	0	819	307	104	411	1 230
Mashonaland West	27	28	778	8	0	841	295	113	408	1 249
Masvingo	50	11	868	7	0	936	206	170	376	1 312
Matabeleland North	19	8	590	10	1	628	167	47	214	842
Matabeleland South	16	9	517	5	0	547	114	67	181	728
Midlands	72	14	816	4	0	906	265	130	395	1 301
Grand Total	830	265	6 209	74	8	7 386	1 990	1 141	3 131	10 517

The data in table 2.10 shows that the proportion of *ECD only* is highest in Manicaland (30.24 percent), followed by Bulawayo (17.71 percent). Matabeleland South had the least proportion of *ECD only* establishments which is at 1.93 percent. Similarly, Harare and Mashonaland East account for the highest proportions (27.17 percent and 16.23 percent, respectively) of *ECD A-Grade 2*, while Matabeleland North had the least (3.02 percent). For *ECD - Grade 7*, the highest proportions (14.51 percent, 13.98 percent) were respectively in Manicaland and Masvingo, with Bulawayo having the least (2.16 percent).

The *Grade 3-7* category had Manicaland and Bulawayo with the highest proportions of (37.50 percent each), followed by Harare and Matabeleland North, each with 12.50 and the proportion for the rest of the provinces were at 0 percent.

At secondary school level, the highest proportion of O Level schools were in Mashonaland East (15.43 percent), followed by Mashonaland West with 14.82 percent. The least proportion (1.56 percent) of O Level schools was in Bulawayo. The provinces with the highest proportions (18.14 percent, 15.07 percent) of A Level schools were Harare and Manicaland. Matabeleland North had the least proportion (4.12) of 'A' Level schools. Overall, Manicaland had the highest proportion (15.69 percent) of combined primary and secondary schools, followed by Masvingo (12.48 percent), while Bulawayo had the least (3.80 percent).

Table 2.10: Schools by Level of Education and Province, Percentage Distribution, Zimbabwe, 2022

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	17.71	6.42	2.16	2.70	37.50	4.10	1.56	5.78	3.10	3.80
Harare	16.02	27.17	5.11	18.92	12.50	7.27	5.63	18.14	10.19	8.14
Manicaland	30.24	11.70	14.51	14.86	37.50	16.21	14.12	15.07	14.47	15.69
Mashonaland Central	10.60	12.08	8.83	5.41	0.00	9.10	10.65	5.70	8.85	9.02
Mashonaland East	3.25	16.23	11.92	12.16	0.00	11.09	15.43	9.11	13.13	11.70
Mashonaland West	3.25	10.57	12.53	10.81	0.00	11.39	14.82	9.90	13.03	11.88
Masvingo	6.02	4.15	13.98	9.46	0.00	12.67	10.35	14.90	12.01	12.48
Matabeleland North	2.29	3.02	9.50	13.51	12.50	8.50	8.39	4.12	6.83	8.01
Matabeleland South	1.93	3.40	8.33	6.76	0.00	7.41	5.73	5.87	5.78	6.92
Midlands	8.67	5.28	13.14	5.41	0.00	12.27	13.32	11.39	12.62	12.37
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

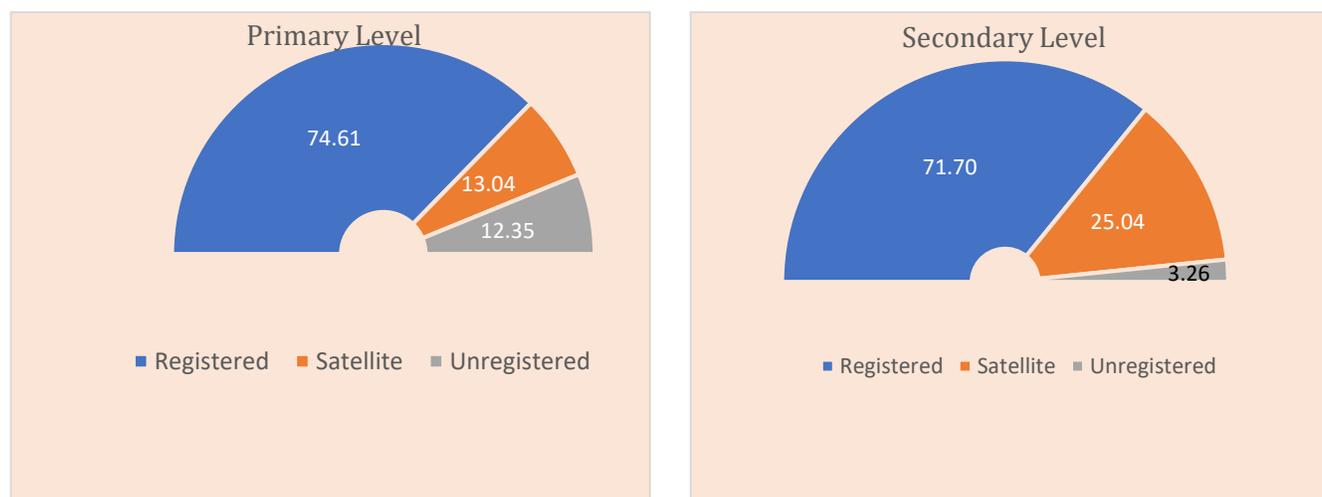
2.3 Classification of Schools

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

2.3.1 Registration Status

There are three categories of schools, which are registered, unregistered and satellite schools. Figure 2.5 shows that the majority (74.61 percent) of the primary schools were registered, while 12.35 percent were unregistered. Satellite schools constitute 13.04 percent. Similarly, the majority (71.70 percent) of secondary schools were registered, in contrast to a figure of 3.26 percent that were unregistered while 25.04 percent of secondary schools were satellite.

Figure 2.5: Schools by Level of Education and Registration Status, Percentage, Zimbabwe, 2022



In absolute terms, Zimbabwe has 5 511 registered primary schools and 2 245 registered secondary schools. The number of unregistered primary schools was 912, in contrast to unregistered secondary schools that were 102 in total. There were 963 and 784 satellite primary and secondary schools respectively, (see Table 2.11).

Table 2.11: Schools by Level of Education, Registration Status and Province, Number and Percentage, Zimbabwe, 2022

Province	Primary				Secondary				Total
	Number								
	Registered	Satellite	Unregistered	Total	Registered	Satellite	Unregistered	Total	
Bulawayo	235	2	66	303	86	3	8	97	400
Harare	338	4	195	537	284	6	29	319	856
Manicaland	851	67	279	1 197	316	124	13	453	1 650
Mashonaland Central	435	91	146	672	180	81	16	277	949
Mashonaland East	697	81	41	819	297	98	16	411	1 230
Mashonaland West	547	229	65	841	228	171	9	408	1 249
Masvingo	724	173	39	936	286	87	3	376	1 312
Matabeleland North	471	130	27	628	128	83	3	214	842
Matabeleland South	478	59	10	547	147	34	0	181	728
Midlands	735	127	44	906	293	97	5	395	1 301
Grand Total	5 511	963	912	7 386	2 245	784	102	3 131	10 517

The number of schools across all provinces, varied by level of education and registration status (Tables 2.12). Manicaland had the highest proportion of registered primary schools (15.44 percent), and unregistered primary schools (30.59 percent). Mashonaland West had the highest proportions of primary satellite schools (23.78 percent) and secondary satellite schools (21.81 percent). Manicaland had the highest proportion of registered secondary schools, 14.08 percent. On the other hand, Harare had the highest proportion (28.43 percent) of unregistered secondary schools. Bulawayo had the least proportion of registered primary schools (4.26 percent), registered secondary schools (3.83percent) and satellite secondary (0.38 percent) and primary (0.21 percent) schools.

Harare and Bulawayo had less than 1 percent proportions of satellite primary and secondary schools while Matabeleland South had 1.10 percent and 0% unregistered primary and secondary school proportions respectively.

Table 2.12: Number of Schools by Level of Education, Registration Status and Province, Percentage Distribution, Zimbabwe, 2022

Province	Primary				Secondary				Grand Total
	Percentage								
	Registered	Satellite	Unregistered	Total	Registered	Satellite	Unregistered	Total	
Bulawayo	4.26	0.21	7.24	4.10	3.83	0.38	7.84	0.92	3.80
Harare	6.13	0.42	21.38	7.27	12.65	0.77	28.43	3.03	8.14
Manicaland	15.44	6.96	30.59	16.21	14.08	15.82	12.75	4.31	15.69
Mashonaland Central	7.89	9.45	16.01	9.10	8.02	10.33	15.69	2.63	9.02
Mashonaland East	12.65	8.41	4.50	11.09	13.23	12.50	15.69	3.91	11.70
Mashonaland West	9.93	23.78	7.13	11.39	10.16	21.81	8.82	3.88	11.88
Masvingo	13.14	17.96	4.28	12.67	12.74	11.10	2.94	3.58	12.48
Matabeleland North	8.55	13.50	2.96	8.50	5.70	10.59	2.94	2.03	8.01
Matabeleland South	8.67	6.13	1.10	7.41	6.55	4.34	0.00	1.72	6.92
Midlands	13.34	13.19	4.82	12.27	13.05	12.37	4.90	3.76	12.37
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	29.77	100.00

2.3.2 Location

Rural and urban areas constitute the main domains in Zimbabwe. According to this classification, 73.67 percent of the primary schools and 73.94 percent of the secondary schools were in a rural set up while 26.33 percent and 26.06 percent were proportions of primary and secondary schools in the urban areas respectively. Figure 2.6 shows the distribution.

Figure 2.6: Schools by Level of Education and Location, Percentage, Zimbabwe, 2022

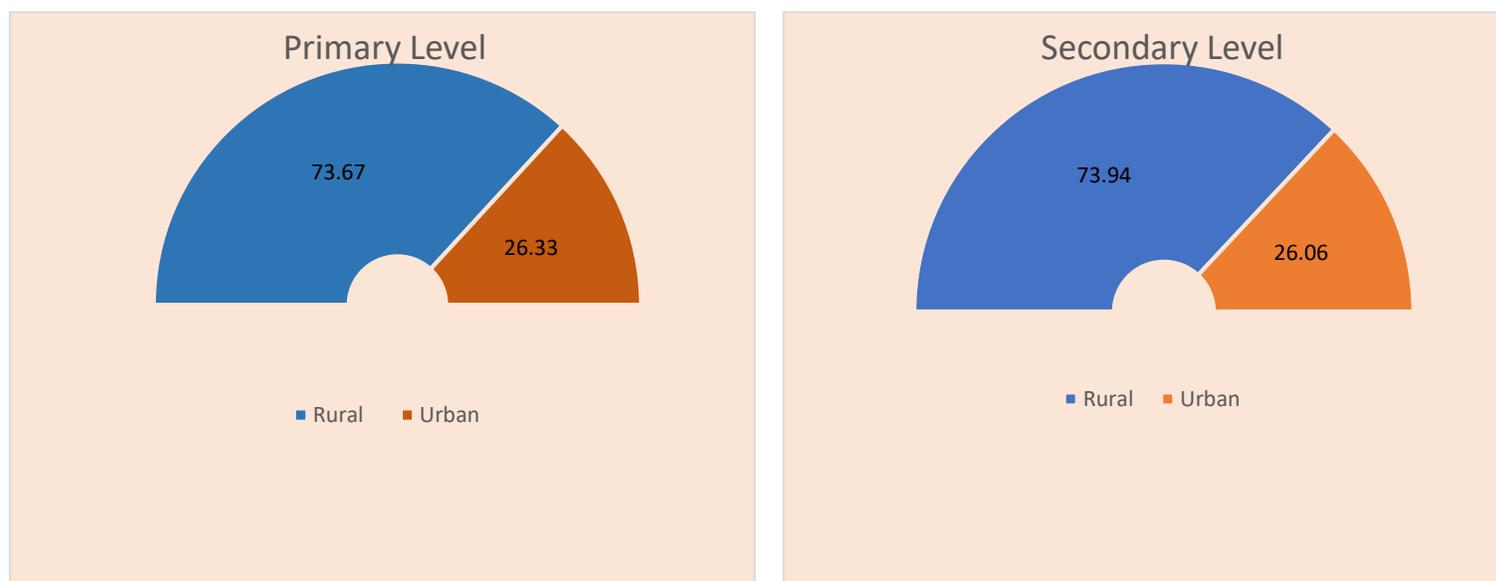


Table 2.13 presents schools by level of education, location, and province. The number of rural primary schools ranges from 12 in Bulawayo to 849 in Manicaland, whereas the number of urban primary schools ranges from 60 in Matabeleland South to 519 in Harare.

On the other hand, the number of rural secondary schools range from 3 in Bulawayo, to 390 in Manicaland, whilst the number of urban secondary schools range from 23 in Mashonaland Central, to 306 in Harare. Bulawayo and Harare provinces have more urban schools than rural for both the primary and secondary school sectors (See Table 2.13).

Table 2.13: Schools by Level of Education, Location (Rural and Urban) and Province, Zimbabwe, 2022

Province	Primary				Secondary				Grand Total
	Rural	Urban	Total	% Rural	Rural	Urban	Total	% Rural	
Bulawayo	12	291	303	3.96	3	94	97	3.09	400
Harare	18	519	537	3.35	13	306	319	4.08	856
Manicaland	849	348	1 197	70.93	390	63	453	86.09	1 650
Mashonaland Central	564	108	672	83.93	254	23	277	91.70	949
Mashonaland East	718	101	819	87.67	366	45	411	89.05	1 230
Mashonaland West	664	177	841	78.95	320	88	408	78.43	1 249
Masvingo	839	97	936	89.64	335	41	376	89.10	1 312
Matabeleland North	566	62	628	90.13	177	37	214	82.71	842
Matabeleland South	487	60	547	89.03	161	20	181	88.95	728
Midlands	724	182	906	79.91	296	99	395	74.94	1 301
Grand Total	5 441	1 945	7 386	73.67	2 315	816	3 131	73.94	10 517

2.3.3 Per Capita Grant Classification

Per Capita Grant type classification is determined by the amount allocated to schools by the government. There are three categories based on grant type, namely, i) P1 and S1 Schools: these include schools in low density areas and some elite boarding schools regardless of location. These schools receive the lowest per capitulation pupil 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 mainly rural schools and are allocated the highest capitulation pupil grant by the government.

P3 schools were the majority in the country, constituting 77 percent of primary schools, followed by P2 schools that make up 16 percent. P1 schools were the minority, constituting 7 percent. Secondary schools follow the same pattern. S3, S2 and S1 schools constitute 75 percent, 15.55 percent, and 9.52 percent respectively (See Figure 2.7).

Figure 2.7: Schools by Level of Education and Per Capita Grant Classification, Zimbabwe, 2022

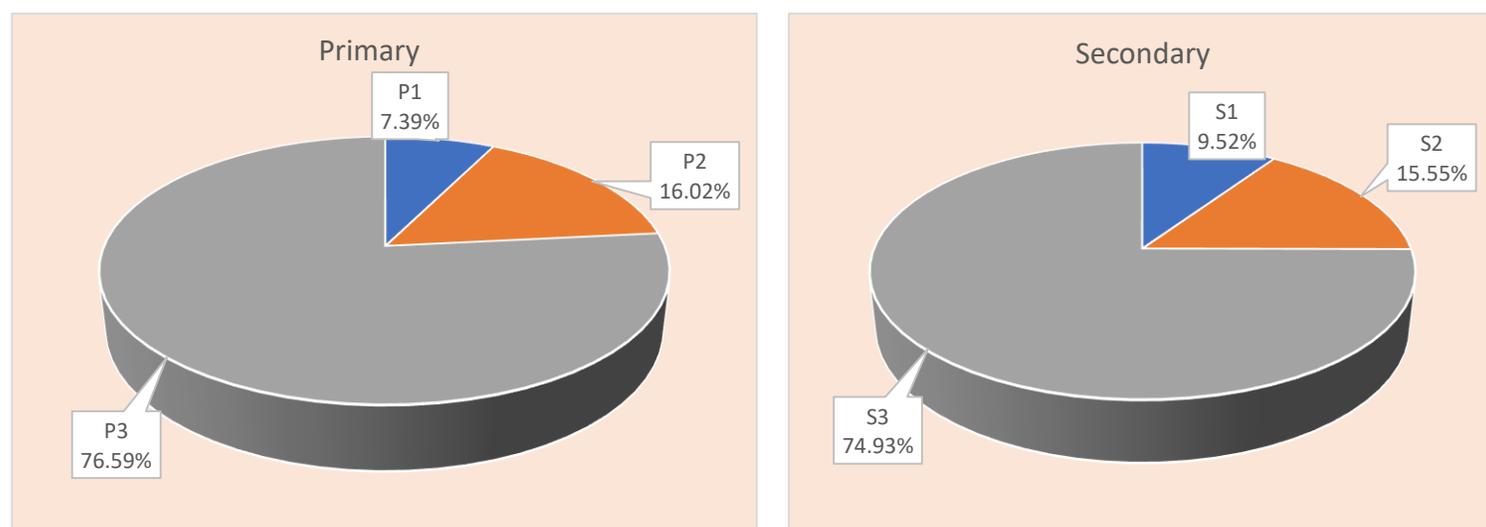


Table 2.14 presents schools by level of education, grant type and province. According to the data, the total number of P1, P2 and P3 schools in Zimbabwe are 546, 1183 and 5 657 respectively, while the total number of S1, S2 and S3 schools 298, 487 and 2 346 respectively. Harare had the largest number of P1, P2, S1 and S2 schools in the country. Masvingo and Manicaland had the largest number of P3 and S3 schools respectively. In contrast, Matabeleland North had the smallest number of P1, S1 and S2 schools.

Table 2.14: Schools by Level of Education, Capitation Grant Classification and Province, Number, Zimbabwe, 2022

Province	Primary				Secondary				Grand Total
	Number								
	P1	P2	P3	Total	S1	S2	S3	Total	
Bulawayo	83	173	47	303	33	44	20	97	400
Harare	134	377	26	537	95	189	35	319	856
Manicaland	85	241	871	1 197	33	35	385	453	1 650
Mashonaland Central	24	42	606	672	9	26	242	277	949
Mashonaland East	39	60	720	819	30	35	346	411	1 230
Mashonaland West	65	96	680	841	30	49	329	408	1 249
Masvingo	20	41	875	936	18	24	334	376	1 312
Matabeleland North	10	36	582	628	6	10	198	214	842
Matabeleland South	23	28	496	547	9	24	148	181	728
Midlands	63	89	754	906	35	51	309	395	1 301
Grand Total	546	1 183	5 657	7 386	298	487	2 346	3 131	10 517

Notably, P1, P2 and P3 schools were high in Bulawayo, Harare and Masvingo respectively. Similarly, S1, S2 and S3 schools were high in Bulawayo, Harare and Matabeleland North respectively (see Table 2.15).

On the contrary, Matabeleland North, Matabeleland South, and Harare had the least P1, P2 and P3 schools, while Matabeleland North had the least S1 and S2 schools. Similarly, Harare had the least S3 schools (see Table 2.15).

Table 2.15: Schools by Level of Education, Capitation Grant Classification and Province, Percentage, Zimbabwe, 2022

Province	Primary				Secondary			
	Percentage							
	P1	P2	P3	T	S1	S2	S3	T
Bulawayo	27.39	57.10	15.51	100.00	34.02	45.36	20.62	100.00
Harare	24.95	70.20	4.84	100.00	29.78	59.25	10.97	100.00
Manicaland	7.10	20.13	72.77	100.00	7.28	7.73	84.99	100.00
Mashonaland Central	3.57	6.25	90.18	100.00	3.25	9.39	87.36	100.00
Mashonaland East	4.76	7.33	87.91	100.00	7.30	8.52	84.18	100.00
Mashonaland West	7.73	11.41	80.86	100.00	7.35	12.01	80.64	100.00
Masvingo	2.14	4.38	93.48	100.00	4.79	6.38	88.83	100.00
Matabeleland North	1.59	5.73	92.68	100.00	2.80	4.67	92.52	100.00
Matabeleland South	4.20	5.12	90.68	100.00	4.97	13.26	81.77	100.00
Midlands	6.95	9.82	83.22	100.00	8.86	12.91	78.23	100.00
Grand Total	7.39	16.02	76.59	100.00	9.52	15.55	74.93	100.00

2.3.4 Government and Non-Government

Schools are also categorized as government or non-government, both of which are further classified according to their responsible authorities. The classification of government schools by responsible authorities is as follows: Government (MoPSE), 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 of its primary (71.51 percent) and secondary schools (69.21 percent) run by the government, with 28.49 percent primary and 30.79 percent of secondary

schools under the non-government entities. A similar pattern is evident for secondary schools, although with a slightly increase (see Figure 2.8).

Figure 2.8: Schools by Level of Education and Whether Run by Government or Non-Government, Percentage and Number, Zimbabwe, 2022

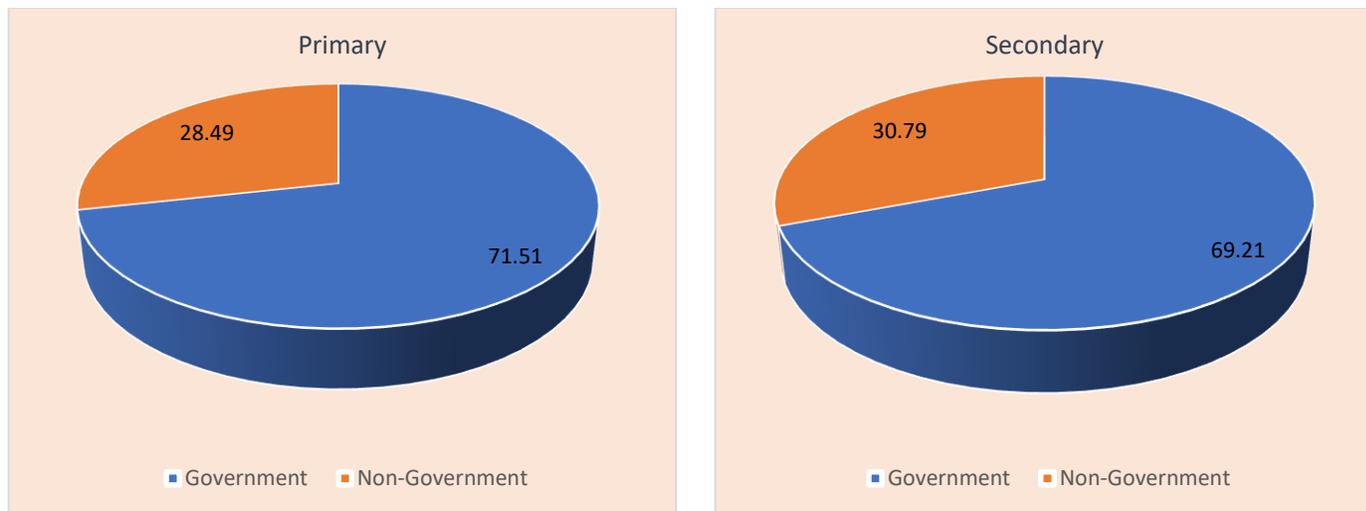


Figure 2.9 illustrates the percentage distribution of government and non-government schools by responsible authorities. As depicted graphically, most primary government schools (63.72 percent) are run by District Councils. The least proportion of primary government schools (0.39 percent) are run by Town Boards with Non-Government primary schools being run by Private individuals (14.03 percent), Churches/Missions (7.14 percent) and Private Companies (3.37 percent).

Most secondary government schools (59.44 percent) are run by District Councils, followed by 6.80 percent that are under the Government authority. The least proportion of secondary government schools (0.61 percent) are run by Town Boards. Non-Government secondary

schools are run by Churches/Missions (11.91 percent), Private Individuals (10.64 percent), and Private Companies (3.42 percent).

Figure 2.9: Government and Non-Government Schools by Responsible Authority, Percentage Distribution, Zimbabwe, 2022

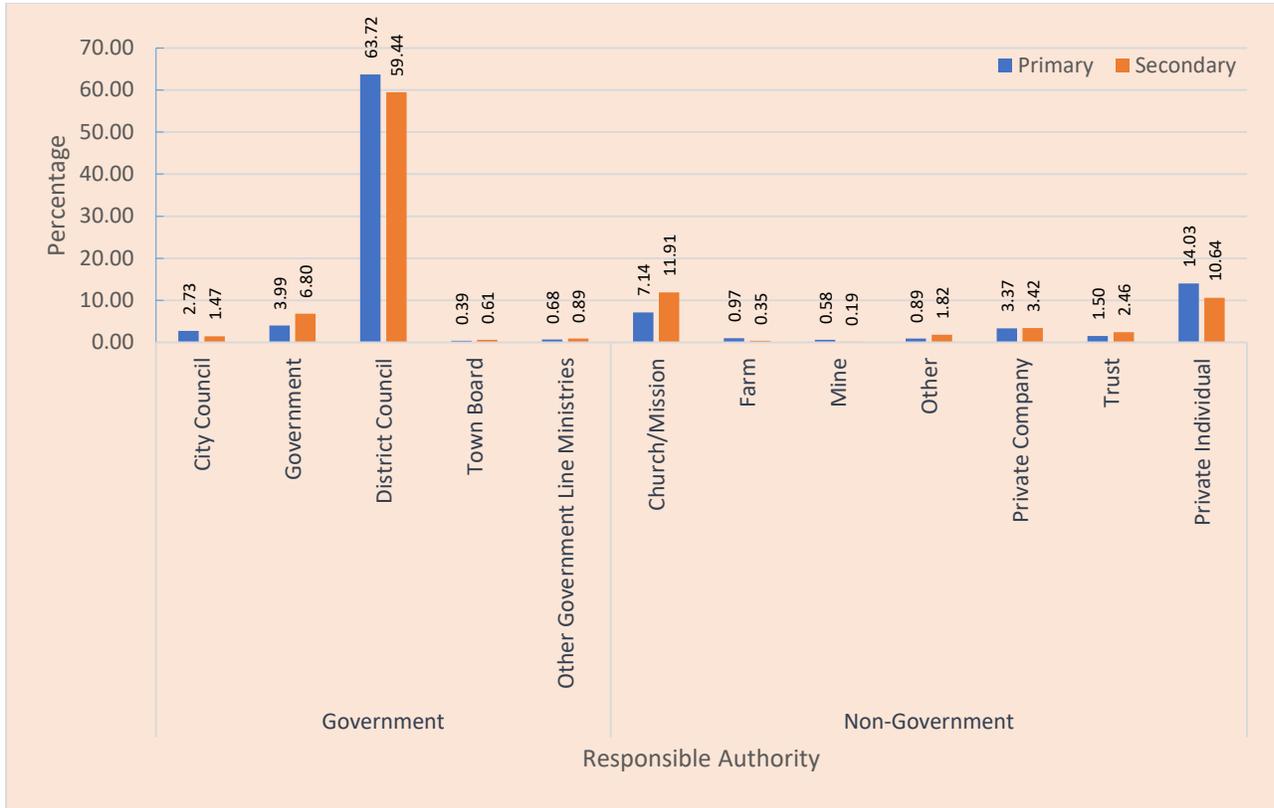


Table 2.16 presents primary schools by type, responsible authority and province. As shown in the table, the share for the responsible authorities of 5 282 government primary schools in the country is as follows: Government (295), Other Government Line Ministries (50), District Council (4 706), City Council (202) and Town Board (29). The share for 2 104 authorities running non-government primary schools is as follows: Church/Mission (527), Farm (72), Mine (43), Private Company (249), Trust (111), Private Individual (1036) and Other (66). The proportion of government primary schools in the provinces ranges from 31.84 percent in Harare to 84.46 percent in Matabeleland South.

Table 2.16: Primary Schools by Type, Responsible Authority and Province, Number, Zimbabwe, 2022

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	60	7	7	52	1	127	40	0	0	18	17	98	3	176	303	41.91
Harare	118	5	2	41	5	171	24	5	0	51	43	225	18	366	537	31.84
Manicaland	19	9	679	10	3	720	115	19	0	34	11	291	7	477	1 197	60.15
Mashonaland Central	8	4	455	5	1	473	30	9	6	9	2	140	3	199	672	70.39
Mashonaland East	9	2	609	19	6	645	38	13	1	36	4	70	12	174	819	78.75
Mashonaland West	28	11	609	22	8	678	40	5	6	27	13	66	6	163	841	80.62
Masvingo	10	4	743	21	0	778	67	4	4	30	5	45	3	158	936	83.12
Matabeleland North	6	1	514	6	0	527	53	1	9	15	6	12	5	101	628	83.92
Matabeleland South	8	3	445	4	2	462	43	6	2	10	3	18	3	85	547	84.46
Midlands	29	4	643	22	3	701	77	10	15	19	7	71	6	205	906	77.37
Grand Total	295	50	4 706	202	29	5 282	527	72	43	249	111	1 036	66	2 104	7 386	71.51

As shown in Table 2.17, Harare had more government primary schools run by government than other provinces. Harare had the highest proportion of government primary schools run by Government (69.01 percent) and Town Board (2.92 percent). Similarly, Matabeleland North and Bulawayo had higher proportions of government primary schools run by District Councils and City Council.

Mashonaland Central had more non-government primary schools run by Private Individuals than other provinces (70.35 percent). Matabeleland North had the highest proportion of church/mission (52.48 percent) and mine (8.91 percent) while Mashonaland East had the most private company (20.69 percent) and Mashonaland Central had more private individual (70.35 percent) non-governmental primary schools than any other province. Mashonaland East also had the most schools that are not classified in any of these categories.

Table 2.17: Primary Schools by Type, Responsible Authority and Province, Percentage, Zimbabwe, 2022

Province	Government						Non-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	47.24	5.51	5.51	40.94	0.79	100.00	22.73	0.00	0.00	10.23	9.66	55.68	1.70	100.00
Harare	69.01	2.92	1.17	23.98	2.92	100.00	6.56	1.37	0.00	13.93	11.75	61.48	4.92	100.00
Manicaland	2.64	1.25	94.31	1.39	0.42	100.00	24.11	3.98	0.00	7.13	2.31	61.01	1.47	100.00
Mashonaland Central	1.69	0.85	96.19	1.06	0.21	100.00	15.08	4.52	3.02	4.52	1.01	70.35	1.51	100.00
Mashonaland East	1.40	0.31	94.42	2.95	0.93	100.00	21.84	7.47	0.57	20.69	2.30	40.23	6.90	100.00
Mashonaland West	4.13	1.62	89.82	3.24	1.18	100.00	24.54	3.07	3.68	16.56	7.98	40.49	3.68	100.00
Masvingo	1.29	0.51	95.50	2.70	0.00	100.00	42.41	2.53	2.53	18.99	3.16	28.48	1.90	100.00
Matabeleland North	1.14	0.19	97.53	1.14	0.00	100.00	52.48	0.99	8.91	14.85	5.94	11.88	4.95	100.00
Matabeleland South	1.73	0.65	96.32	0.87	0.43	100.00	50.59	7.06	2.35	11.76	3.53	21.18	3.53	100.00
Midlands	4.14	0.57	91.73	3.14	0.43	100.00	37.56	4.88	7.32	9.27	3.41	34.63	2.93	100.00
Grand Total	5.59	0.95	89.10	3.82	0.55	100.00	25.05	3.42	2.04	11.83	5.28	49.24	3.14	100.00

Table 2.18 presents secondary schools by type, responsible authority, and province. The share for the responsible authorities of 2 167 government secondary schools in the country is as follows: Government (213), Other Government Line Ministries (28), District Council (1 861), City Council (46) and Town Board (19). The share for authorities running 964 non-government secondary schools is as follows: Church/Mission (373), Farm (11), Mine (6), Private Company (107), Trust (77), Private Individual (333) and Other (57). In general, the proportion of government secondary schools within the provinces ranges from 22.26 percent in Harare to 80.84 percent in Matabeleland North.

Table 2.18: Secondary Schools by Type, Responsible Authority and Province, Number, Zimbabwe, 2022

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	32	1	3	1	0	37	16	0	0	12	6	24	2	60	97	38.14
Harare	59	7	0	0	5	71	25	0	0	40	34	127	22	248	319	22.26
Manicaland	17	5	283	3	1	309	87	1	0	12	8	31	5	144	453	68.21
Mashonaland Central	11	1	207	2	0	221	24	1	1	3	1	23	3	56	277	79.78
Mashonaland East	12	0	296	3	3	314	35	3	1	9	5	39	5	97	411	76.40
Mashonaland West	17	8	290	7	2	324	28	1	1	7	6	36	5	84	408	79.41
Masvingo	14	1	267	3	0	285	56	0	0	13	4	18	0	91	376	75.80
Matabeleland North	10	1	156	3	3	173	30	1	0	2	3	2	3	41	214	80.84
Matabeleland South	12	2	123	1	2	140	24	0	1	2	4	8	2	41	181	77.35
Midlands	29	2	236	23	3	293	48	4	2	7	6	25	10	102	395	74.18
Grand Total	213	28	1861	46	19	2167	373	11	6	107	77	333	57	964	3131	69.21

Table 2.19 shows the percentage distribution of Secondary Schools by Type, Responsible Authority and Province. Bulawayo had more government secondary schools run by Government (86.49 percent) than any other provinces while Harare had more government secondary schools run by other government line ministries (9.86 percent) and those run by the town board (7.04 percent). Mashonaland East had the greatest number of secondary schools run by City Councils (94.27 percent) while Midlands had the greatest number of District Council run secondary schools (7.85 percent).

Table 2.19: Secondary Schools by Type, Responsible Authority and Province, Percentage, Zimbabwe, 2022

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	86.49	2.70	8.11	2.70	0.00	100.00	26.67	0.00	0.00	20.00	10.00	40.00	3.33	100.00
Harare	83.10	9.86	0.00	0.00	7.04	100.00	10.08	0.00	0.00	16.13	13.71	51.21	8.87	100.00
Manicaland	5.50	1.62	91.59	0.97	0.32	100.00	60.42	0.69	0.00	8.33	5.56	21.53	3.47	100.00
Mashonaland Central	4.98	0.45	93.67	0.90	0.00	100.00	42.86	1.79	1.79	5.36	1.79	41.07	5.36	100.00
Mashonaland East	3.82	0.00	94.27	0.96	0.96	100.00	36.08	3.09	1.03	9.28	5.15	40.21	5.15	100.00
Mashonaland West	5.25	2.47	89.51	2.16	0.62	100.00	33.33	1.19	1.19	8.33	7.14	42.86	5.95	100.00
Masvingo	4.91	0.35	93.68	1.05	0.00	100.00	61.54	0.00	0.00	14.29	4.40	19.78	0.00	100.00
Matabeleland North	5.78	0.58	90.17	1.73	1.73	100.00	73.17	2.44	0.00	4.88	7.32	4.88	7.32	100.00
Matabeleland South	8.57	1.43	87.86	0.71	1.43	100.00	58.54	0.00	2.44	4.88	9.76	19.51	4.88	100.00
Midlands	9.90	0.68	80.55	7.85	1.02	100.00	47.06	3.92	1.96	6.86	5.88	24.51	9.80	100.00
Grand Total	9.83	1.29	85.88	2.12	0.88	100.00	38.69	1.14	0.62	11.10	7.99	34.54	5.91	100.00

Harare had the greatest number of non-governmental schools run by trusts (51.21 percent) and other organisations (13.71 percent), Matabeleland North province had the most church/mission run (73.17 percent) and private individual schools (7.32 percent), Matabeleland South had more private company (2.44 percent) and farm-run schools were mostly found in Bulwayo (20.0 percent).

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 (97.81 percent) of primary schools in the country are day schools, followed by combined day and boarding schools, with a proportion of 2.04 percent. Boarding primary schools constitute the lowest proportion (0.15 percent).

The majority (88.85 percent) of secondary schools were day schools, followed by combined day and boarding schools that constitute 9.20 percent. The boarding secondary schools had the least proportion of 1.95 percent, but comparably higher than that of primary boarding schools (see Figure 2.10).

Figure 2.10: Schools by Level of Education and Operation Mode, Percentage Distribution, Zimbabwe, 2022



As shown in Table 2.20, Zimbabwe has 11 primary boarding schools, 7 224 primary day schools and 151 combined day and boarding, adding up to 7 386 in total. Manicaland had the largest number of both, primary day schools (1 166) and combined day and boarding (30).

Masvingo has 4 primary boarding schools, the largest number in comparison with other provinces.

Table 2.20: Schools by Level of Education, Level of Operation and Province, Number, Zimbabwe, 2022

Province	Primary				Secondary			
	Number							
	Boarding School	Day and Boarding	Day School	Total	Boarding School	Day and Boarding	Day School	Total
Bulawayo	1	7	295	303	0	14	83	97
Harare	2	18	517	537	6	33	280	319
Manicaland	1	30	1 166	1 197	7	44	402	453
Mashonaland Central	0	7	665	672	4	19	254	277
Mashonaland East	1	20	798	819	15	33	363	411
Mashonaland West	1	24	816	841	7	33	368	408
Masvingo	4	11	921	936	6	26	344	376
Matabeleland North	0	1	627	628	3	17	194	214
Matabeleland South	0	11	536	547	4	30	147	181
Midlands	1	22	883	906	9	39	347	395
Grand Total	11	151	7 224	7 386	61	288	2 782	3 131

There were also 61 secondary boarding schools, 2 782 secondary day schools and 288 combined day and boarding schools, summing up to 3 131 secondary schools in the country (see Table 2.20). Mashonaland East had the largest number of boarding schools (15) while Manicaland had the largest number of secondary day schools (402) and combined day and boarding schools (44) in comparison with other provinces (see Table 2.20). As shown in Table 2.21, Matabeleland North had more primary day schools (constituting 99.84 percent) than other provinces. Masvingo had the highest proportion of primary boarding schools constituting, 0.43 percent.

Table 2.21: Schools by Level of Education, Level of Operation and Province, Percent, Zimbabwe, 2022

Province	Primary				Secondary			
	Percentage							
	Boarding School	Day and Boarding	Day School	Total	Boarding School	Day and Boarding	Day School	Total
Bulawayo	0.33	2.31	97.36	100.00	0.00	14.43	85.57	100.00
Harare	0.37	3.35	96.28	100.00	1.88	10.34	87.77	100.00
Manicaland	0.08	2.51	97.41	100.00	1.55	9.71	88.74	100.00
Mashonaland Central	0.00	1.04	98.96	100.00	1.44	6.86	91.70	100.00
Mashonaland East	0.12	2.44	97.44	100.00	3.65	8.03	88.32	100.00
Mashonaland West	0.12	2.85	97.03	100.00	1.72	8.09	90.20	100.00
Masvingo	0.43	1.18	98.40	100.00	1.60	6.91	91.49	100.00
Matabeleland North	0.00	0.16	99.84	100.00	1.40	7.94	90.65	100.00
Matabeleland South	0.00	2.01	97.99	100.00	2.21	16.57	81.22	100.00
Midlands	0.11	2.43	97.46	100.00	2.28	9.87	87.85	100.00
Grand Total	0.15	2.04	97.81	100.00	1.95	9.20	88.85	100.00

2.4 Conclusion

As at 2022, Zimbabwe had a school-going population (4-18 years) of 5 742 515, of which males and females constitute 49.94 percent and 50.06 percent, respectively. The number of schools continued to increase to meet the demands of the growing population. The number of ECDs, primary and secondary schools progressively increased during the period 2018 to 2022. The number of ECDs increased from 6 242 in 2018 to 7304 in 2022. Similarly, the number of primary schools increased from 6 288 in 2018 to 7 386 in 2022, while secondary schools increased from 2 871 in 2018 to 3 131 in 2022. In 2018 and 2022 there was a suppressed growth in the number of schools across all levels of education. A suppressed percentage increase for 2020 can be attributed to the COVID 19 pandemic. Primary schools in the urban and rural constitute 26.33 percent and 73.67 percent respectively, while secondary schools in urban and rural are 26.06 percent and 73.94 percent, respectively. The country had the majority (71.51 percent) of its primary schools run by the government, with just 28.49 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 69.21 percent, in contrast to non-government ones that make up 30.79 percent.

CHAPTER 3: Enrolment

3.1 ECD Enrolment

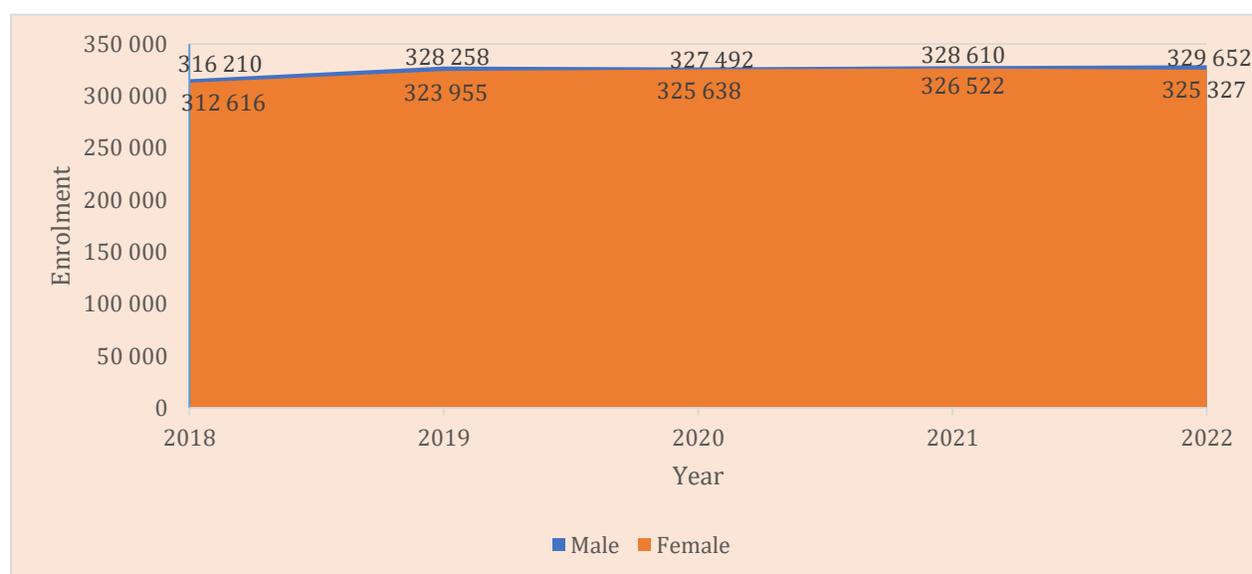
The data in Table 3.1, shows that as of 2022, 654 979 pupils (329 652 males and 325 327 females) are enrolled for ECD in Zimbabwe. The number of ECD pupils significantly increased from 628 826 in 2018 to 654 979 in 2022. The annual percentage changes over the period 2018 to 2022 were positive, with the highest increase (3.72 percent) being in 2019. However, there was a dip of 0.02% in the ECD enrolment in 2022.

Table 3.1: ECD Enrolment by Sex, Number and Percentage Change, Zimbabwe, 2018-2022

Year	Male	Female	Total	Percent Female	Change	
					%	Number
	Number					
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
2022	329 652	325 327	654 979	49.67	-0.02	- 153

The ECD enrolment data were disaggregated by sex of the pupils. From 2018 up to 2022, there has been an increase in the number of female pupils from 312616 to 326522 and a drop to 325327 was realised in 2022. Figure 3.1 shows the distribution. For the male pupils, there has been an overall increase from 2018 to 2022 from 316210 to 329652. A drop in the increasing trend was realised in 2020 where 327492 were enrolled compared to 328 258 in 2019.

Figure 3.1: ECD Enrolment by Sex, Zimbabwe 2018-2022



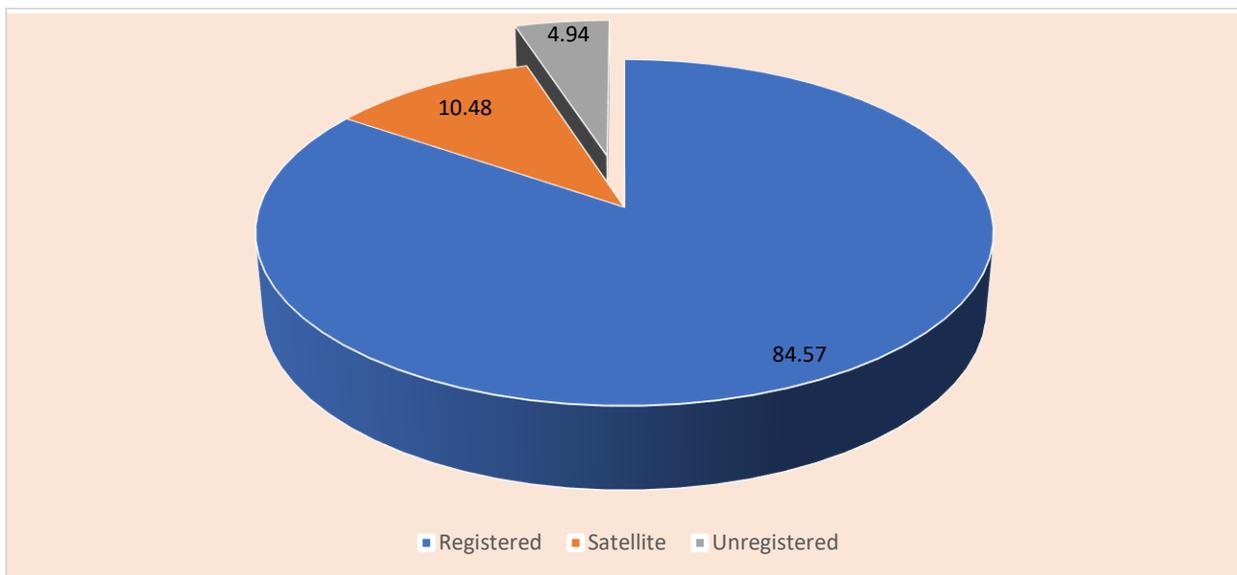
Out of 654 979 ECD pupils, the majority (78.01 percent, 510 949 pupils) were enrolled in P3 schools, followed by 16.16 percent (105 834 pupils) that were enrolled in P2 schools. Only 5.83 percent (38 196 pupils) were in P1 Schools.

The data shows that the highest proportion of female ECD pupils, 50.40 percent, was in P1 schools. The proportion in P3 schools was 49.63 percent, while the P2 schools had 49.61 percent female pupils. Table 3.2 shows the distribution.

Table 3.2: ECD Enrolments by School Capitation Grant Classification and Sex, Number and Percentage, Zimbabwe, 2022

Grant Class	ECD Enrolment, No.			% Female	% of Total		
	Male	Female	Total		% Male	Female	Total
P1	18 944	19 252	38 196	50.40	5.75	5.92	5.83
P2	53 326	52 508	105 834	49.61	16.18	16.14	16.16
P3	257 382	253 567	510 949	49.63	78.08	77.94	78.01
Grand Total	329 652	325 327	654 979	49.67	100.00	100.00	100.00

Figure 3.2: ECD Enrolments by School Registration Status, Percentage, Zimbabwe, 2022



The data were disaggregated by ECD level and table 3.3 depicts the distribution. The majority of the pupils, in both ECD A (260 836 i.e. 83.85%) and ECD B (293 103 i.e. 85.23%) are in registered schools. About 49 percent of the pupils in registered schools both in ECD A and B in 2022 were females and just above 50% in unregistered schools. There are 49.58 percent and 50.01 percent female pupils in satellite schools in ECD A and ECD B respectively.

Table 3.3: ECD Enrolments by School Registration Status, ECD Level and Sex, Number and Percentage, Zimbabwe, 2022

Registration Status	ECD A, No.			% Female	ECD B, No.			% Female	Grand Total
	Male	Female	Total		Male	Female	Total		
Registered	131 177	129 659	260 836	49.71	147 959	145 144	293 103	49.52	553 939
Satellite	16 700	16 421	33 121	49.58	17 770	17 775	35 545	50.01	68 666
Unregistered	8 445	8 678	17 123	50.68	7 601	7 650	15 251	50.16	32 374
Grand Total	156 322	154 758	311 080	49.75	173 330	170 569	343 899	49.60	654 979
<i>Percentage distribution by registration status, ECD level and Sex</i>									
	ECD A, % of Total				ECD B, % of Total				% of total
Registered	83.91	83.78	83.85		85.36	85.09	85.23		84.57
Satellite	10.68	10.61	10.65		10.25	10.42	10.34		10.48
Unregistered	5.40	5.61	5.50		4.39	4.48	4.43		4.94
Total	100.00	100.00	100.00		100.00	100.00	100.00		100.00

Figure 3.3 depicts ECD enrolments by sex and age in the year 2022. The graph illustrates that there were ECD pupils below the age of 3 years and above the age of 12 years. The majority of ECD pupils were in the age range 4-7 years, with the 5 years age group as a 'peak age' for ECD enrolment. Interestingly, enrolment by age seems to follow the same pattern by levels for both sexes.

Figure 3.3: ECD Enrolments by Age, Sex, Percentage Distribution, Zimbabwe, 2022



The majority (45.33 percent) of ECD A pupils were 5 years-old, followed by 35.47 percent that were at the correct age. Some under-age and over-aged pupils constituted respectively 0.70 percent and 18.52 percent of ECD A pupils. Similarly, the majority (48.57 percent) of ECD B pupils were 6 years-old, followed by 31.37 percent that were on correct age. The under-age and overaged pupils constituted, respectively, 2.87 percent and 17.19 percent of ECD B pupils. Figure 3.4 shows the distributions by gender.

Figure 3.4: ECD Pupils by Level, Age and Sex, Zimbabwe, 2022



As shown in Table 3.4, out of 654 979 ECD pupils, the majority (38.0 percent, 248 869 pupils) were 5 years old. Out of 311 080 ECD A pupils, the majority (141 001 pupils) were 5 years old, while out of 343 899 ECD B pupils, the majority (167 029 pupils) were 6 years old. Among the ECDA pupils, more than 50% of those aged below 5 years and 12 years were females and among those in ECD B, only 4 and 5 years olds were in attendance with the majority being females.

Table 3.4: ECD Enrolments by Level of Education, Sex and Age, Number and Percentage, Zimbabwe 2022

Ages	ECD A, No.			% Female	ECD B, No			% Female	Grand Total, No.	% Total
	Male	Female	Total		Male	Female	Total			
Below 3 years	1 062	1 107	2 169	51.04	63	59	122	48.36	2 291	0.35
3 years	7 199	7 785	14 984	51.96	215	190	405	46.91	15 389	2.35
4 years	47 053	48 262	95 315	50.63	4 559	4 783	9 342	51.20	104 657	15.98
5 years	71 126	69 875	141 001	49.56	53 254	54 614	107 868	50.63	248 869	38.00
6 years	24 106	22 669	46 775	48.46	84 121	82 908	167 029	49.64	213 804	32.64
7 years	4 626	4 120	8 746	47.11	24 771	22 576	47 347	47.68	56 093	8.56
8 years	846	698	1 544	45.21	4 962	4 357	9 319	46.75	10 863	1.66
9 years	177	128	305	41.97	948	755	1 703	44.33	2 008	0.31
10 years	69	63	132	47.73	278	190	468	40.60	600	0.09
11 years	23	9	32	28.13	78	49	127	38.58	159	0.02
12 years	27	37	64	57.81	66	57	123	46.34	187	0.03
Above 12	8	5	13	38.46	15	31	46	67.39	59	0.01
Grand Total	156322	154758	311 080	49.75	173330	170569	343899	49.60	654979	100.00

At least 74% of all the ECD pupils are in rural areas. Out of 311 080 ECD A pupils, the majority (76.88 percent, 239 161 pupils) were in rural schools, while the remainder (23.12 percent, 71 919 pupils) were in urban schools. Out of the 343 899 ECD B pupils, the majority (74.13 percent, 254 926 pupils) were in rural schools, while the remainder (25.87 percent, 88 973

pupils) were in urban schools. The proportion of female ECD A and ECD B pupils in both rural and urban schools was slightly below 50 percent.

Table 3.5: ECD Enrolments by Level, Sex and Location, Number and Percentage, Zimbabwe, 2022

Location	ECD A, No.			ECD B, No			Grand Total	ECD A	ECD B
	Male	Female	Total	Male	Female	Total		% Female	% Female
Rural	120 336	118 825	239 161	128 483	126 443	254 926	494 087	49.68	49.60
Urban	35 986	35 933	71 919	44 847	44 126	88 973	160 892	49.96	49.59
Grand Total	156 322	154 758	311 080	173 330	170 569	343 899	654 979	49.75	49.60
Percentage distribution by location, level and sex									
	ECD A, % of Total			ECD B, % of Total			% of Total		
Rural	76.98	76.78	76.88	74.13	74.13	74.13	75.44		
Urban	23.02	23.22	23.12	25.87	25.87	25.87	24.56		
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

3.2 Primary School Enrolment

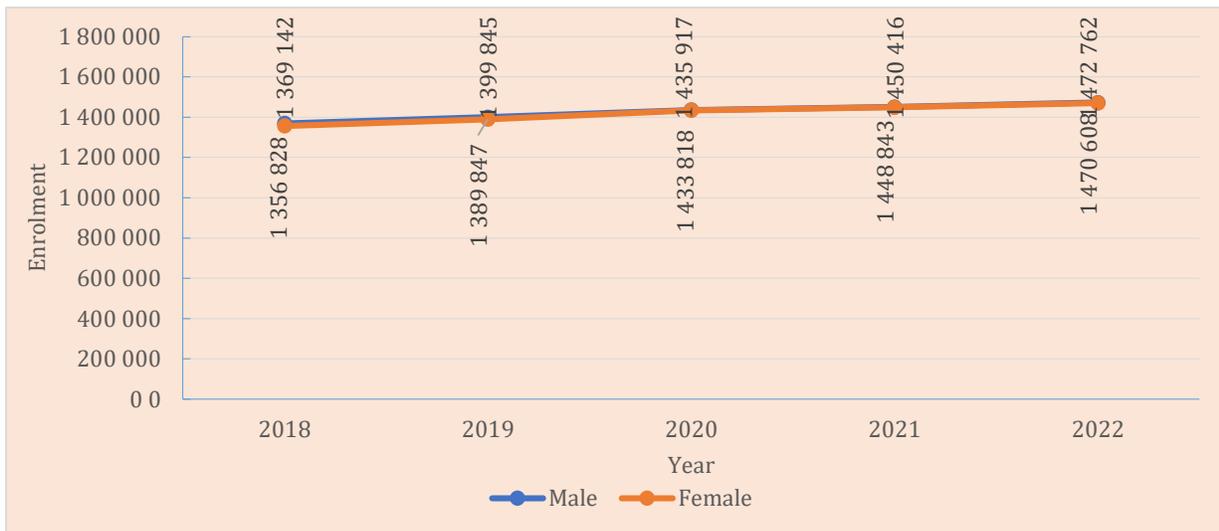
Table 3.6 shows the distribution of primary school enrolment by sex, number, and percentage change in Zimbabwe for the period 2018-2022. There were 2 943 370 pupils (1 472 762 males, 1 470 608 females) enrolled in primary schools in Zimbabwe. The country sustained a steady annual increase in the number of primary school pupils during the period 2018 to 2022 averaging 1.92% change in enrollment. The highest percentage increase (2.87 percent) was registered in 2020. It is important to note that there has been also a continuous annual increase in the proportion of female pupils enrolled in primary schools from 49.77 percent in 2018 to 49.97 in 2021, with a slight dip to 49.96 percent in 2022.

Table 3.6: Primary School Enrolment by Sex, Number and Percentage Change, Zimbabwe 2018-2022

Year	Male	Female	Total, No.	% Female	% Change	Number
	Number					
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
2022	1 472 762	1 470 608	2 943 370	49.96	1.52	44 111

Figure 3.5 shows that over the years 2018-2022, there has been a decrease in the gender distribution gap in primary school enrolment that has been in favour of males. In 2018, there were 1 369 142 male pupils and 1 356 828 female pupils enrolled in primary schools. In 2022, a gender gap in primary school enrolment was significantly reduced, notwithstanding an increase in the total enrolment. The 2022 enrolment figures were 1 472 762 males and 1 470 608 female pupils in primary schools.

Figure 3.5: Primary School Enrolment by Sex, Zimbabwe, 2018-2022



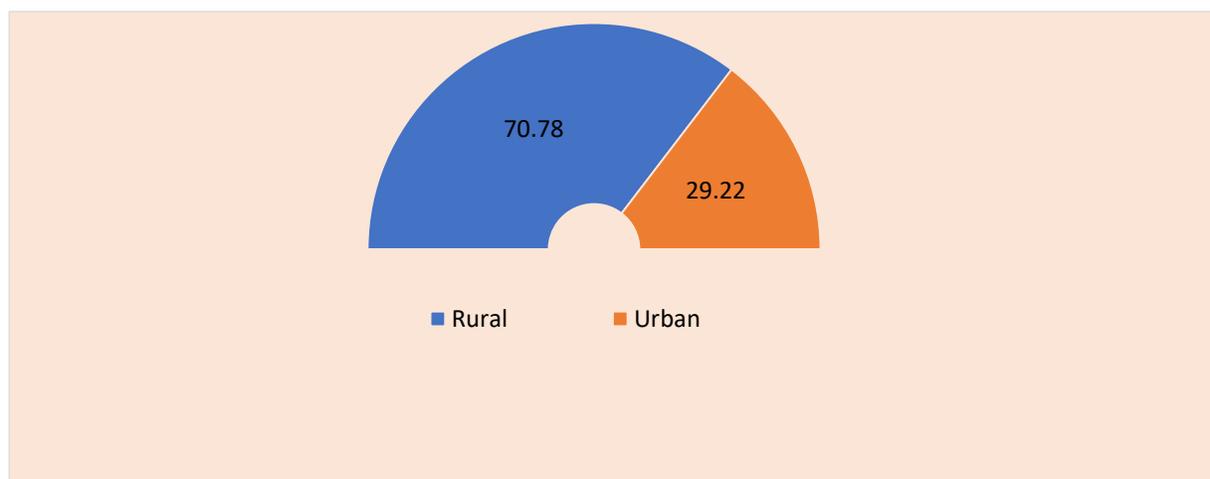
Grade 3 had the highest number of pupils than any other grade with 446 915 pupils while skills orientation with 10 056 pupils, had the lowest number of primary school pupils. Table 3.7 shows the distribution. Interesting is how the number of primary school pupils was lower at each higher level along the primary school ladder from grade 3 and lower at each lower level as well. From Grade 5 up to 7 the proportion of female pupils was just above 50 percent. The proportion of female pupils in skills orientation was way lower (41.83 percent) than any other grade in primary schools.

Table 3.7: Primary School Enrolments by Sex and Grade, Number and Percentage, Zimbabwe 2022

Grade	Enrolment, No.			% Female
	Male	Female	Total	
Grade 1	215 695	212 255	427 950	49.60
Grade 2	218 345	215 232	433 577	49.64
Grade 3	225 223	221 692	446 915	49.60
Grade 4	218 954	217 556	436 510	49.84
Grade 5	213 517	214 276	427 793	50.09
Grade 6	200 009	204 680	404 689	50.58
Grade 7	175 169	180 711	355 880	50.78
Skills Orientation	5 850	4 206	10 056	41.83
Grand Total	1 472 762	1 470 608	2 943 370	49.96

Figure 3.6 depicts primary school enrolment in rural and urban schools. The graph shows that the majority (70.78 percent) of primary school pupils were enrolled in rural schools, while 29.22 percent were enrolled in urban schools.

Figure 3.6: Primary School Enrolments by Location, Percentage, Zimbabwe, 2022



As shown in Table 3.8, enrolment into rural and urban primary schools follows almost a similar pattern in several aspects, even though the proportions of female pupils do differ significantly. There were more Grade 3 pupils (318 787) than any other grades in rural schools and more Grade 5 pupils (128 594) than any other grades in urban schools. Both rural and urban primary schools had the least number of pupils in Skill Orientation (5 767 for rural schools, 4 289 for urban schools) than any other grade. For rural schools, the number of the pupils decreases at each higher level of the primary school ladder starting from Grade 3 whilst for urban schools, the number of the pupils was lower at each higher level of the primary school grade starting from Grade 5. The same trends were realized when going down the grades from the one with the highest enrolment numbers.

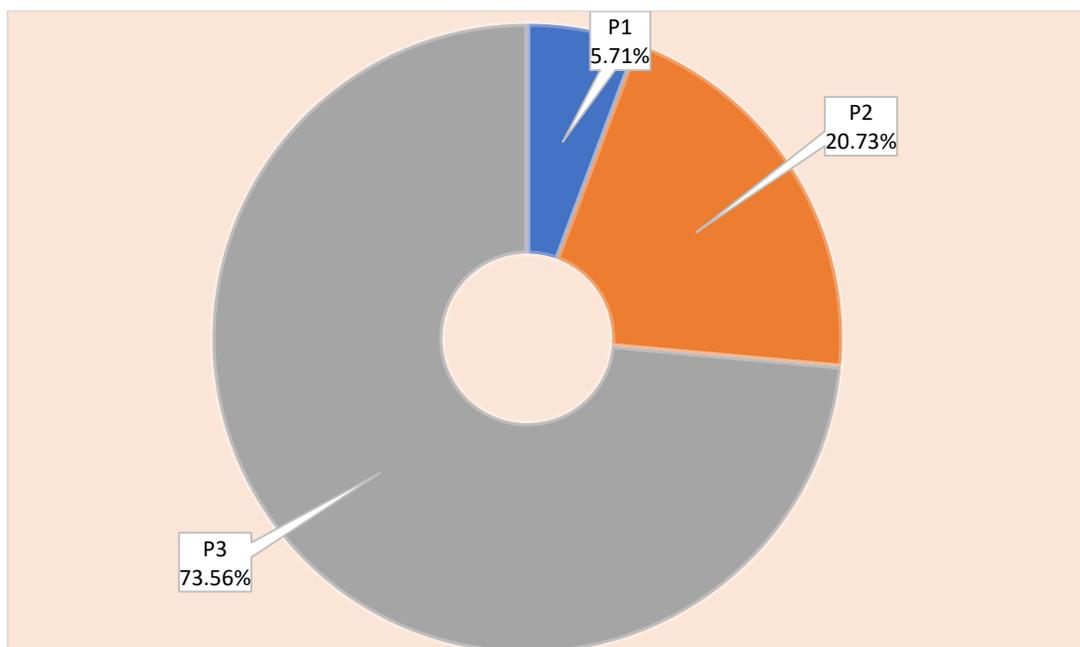
However, the proportion of female pupils was lower in rural schools than in urban schools for all the grades, save for skills orientation. The proportion of female pupils in urban schools was at least 50 percent from grade 3 to 7 while in rural schools, only grades 6 and 7 had proportion of females just above 50 percent.

Table 3.8: Primary Enrolment by Location, Sex and Grade, Number and Percentage, Zimbabwe, 2022

Grade	Rural Enrolment, No.				% Female	Urban Enrolment, No			% Female	Grand Total	% Total
	Male	Female	Total	Male		Female	Total				
Grade 1	155 684	152 379	308 063	49.46	60 011	59 876	119 887	49.94	427 950	14.54	
Grade 2	156 730	154 053	310 783	49.57	61 615	61 179	122 794	49.82	433 577	14.73	
Grade 3	161 157	157 630	318 787	49.45	64 066	64 062	128 128	50.00	446 915	15.18	
Grade 4	155 058	153 198	308 256	49.70	63 896	64 358	128 254	50.18	436 510	14.83	
Grade 5	149 859	149 340	299 199	49.91	63 658	64 936	128 594	50.50	427 793	14.53	
Grade 6	140 571	142 680	283 251	50.37	59 438	62 000	121 438	51.05	404 689	13.75	
Grade 7	122 936	126 213	249 149	50.66	52 233	54 498	106 731	51.06	355 880	12.09	
Skills Orientation	3 347	2 420	5 767	41.96	2 503	1 786	4 289	41.64	10 056	0.34	
Grand Total	1 045 342	1 037 913	2 083 255	49.82	427 420	432 695	860 115	50.31	2 943 370	100.00	

As shown in Figure 3.7, P3 schools have the highest proportion (73.56 percent) of primary school pupils, followed by P2 Schools with 20.73 percent. P1 Schools have the least proportion (5.11 percent). The country is dominated by P3 primary schools.

Figure 3.7: Primary School Enrolment by School Capitation Grant Classification, Percentage, Zimbabwe, 2022

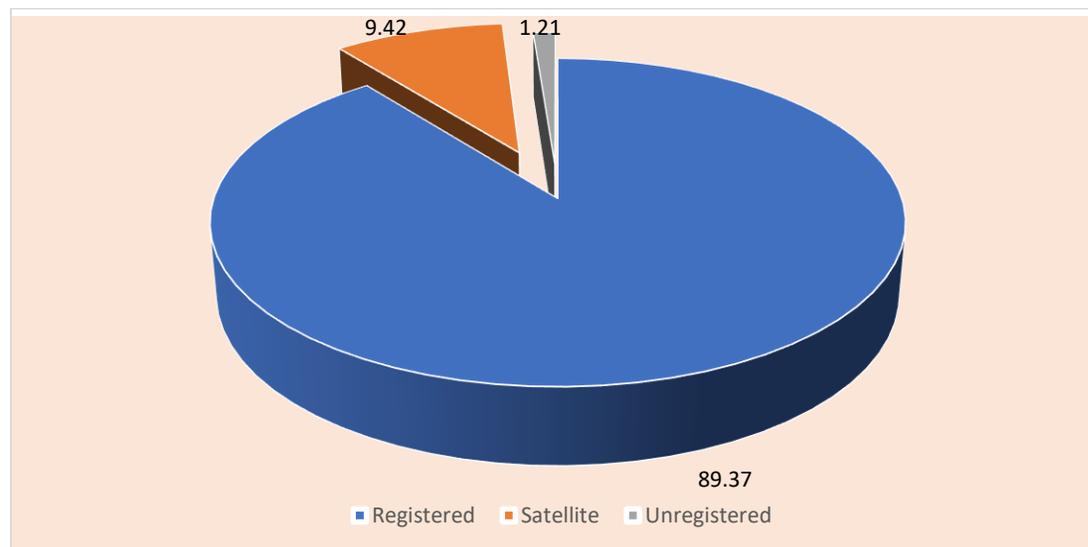


Primary school enrolments had the highest numbers in grades 3 for P1 and P3 schools. In P1 primary schools, more than 50% of the pupils were females in all grades, save for skills orientation (42.95 percent) while for P3 schools, only Grades 6 and 7 had more than 50% being females. Skills orientation had 40.65 percent female pupils in P2 schools and 42.13 percent in P3 schools. Table 3.9 shows the distribution.

Table 3.9: Primary School Enrolment by School Capitation Grant Classification, Grade and Sex, Number and Percentage Zimbabwe, 2022

Grade	P1, No.			% Female	P2, No.			% Female	P3, No.			% Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Grade 1	11 964	12 442	24 406	50.98	42 347	41 859	84 206	49.71	161 384	157 954	319 338	49.46	427 950
Grade 2	12 111	12 215	24 326	50.21	43 340	43 051	86 391	49.83	162 894	159 966	322 860	49.55	433 577
Grade 3	12 174	12 334	24 508	50.33	45 190	45 200	90 390	50.01	167 859	164 158	332 017	49.44	446 915
Grade 4	11 867	12 375	24 242	51.05	46 075	45 986	92 061	49.95	161 012	159 195	320 207	49.72	436 510
Grade 5	11 786	12 639	24 425	51.75	45 887	46 238	92 125	50.19	155 844	155 399	311 243	49.93	427 793
Grade 6	11 476	12 142	23 618	51.41	42 617	44 195	86 812	50.91	145 916	148 343	294 259	50.41	404 689
Grade 7	10 133	11 145	21 278	52.38	37 092	38 402	75 494	50.87	127 944	131 164	259 108	50.62	355 880
Skills Orientation	639	481	1 120	42.95	1 593	1 091	2 684	40.65	3 618	2 634	6 252	42.13	10 056
Grand Total	82 150	85 773	167 923	51.08	304141	306022	610 163	50.15	1 086 471	1 078 813	2165 284	49.82	2 943370

Figure 3.8: Primary School Enrolments by School Registration Status, Percentage, Zimbabwe, 2022



There were 2 630 577 pupils in registered schools, 277 307 in satellite primary schools and 35 486 in unregistered schools in Zimbabwe in 2022. Table 3.10 shows that the number of pupils generally decreases with the grades for unregistered schools. For registered and satellite schools, the number increases up to grade 3 and decreases up the grades to grade 7. There was a higher proportion of female pupils in unregistered schools in all grades, save for grade 7 and skills orientation.

Table 3.10: Primary School Enrolment by School Registration Status, Grade and Sex, Number and Percentage, Zimbabwe, 2022

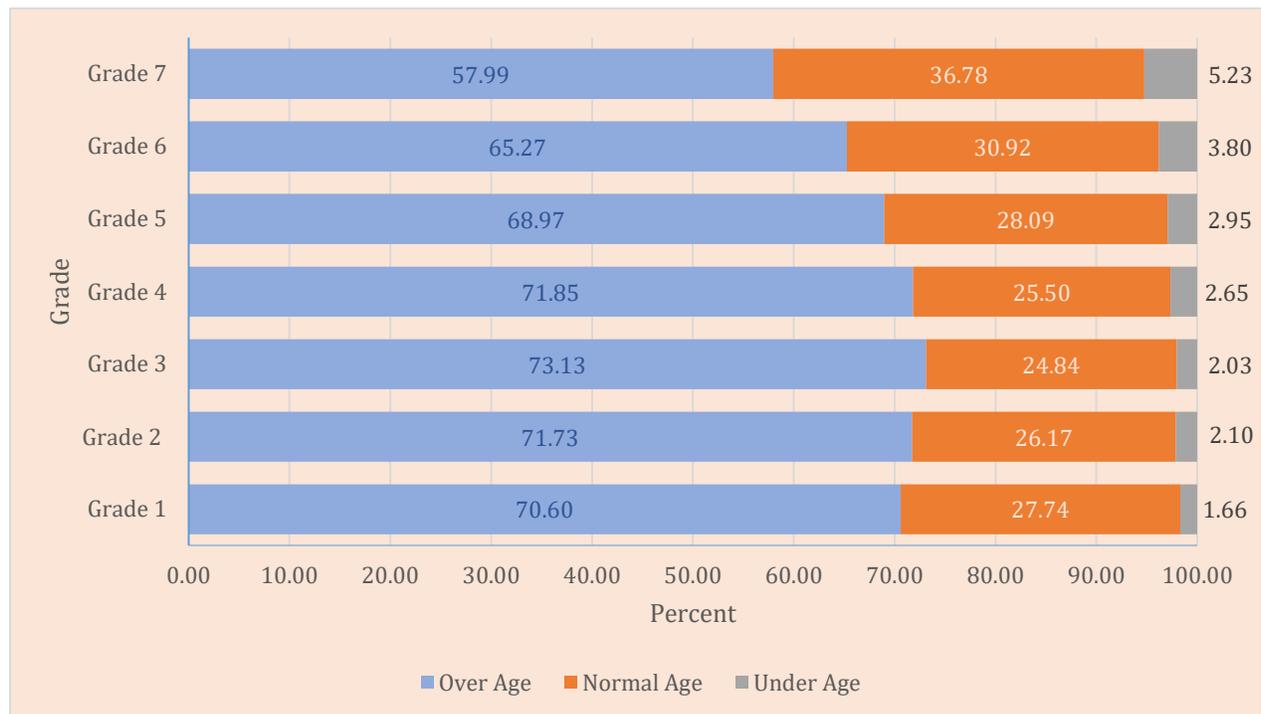
Grade	Registered, No.			% Female	Satellite, No.			% Female	Unregistered, No.			% Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Grade 1	190 169	186 931	377 100	49.57	21 682	21 465	43 147	49.75	3 844	3 859	7 703	50.10	427 950
Grade 2	193 163	190 305	383 468	49.63	21 750	21 476	43 226	49.68	3 432	3 451	6 883	50.14	433 577
Grade 3	200 678	197 139	397 817	49.56	21 992	21 895	43 887	49.89	2 553	2 658	5 211	51.01	446 915
Grade 4	195 955	194 408	390 363	49.80	20 756	20 794	41 550	50.05	2 243	2 354	4 597	51.21	436 510
Grade 5	191 688	192 539	384 227	50.11	19 730	19 429	39 159	49.62	2 099	2 308	4 407	52.37	427 793
Grade 6	180 162	184 305	364 467	50.57	17 939	18 408	36 347	50.65	1 908	1 967	3 875	50.76	404 689
Grade 7	158 991	164 130	323 121	50.80	14 744	15 210	29 954	50.78	1 434	1 371	2 805	48.88	355 880
Skills Orientation	5 826	4 188	10 014	41.82	21	16	37	43.24	3	2	5	40.00	10 056
Grand Total	1 316 632	1 313 945	2 630 577	49.95	138 614	138 693	277 307	50.01	17 516	17 970	35 486	50.64	2 943 370

Table 3.11 and Figure 3.9 present primary school enrolment by grade and age. As shown in the Table and the graph, Grade 3 had the highest proportion (73.13 percent) of over aged pupils. Similarly, Grade 7 had the highest proportions of both under-aged (5.23 percent) and correctly aged (36.78 percent) pupils. The proportion of over-aged pupils ranged from 57.99 percent for Grade 7, to 73.13 percent for Grade 3, while that for the correct aged ranges from 24.84 percent for Grade 3 to 36.78 percent for Grade 7. The proportion of the under aged pupils ranged from 1.66 percent for Grade 1 to 5.23 percent for Grade 7 and seemed to systematically increase with grades.

Table 3.11: Primary School Enrolment by Grade and Age, Number, Zimbabwe, 2022

Ages	Enrolment, No.								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
5 years	7 120							64	7 184
6 years	118 692	9 120						82	127 894
7 years	207 734	113 446	9 074					190	330 444
8 years	71 290	205 900	110 996	11 549				569	400 304
9 years	16 920	76 896	196 472	111 321	12 606			1 413	415 628
10 years	4 432	21 330	93 259	194 210	120 148	15 389		2 289	451 057
11 years	1 125	4 917	27 374	83 998	187 213	125 141	18 614	1 883	450 265
12 years	445	1 470	7 761	28 187	81 871	179 914	130 907	1 409	431 964
Above 12	192	498	1 979	7 245	25 955	84 245	206 359	2 157	328 630
Grand Total	427 950	433 577	446 915	436 510	427 793	404 689	355 880	10 056	2 943 370

Figure 3.9: Primary School Enrolment by Grade and Age, Percentage Distribution, Zimbabwe, 2022



Manicaland had 459 613 pupils out of a total of 2 943 370 primary school pupils in the country. It had the largest number of pupils across the grades, save for the Skills Orientation. Bulawayo with a total 121 670 pupils, had the least number of pupils in Grade 1 up to 7. Mashonaland West had the largest number of Skills Orientation pupils (1 421) -see Table 3.12

Table 3.12: Primary School Enrolments by Grade and Province, Number, Zimbabwe, 2022

Province	Enrolment, No								
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Skills Orientation	Grand Total
Bulawayo	16 364	17 355	17 846	17 901	17 994	17 407	15 964	839	121 670
Harare	46 255	47 485	49 559	50 511	50 828	48 112	42 115	1 219	336 084
Manicaland	68 995	69 234	70 937	66 815	65 422	62 317	54 506	1 387	459 613
Mashonaland Central	41 015	41 683	43 908	42 652	39 495	35 655	30 468	928	275 804
Mashonaland East	45 609	47 373	47 862	46 478	45 202	44 146	38 335	514	315 519
Mashonaland West	51 939	51 939	53 910	52 729	51 367	47 038	41 879	1 421	352 222
Masvingo	57 140	55 798	57 214	56 183	54 782	52 349	45 819	1 064	380 349
Matabeleland North	23 676	24 681	24 869	24 127	24 395	23 853	21 580	1 240	168 421
Matabeleland South	21 694	22 261	23 002	22 482	22 702	21 468	19 891	308	153 808
Midlands	55 263	55 768	57 808	56 632	55 606	52 344	45 323	1 136	379 880
Grand Total	427 950	433 577	446 915	436 510	427 793	404 689	355 880	10 056	2 943 370

3.3 Secondary school enrolment

In 2022, Zimbabwe had 1 121 591 pupils enrolled in secondary schools (Form 1 -6), of these 1 045 896 were enrolled in lower secondary (Form 1 to 4) and 75 695 pupils enrolled for upper secondary (Form 5 to 6).

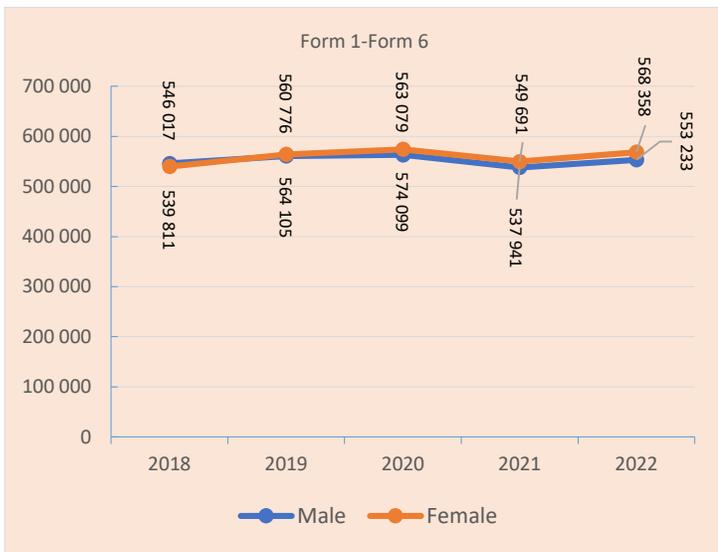
Figure 3.10: Enrolment in Lower Secondary Level Zimbabwe, 2018-2022



Figure 3.11: Enrolment in Upper Secondary Level Zimbabwe, 2018-2022



Figure 3.12: Enrolment in Lower and Upper Secondary Schools Zimbabwe, 2018-2022



Over the period 2018-2022, there has been year on year increases in enrolment in lower forms as shown in figure 3.10 while the opposite was happening in upper secondary schools as shown in figure 3.11. The enrolment of males in upper secondary decreased more rapidly in 2021 and 2022. There has been almost equal numbers of males and females enrolled in lower secondary. There were more females than males enrolled in upper secondary, even though the enrolment was clearly in favour of males between 2018 and 2020.

Table 3.13: Secondary School Enrolment by Level and Sex and Change, Number and Percentage, Zimbabwe, 2018-2022

Year	Form 1-Form 4, No.			% Female	% Change	
	Male	Female	Total		%	No.
	Form 1 - Form 4					
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
2022	516 093	529 803	1 045 896	50.66	4.46	44 652
	Form 5 - Form 6					
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	872
2021	42 679	43 709	86 388	50.60	-14.75	- 17
2022	37 140	38 555	75 695	50.93	-12.38	- 14
	Form 1- Form 6					
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
2022	553 233	568 358	1 121 591	50.67	3.12	33 959

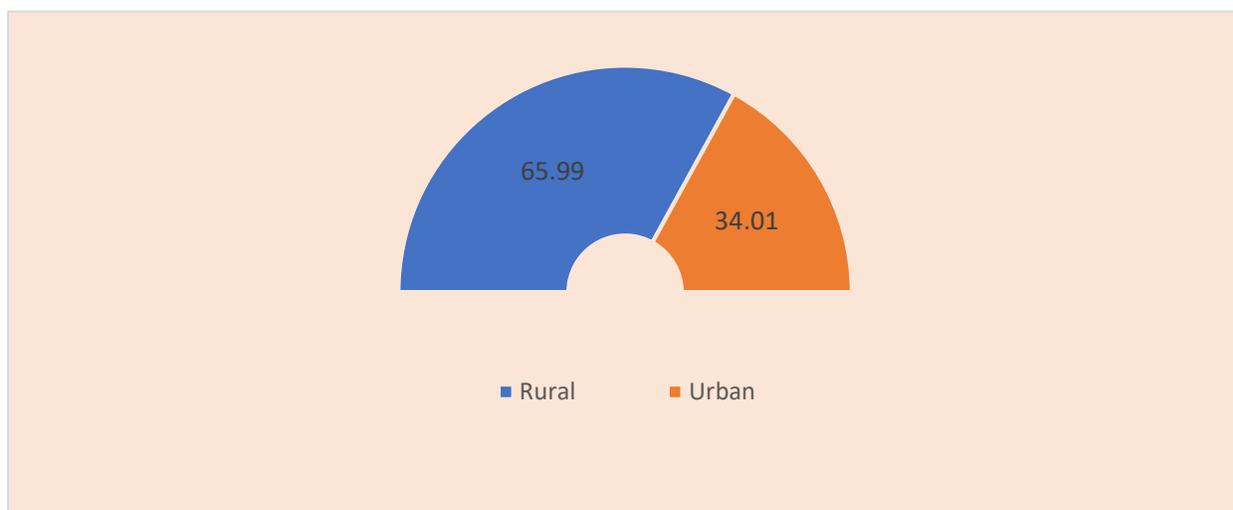
As shown in Table 3.14, secondary schools had more Form 1 pupils (139 388 males, 147 909 females) than any other Forms. However, the number of pupils decreased at each higher level of the secondary school forms. Skills orientation also had the least number of pupils (1 139) compared to other forms. Save for Skills Orientation and Form 4, the proportion of female pupils in secondary schools was more than 50 percent in other forms.

Table 3.14: Secondary School Enrolments by Sex and Form, Number and Percentage, Zimbabwe 2022

Form	Enrolments, No			%Female
	Male	Female	Total	
Form 1	139 388	147 909	287 297	51.48
Form 2	133 376	139 269	272 645	51.08
Form 3	127 130	128 506	255 636	50.27
Form 4	115 534	113 645	229 179	49.59
Lower 6	18 305	19 096	37 401	51.06
Upper 6	18 835	19 459	38 294	50.81
Skills Orientation	665	474	1 139	41.62
Grand Total	553 233	568 358	1 121 591	50.67

The rural-urban comparison shows that the majority (65.99 percent) of the secondary school pupils were in rural schools while the rest (34.01 percent) were in urban schools.

Figure 3.13: Secondary School Enrolments (Form 1 - 6) by Location, Percentage, Zimbabwe, 2022



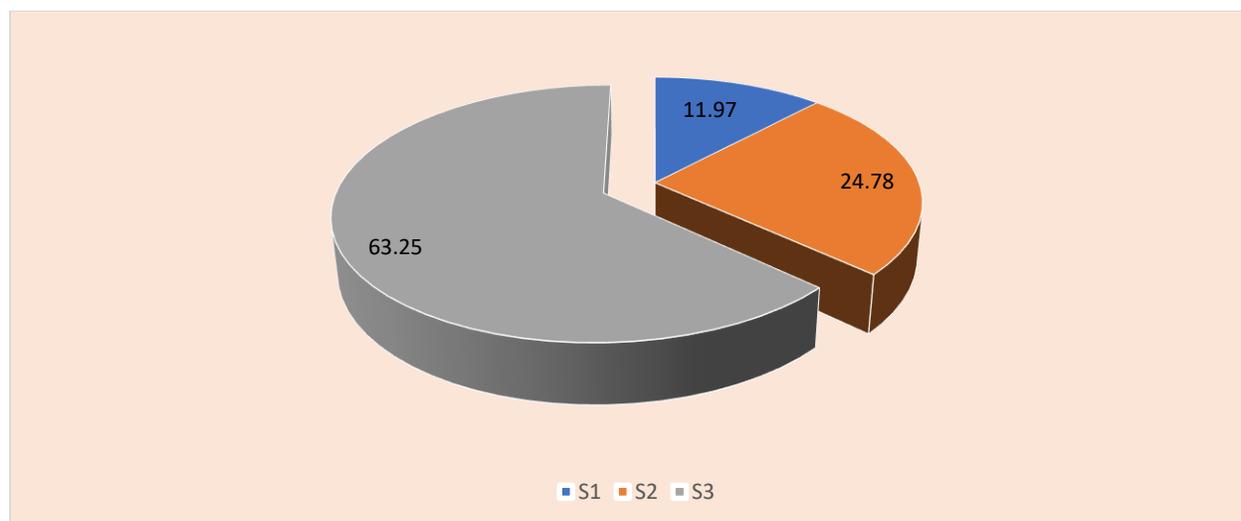
As shown in Table 3.15, rural and urban secondary schools had more Form 1 pupils (200 158 for rural schools, 87 139 for urban schools) than any other level. Generally, the enrolment numbers in rural and urban secondary schools decreased in numbers from one level/form to the next from form 1 to form 6. Urban and rural schools also had the lower numbers of pupils in Skill Orientation (591 for rural schools, 548 for urban schools). However, the proportion of female pupils is lower in rural schools than in urban schools for all the Forms. The proportion of female pupils in urban schools was more than 50 percent across all Forms, save for Skills Orientation. Form 1, with a proportion of 69.67 percent rural pupils were more than any other Forms in rural areas, while Upper 6s with a proportion of 44.39 percent rural, were the least.

Table 3.15: Secondary School Enrolment by Location, Sex and Form, Number and Percentage Females, Zimbabwe, 2022

Grade	Rural Enrolments, No.			% Female	Urban Enrolments, No.			% Female	Grand Total	% Rural
	Male	Female	Total		Male	Female	Total			
Form 1	97 247	102 911	200 158	51.41	42 141	44 998	87 139	51.64	287 297	69.67
Form 2	92 331	95 407	187 738	50.82	41 045	43 862	84 907	51.66	272 645	68.86
Form 3	85 697	84 588	170 285	49.67	41 433	43 918	85 351	51.46	255 636	66.61
Form 4	75 612	71 300	146 912	48.53	39 922	42 345	82 267	51.47	229 179	64.10
Lower 6	8 514	8 968	17 482	51.30	9 791	10 128	19 919	50.85	37 401	46.74
Upper 6	8 524	8 473	16 997	49.85	10 311	10 986	21 297	51.58	38 294	44.39
Skills Orientation	301	290	591	49.07	364	184	548	33.58	1 139	51.89
Grand Total	368 226	371 937	740 163	50.25	185 007	196 421	381 428	51.50	1 121 591	65.99

As shown in Figure 3.14, S3 schools had the highest proportion (63.25 percent of secondary school pupils, followed by S2 schools with 24.78 percent. S1 schools had the least proportion of pupils at (11.97 percent).

Figure 3.14: Secondary School Enrolment by School Grant Classification, Percentage, Zimbabwe, 2022



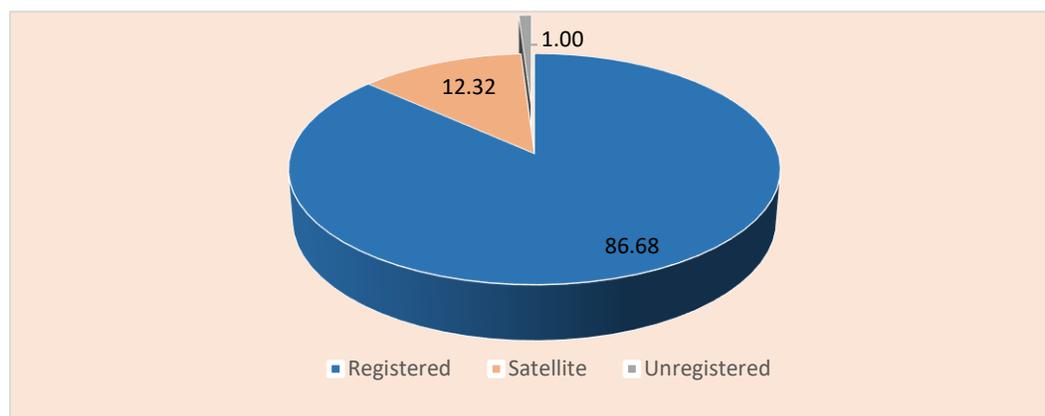
Secondary school enrolment generally decreased for all forms for S1 and S2 schools, save for Form 3 and Upper 6. The proportion of females in S1 and S2 schools was above 50 percent for form 1 to form 6. However, the proportion of females in S3 schools was above 50 percent for Form 1 and Form 2 (see Table 3.16).

Table 3.16: Secondary School Enrolments by School Grant Classification, Sex and Form, Number and Percentage, Zimbabwe, 2022

Form	S1, No.				Female %	S2, No.				Female %	S3, No.				Grand Total
	Male	Female	Total			Male	Female	Total			Male	Female	Total		
Form 1	13 463	14 783	28 246	52.34	29 715	32 505	62 220	52.24	96 210	100 621	196 831	51.12	287 297		
Form 2	13 356	14 368	27 724	51.83	29 555	32 340	61 895	52.25	90 465	92 561	183 026	50.57	272 645		
Form 3	13 519	14 792	28 311	52.25	30 202	32 634	62 836	51.94	83 409	81 080	164 489	49.29	255 636		
Form 4	13 023	14 181	27 204	52.13	28 824	31 126	59 950	51.92	73 687	68 338	142 025	48.12	229 179		
Lower 6	5 509	5 711	11 220	50.90	7 101	7 751	14 852	52.19	5 695	5 634	11 329	49.73	37 401		
Upper 6	5 476	5 796	11 272	51.42	7 556	8 356	15 912	52.51	5 803	5 307	11 110	47.77	38 294		
Skills Orientation	212	97	309	31.39	142	105	247	42.51	311	272	583	46.66	1 139		
Grand Total	64 558	69 728	134 286	51.92	133 095	144 817	277 912	52.11	355 580	353 813	709 393	49.88	1 121 591		

As shown in Figure 3.15, the majority (86.68 percent) of the secondary school pupils were enrolled in registered schools, followed by 12.32 percent in satellite schools. The proportion of pupils in secondary schools in unregistered schools stood at (1.00 percent).

Figure 3.15: Secondary School Enrolments by School Registration Status, Percentage, Zimbabwe, 2022



As shown in Table 3.17, the number of pupils decreased with the Forms for registered and satellite schools. The proportion of females in such schools also varied by form. Registered secondary schools had proportions of female pupils that were above 50 percent, save for Form 4 and Skills Orientation. Satellite and secondary schools had proportions of female pupils below 50 percent among pupils in Form 3 to Lower 6. However, unregistered secondary schools had proportions of female pupils that were above 50 percent in all the forms.

Table 3.17: Secondary School Enrolments by School Registration Status, Sex and Form, Number and Percentage, Zimbabwe, 2022

	Registered, No.			% Female	Satellite, No.			% Female	Unregistered, No			% Female	Grand Total
	Male	Female	Total		Male	Female	Total		Male	Female	Total		
Form 1	117 297	124 072	241 369	51.40	20 666	22 252	42 918	51.85	1 425	1 585	3 010	52.66	287 297
Form 2	113 199	118 540	231 739	51.15	18 911	19 411	38 322	50.65	1 266	1 318	2 584	51.01	272 645
Form 3	109 629	111 655	221 284	50.46	16 203	15 454	31 657	48.82	1 298	1 397	2 695	51.84	255 636
Form 4	101 222	100 603	201 825	49.85	13 189	11 844	25 033	47.31	1 123	1 198	2 321	51.62	229 179
Lower 6	18 068	18 835	36 903	51.04	93	57	150	38.00	144	204	348	58.62	37 401
Upper 6	18 658	19 274	37 932	50.81	71	50	121	41.32	106	135	241	56.02	38 294
Skills Orientation	665	473	1 138	41.56	0	1	1	100.00	0	0	0	0	1 139
Grand Total	478 738	493 452	972 190	50.76	69 133	69 069	138 202	49.98	5 362	5 837	11 199	52.12	1 121 591

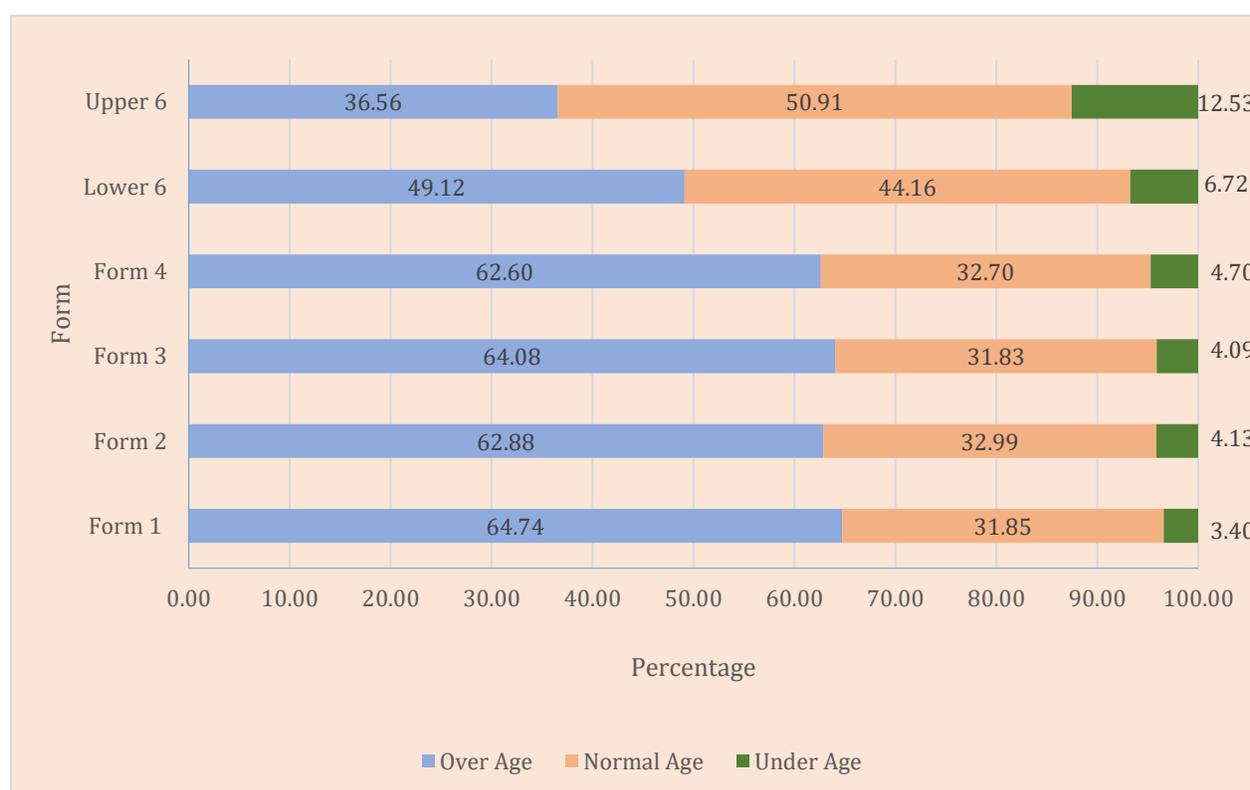
Table 3.18 and Figure 3.16 present secondary school enrolment by form and age. As shown on the Table and the graph, Form 1 had the highest proportion (64.74 percent) of over aged pupils. Similarly, Upper 6 had the highest proportions of both under aged (12.53 percent, within the grade) and correct age (50.91 percent) pupils. The proportion of over aged pupils ranged from 36.56 percent for Upper 6 to 64.74 percent for Form 1. The correctly placed pupils according to age ranged from 31.83 percent for Form 3 to 50.91 percent for Upper 6.

The proportion of under aged pupils ranged from 3.40 percent for Form 1 to 12.53 percent for Upper 6.

Table 3.18: Secondary School Enrolments by Form and Age, Number, Zimbabwe, 2022

Ages	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Below 13	9 778						8	9 786
13 years	91 518	11 273					102	102 893
14 years	116 941	89 936	10 466				182	217 525
15 years	50 901	107 377	81 361	10 774			215	250 628
16 years	14 293	46 815	96 503	74 935	2 512		248	235 306
17 years	3 166	13 797	47 825	86 617	16 518	4 800	181	172 904
18 years	576	2 811	15 133	40 551	13 470	19 495	102	92 138
above 18	124	636	4 348	16 302	4 901	13 999	101	40 411
Grand Total	287 297	272 645	255 636	229 179	37 401	38 294	1 139	1 121 591

Figure 3.16: Secondary School Enrolments by Form and Age, Percentage, Zimbabwe, 2022



Manicaland had 174 240 pupils out of a total 1 121 591 secondary school pupils in the country. It had the largest number of pupils across the Forms, save for Lower 6 and Upper 6. Matabeleland South with a total 56 847 pupils, had the least number of pupils (See Table 3.19).

Table 3.19: Secondary School Enrolment by Form and Province, Number, Zimbabwe, 2022

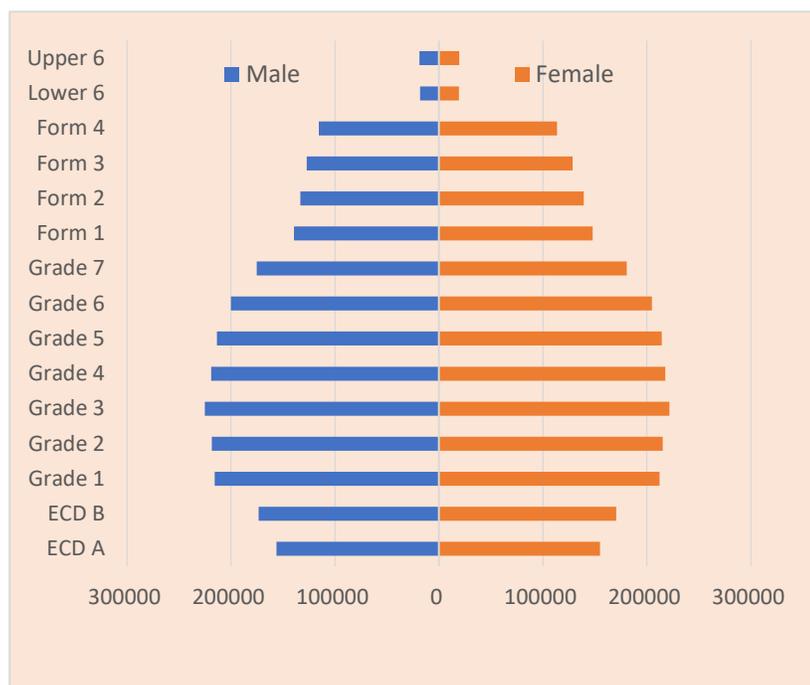
Province	Enrolment, No							
	Form 1	Form 2	Form 3	Form 4	Lower 6	Upper 6	Skills Orientation	Grand Total
Bulawayo	13 256	12 899	13 496	12 965	2 956	3 326	78	58 976
Harare	32 147	31 462	32 042	30 911	8 294	8 823	433	144 112
Manicaland	45 573	42 451	39 411	35 193	5 830	5 702	80	174 240
Mashonaland Central	23 837	22 216	20 057	17 083	1 974	2 041	3	87 211
Mashonaland East	31 693	30 161	29 044	25 523	4 122	4 017	30	124 590
Mashonaland West	33 022	31 438	28 380	24 614	2 956	3 241	465	124 116
Masvingo	40 404	37 618	34 817	31 829	5 037	4 860	23	154 588
Matabeleland North	16 051	15 236	13 393	11 838	1 018	971	0	58 507
Matabeleland South	15 357	14 470	13 007	11 406	1 307	1 288	12	56 847
Midlands	35 957	34 694	31 989	27 817	3 907	4 025	15	138 404
Grand Total	287 297	272 645	255 636	229 179	37 401	38 294	1 139	1 121 591

Table 3.20 and Figure 3.17 show that Grade 3 enrolment was the largest for both sexes, in comparison with other Grades/Forms, but notably Skills Orientation had the least number of enrolments. Noticeably, ECD A and B enrolments were each lower than their respective successive levels. The pyramid illustrates that enrolment decrease with level, starting from grade 3. Lower six, with the least enrolment formed part of the apex. The numbers of male and females enrolled at various grades/forms were almost equal. However, there were slightly more females than males in Grade 5 to Form 3, lower 6 and upper 6, while there were more males than females from ECD A to Grade 4, Form 4 and skills orientation.

Table 3.20: Total Enrolment ECD, Primary and Secondary by Sex and Grade, Number, Zimbabwe, 2022

Grade	Enrolment, No.		
	Male	Female	Grand Total
ECD A	156 322	154 758	311 080
ECD B	173 330	170 569	343 899
Grade 1	215 695	212 255	427 950
Grade 2	218 345	215 232	433 577
Grade 3	225 223	221 692	446 915
Grade 4	218 954	217 556	436 510
Grade 5	213 517	214 276	427 793
Grade 6	200 009	204 680	404 689
Grade 7	175 169	180 711	355 880
Form 1	139 388	147 909	287 297
Form 2	133 376	139 269	272 645
Form 3	127 130	128 506	255 636
Form 4	115 534	113 645	229 179
Lower 6	18 305	19 096	37 401
Upper 6	18 835	19 459	38 294
Skills Orientation	6 515	4 680	11 195
Grand Total	2 355 647	2 364 293	4 719 940

Figure 3.17: Distribution of Enrolment by Grade/Form, Number, Zimbabwe, 2022



3.4 Conclusion

In the period 2022 Zimbabwe had 654 979 pupils (329 652 males and 325 327 females) enrolled for ECD. The number of ECD pupils significantly increased from 628826 in 2018 to 654 979 in 2022. The annual percentage changes over the period 2018-2022 were positive, with the highest increase (3.72 percent) in 2019 and the lowest increase (0.02 percent) in 2022. There are also 2 943 370 pupils (1 472 762 males, 1 470 608 females) enrolled in primary schools. The country sustained a steady annual increase in the number of primary pupils during the period 2018-2022. The highest percentage increase (2.87 percent) was registered in 2020. Of importance to note is that there has also been a continuous annual increase in the proportion of female pupils enrolled in primary schools. The proportion of female pupils increased from 49.77 percent in 2018, to 49.96 percent in 2022. The country also has 1 121 591 pupils enrolled in secondary schools (Form 1 -6), with 1 045 896 pupils enrolled in lower secondary (Form 1-4) and 75 695 pupils enrolled for upper secondary (Form 5-6). Over the period 2018-2020, 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 2022. Furthermore, there has been almost equal numbers of males and females enrolled in lower secondary, though the upper secondary enrolment was initially tilted 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 enrol children at the 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. The new entrants were further disaggregated according to sex and also analysed according to school location.

4.1 New Entrants into Grade 1

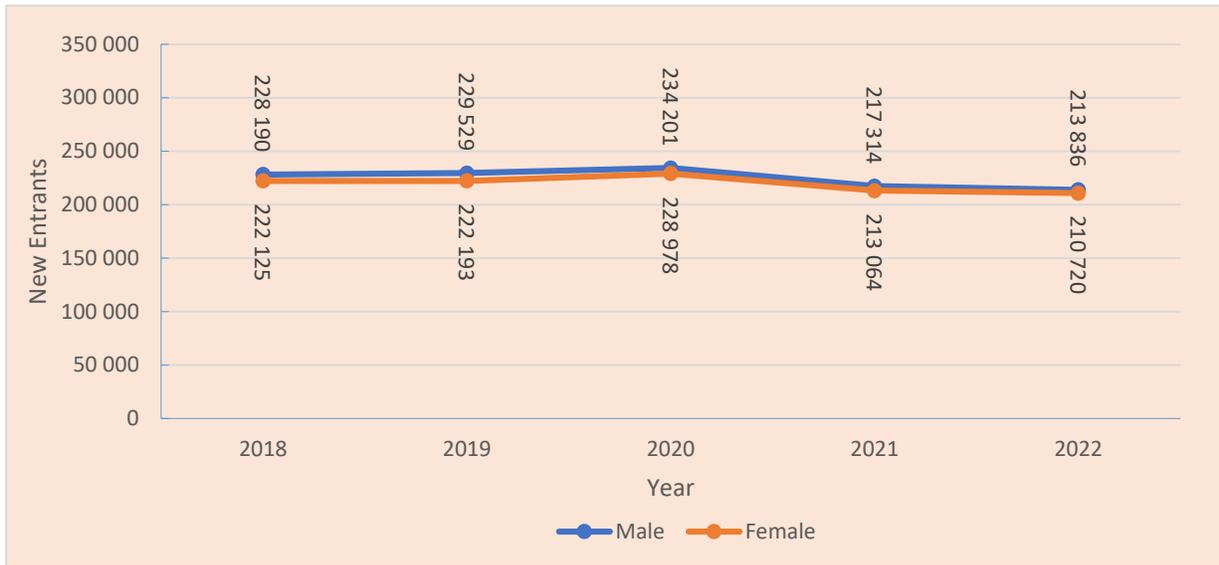
As shown in Table 4.1, there were 424 556 (213 836 males, 210 720 females) new entrants into Grade 1 in 2022. The number of new entrants into Grade 1 increased annually from 450 315 in 2018 to 463 179 in 2020, but thereafter dropped by 7.08 percent to 430 378 in 2021. The trend in the negative side on new entrants into grade 1 continued in 2022 where a drop of -1.35 percent was experienced. The year 2020 had the highest percentage change (2.54 percent). The proportion of females ranged from 49.19 percent in 2019 to 49.63 percent in 2022.

Table 4.1: New Entrants into Grade 1 Trend by Sex, Number and Percentage Change, Zimbabwe 2018-2022

Year	Male	Female	Total	%Female	Change	
	Number				%	Number
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
2022	213 836	210 720	424 556	49.63	-1.35	-5 822

Figure 4.1 shows the number of new entrants into Grade 1 during the period 2018-2022. The graph shows that there was a gradual increase of new entrants by both sexes between 2018 and 2020. Thereafter, a steady decrease was noted. Throughout the period, there were slightly more males than females entering Grade 1 for the first time.

Figure 4.1: New Entrants into Grade 1 by Sex, Number and Percentage, Zimbabwe 2018-2022



As shown in Table 4.2, the 7-year-olds constitute the majority (48.01 percent) of new entrants into Grade 1, followed by the 6-year-olds (normal age) that constitute 28.41 percent. Pupils above 12-years make up the least proportion (0.05 percent) of new entrants.

There were 10 314 (2.4%) underage (5 years & below) new entrants, 120 606 (28.4%) correctly aged (6 Years) new entrants, and 142 999 (69.2%) over aged (7 years & above) new entrants into grade 1. The 6-Years & below new entrants had proportions of females that are just above 50 percent. The proportion of females, however, decreased up the ages.

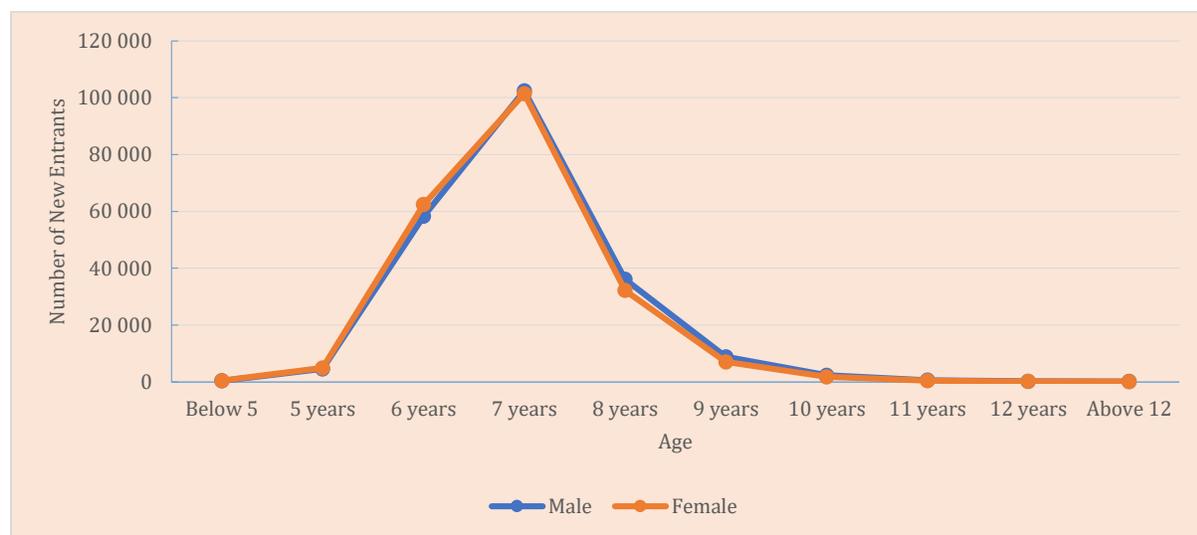
Table 4.2: New Entrants into Grade 1 by Sex, Age, Number and Percentage, Zimbabwe, 2022

Age	New Entrants, No.			% Female	% of Total			GPI
	Male	Female	Total		Male	Female	Total	
Below 5	394	410	804	51.00	0.18	0.19	0.19	1.06
5 years	4 579	4 931	9 510	51.85	2.14	2.34	2.24	1.09
6 years	58 226	62 380	120 606	51.72	27.23	29.60	28.41	1.09
7 years	102 410	101 418	203 828	49.76	47.89	48.13	48.01	1.00
8 years	36 055	32 160	68 215	47.15	16.86	15.26	16.07	0.91
9 years	8 828	7 020	15 848	44.30	4.13	3.33	3.73	0.81
10 years	2 360	1 748	4 108	42.55	1.10	0.83	0.97	0.75
11 years	624	419	1 043	40.17	0.29	0.20	0.25	0.68
12 years	219	150	369	40.65	0.10	0.07	0.09	0.70
Above 12	141	84	225	37.33	0.07	0.04	0.05	0.60
Grand Total	213 836	210 720	424 556	49.63	100.00	100.00	100.00	

Figure 4.2 below shows the number of new entrants into Grade 1 by age and sex. The graph shows an almost normal distribution of new entrants for both sexes, with a peak at age 7

years. As illustrated, most of the new entrants into Grade 1 were in the age range of 6 to 8 years. The number of males and females at each defined age was almost equal.

Figure 4.2: New Entrants into Grade 1 by Age and Sex, Number, Zimbabwe, 2022



As shown in Table 4.3, Zimbabwe had 305 372 (154 145 males, 151 227 females) rural new entrants and 119 184 (59 691 males, 59 493 females) urban new entrants into Grade 1. The largest numbers of new entrants for rural and urban schools were aged 7-Years. The 7 years old rural new entrants are 143 836 (constituting 47.10 percent), whereas the urban new entrants are 59 992 (constituting 50.34 percent) of the total number of new entrants into Grade 1. The smallest number of new entrants for rural schools were below 5 years. The new entrants below 5 years in the rural areas were 643 (constituting 0.21 percent). The smallest number of new entrants for urban and rural schools were found in the above 12 years category. The new entrants above 12 years in urban areas were 23 (constituting 0.02 percent) while rural areas accounted for 202 (0.07 percent) of the new entrants into Grade 1.

Table 4.3: New Entrants into Grade 1 by Location, Sex and Age, Number and Percentage, Zimbabwe, 2022

Age	Rural New Entrants, No.			% Total Rural	Urban New Entrants, No.			% Total Urban	Grand Total	% Rural
	Male	Female	Total		Male	Female	Total			
Below 5	328	315	643	0.21	66	95	161	0.14	804	79.98
5 years	3 067	3 405	6 472	2.12	1 512	1 526	3 038	2.55	9 510	68.05
6 years	37 695	40 316	78 011	25.55	20 531	22 064	42 595	35.74	120 606	64.68
7 years	72 070	71 766	143 836	47.10	30 340	29 652	59 992	50.34	203 828	70.57
8 years	30 189	27 068	57 257	18.75	5 866	5 092	10 958	9.19	68 215	83.94
9 years	7 811	6 207	14 018	4.59	1 017	813	1 830	1.54	15 848	88.45
10 years	2 081	1 550	3 631	1.19	279	198	477	0.40	4 108	88.39
11 years	576	389	965	0.32	48	30	78	0.07	1 043	92.52
12 years	202	135	337	0.11	17	15	32	0.03	369	91.33
Above 12	126	76	202	0.07	15	8	23	0.02	225	89.78
Grand Total	154 145	151 227	305 372	100.00	59 691	59 493	119 184	100.00	424 556	71.93

4.2 New Entrants into Form 1

As shown in Table 4.4, there were 285 399 (138 493 males, 146 906 females) new entrants into Form 1 in 2022. The number of new entrants into Form 1 were 267 738 in 2018, and the numbers continued to increase annually, save for the year 2021 which registered a negative percentage change of -0.71. Year 2022 had the highest percentage change (3.35 percent) in form 1 new entrants. During the period 2018-2022, 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 2018-2022

Year	Male	Female	Total	% Change	
	Number			%	Number
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
2022	138 493	146 906	285 399	3.35	9 263

Figure 4.3 shows the number of new entrants into Form 1 during the period 2018-2022. The graph depicts a steady increase in form one new entrants between 2018 and 2020 for both sexes. Thereafter, a more gradual increase was maintained for females and a marginal 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 2018-2022

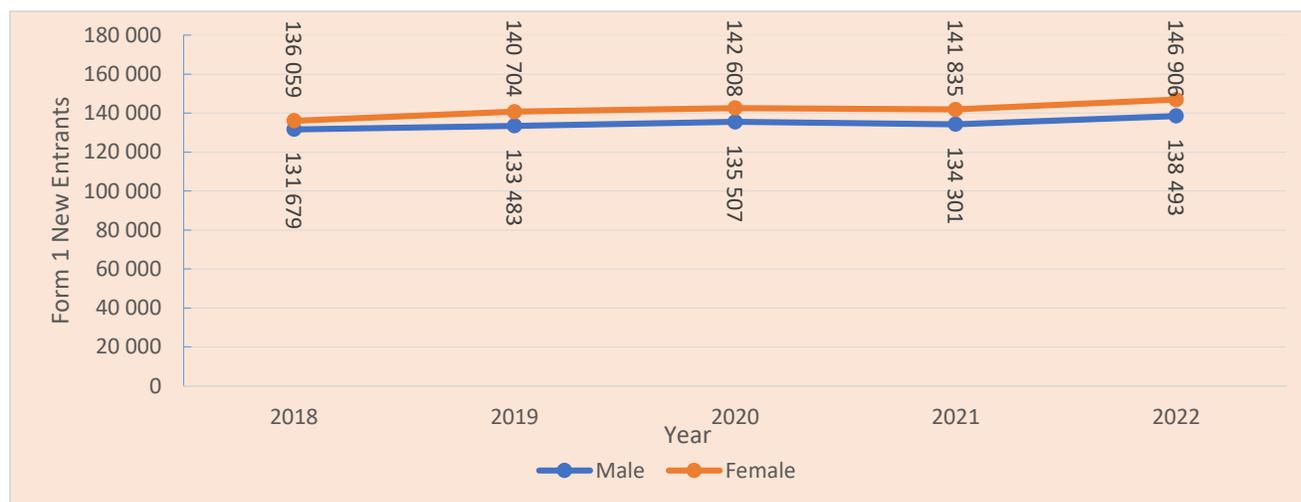


Table 4.5 below shows that 14-year-olds constitute the majority (39.84 percent) of new entrants into Form 1, followed by the 13-year-olds (normal age) constituting 31.08 percent. The Above 18 years make up the least proportion (0.04 percent) of new entrants. Notably, there are 16 353 (5.7 percent) under aged (Below 13 years) new entrants, 88 695 (31.1%) correct aged (13 Years) new entrants and 180 351 (63.2 percent) over aged (14 years and

above) new entrants into Form 1. The 14-years and below new entrants had proportions of females that is above 50 percent, contrary to the 15 years and above new entrants that had proportion of females below 50 percent.

Table 4.5: New Entrants into Form 1 by Sex, Age and GPI, Number and Percentage, Zimbabwe, 2022

Age	New Entrants, No.			% Female	% of Total			GPI
	Male	Female	Total		Male	Female	Total	
Below 13	7 418	8 935	16 353	54.64	5.36	6.08	5.73	1.14
13 years	38 950	49 745	88 695	56.09	28.12	33.86	31.08	1.20
14 years	54 782	58 928	113 710	51.82	39.56	40.11	39.84	1.01
15 years	26 547	22 539	49 086	45.92	19.17	15.34	17.20	0.80
16 years	8 316	5 453	13 769	39.60	6.00	3.71	4.82	0.62
17 years	2 009	1 117	3 126	35.73	1.45	0.76	1.10	0.52
18 years	386	155	541	28.65	0.28	0.11	0.19	0.38
above 18	85	34	119	28.57	0.06	0.02	0.04	0.38
Grand Total	138 493	146 906	285 399	51.47	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 for both sexes, with a peak at age 14 years. As illustrated, most of the new entrants into Form 1 are in the age range of 13 to 15 years. There were almost equal numbers of males and females at each defined age.

Figure 4.4: New Entrants into Form 1 by Age and Sex, Number, Zimbabwe, 2022

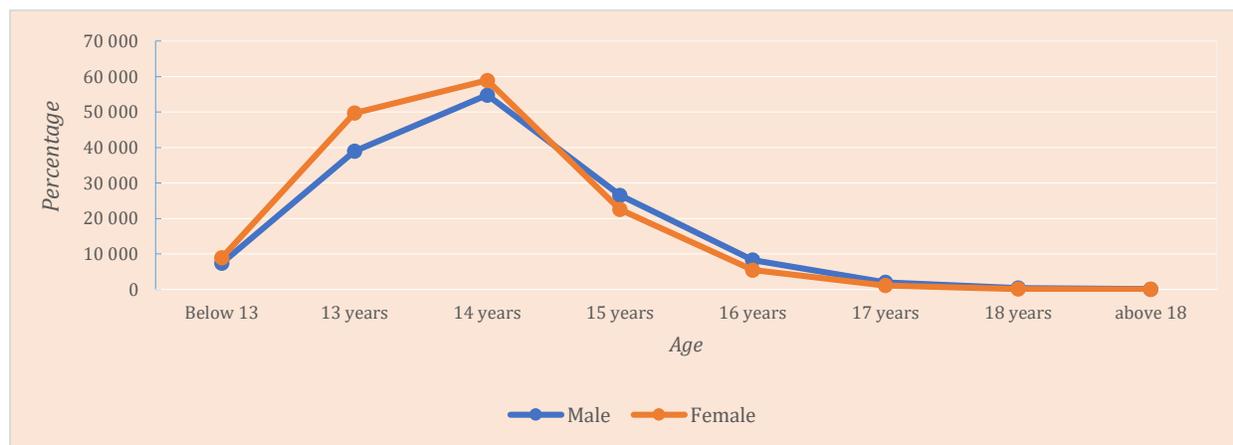


Table 4.6 below shows the distribution of form 1 new entrants by location i.e rural or urban setting. The table shows that there were 198 800 (96 693 males, 102 107 females) rural new entrants and 86 599 (41 800 males, 44 799 females) urban new entrants into Form 1. The largest number of new Form 1 entrants for rural schools are aged 14 years. The 14 years old rural new entrants were 80 397 (constituting 40.44 percent) of the new entrants in Form 1. The largest number of new Form 1 entrants for urban schools were aged 13-Years.

The 13 years old urban new entrants were 34 089 (constituting 39.36 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 were 92 (0.05 percent), whereas the urban new entrants above 18 years were 27 (constituting 0.03 percent).

The collation of the data in Table 4.6 shows that the country has 9 851 (4.96 percent) under aged rural new Form 1 entrants; 6 502 under aged urban new entrants (7.51 percent); 54 606 (27.47 percent) correctly aged rural new Form 1 entrants; 34 089 (39.36 percent) correctly aged urban new entrants; 134 343 (constituting 67.58 percent) over aged rural new entrants and 46 008 (53.13 percent) over aged urban new entrants. There were 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, 2022

Year	Rural New Entrants				Urban New Entrants, No.			% Total Urban	Grand Total	% Rural
	Male	Female	Total	% Total Rural	Male	Female	Total			
Below 13	4 220	5 631	9 851	4.96	3 198	3 304	6 502	7.51	16 353	60.24
13 years	23 677	30 929	54 606	27.47	15 273	18 816	34 089	39.36	88 695	61.57
14 years	38 458	41 939	80 397	40.44	16 324	16 989	33 313	38.47	113 710	70.70
15 years	21 294	17 990	39 284	19.76	5 253	4 549	9 802	11.32	49 086	80.03
16 years	6 875	4 552	11 427	5.75	1 441	901	2 342	2.70	13 769	82.99
17 years	1 755	911	2 666	1.34	254	206	460	0.53	3 126	85.28
18 years	347	130	477	0.24	39	25	64	0.07	541	88.17
above 18	67	25	92	0.05	18	9	27	0.03	119	77.31
Grand Total	96 693	102 107	198 800	100.00	41 800	44 799	86 599	100.00	285 399	69.66

4.3 Primary School Apparent and Net Intake Rates

Primary school Apparent Intake Rate (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 the officially school going age population (UNESCO, 2007). A primary school AIR of above 100 percent indicates the participation of over and or under aged children in the school system. On the other hand, the Net Intake Rate (NIR) measures access to Grade 1 at an officially acceptable age of 6 years.

As shown in Table 4.7, the 2022 national primary Apparent Intake Rate was at 103.12 percent (104.08 percent for males, 102.17 percent for females). During the period 2018-2021, the AIR declined annually from 128.32 percent in 2018 to 93.38 percent in 2021. During the same period, the GPI increased from 0.95 to 0.97, indicating AIRs that were in favour of males. The national primary Net Intake Rate was 29.29 percent (28.34 percent for males, 30.24 percent for females) in 2022.

Between 2018 and 2021, NIRs were in the range of 22.86 percent in 2021 and 37 percent (the highest reached in the period) in 2019. All the primary school NIRs for the period 2018-2022, had gender disparities in favour of females that is GPIs of at most 1.07. 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).

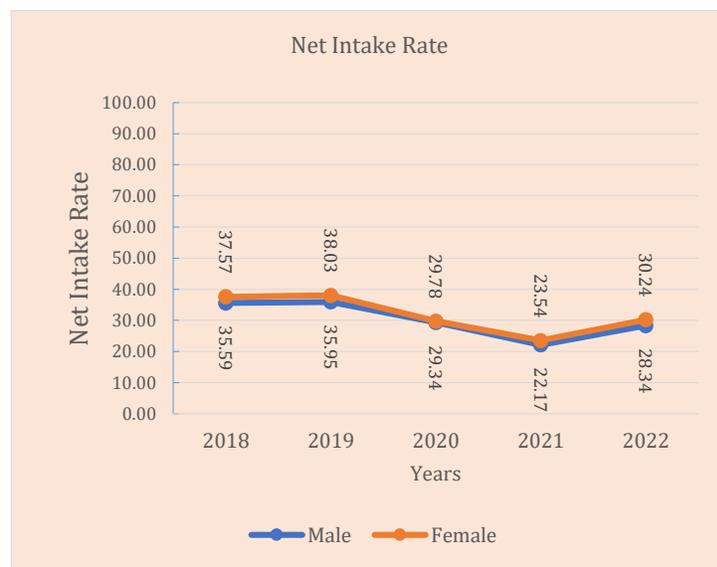
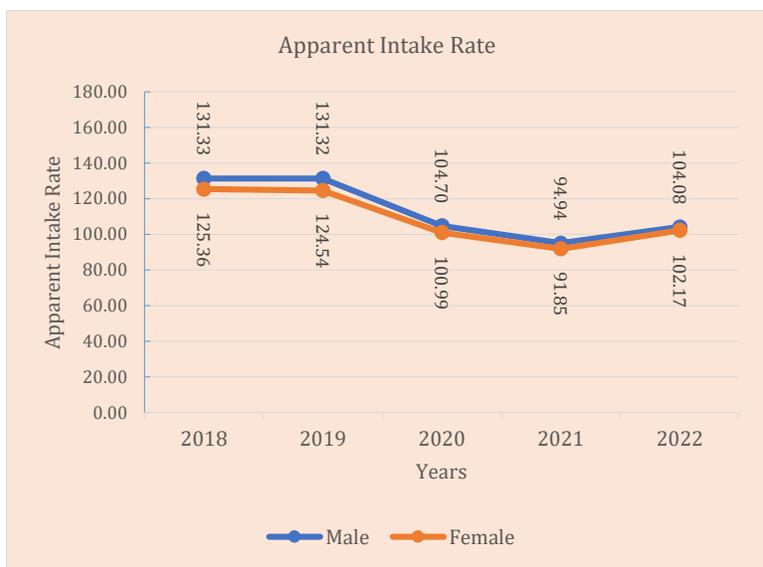
Table 4.7: Apparent and Net Intake Rates Trends for Primary School by Sex and GPI, Percentage, 2018-2022

Year	Apparent Intake Rate (AIR), %			GPI	Net Intake Rate (NIR), %			GPI
	Male	Female	Total		Male	Female	Total	
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
2022	104.08	102.17	103.12	0.98	28.34	30.24	29.29	1.07

Figures 4.5 and 4.6 show the trends for both AIRs and NIRs presented in Table 4.7 for the period 2018 to 2022. Between 2019 and 2021, there was a steady decrease of AIRs and NIRs for both males and females that was followed by an increase in 2022. A sharp decline from 2020-2021 was most likely due 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 2018-2022

Figure 4.6: Primary School (Grade1) Net Intake Rate, Percentage, Zimbabwe 2018-2022



Primary Apparent Intake Rates varied from one province to another. Primary school AIRs at provincial level, range from 80.48 percent in Harare to 116.98 percent in Bulawayo. Bulawayo's AIRs for males and females were 119.57 percent and 114.50 percent, respectively. Harare's primary AIRs for males and females were 81.17 percent and 79.81 percent, respectively. Bulawayo, and Matabeleland South had 0.96 GPIs for primary school AIRs, indicating gender disparities in favour of males. The rest of the provinces with GPIs (for AIR) in the range 0.98 to 0.99, had attained gender parity relative to primary school AIRs.

Table 4.8: Primary School Apparent Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	New Entrants into Grade 1, No.			Population Aged 6, No.			Apparent Intake Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	8 137	8 132	16 269	6 805	7 102	13 907	119.57	114.50	116.98	0.96
Harare	22 980	23 051	46 031	28 310	28 884	57 194	81.17	79.81	80.48	0.98
Manicaland	34 798	34 033	68 831	30 256	30 290	60 546	115.01	112.36	113.68	0.98
Mashonaland Central	20 305	20 127	40 432	19 261	19 240	38 501	105.42	104.61	105.02	0.99
Mashonaland East	22 949	22 306	45 255	24 096	23 921	48 017	95.24	93.25	94.25	0.98
Mashonaland West	26 034	25 644	51 678	25 485	25 593	51 078	102.15	100.20	101.17	0.98
Masvingo	28 341	28 016	56 357	24 977	25 117	50 094	113.47	111.54	112.50	0.98
Matabeleland North	11 677	11 677	23 354	11 503	11 569	23 072	101.51	100.93	101.22	0.99
Matabeleland South	11 061	10 506	21 567	10 248	10 091	20 339	107.93	104.11	106.04	0.96
Midlands	27 554	27 228	54 782	24 516	24 446	48 962	112.39	111.38	111.89	0.99
Grand Total	213 836	210 720	424 556	205 457	206 253	411 710	104.08	102.17	103.12	0.98

Primary school Net Intake Rates varied from one province to another. Primary school NIRs at provincial level, range from 21.16 percent in Manicaland to 57.83 percent in Bulawayo. Manicaland NIRs for males and females were 20.73 percent and 21.96 percent, respectively. Bulawayo's primary NIRs for males and females were respectively, 56.84 percent and 58.77 percent.

Matabeleland South and Bulawayo indicated gender parity of 1.02 and 1.03 respectively in Net Intake Rate for primary school. The rest of the provinces had gender disparities in favour of females ranging from 1.04 in Harare to 1.10 in Masvingo and Matabeleland North.

Table 4.9: Primary School Net Intake Rates by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	New Entrants into Grade 1 aged 6 years, No.			Population Aged 6 years, No.			Net Intake Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	3 868	4 174	8 042	6 805	7 102	13 907	56.84	58.77	57.83	1.03
Harare	8 039	8 538	16 577	28 310	28 884	57 194	28.40	29.56	28.98	1.04
Manicaland	6 162	6 651	12 813	30 256	30 290	60 546	20.37	21.96	21.16	1.08
Mashonaland Central	4 819	5 171	9 990	19 261	19 240	38 501	25.02	26.88	25.95	1.07
Mashonaland East	5 387	5 636	11 023	24 096	23 921	48 017	22.36	23.56	22.96	1.05
Mashonaland West	5 939	6 232	12 171	25 485	25 593	51 078	23.30	24.35	23.83	1.04
Masvingo	7 796	8 636	16 432	24 977	25 117	50 094	31.21	34.38	32.80	1.10
Matabeleland North	4 547	5 036	9 583	11 503	11 569	23 072	39.53	43.53	41.54	1.10
Matabeleland South	3 347	3 375	6 722	10 248	10 091	20 339	32.66	33.45	33.05	1.02
Midlands	8 322	8 931	17 253	24 516	24 446	48 962	33.95	36.53	35.24	1.08
Grand Total	58 226	62 380	120 606	205 457	206 253	411 710	28.34	30.24	29.29	1.07

4.4 Secondary School Apparent and Net Intake Rates

As shown in Table 4.10, the national secondary Apparent Intake Rate is 79.12 percent (76.90 percent for males, 81.33 percent for females). During the period 2018-2022, the AIR was fluctuating.

GPIs progressively increased from 1.03 in 2018 to 1.06 in 2022, indicating AIRs that were in favour of females. The national secondary Net Intake Rate is 24.59 percent (21.63 percent for males, 27.54 percent for females). Between 2018 and 2022, 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 and declined further to 21.01 percent in 2021 before increasing to 24.59 percent in 2022.

Between 2018-2019, secondary school AIRs had a gender parity (GPIs 1.03 to 1.05), while the period 2020-2022 there were gender disparities in favour of females (GPI 1.05 to 1.06). Throughout the period 2018-2022, secondary NIRs had disparities in favour of females, GPI -ranging between 1.23 in 2020 to 1.32 in 2019.

Table 4.10: Secondary School Apparent Intake Rate and Net Intake Rate Trends by Sex, Percentage, Zimbabwe, 2018-2022

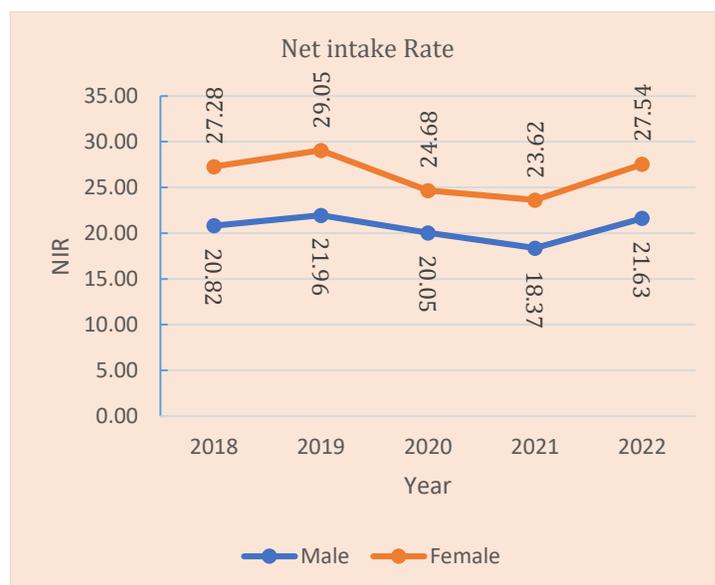
Year	AIR, %			GPI	NIR, %			GPI
	Male	Female	Total		Male	Female	Total	
2018	78.36	80.56	79.46	1.03	20.82	27.28	24.05	1.31
2019	78.75	82.55	80.66	1.05	21.96	29.05	25.51	1.32
2020	70.27	73.54	71.91	1.05	20.05	24.68	22.37	1.23
2021	68.56	71.77	70.17	1.05	18.37	23.62	21.01	1.29
2022	76.90	81.33	79.12	1.06	21.63	27.54	24.59	1.27

Figures 4.7 and 4.8 graphically depict trends of both AIRs and NIRs presented in Table 4.10. From 2018 to 2022, AIRs and NIRs for both sexes increased from 2018 to 2019 then decreased each year to 2021 before starting to increase in 2022.

Figure 4.7: Secondary School (Form 1) Apparent Intake Rate, Percentage, Zimbabwe, 2018-2022



Figure 4.8: Secondary School (Form 1) Net Intake Rate, Percentage, Zimbabwe, 2018-2022



As shown in Table 4.11, secondary Apparent Intake Rates vary from one province to another province. The secondary school AIRs at provincial level, ranged from 70.94 percent in Harare to 93.99 percent in Bulawayo. Bulawayo’s AIRs for males and females were 93.51 percent and 94.42 percent, respectively. Harare’s secondary school AIRs for males and females were 71.38 percent and 70.52 percent, respectively.

Bulawayo, Harare, Mashonaland West and Mashonaland East had GPI ranging from 0.98 to 1.01 indicating gender parity. The rest of the provinces had gender disparities in favour of females in relation to secondary school AIRs (GPIs 1.05 to 1.26).

Table 4.11: Secondary School Apparent Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	New Entrants into Form 1, No.			Population Aged 13, No.			AIR, %			GPI
	Male	Female	Total	Male	Female	Total	Males	Females	Total	
Bulawayo	6 083	6 999	13 082	6 505	7 413	13 918	93.51	94.42	93.99	1.01
Harare	15 451	16 490	31 941	21 646	23 382	45 028	71.38	70.52	70.94	0.99
Manicaland	22 448	22 897	45 345	27 860	27 182	55 042	80.57	84.24	82.38	1.05
Mashonaland Central	11 611	12 157	23 768	15 989	15 774	31 763	72.62	77.07	74.83	1.06
Mashonaland East	15 831	15 679	31 510	20 068	19 617	39 685	78.89	79.93	79.40	1.01
Mashonaland West	16 389	16 446	32 835	20 425	20 919	41 344	80.24	78.62	79.42	0.98
Masvingo	19 492	20 731	40 223	23 651	23 229	46 880	82.42	89.25	85.80	1.08
Matabeleland North	7 233	8 750	15 983	11 460	11 020	22 480	63.12	79.40	71.10	1.26
Matabeleland South	7 167	8 071	15 238	9 967	9 692	19 659	71.91	83.27	77.51	1.16
Midlands	16 788	18 686	35 474	22 520	22 396	44 916	74.55	83.43	78.98	1.12
Grand Total	138 493	146 906	285 399	180 091	180 624	360 715	76.90	81.33	79.12	1.06

Secondary schools Net Intake Rates by provinces are presented in Table 4.12. The secondary schools NIRs at provincial level, ranged from 19.73 percent in Mashonaland Central to 45.49 percent in Bulawayo. Mashonaland Central's NIRs for males and females were 16.99 percent and 22.51 percent, respectively. Bulawayo's primary NIRs for males and females were 43.23 percent and 47.47 percent, respectively. . All the provinces had GPIs in the range 1.10 to 1.40, indicating gender disparities in favour of females.

Table 4.12: Secondary School Net Intake Rate by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	New Entrants into Form 1 Aged 13, No.			Population Aged 13, No.			NIR, %			GPI
	Male	Female	Total	Males	Females	Total	Males	Females	Total	
Bulawayo	2 812	3 519	6 331	6 505	7 413	13 918	43.23	47.47	45.49	1.10
Harare	6 266	7 540	13 806	21 646	23 382	45 028	28.95	32.25	30.66	1.11
Manicaland	4 898	6 119	11 017	27 860	27 182	55 042	17.58	22.51	20.02	1.28
Mashonaland Central	2 716	3 550	6 266	15 989	15 774	31 763	16.99	22.51	19.73	1.32
Mashonaland East	3 933	4 829	8 762	20 068	19 617	39 685	19.60	24.62	22.08	1.26
Mashonaland West	4 260	5 201	9 461	20 425	20 919	41 344	20.86	24.86	22.88	1.19
Masvingo	4 864	6 575	11 439	23 651	23 229	46 880	20.57	28.31	24.40	1.38
Matabeleland North	2 643	3 552	6 195	11 460	11 020	22 480	23.06	32.23	27.56	1.40
Matabeleland South	2 363	3 172	5 535	9 967	9 692	19 659	23.71	32.73	28.16	1.38
Midlands	4 195	5 688	9 883	22 520	22 396	44 916	18.63	25.40	22.00	1.36
Grand Total	38 950	49 745	88 695	180 091	180 624	360 715	21.63	27.54	24.59	1.27

4.5 Conclusion

Zimbabwe had 424 556 (213 836 males, 210 720 females) new entrants into Grade 1 in 2022. The number of new entrants into Grade 1 were 450 315 in 2018, and the numbers continued to increase on annual basis until 2020, save for 2021. Year 2020 had the highest percentage change (2.54 percent), while 2021 had the least percentage change (-7.08 percent). The proportion of females ranged from 49.19 percent in 2019 to 49.63 percent in 2022. There are 285 399 (138 493 males, 146 906 females) new entrants into Form 1. The number of new entrants into Form 1 were 267 738 in 2018, and the numbers continued to increase annually, except for year 2021 which registered a negative percentage change of -0.71 percent. The year 2022 had the highest percentage change (3.35). During the period 2018-2021, there were slightly more females than males among the new entrants into Form 1.

The national primary Apparent Intake Rate is at 103.12 percent (104.08 percent for males, 102.17 percent for females). During the period 2018-2022, the movement of AIR gender parity index from 0.95 in 2018 to 0.98 in 2022 indicated an improvement in the proportionate representation of males and females. The national primary Net Intake Rate is 29.29 percent (28.34 percent for males, 30.24 percent for females). Between 2018 and 2021, NIRs were in the range of 22.86 percent in 2021 to 36.59 percent in 2018. On the other hand, the national secondary Apparent Intake Rate was 79.12 percent (76.90 percent for males and 81.33 percent for females). During the period 2018-2022, the AIR increased from 79.46 percent in 2018 to 80.66 percent in 2019. In 2020, the AIR decreased to 71.91 percent and

eventually to 70.17 percent in 2021. The national secondary Net Intake Rate was 24.59 percent (21.63 percent for males, 27.54 percent for females). Between 2018 and 2022, NIRs were in the range of 21.01 percent in 2021 to 25.51 percent in 2019. In 2020, the NIR declined to 22.37 percent from the 2019 NIR of 25.51 percent and marginally rose to 24.59 percent in 2022.

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 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)² 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 enrol 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 enrol pupils at the official age for a particular education level.

5.1 ECD (ECD A and ECD B) Participation

Table 5.1 shows that Zimbabwe had an ECD GER of 81.80 percent (82.45 percent for males, 81.16 percent for females) in 2022. In 2018, the GER was 55.74 percent, increased in 2019 to 57.24 percent. However, in 2020 and 2021, the GER dropped in both years reaching 45.27 percent in 2021. The country's 2022 ECD NER was at 44.15 percent (44.02 percent for males, 44.29 percent for females), the highest reached in the last 5 years. Between 2018 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 2018-2022 (GPIs 1.00-1.01).

Table 5.1: ECD Gross Enrolment Ratio and Net Enrolment Ratio and GPI, Zimbabwe, 2018-2022

Year	Gross Enrolment Rate, %			GPI	Net Enrolment Rate, %			GPI
	Male	Female	Total		Male	Female	Total	
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
2022	82.45	81.16	81.80	0.98	44.02	44.29	44.15	1.01

Figure 5.1: Distribution of ECD Gross Enrolment Ratio and Net Enrolment Ratio, Zimbabwe, 2018-2022



The school-going age population (4-5 years) eligible for ECD was 800 706 (399 839 males, 400 867 females). ECD total enrolment was at 654 979 (329 652 males, 325 327 females), while enrolment at official ages (4-5 years) was 353 526 (175 992 males, 177 534 females) as shown in Table 5.2. Out of the 10 provinces, Manicaland had the largest number of ECD school-going population (116 242) and the largest number of ECD enrolment (107 927) and the largest number of ECD pupils enrolled at an official age 4-5 years (53 806). Bulawayo has the smallest number of ECD school-going population (27 041), smallest number of ECD enrolment (25 332) and smallest number of ECD pupils enrolled at an official age 4-5 years (18 600).

Table 5.2: ECD School Age Population and Enrolment by Province and Sex, Number, Zimbabwe, 2022

Provinces	Population 4-5 years, No.			Total Enrolment, No.			Enrolment 4-5 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	13 416	13 625	27 041	12 660	12 672	25 332	9 253	9 347	18 600
Harare	55 284	56 315	111 599	25 158	24 798	49 956	15 092	15 119	30 211
Manicaland	58 020	58 222	116 242	54 205	53 722	107 927	26 619	27 187	53 806
Mashonaland Central	38 214	37 672	75 886	33 146	32 659	65 805	16 107	16 218	32 325
Mashonaland East	46 593	47 183	93 776	36 454	36 030	72 484	17 366	17 852	35 218
Mashonaland West	50 122	50 788	100 910	38 594	38 319	76 913	19 726	19 949	39 675
Masvingo	47 003	46 695	93 698	47 004	45 919	92 923	25 568	25 542	51 110
Matabeleland North	22 898	22 509	45 407	20 730	20 711	41 441	11 580	11 604	23 184
Matabeleland South	20 187	19 722	39 909	20 421	19 853	40 274	11 689	11 694	23 383
Midlands	48 102	48 136	96 238	41 280	40 644	81 924	22 992	23 022	46 014
Total	399 839	400 867	800 706	329 652	325 327	654 979	175 992	177 534	353 526

Matabeleland South had the highest GER for ECD (100.91 percent), followed by Masvingo with 99.17 percent. Harare had the least GER for ECD (44.76 percent). Bulawayo had the highest NER in ECD (68.78 percent), while Harare had the lowest at 27.07 percent. All of the 10 provinces have gender parities for both GERs and NERs. Table 5.3 shows the distribution.

Table 5.3: ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province, Percentage, Zimbabwe, 2022

Province	GER, %				NER, %			
	Male	Female	Total	GPI	Male	Female	Total	GPI
Bulawayo	94.36	93.01	93.68	0.99	68.97	68.60	68.78	0.99
Harare	45.51	44.03	44.76	0.97	27.30	26.85	27.07	0.98
Manicaland	93.42	92.27	92.85	0.99	45.88	46.70	46.29	1.02
Mashonaland Central	86.74	86.69	86.72	1.00	42.15	43.05	42.60	1.02
Mashonaland East	78.24	76.36	77.29	0.98	37.27	37.84	37.56	1.02
Mashonaland West	77.00	75.45	76.22	0.98	39.36	39.28	39.32	1.00
Masvingo	100.00	98.34	99.17	0.98	54.40	54.70	54.55	1.01
Matabeleland North	90.53	92.01	91.27	1.02	50.57	51.55	51.06	1.02
Matabeleland South	101.16	100.66	100.91	1.00	57.90	59.29	58.59	1.02
Midlands	85.82	84.44	85.13	0.98	47.80	47.83	47.81	1.00
Grand Total	82.45	81.16	81.80	0.98	44.02	44.29	44.15	1.01

ECD GER and NER by sex and province were depicted graphically as shown in Figures 5.2 and 5.3. In the respective provinces, the GERs are higher than NERs, signalling the existence of under aged or over aged enrolment.

Figure 5.2: ECD Gross Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2022

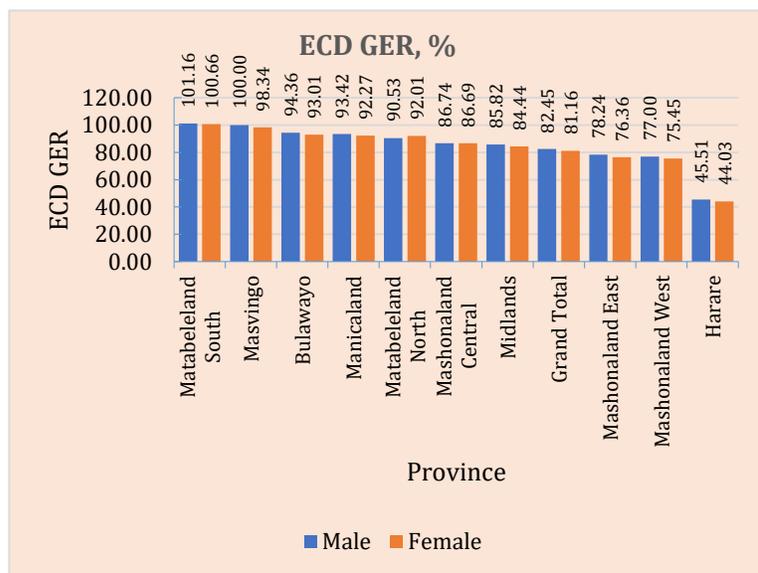
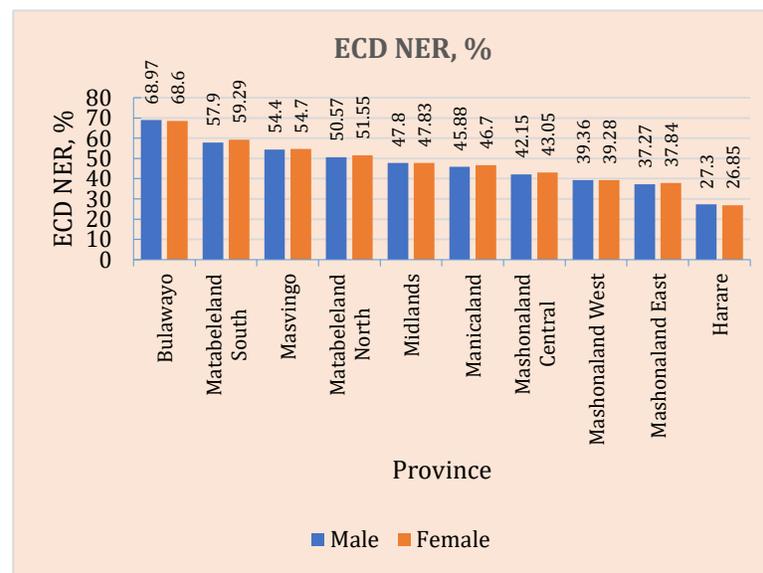


Figure 5.3: ECD Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2022



5.1.1 ECD A Participation

The school-going age (4 years old) population eligible for ECD A was 400 550 (200 622 males, 199 928 females). ECD A total enrolment is at 311 080 (156 322 males, 154 758 females), while enrolment at official ages (4 years) is 95 315 (47 053 males, 48 262 females) as shown in Table 5.4. Manicaland had the largest number of ECD A school-going population (57 741), and also the largest number of ECD A enrolment (52 251), and the largest number of ECD A pupils enrolled at an official age of 4 years (14 722). Bulawayo had the smallest number of ECD A school-going population (13 373), the smallest number of ECD A enrolment (12 114). Matabeleland North had the smallest number of ECD A pupils enrolled at an official age of 4 years (4 580).

Table 5.4: ECD A School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022

Province	Population 4 years, No.			Total Enrolment, No.			Enrolment 4 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	6 682	6 691	13 373	6 070	6 044	12 114	3 292	3 349	6 641
Harare	27 471	27 791	55 262	9 828	9 808	19 636	3 965	3 897	7 862
Manicaland	28 939	28 802	57 741	26 250	26 001	52 251	7 251	7 471	14 722
Mashonaland Central	19 183	18 659	37 842	15 899	15 565	31 464	4 475	4 605	9 080
Mashonaland East	23 079	23 395	46 474	17 269	17 247	34 516	4 341	4 447	8 788
Mashonaland West	25 353	25 565	50 918	18 271	18 248	36 519	4 712	4 850	9 562
Masvingo	23 542	23 156	46 698	22 668	22 361	45 029	6 812	7 128	13 940
Matabeleland North	11 430	11 389	22 819	10 139	10 126	20 265	2 301	2 279	4 580
Matabeleland South	10 295	9 931	20 226	10 350	10 022	20 372	3 478	3 619	7 097
Midlands	24 648	24 549	49 197	19 578	19 336	38 914	6 426	6 617	13 043
Total	200 622	199 928	400 550	156 322	154 758	311 080	47 053	48 262	95 315

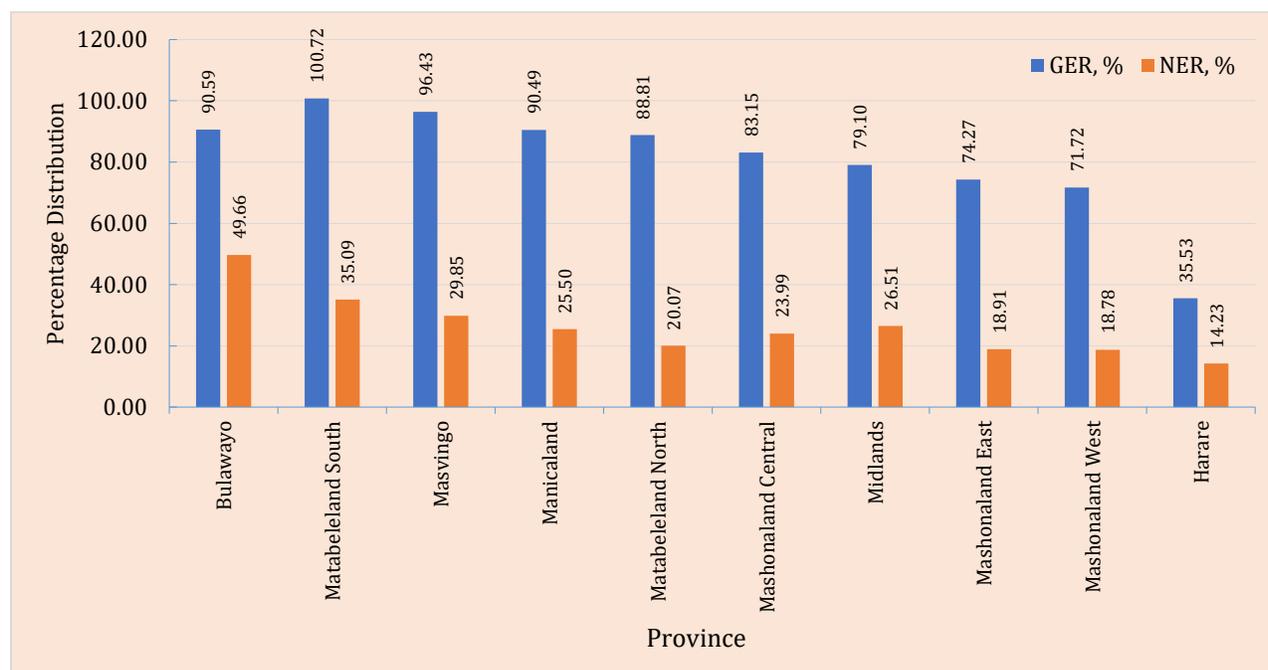
Matabeleland South had the highest GER for ECD A (100.72 percent), followed by Masvingo with 96.43 percent. Harare had the least GER for ECD A (35.53 percent). Bulawayo had the highest NER for ECD A (49.66) while Harare had the lowest NER of 14.23 percent. There was gender parity in GER in all provinces, GPI ranging from 0.99 to 1.01. With regards to NER, gender parity was achieved in six provinces, Bulawayo, Harare, Mashonaland East, Mashonaland West, Matabeleland North and Midlands. The rest of the provinces gender disparities was biased towards females (1.04-1.06) Table 5.5 shows the distribution.

Table 5.5: ECD A Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	90.84	90.33	90.59	0.99	49.27	50.05	49.66	1.02
Harare	35.78	35.29	35.53	0.99	14.43	14.02	14.23	0.97
Manicaland	90.71	90.27	90.49	1.00	25.06	25.94	25.50	1.04
Mashonaland Central	82.88	83.42	83.15	1.01	23.33	24.68	23.99	1.06
Mashonaland East	74.83	73.72	74.27	0.99	18.81	19.01	18.91	1.01
Mashonaland West	72.07	71.38	71.72	0.99	18.59	18.97	18.78	1.02
Masvingo	96.29	96.57	96.43	1.00	28.94	30.78	29.85	1.06
Matabeleland North	88.71	88.91	88.81	1.00	20.13	20.01	20.07	0.99
Matabeleland South	100.53	100.92	100.72	1.00	33.78	36.44	35.09	1.08
Midlands	79.43	78.76	79.10	0.99	26.07	26.95	26.51	1.03
Grand Total	77.92	77.41	77.66	0.99	23.45	24.14	23.80	1.03

The GER ranged from 35.53 percent in Harare and 100.72 percent in Matabeleland South while the NERs ranged from 14.23 percent in Harare and 49.66 percent in Bulawayo. Figure 5.4 shows the distribution.

Figure 5.4: ECD A Gross Enrolment and Net Enrolment Ratios by Sex and Province, Percentage, Zimbabwe, 2022



5.1.2 ECD B Participation

The school-going age population eligible for ECD B (5years) was 400 156 (199 217 males, 200 939 females). ECD B total enrolment was at 343 899 (173 330 males, 170 569 females),

while enrolment at the official ages of 5 years was 107 868 (53 254 males, 54 614 females) as shown in Table 5.6. Manicaland had the largest number of ECD B school-going population (58 501) and ECD B enrolment (55 676), while Masvingo had the largest number of ECD B pupils enrolled at an official age of 5 years (15 546). Bulawayo had the smallest number of ECD B school-going population (13 668), the smallest number of ECD B enrolment (13 218) while Matabeleland South had the smallest number of ECD B pupils enrolled at an official age of 5 years (6 760). Table 5.6 shows the distribution.

Table 5.6: ECD B School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022

Provinces	Population 5 years, No.			Total Enrolment, No.			Enrolment 5 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	6 734	6 934	13 668	6 590	6 628	13 218	3 866	3 964	7 830
Harare	27 813	28 524	56 337	15 330	14 990	30 320	6 247	6 242	12 489
Manicaland	29 081	29 420	58 501	27 955	27 721	55 676	6 434	6 758	13 192
Mashonaland Central	19 031	19 013	38 044	17 247	17 094	34 341	4 389	4 528	8 917
Mashonaland East	23 514	23 788	47 302	19 185	18 783	37 968	4 536	4 689	9 225
Mashonaland West	24 769	25 223	49 992	20 323	20 071	40 394	5 339	5 497	10 836
Masvingo	23 461	23 539	47 000	24 336	23 558	47 894	7 684	7 862	15 546
Matabeleland North	11 468	11 120	22 588	10 591	10 585	21 176	4 375	4 506	8 881
Matabeleland South	9 892	9 791	19 683	10 071	9 831	19 902	3 334	3 426	6 760
Midlands	23 454	23 587	47 041	21 702	21 308	43 010	7 050	7 142	14 192
Total	199 217	200 939	400 156	173 330	170 569	343 899	53 254	54 614	107 868

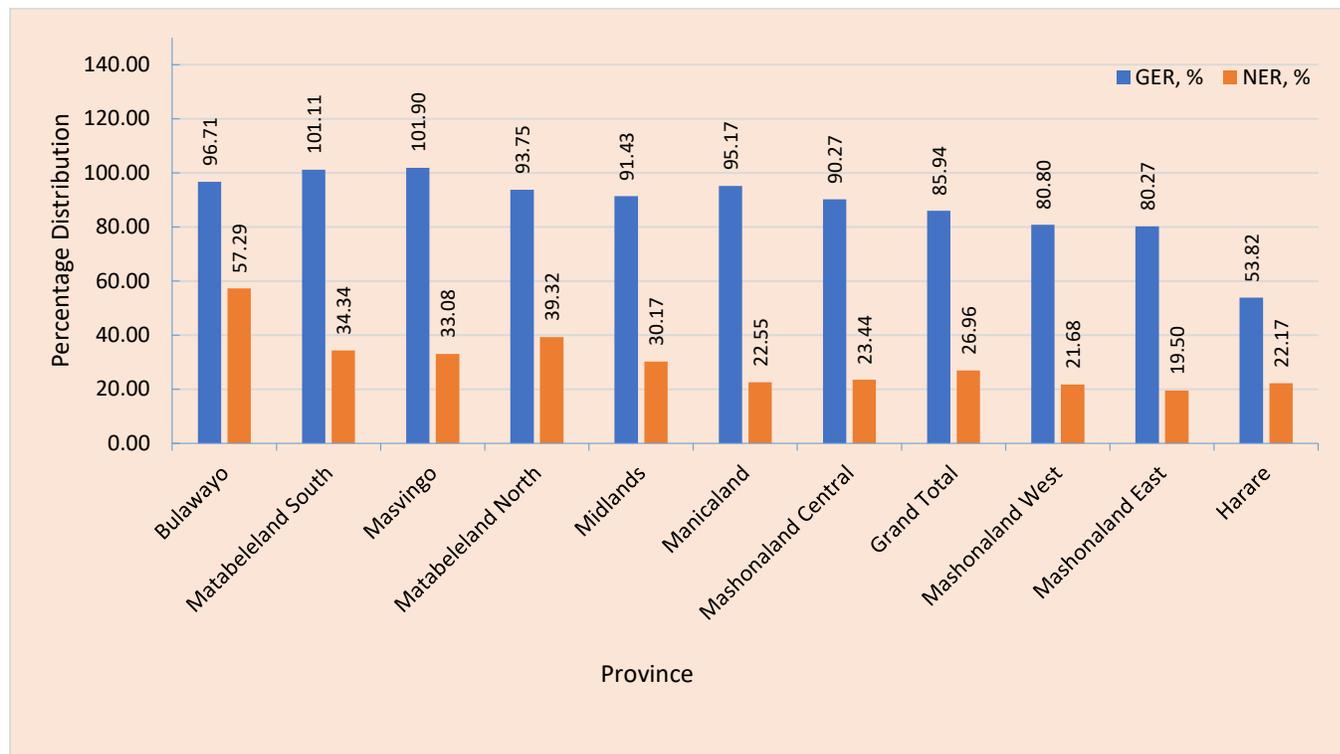
Masvingo (101.90 percent) and Matabeleland South (101.11) had the highest GER for ECD B while Harare had the least GER for ECD B (53.82 percent). Bulawayo and Mashonaland East had the highest and lowest NERs for ECD B (57.29 percent and 19.50 percent, respectively). ECD GERs had achieved gender parities in all the provinces save for Harare and Masvingo. The ECD NERs gender disparities were biased towards females in Manicaland, Matabeleland North and Matabeleland South (GPI 1.04 -1.06) The rest of the provinces had achieved gender parities in relation to both ECD NER, Table 5.7 shows the distribution.

Table 5.7: ECD B Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPIs and Province, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	97.86	95.59	96.71	0.98	57.41	57.17	57.29	1.00
Harare	55.12	52.55	53.82	0.95	22.46	21.88	22.17	0.97
Manicaland	96.13	94.23	95.17	0.98	22.12	22.97	22.55	1.04
Mashonaland Central	90.63	89.91	90.27	0.99	23.06	23.82	23.44	1.03
Mashonaland East	81.59	78.96	80.27	0.97	19.29	19.71	19.50	1.02
Mashonaland West	82.05	79.57	80.80	0.97	21.56	21.79	21.68	1.01
Masvingo	103.73	100.08	101.90	0.96	32.75	33.40	33.08	1.02
Matabeleland North	92.35	95.19	93.75	1.03	38.15	40.52	39.32	1.06
Matabeleland South	101.81	100.41	101.11	0.99	33.70	34.99	34.34	1.04
Midlands	92.53	90.34	91.43	0.98	30.06	30.28	30.17	1.01
Grand Total	87.01	84.89	85.94	0.98	26.73	27.18	26.96	1.02

Bulawayo had the highest NERs for ECD B that are 57.41 percent for males, and 57.17 percent for females. Mashonaland East had the least NERs for ECD B (19.29 percent for males and 19.71 percent for females).

Figure 5.5: ECD B Gross and Net Enrolment Ratio by Sex and Province, Percentage, Zimbabwe, 2022



5.2 Infant School Participation

The school-going age population (4-7 years) eligible for infant school participation was 1 624 894 (812 649 males, 812 245 females). Infant school total enrolment was at 1 516 506 (763 692 males, 752 814 females), while enrolment at official ages (4-7 years) was 1 079 535 (538 147 males, 541 388 females). Table 5.8 shows the distribution. Manicaland had the largest number of infant school-going population (237 757), the largest number of infant school enrolment (246 156), and the largest number of infant school pupils enrolled at an official age of 4-7 years (165 755). Bulawayo had the smallest number of infant school-going population (55 673), the smallest number of infant school enrolment (59 051), and smallest number of infant school pupils enrolled at an official age of 4-7 years (46 401).

Table 5.8: Infant School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022

Provinces	Population 4-7 years, No.			Total Enrolment, No.			Enrolment 4-7 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	27 550	28 123	55 673	29 441	29 610	59 051	23 024	23 377	46 401
Harare	111 655	113 769	225 424	72 079	71 617	143 696	53 840	54 189	108 029
Manicaland	118 920	118 837	237 757	123 778	122 378	246 156	82 528	83 227	165 755
Mashonaland Central	76 766	75 973	152 739	74 776	73 727	148 503	50 418	50 915	101 333
Mashonaland East	94 984	94 938	189 922	83 558	81 908	165 466	56 958	57 050	114 008
Mashonaland West	101 269	101 525	202 794	90 859	89 932	180 791	61 940	62 751	124 691
Masvingo	96 994	96 537	193 531	104 024	101 837	205 861	73 687	74 001	147 688
Matabeleland North	46 236	45 709	91 945	45 149	44 649	89 798	34 932	35 181	70 113
Matabeleland South	40 679	39 987	80 666	42 732	41 497	84 229	31 448	31 147	62 595
Midlands	97 596	96 847	194 443	97 296	95 659	192 955	69 372	69 550	138 922
Total	812 649	812 245	1 624 894	763 692	752 814	1 516 506	538 147	541 388	1 079 535

Masvingo, Bulawayo, Matabeleland South and Manicaland had the highest infant school GER of 106.37, 106.07, 104.42 and 103.53 percent respectively. Harare had the least infant school GER (63.74percent). Bulawayo and Harare had the highest and lowest infant school NER (83.35 percent, 47.92 percent, respectively). There were gender parities in Infant GER and NER in all the provinces. (see Table 5.9)

Table 5.9: Infant Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs by Province, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	106.86	105.29	106.07	0.99	83.57	83.12	83.35	0.99
Harare	64.56	62.95	63.74	0.98	48.22	47.63	47.92	0.99
Manicaland	104.09	102.98	103.53	0.99	69.40	70.03	69.72	1.01
Mashonaland Central	97.41	97.04	97.23	1.00	65.68	67.02	66.34	1.02
Mashonaland East	87.97	86.28	87.12	0.98	59.97	60.09	60.03	1.00
Mashonaland West	89.72	88.58	89.15	0.99	61.16	61.81	61.49	1.01
Masvingo	107.25	105.49	106.37	0.98	75.97	76.66	76.31	1.01
Matabeleland North	97.65	97.68	97.66	1.00	75.55	76.97	76.26	1.02
Matabeleland South	105.05	103.78	104.42	0.99	77.31	77.89	77.60	1.01
Midlands	99.69	98.77	99.23	0.99	71.08	71.81	71.45	1.01
Grand Total	93.98	92.68	93.33	0.99	66.22	66.65	66.44	1.01

5.3 Junior School Participation

The school-going age population (8-12 years) eligible for junior school participation is 2 118 943 (1 056 264 males, 1 062 679 females). Junior school total enrolment is at 2 071 787 (1 032 872 males, 1 038 915 females), while enrolment at official ages (8-12 years) is 1 736 930 (854 003 males, 882 927 females) as shown in Table 5.10. Manicaland had the largest number of junior school-going population (311 014), the largest number of junior school enrolment (319 997), and the largest number of junior school pupils enrolled at an official age of 8-12 years (256 431). Bulawayo had the smallest number of Junior School school-

going population (78 885), the smallest number of junior school enrolment (87 112), and smallest number of junior school pupils enrolled at an official age of 8-12 years (77 415).

Table 5.10: Junior School Age Population and Enrolments by Sex and Province, Number, Zimbabwe, 2022

Provinces	Population 8-12 years, No.			Total Enrolment, No.			Enrolment 8-12 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	38 142	40 743	78 885	42 607	44 505	87 112	37 410	40 005	77 415
Harare	138 641	144 038	282 679	119 227	121 898	241 125	106 730	111 002	217 732
Manicaland	154 900	156 114	311 014	160 371	159 626	319 997	126 465	129 966	256 431
Mashonaland Central	97 551	96 886	194 437	96 226	95 952	192 178	76 741	79 285	156 026
Mashonaland East	122 273	121 695	243 968	111 049	110 974	222 023	91 423	94 001	185 424
Mashonaland West	128 024	127 644	255 668	123 471	123 452	246 923	101 955	104 200	206 155
Masvingo	129 266	129 457	258 723	132 844	133 503	266 347	106 962	111 726	218 688
Matabeleland North	62 706	61 994	124 700	58 758	60 066	118 824	50 909	52 858	103 767
Matabeleland South	54 423	53 765	108 188	55 230	54 315	109 545	45 296	45 720	91 016
Midlands	130 338	130 343	260 681	133 089	134 624	267 713	110 112	114 164	224 276
Total	1 056 264	1 062 679	2 118 943	1 032 872	1 038 915	2 071 787	854 003	882 927	1 736 930

Bulawayo has the highest GER (110.43 percent) in Junior School, followed by Masvingo, Manicaland and Midlands with 102.95 percent, 102.89 percent, and 102.70 percent respectively. Harare has the least GER (85.30 percent) in Junior School. Bulawayo and Harare had respectively, the highest and lowest NERs in Junior School (98.14 percent and 77.02 percent, respectively). There were gender disparities with NER GPIs that were in favour of females in Mashonaland Central, Masvingo, Matabeleland North and Midlands provinces (GPIs 1.04 to 1.05). The rest of the provinces had achieved parity with respect to GER gender parity. All the provinces achieved gender parity in respect of GER as shown in Table 5.11.

Table 5.11: Junior Gross Enrolment Ratio, Net Enrolment Ratio by Sex and GPIs and Province, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	111.71	109.23	110.43	0.98	98.08	98.19	98.14	1.00
Harare	86.00	84.63	85.30	0.98	76.98	77.06	77.02	1.00
Manicaland	103.53	102.25	102.89	0.99	81.64	83.25	82.45	1.02
Mashonaland Central	98.64	99.04	98.84	1.00	78.67	81.83	80.25	1.04
Mashonaland East	90.82	91.19	91.00	1.00	74.77	77.24	76.00	1.03
Mashonaland West	96.44	96.72	96.58	1.00	79.64	81.63	80.63	1.03
Masvingo	102.77	103.13	102.95	1.00	82.75	86.30	84.53	1.04
Matabeleland North	93.70	96.89	95.29	1.03	81.19	85.26	83.21	1.05
Matabeleland South	101.48	101.02	101.25	1.00	83.23	85.04	84.13	1.02
Midlands	102.11	103.28	102.70	1.01	84.48	87.59	86.03	1.04
Grand Total	97.79	97.76	97.77	1.00	80.85	83.09	81.97	1.03

5.4 Primary School Participation

As shown in Table 5.12, Zimbabwe had a primary school GER of 99.67 percent (99.85 for males, 99.48 percent for females). In 2018, the primary school GER for the country was 106.48 percent and increased to a high of 107.55 percent in 2019. The GER for both males

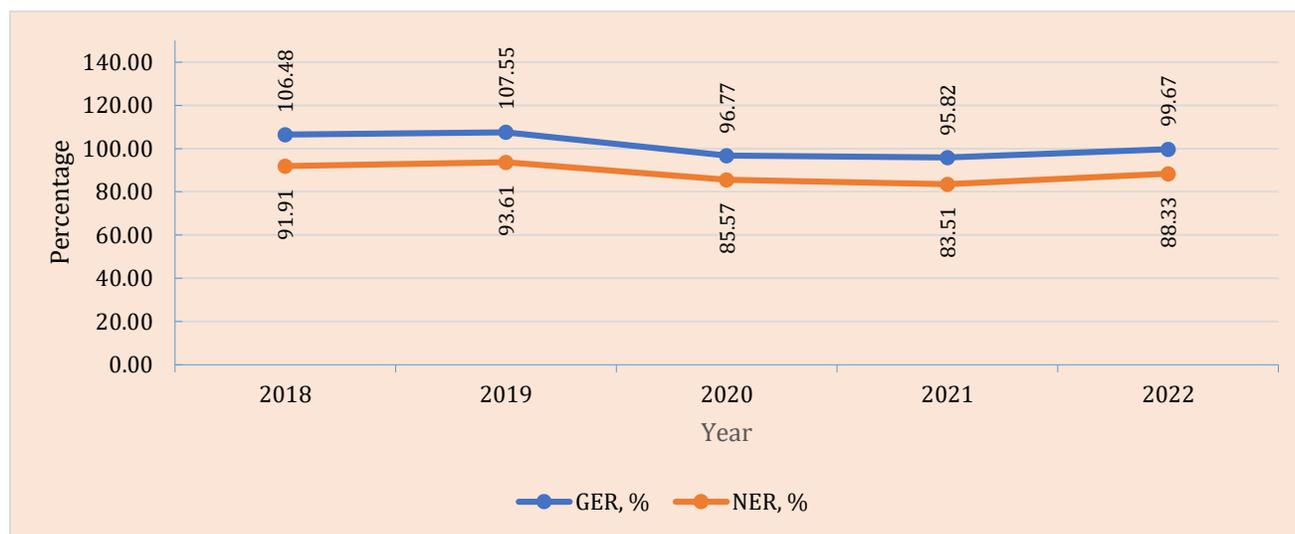
and females were above 100 percent, possibly due to the inclusion of over-aged and under aged pupils for early or late entrants and grade repetition. Between 2019 and 2021, the primary school GERs of Zimbabwe dropped annually to 95.82 in 2021 before an increase to 99.67 percent in 2022. The country also had a primary school NER of 88.33 percent (87.72 percent for males, 88.94 percent for females). Between 2018 and 2021, an overall drop in the NER was experienced from 91.91 percent in 2018 to 88.33 percent in 2022. The highest NER was achieved in 2019 (93.61 percent) and the lowest in 2021 (83.51 percent). During the 2018-2022 period, gender parity was achieved in terms of the GERs and NERs for primary schools as shown in Table 5.12.

Table 5.12: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2018-2022

Year	Gross Enrolment Rate, %			GPI	Net Enrolment Rate, %			GPI
	Male	Female	Total		Male	Female	Total	
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
2021	96.46	95.20	95.82	0.99	83.22	83.79	83.51	1.01
2022	99.85	99.48	99.67	1.00	87.72	88.94	88.33	1.01

Figure 5.6 depicts similar patterns in the GER and NER percentages during the period 2018 and 2022 with both being at their lowest in 2021 and the highest being in 2019.

Figure 5.6: Primary School Gross Enrolment Rate, Net Enrolment Rate and GPI, Percentage, Zimbabwe, 2018-2022



The school-going age population (6-12 years) eligible for primary school participation was 2 943 131 (1 469 074 males, 1 474 057 females). Primary school total enrolment was at 2 933 314 (1 466 912 males, 1 466 402 females), while enrolment at official ages (6-12 years) was 2 599 721 (1 288 665 males, 1 311 056 females) – see Table 5.13.

Manicaland had the largest number of primary school-going population (432 529), the largest number of primary school enrolment (458 226), and the largest number of primary school pupils enrolled at an official age of 6-12 years (198 833). Bulawayo had the smallest number of primary school-going population (107 517), the smallest number of primary school enrolment (120 831), and smallest number of primary school pupils enrolled at an official age of 6- 12 years (111 066).

Table 5.13: Primary School Age Population and Enrolments, Number, Zimbabwe, 2022

Provinces	Population 6-12 years, No.			Total Enrolment, No.			Enrolment 6-12 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	52 276	55 241	107 517	59 388	61 443	120 831	54 141	56 925	111 066
Harare	195 012	201 492	396 504	166 148	168 717	334 865	153 863	157 994	311 857
Manicaland	215 800	216 729	432 529	229 944	228 282	458 226	196 294	198 833	395 127
Mashonaland Central	136 103	135 187	271 290	137 856	137 020	274 876	118 472	120 404	238 876
Mashonaland East	170 664	169 450	340 114	158 153	156 852	315 005	138 597	140 031	278 628
Mashonaland West	179 171	178 381	357 552	175 736	175 065	350 801	154 255	155 839	310 094
Masvingo	179 257	179 299	358 556	189 864	189 421	379 285	163 893	167 553	331 446
Matabeleland North	86 044	85 194	171 238	83 177	84 004	167 181	75 361	76 802	152 163
Matabeleland South	74 915	74 030	148 945	77 541	75 959	153 500	67 683	67 430	135 113
Midlands	179 832	179 054	358 886	189 105	189 639	378 744	166 106	169 245	335 351
Grand Total	1 469 074	1 474 057	2 943 131	1 466 912	1 466 402	2 933 314	1 288 665	1 311 056	2 599 721

Bulawayo had the highest GER of 112.38 percent followed by Manicaland, Masvingo and Midlands with 105.94 percent, 105.78 percent and 105.53 respectively. Primary School GER, Harare had the least Primary School GER (84.45 percent). Bulawayo and Harare had respectively the highest and lowest Primary School NERs (103.30 percent and 78.65 percent, respectively). All the provinces attained gender parity in relation to Primary School GERs and NERs. Table 5.14 shows the distribution.

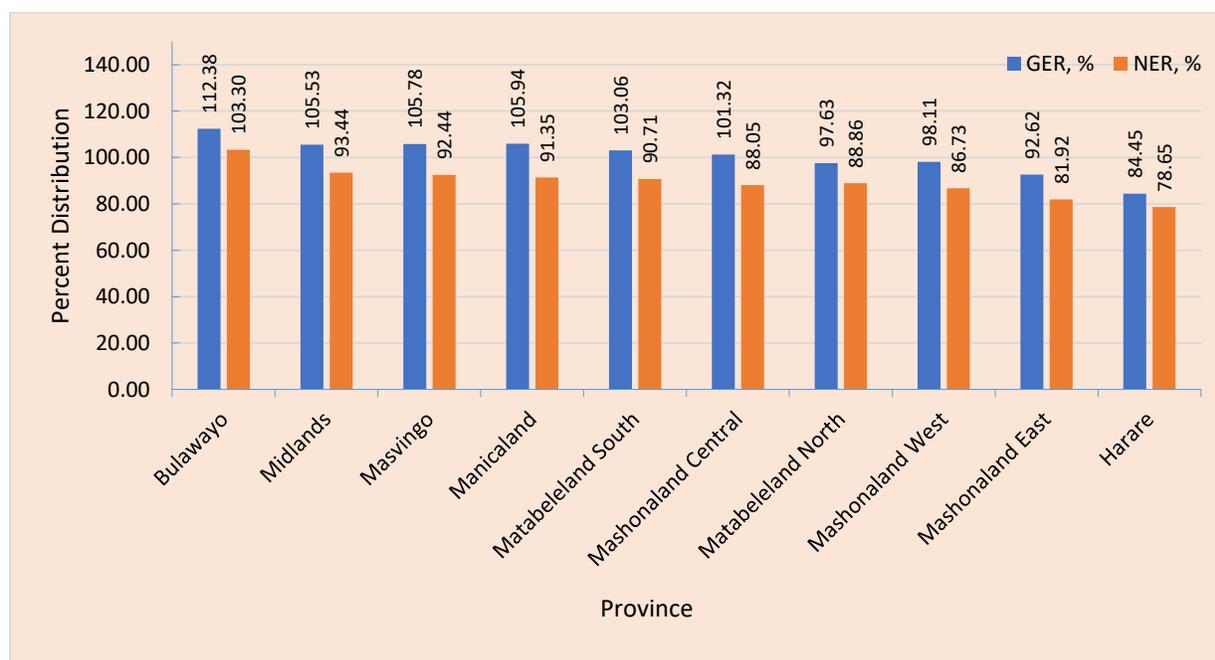
Table 5.14: Primary Gross Enrolment Ratio, Net Enrolment Ratio and GPI by Sex and Province, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	113.60	111.23	112.38	0.98	103.57	103.05	103.30	0.99
Harare	85.20	83.73	84.45	0.98	78.90	78.41	78.65	0.99
Manicaland	106.55	105.33	105.94	0.99	90.96	91.74	91.35	1.01
Mashonaland Central	101.29	101.36	101.32	1.00	87.05	89.06	88.05	1.02
Mashonaland East	92.67	92.57	92.62	1.00	81.21	82.64	81.92	1.02
Mashonaland West	98.08	98.14	98.11	1.00	86.09	87.36	86.73	1.01
Masvingo	105.92	105.65	105.78	1.00	91.43	93.45	92.44	1.02
Matabeleland North	96.67	98.60	97.63	1.02	87.58	90.15	88.86	1.03
Matabeleland South	103.51	102.61	103.06	0.99	90.35	91.08	90.71	1.01
Midlands	105.16	105.91	105.53	1.01	92.37	94.52	93.44	1.02
Grand Total	99.85	99.48	99.67	1.00	87.72	88.94	88.33	1.01

Among the provinces, Bulawayo had the highest NERs for males and females, 103.57 percent, and 103.05 percent, respectively.) Harare had the least primary school NERs (78.90 percent for males and 78.41 percent for females). Primary school NERs at provincial levels were comparable to the national NERs that were at 87.72 percent for males and 88.94 percent for females. Across the provinces, NERs gender parity indicated that there was parity in participation between males and females.

Bulawayo, Midlands, Masvingo, Manicaland, Matabeleland South and Mashonaland Central had GER percentages of over 100%. Bulawayo had the highest GNR (112.38 percent) and NER (108.30 percent) while Harare had the least with GER (84.5 percent) and NER (78.65 percent).

Figure 5.7: Primary School NER by Province, Percentage, Zimbabwe, 2022



Grade 3 (109.79 percent) had the highest Grade Specific Gross Enrolment Rate (GSGER) and lowest in Grade 6 (89.14 percent). From grade 3 upwards, the GSNER generally decreased with grade. The GSNERs were 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, 2022

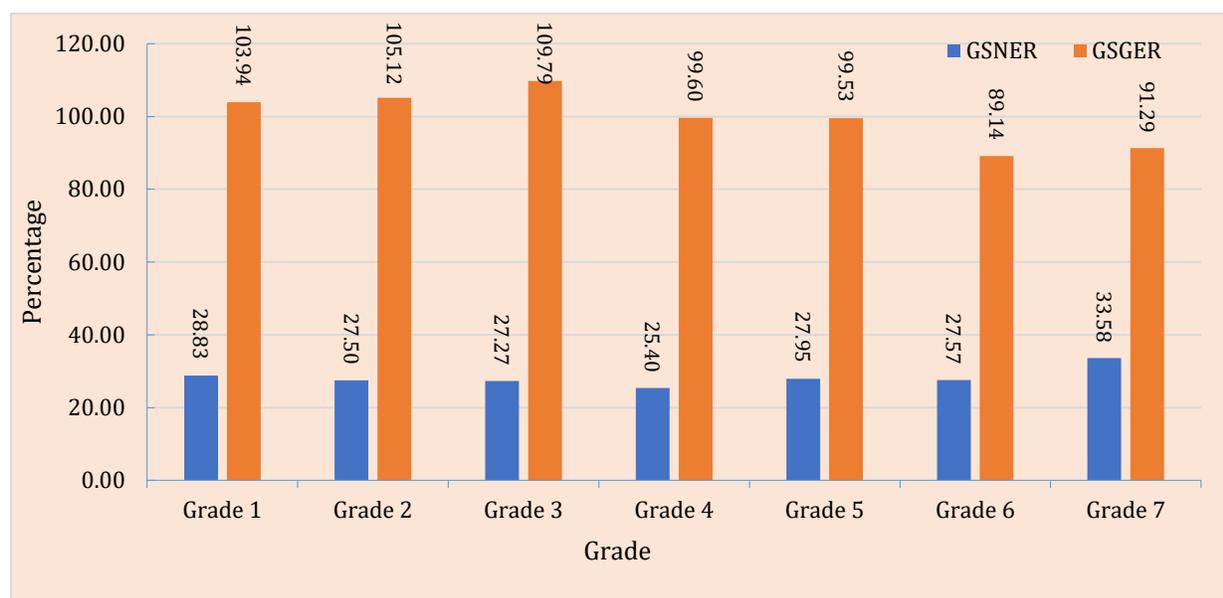


Table 5.15: Grade Specific Net Enrolment Rate (NER) by Sex and Grade, Percentage, Zimbabwe, 2022

Grade	Grade-Age Enrolment, No.			Age Population, No			Grade NER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Grade 1	57 468	61 224	118 692	205 457	206 253	411 710	27.97	29.68	28.83	1.06
Grade 2	54 891	58 555	113 446	207 353	205 125	412 478	26.47	28.55	27.50	1.08
Grade 3	52 314	58 682	110 996	202 771	204 305	407 076	25.80	28.72	27.27	1.11
Grade 4	52 190	59 131	111 321	217 662	220 604	438 266	23.98	26.80	25.40	1.12
Grade 5	55 518	64 630	120 148	214 560	215 249	429 809	25.88	30.03	27.95	1.16
Grade 6	57 608	67 533	125 141	226 420	227 556	453 976	25.44	29.68	27.57	1.17
Grade 7	59 779	71 128	130 907	194 851	194 965	389 816	30.68	36.48	33.58	1.19

The Grade Specific Gross Enrolment Rate (GSGER) was highest in Grade 3 (109.79 percent), and lowest in Grade 6 (89.14 percent). There was gender parity in GSNERs across all the primary grade, (see Table 5.16).

Table 5.16: Grade Specific Gross Enrolment Rate by Grade and Sex, Percentage and Number, Zimbabwe, 2022

Grade	Grade Enrolment, No.			Grade-Age Population, No.			Grade GER, %			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	GPI
Grade 1	215 695	212 255	427 950	205 457	206 253	411 710	104.98	102.91	103.94	0.98
Grade 2	218 345	215 232	433 577	207 353	205 125	412 478	105.30	104.93	105.12	1.00
Grade 3	225 223	221 692	446 915	202 771	204 305	407 076	111.07	108.51	109.79	0.98
Grade 4	218 954	217 556	436 510	217 662	220 604	438 266	100.59	98.62	99.60	0.98
Grade 5	213 517	214 276	427 793	214 560	215 249	429 809	99.51	99.55	99.53	1.00
Grade 6	200 009	204 680	404 689	226 420	227 556	453 976	88.34	89.95	89.14	1.02
Grade 7	175 169	180 711	355 880	194 851	194 965	389 816	89.90	92.69	91.29	1.03

5.5 Secondary School Participation

In the year 2022, lower Secondary school (Form 1-4) had a GER of 75.88 percent (74.55 for males, 77.23 percent for females). The lower secondary GER was 76.70 percent in 2018 before increasing to 78.59 percent in 2019. Thereafter annual decreases were realised up to 2021 when the GER was 65.74 before increasing again in 2022 to 75.88 percent. There was gender parity in gross enrolment from 2018 to 2021 before the GPI increased in 2022 to 1.04, the gender parity in favour of female pupils. The upper secondary school (Form 5-6) had a GER of 12.17 percent (12.07 percent for males, 12.27 percent for females). In 2018, the upper secondary GER was 15.51 percent. It then increased the following year to reach 15.95 percent in 2019, before annually dropping to 12.17 percent in 2022. From 2018, in relation to form 1- form 4 GER there was gender parity until 2021, the GPI increased to 1.04 in 2022 which was in favour of the female pupils. Table 5.17 shows the distribution. The GER and NER follow the same trends as shown in Figures 5.9 and 5.10.

Overall, in 2022, the GER for secondary school (Form 1-6) was 56.06 percent (55.31 percent for males, 56.81 percent for females). Over the period, the highest GER of 58.16 percent was reached in 2019, before decreasing to a low of 48.77 percent in 2021. In 2018, male GER was slightly higher than that of females with a reversal being observed from 2019 to 2022. The same trend was true with regards to GPIs, see Table 5.17 and Fig 5.16 for the distribution.

Table 5.17: Secondary School Gross Enrolment Rate (GER) by Level and Sex, Percentage, Zimbabwe 2018-2022

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	
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
2022	74.55	77.23	75.88	1.04	12.07	12.27	12.17	1.02	55.31	56.81	56.06	1.03

Lower secondary school (Form 1-4) had NER of 58.33 percent (55.44 percent for males, 61.24 percent for females) in 2022. In 2018, the lower secondary school NER was 56.40 percent. It then increased to 58.08 percent in 2019, before dropping annually until it reached its lowest in 2021. As illustrated graphically on Figure 5.9, the secondary school NERs for both sexes follow a similar pattern. Notably, as the NERs of both sexes increase and decline in sync with each other, the NERs for males were lower than those of females over the reporting period, 2018-2022. This observation is in harmony with NER GPI for the lower secondary that range from 1.09 to 1.12. Table 5.18 and Figure 5.9 show the distribution.

The upper secondary (Form 5-6) had NER of 8.73 percent (8.31 percent for males, 9.14 percent for females) in 2022. In 2018, the upper secondary NER was 10.28 percent. It then increased to 10.50 percent in 2019, before dropping annually to 8.73 percent in 2022. Figure 5.10 illustrates 2018-2022 NERs for the upper secondary. The gender disparity had been in favour of females over the period for upper secondary level, save for 2018 where there was parity. Table 5.18 shows the distribution.

Overall, the NER for secondary school (Form 1-6) is 53.55 percent (52.51 percent for males, 54.06 percent for females) in 2022. In 2018, the secondary school NER was 53.08 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 and realised a sharp increase to 53.55 in 2022. The secondary school NERs for males and females follow a similar pattern. However, the NERs for females were slightly above that of males during the period 2018-2022. The gender parity has been in favour of the females in 2020 and 2022, see Table 5.18 and Figure 5.11.

Table 5.18: Secondary School Net Enrolment Rate by Level and Sex, Number and Percentage, Zimbabwe, 2018-2022

Year	Form 1 to 4 NER, %			GPI	Form 5 to 6, NER%			GPI	Form 1 to 6, NER%			GPI
	Male	Female	Total		Male	Female	Total		Male	Female	Total	
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
2022	55.44	61.24	58.33	1.10	8.31	9.14	8.73	1.10	52.51	54.60	53.55	1.04

The GERs were higher than NERs of the respective years (see Figures 5.9 - 5.11), across all levels of secondary school. This seems to be indicative of the inclusion of under/over-aged and repeaters in the secondary school education of Zimbabwe.

Figure 5.9: Secondary School (Form 1-4) GER and NER, Percentage, Zimbabwe, 2018-2022

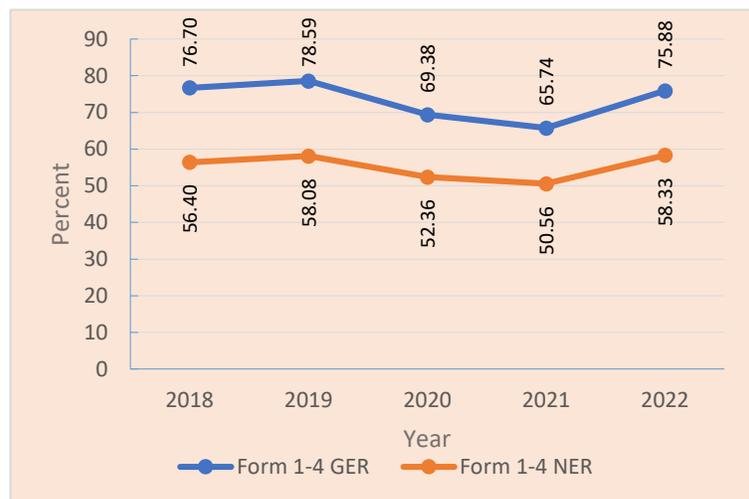


Figure 5.10: Secondary School (Form 5-6) GER and NER, Percentage, Zimbabwe, 2018-2022

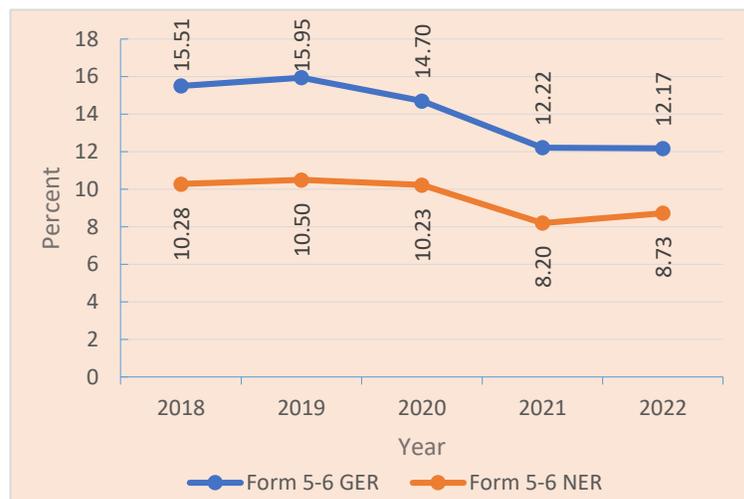
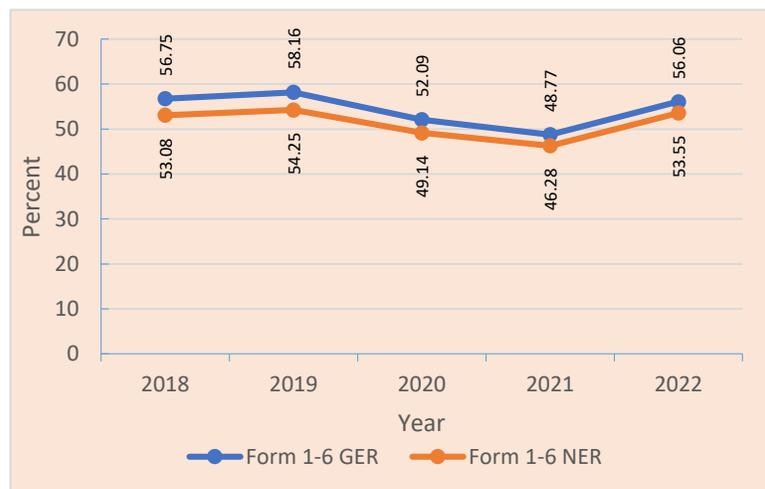


Figure 5.11: Secondary School (Form 1-6) GER and NER, Percentage, Zimbabwe, 2018-2022



The school-going age population eligible for lower secondary school participation (13-6years) was 1 376 803 (691 379 males, 685 424 females). Lower secondary school total enrolment was at 1 044 757 (515 428 males, 529 329 females), while enrolment at official ages (13-16 years) was 803 093 (383 320 males, 419 773 females). Table 5.19 shows the distribution in 2022. The table shows that Manicaland had the largest number of lower secondary school going population (203 088), the largest number of lower secondary school enrolment (162 628), and the largest number of lower secondary school pupils enrolled at an official age of 13- 16 years (118 397). Bulawayo had the smallest number of lower secondary school-going population (57 455), smallest number of lower school enrolment

(52 616), and smallest number of lower school pupils enrolled at an official age of 13-16 years (42 518).

Table 5.19: Secondary (Form 1-4) School-Age Population and Enrolment by Sex, Number, Zimbabwe, 2022

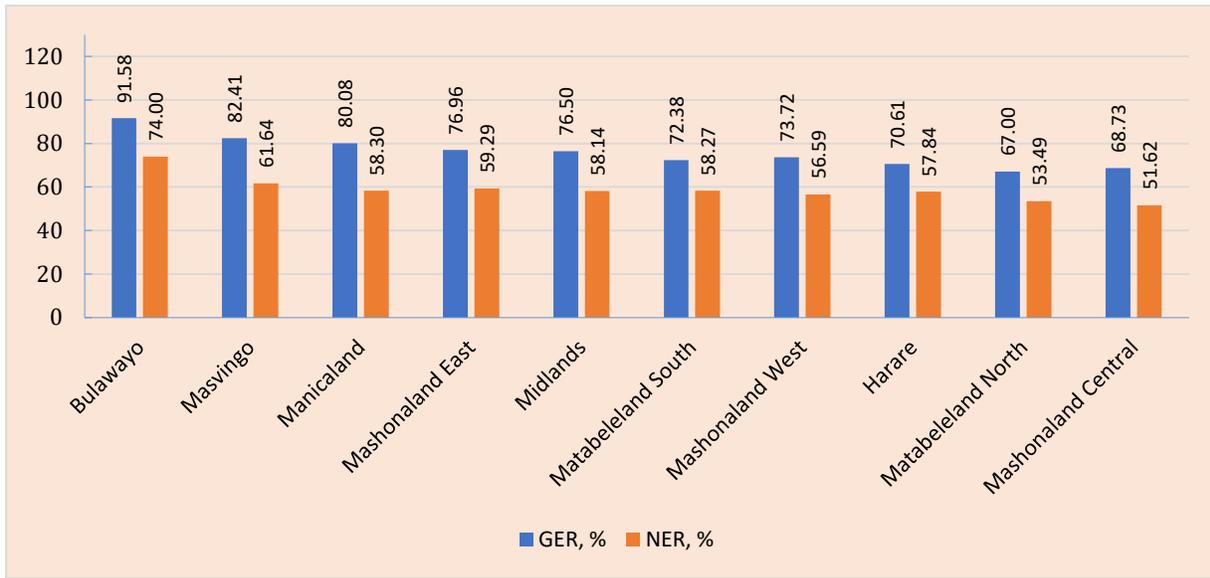
Province	Population 13-16 years, No.			Total Enrolment form 1-4, No.			Enrolment 13-16 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	26 114	31 341	57 455	24 691	27 925	52 616	19 849	22 669	42 518
Harare	83 418	95 814	179 232	61 519	65 043	126 562	49 775	53 893	103 668
Manicaland	103 946	99 142	203 088	82 212	80 416	162 628	57 180	61 217	118 397
Mashonaland Central	62 487	58 560	121 047	42 202	40 991	83 193	30 222	32 262	62 484
Mashonaland East	77 159	74 111	151 270	59 479	56 942	116 421	44 358	45 332	89 690
Mashonaland West	80 485	78 848	159 333	60 112	57 342	117 454	44 578	45 596	90 174
Masvingo	89 453	86 095	175 548	72 076	72 592	144 668	51 658	56 552	108 210
Matabeleland North	43 811	40 539	84 350	25 552	30 966	56 518	20 016	25 107	45 123
Matabeleland South	38 419	36 524	74 943	25 006	29 234	54 240	19 685	23 987	43 672
Midlands	86 087	84 450	170 537	62 579	67 878	130 457	45 999	53 158	99 157
Grand Total	691 379	685 424	1 376 803	515 428	529 329	1 044 757	383 320	419 773	803 093

Bulawayo had the highest lower secondary school GER (91.58 percent), followed by Masvingo with 82.41 percent. Matabeleland North had the lowest secondary school GER (67.00 percent). Bulawayo and Mashonaland Central have respectively the highest (74.00 percent) and lowest (51.62 percent) lower secondary school NERs. The GERs and NERs for Harare and Bulawayo were in favour of males, see Table 5.20.

Table 5.20: Secondary School (Form 1-4) NER and GER by Province and Sex, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	94.55	89.10	91.58	0.94	76.01	72.33	74.00	0.95
Harare	73.75	67.88	70.61	0.92	59.67	56.25	57.84	0.94
Manicaland	79.09	81.11	80.08	1.03	55.01	61.75	58.30	1.12
Mashonaland Central	67.54	70.00	68.73	1.04	48.37	55.09	51.62	1.14
Mashonaland East	77.09	76.83	76.96	1.00	57.49	61.17	59.29	1.06
Mashonaland West	74.69	72.72	73.72	0.97	55.39	57.83	56.59	1.04
Masvingo	80.57	84.32	82.41	1.05	57.75	65.69	61.64	1.14
Matabeleland North	58.32	76.39	67.00	1.31	45.69	61.93	53.49	1.36
Matabeleland South	65.09	80.04	72.38	1.23	51.24	65.67	58.27	1.28
Midlands	72.69	80.38	76.50	1.11	53.43	62.95	58.14	1.18
Grand Total	74.55	77.23	75.88	1.04	55.44	61.24	58.33	1.10

Figure 5.12: Secondary School (Form 1-4) NER by Province, Percentage, Zimbabwe, 2022



The school-going age population (17-18 years) eligible for upper secondary school participation was 621 875 (307 734 males, 314 141 females). Upper secondary school total enrolment was at 75 695 (37 140 males, 38 555 females), while enrolment at official ages (17-18 years) is 54 283 (25 577 males, 28 706 females) as shown in Table 5.21.

Harare province had the largest number of upper secondary school-going population (97 618), largest number of upper secondary school enrolment (17 117), and the largest number of upper secondary school pupils enrolled at an official age of 17-18 years (12 866). Bulawayo had the smallest number of upper secondary school-going population (30 579). Matabeleland North had the smallest number of upper secondary school enrolment (1989), while Matabeleland North had the smallest number of upper secondary school pupils enrolled at an official age of 17-18 years (1 345).

Table 5.21: Secondary School (Form 5-6) Age Population and Enrolment by Sex, Number, Zimbabwe, 2022

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	13 164	17 415	30 579	2 841	3 441	6 282	2 054	2 556	4 610
Harare	41 754	55 864	97 618	8 318	8 799	17 117	6 158	6 708	12 866
Manicaland	42 617	40 419	83 036	5 938	5 594	11 532	3 891	4 001	7 892
Mashonaland Central	28 259	25 811	54 070	2 017	1 998	4 015	1 256	1 437	2 693
Mashonaland East	34 185	33 156	67 341	3 923	4 216	8 139	2 703	3 217	5 920
Mashonaland West	38 172	36 883	75 055	3 253	2 944	6 197	2 098	2 144	4 242
Masvingo	37 016	35 069	72 085	5 000	4 897	9 897	3 451	3 664	7 115
Matabeleland North	17 711	16 400	34 111	0 890	1 099	1 989	0 562	0 783	1 345
Matabeleland South	17 461	15 952	33 413	1 092	1 503	2 595	0 778	1 196	1 974
Midlands	37 395	37 172	74 567	3 868	4 064	7 932	2 626	3 000	5 626
Grand Total	307 734	314 141	621 875	37 140	38 555	75 695	25 577	28 706	54 283

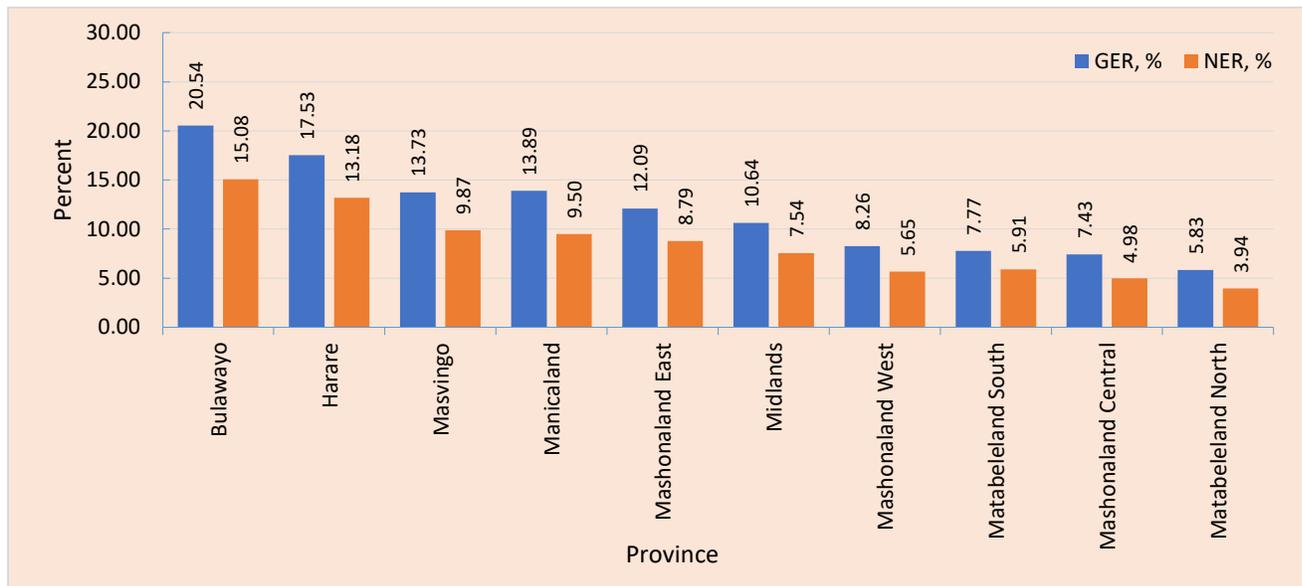
Bulawayo had the highest upper secondary school GER (20.54 percent), followed by Harare with 17.53 percent. Matabeleland North had the least upper secondary school GER (5.83 percent). Bulawayo had highest upper secondary school NER (15.08 percent) and Matabeleland North had the lowest NER of 3.94 percent. Bulawayo and Harare had gender disparity in favour of males while the rest of the provinces had gender disparity in GER in favour of females (GPI ranging from 1.06-1.51), save for Manicaland and Masvingo provinces which achieved gender parity. With regards to NER, there was gender parity in favour of males in Bulawayo and Harare while the rest of the provinces had GPIs that favoured the females with GPI ranging between 1.06 and 1.68 and shown in Table 5.22.

Table 5.22: Secondary School (Form 5-6) GER and NER, by Province and Sex, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	21.58	19.76	20.54	0.92	15.60	14.68	15.08	0.94
Harare	19.92	15.75	17.53	0.79	14.75	12.01	13.18	0.81
Manicaland	13.93	13.84	13.89	0.99	9.13	9.90	9.50	1.08
Mashonaland Central	7.14	7.74	7.43	1.08	4.44	5.57	4.98	1.25
Mashonaland East	11.48	12.72	12.09	1.11	7.91	9.70	8.79	1.23
Mashonaland West	8.52	7.98	8.26	0.94	5.50	5.81	5.65	1.06
Masvingo	13.51	13.96	13.73	1.03	9.32	10.45	9.87	1.12
Matabeleland North	5.03	6.70	5.83	1.33	3.17	4.77	3.94	1.50
Matabeleland South	6.25	9.42	7.77	1.51	4.46	7.50	5.91	1.68
Midlands	10.34	10.93	10.64	1.06	7.02	8.07	7.54	1.15
Grand Total	12.07	12.27	12.17	1.02	8.31	9.14	8.73	1.10

Bulawayo had the highest upper secondary school NERs of males and females that were 15.60 percent and 14.68 percent, respectively. Matabeleland North had the least upper secondary school NERs that were 3.17 percent for males and 4.77 percent for females. Upper secondary school NERs at provincial levels were comparable to the national male and female NERs that were respectively, 8.31 percent and 9.14 percent. Figure 5.13 shows the NER and GER for all the provinces in 2022. Bulawayo had the highest GNR (20.54 percent) and NER (15.08 percent) while Matabeleland North had the least with GER (5.83 percent) and NER (3.94 percent).

Figure 5.13: Secondary School (Form 5-6), NER by Province, Percentage, Zimbabwe, 2022



The school-going age population (13-18 years) eligible for secondary school participation was 1 998 678 (999 113 males, 999 565 females). Secondary school total enrolment was at 1 120 452 (552 568 males, 567 884 females), while enrolment at official ages (13-18 years) is 1 070 364 (524 592 males, 545 772 females) – see Table 5.23. Manicaland has the largest number (286 124) of secondary school-going population, the largest number of secondary school enrolment (174 160), and the largest number of secondary school pupils enrolled at an official age of 13-18 years (165 533). Bulawayo had the smallest number of secondary school-going population (88 034). Matabeleland South had the smallest number of secondary school enrolment (56 835), and smallest number of secondary school pupils enrolled at an official age of 13-18 years (55 069).

Table 5.23: Secondary School (Form 1-6) Population and Enrolment by Sex and Province, Number, Zimbabwe, 2022

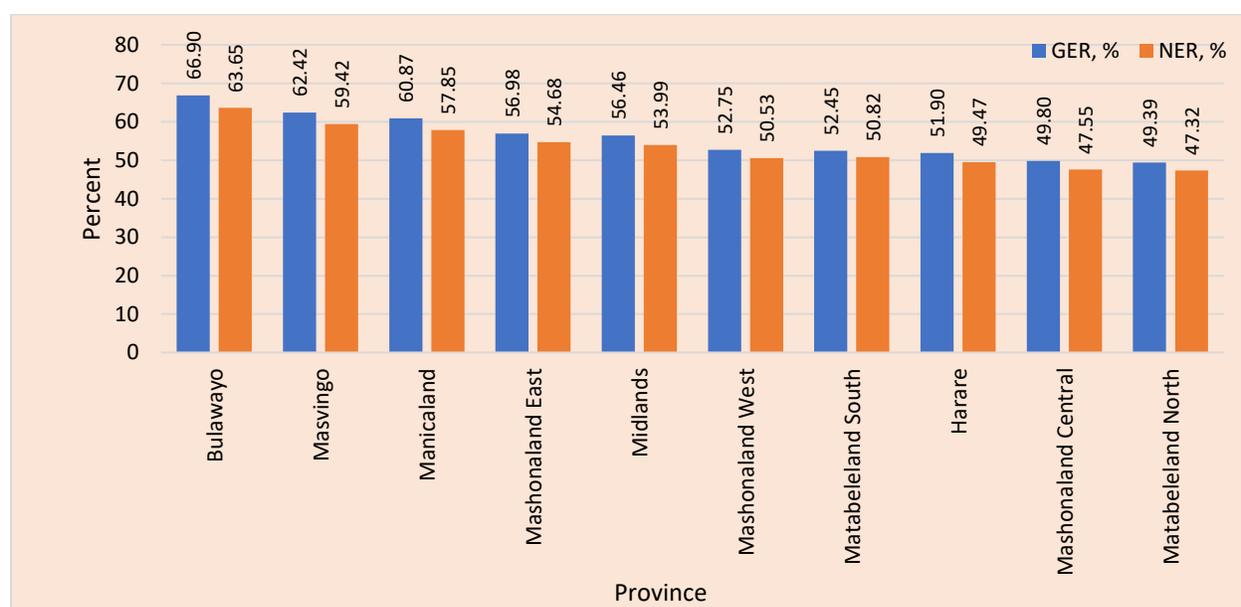
Province	Population 13-18 years, No.			Total Enrolment form 1-6, No.			Enrolment 13-18 years, No.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	39 278	48 756	88 034	27 532	31 366	58 898	26 091	29 940	56 031
Harare	125 172	151 678	276 850	69 837	73 842	143 679	66 433	70 531	136 964
Manicaland	146 563	139 561	286 124	88 150	86 010	174 160	83 071	82 462	165 533
Mashonaland Central	90 746	84 371	175 117	44 219	42 989	87 208	41 829	41 446	83 275
Mashonaland East	111 344	107 267	218 611	63 402	61 158	124 560	60 549	58 993	119 542
Mashonaland West	118 657	115 731	234 388	63 365	60 286	123 651	60 281	58 152	118 433
Masvingo	126 469	121 164	247 633	77 076	77 489	154 565	72 781	74 359	147 140
Matabeleland North	61 522	56 939	118 461	26 442	32 065	58 507	25 199	30 858	56 057
Matabeleland South	55 880	52 476	108 356	26 098	30 737	56 835	25 235	29 834	55 069
Midlands	123 482	121 622	245 104	66 447	71 942	138 389	63 123	69 197	132 320
Grand Total	999 113	999 565	1 998 678	552 568	567 884	1 120 452	524 592	545 772	1 070 364

Bulawayo had the highest secondary school GER (66.90 percent), followed by Masvingo with 62.42 percent. Harare had the least secondary school GER (51.90 percent). Bulawayo had the highest secondary school NER (63.65 percent), while Harare had the least NER in secondary school (49.47 percent). Besides Bulawayo and Harare which had GER GPI in favour of males, secondary school GERs for other provinces were in favour of females save for Manicaland and Mashonaland East which had gender parity. The NER shows the same pattern across the provinces save for Mashonaland East and West which had NER GPI that showed gender parity with GPIs 1.01 and 0.99 respectively. Table 5.24 shows the distribution.

Table 5.24: Secondary School (Form 1-6) GER, NER and GPI by Sex and Province, Percentage, Zimbabwe, 2022

Province	GER, %			GPI	NER, %			GPI
	Male	Female	Total		Male	Female	Total	
Bulawayo	70.10	64.33	66.90	0.92	66.43	61.41	63.65	0.92
Harare	55.79	48.68	51.90	0.87	53.07	46.50	49.47	0.88
Manicaland	60.14	61.63	60.87	1.02	56.68	59.09	57.85	1.04
Mashonaland Central	48.73	50.95	49.80	1.05	46.09	49.12	47.55	1.07
Mashonaland East	56.94	57.01	56.98	1.00	54.38	55.00	54.68	1.01
Mashonaland West	53.40	52.09	52.75	0.98	50.80	50.25	50.53	0.99
Masvingo	60.94	63.95	62.42	1.05	57.55	61.37	59.42	1.07
Matabeleland North	42.98	56.31	49.39	1.31	40.96	54.19	47.32	1.32
Matabeleland South	46.70	58.57	52.45	1.25	45.16	56.85	50.82	1.26
Midlands	53.81	59.15	56.46	1.10	51.12	56.90	53.99	1.11
Grand Total	55.31	56.81	56.06	1.03	52.51	54.60	53.55	1.04

Figure 5.14: Secondary School (Form 1-6) GER and NER, by Province, Percentage, Zimbabwe, 2022



The Form Specific Gross Enrolment Rate (FSGER) was highest in Form 1 (79.65 percent) and lowest in Form 5 (11.54 percent). The FSGER generally decreased with form. The FSGER were biased towards females, for Forms 1, 2 and 5 while forms 3, 4 and 6 achieved GER gender parity. (Table 5.25).

Table 5.25: Form Specific Gross Enrolment Rate (FSGER), Number and Percentage, Zimbabwe, 2022

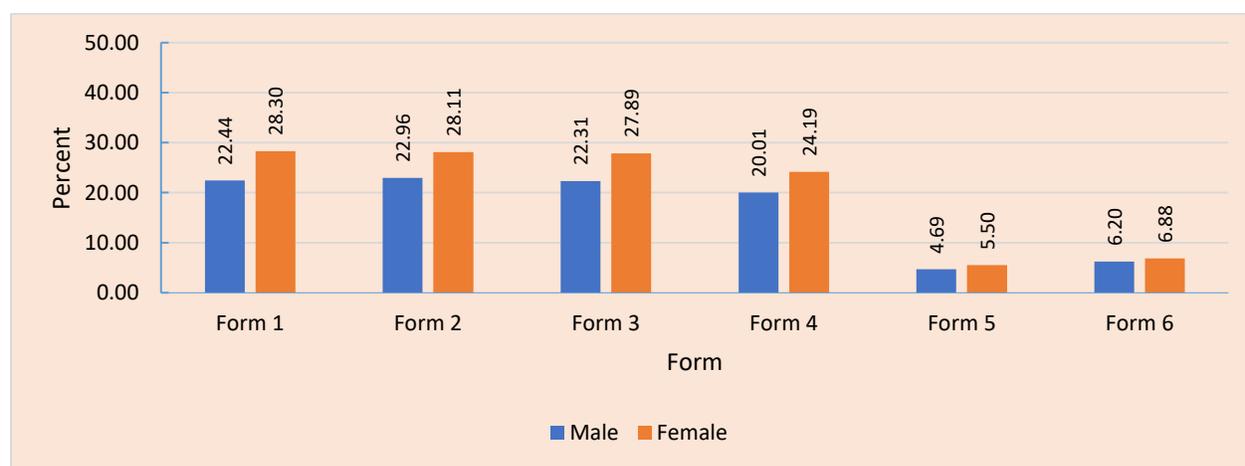
Form	Form Age Enrolment, No.			Form Age Population, No.			Form GER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Form 1	139 388	147 909	287 297	180 091	180 624	360 715	77.40	81.89	79.65	1.06
Form 2	133 376	139 269	272 645	176 251	175 975	352 226	75.67	79.14	77.41	1.05
Form 3	127 130	128 506	255 636	163 842	160 626	324 468	77.59	80.00	78.79	1.03
Form 4	115 534	113 645	229 179	171 195	168 199	339 394	67.49	67.57	67.53	1.00
Form 5	18 305	19 096	37 401	162 242	161 860	324 102	11.28	11.80	11.54	1.05
Form 6	18 835	19 459	38 294	145 492	152 281	297 773	12.95	12.78	12.86	0.99

The Form Specific Net Enrolment Rate (FSNER) was highest in Form 2 (25.53 percent) and lowest in Form 5 (5.10 percent). The FSNER were biased towards females for all the forms with GPI ranging from 1.11 to 1.26 as shown in Table 5.26.

Table 5.26: Form Specific Net Enrolment Rate (FSNER), Number and Percentage, Zimbabwe, 2022

Form	Form Age Enrolment, No.			Form Age Population, No.			Form NER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Form 1	40 405	51 113	91 518	180 091	180 624	360 715	22.44	28.30	25.37	1.26
Form 2	40 461	49 475	89 936	176 251	175 975	352 226	22.96	28.11	25.53	1.22
Form 3	36 556	44 805	81 361	163 842	160 626	324 468	22.31	27.89	25.08	1.25
Form 4	34 248	40 687	74 935	171 195	168 199	339 394	20.01	24.19	22.08	1.21
Form 5	7 614	8 904	16 518	162 242	161 860	324 102	4.69	5.50	5.10	1.17
Form 6	9 021	10 474	19 495	145 492	152 281	297 773	6.20	6.88	6.55	1.11

Figure 5.15: Form Specific Net Enrolment Ratio, Percent, by Gender, Zimbabwe, 2022



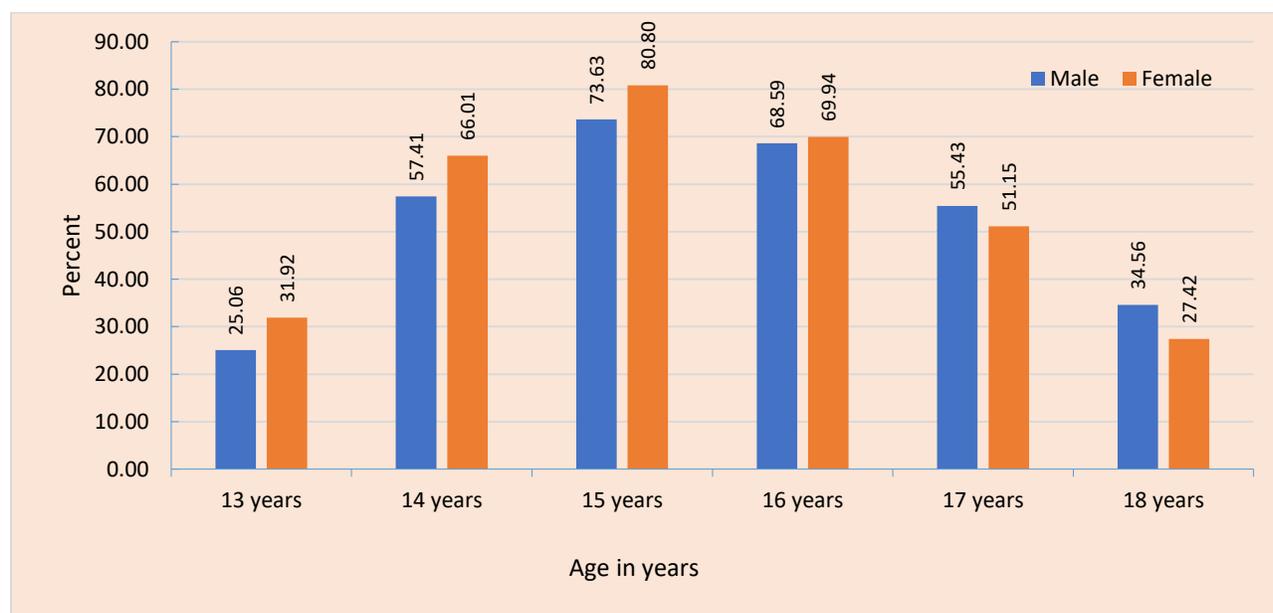
The Age Specific Enrolment Rate was highest for age 15 (77.18 percent) and lowest for age 13 (28.50 percent). The ASER were biased towards females up to age 15 (GPR ranging from 1.10-1.27) while age 16 years attained gender parity and 17-18 years had gender disparity in favour of males as shown in Table 5.27.

Table 5.27: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Number and Percentage, Zimbabwe, 2022

Age	Age Enrolment, No.			Age Population, No.			ASER, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
13 years	45 137	57 654	102 791	180 091	180 624	360 715	25.06	31.92	28.50	1.27
14 years	101 189	116 154	217 343	176 251	175 975	352 226	57.41	66.01	61.71	1.15
15 years	120 633	129 780	250 413	163 842	160 626	324 468	73.63	80.80	77.18	1.10
16 years	117 427	117 631	235 058	171 195	168 199	339 394	68.59	69.94	69.26	1.02
17 years	89 927	82 796	172 723	162 242	161 860	324 102	55.43	51.15	53.29	0.92
18 years	50 279	41 757	92 036	145 492	152 281	297 773	34.56	27.42	30.91	0.79

Figure 5.16 illustrates an approximately normal distribution of ASER for both males and females from age 13 to 18 years, with the highest being age 15 years for both genders.

Figure 5.16: Secondary School Age Specific Enrolment Rate (ASER) by Sex, Percentage, Zimbabwe, 2022



5.6 Conclusion

Zimbabwe has an ECD GER of 81.80 percent (82.45 percent for males, 81.16 percent for females). In 2018, the GER was 55.74 percent, and continuously increased each year,

reaching the highest increase of 81.80 percent in 2022. In 2020, the GER plummeted to 46.19 percent. The country's ECD NER is at 44.15 percent (44.02 percent for males, 44.29 percent for females). Between 2018 and 2022, the highest NER was recorded in 2022 at 44.15 percent. There was gender parity in both GERs and NERs during the period 2018-2022. The country also has a primary school NER of 88.33 percent (87.72 percent for males, 88.94 percent for females). Between 2018 and 2022, the highest NER was achieved in 2019 (93.61 percent). Thereafter, it began to decline, reaching its lowest in 2021 (83.51percent) and eventually picked up to 88.33 in 2022.

Overall, the NER for secondary school (Form 1-6) is 53.55 percent (52.51 percent for males, 54.60 percent for females). In 2018, the secondary school NER was 53.08 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 and increased to 53.55 in 2022. The secondary school NERs for males and females follow a similar pattern. However, the NERs for females are slightly above that of males during the period 2018-2022, with gender disparity in favour of females in 2020 and 2022. The GER for secondary school (Form 1-6) is 56.06 percent (55.31 percent for males, 56.81 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.

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 OVCs is broad. However, in this analysis, particular attention is given to the three types of orphans, vulnerable and some pupils 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 were 135 522 OVCs (68 114 males, 67 408 females) in 2022. These OVCs constitute 20.69 percent of ECD pupils (20.66 percent males, 20.72 percent females). In 2018, there were 107 134 OVCs, in ECD following a 1.02 percent increase from the previous year. However, in 2019, there was a 3.77 percent decrease that was followed by a considerable increase of 19.57 percent in 2020 as shown in table 6.1. In the year 2021, the proportion of OVCs in ECD increased by a further 2.12 percent. Male and female OVCs in ECD follow a similar pattern. The numbers of male and female OVCs in ECD during the period 2018-2022 were almost the same. However, male OVCs in ECD were slightly more than female ones from 2018 to 2019, 2021 and 2022, whilst the reverse was true for 2020.

At primary school level, there are 664 811 OVCs (332 079 males, 332 732 females). These OVCs constitute 22.59 percent of primary school pupils (22.55 percent males, 22.63 percent females). In 2018, there were 584 114 primary school OVCs after a 4.60 percent decrease from the previous year and the enrolment decreased further by 5.63 in 2019. 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. Male and female OVCs in primary follow a similar pattern. The number of male and female OVCs in primary during the period 2018-2022 were almost the same.

Table 6.1: Orphaned and Vulnerable Children (OVC) by Sex and Level of Education and Change, Number and Percentage, Zimbabwe, 2018-2022

Year	OVC, No.			% OVC			Change					
	Male	Female	Total	Male	Female	Total	%			No.		
							Male	Female	Total	Male	Female	Total
ECD												
2018	54 432	52 702	107 134	17.21	16.86	17.04	1.31	0.71	1.02	706	374	1 080
2019	52 451	50 645	103 096	15.98	15.63	15.81	-3.64	-3.90	-3.77	-1 981	-2 057	-4 038
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	0.35	3.93	2.12	- 211	-2 348	-2 559
2022	68 114	67 408	135 522	20.66	20.72	20.69	11.70	12.84	12.27	7 137	7 671	14 808
Primary School (Grade 1-7)												
2018	294 072	290 042	584 114	21.48	21.38	21.43	-5.35	-3.83	-4.60	-16 614	-11 559	-28 173
2019	275 847	275 391	551 238	19.71	19.81	19.76	-6.20	-5.05	-5.63	-18 225	-14 651	-32 876
2020	311 568	308 883	620 451	21.70	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
2022	332 079	332 732	664 811	22.55	22.63	22.59	9.15	9.39	9.27	27 838	28 554	56 392
Secondary School (Form 1-6)												
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	28.20	5.20	2.70	3.90	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
2022	148 423	158 558	306 981	26.83	27.90	27.37	5.57	6.23	5.91	7 834	9 300	17 134

For secondary school level, there are 306 981 OVCs (148 423 males, 158 558 females) in 2022. These OVCs constitute 27.37 percent of secondary school pupils (26.83 percent males, 27.90 percent females). In 2018, there were 318 695 secondary school OVCs, following a 0.76 percent decrease from the previous year. A further 3.14 percent decrease was experienced in 2019. However, in 2020, there was a 3.90 percent increase in the proportion of secondary school OVCs and a considerable decrease of 10.65 percent in 2021 followed by a 5.91 increase in 2022 as shown in Table 6.1. As shown in Figure 6.3 male and female OVCs at secondary school level follow a similar pattern. The secondary school female OVCs were more than their male counterparts during the period 2018-2022.

Figure 6.1: ECD Orphans and Vulnerable Children, Number, Zimbabwe 2018-2022

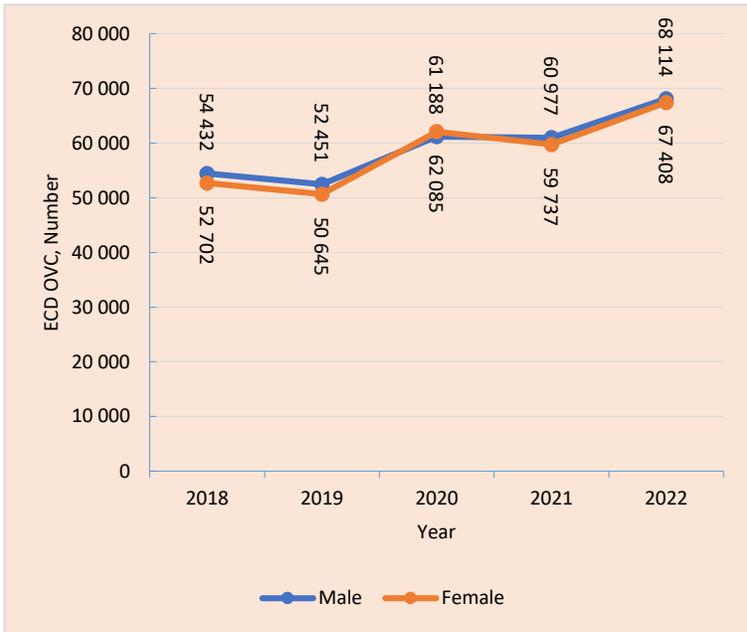


Figure 6.2: Primary School (Grade 1-7) Orphans and Vulnerable Children, Number, Zimbabwe 2018-2022.

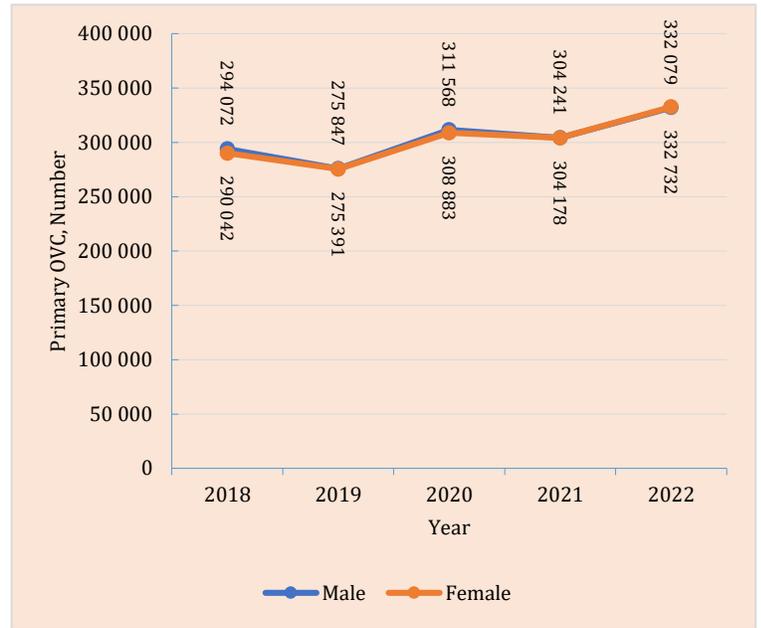
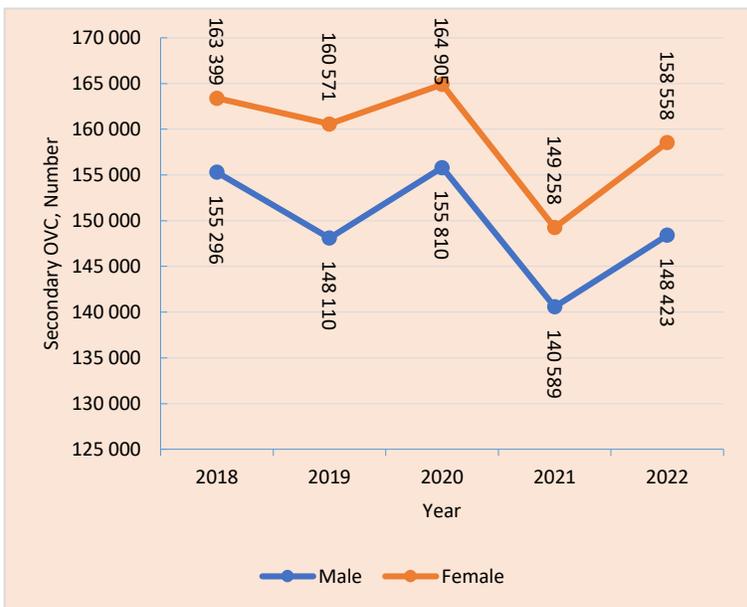


Figure 6.3: Secondary School (Form 1-6) Orphans and Vulnerable Children, Number, Zimbabwe, 2018-2022.



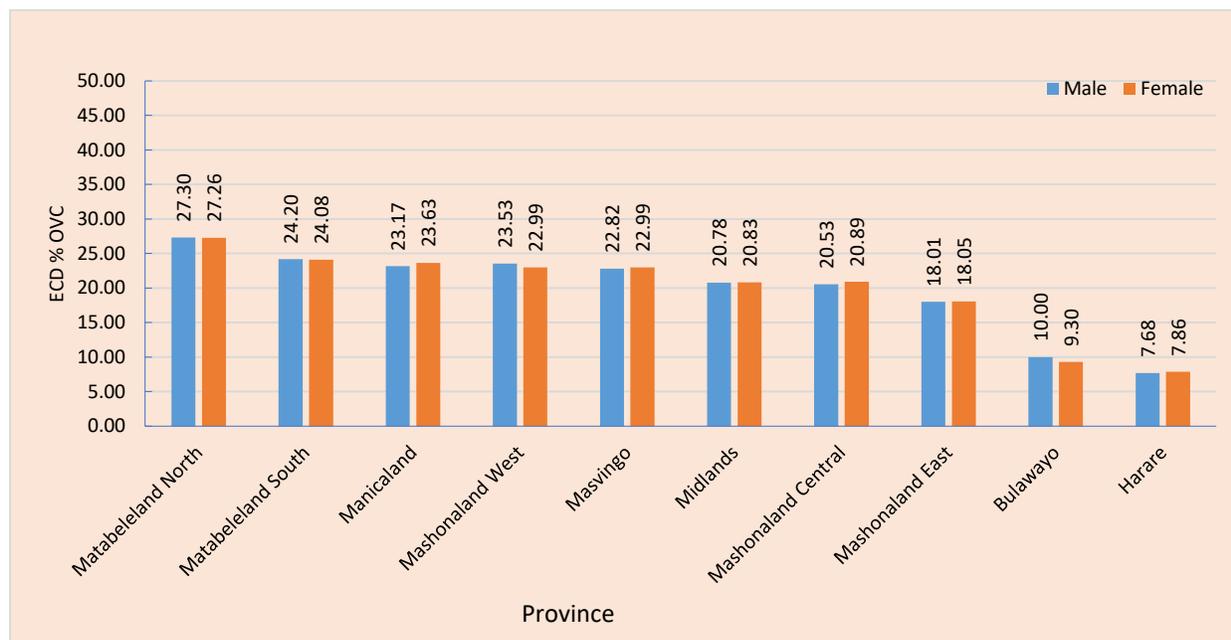
As shown in Table 6.2, Manicaland had the largest number of 25 252 OVCs in ECD, followed by Masvingo with 21 286 OVCs. Bulawayo had the least number (2 445) of OVCs in ECD. However, Matabeleland North had the highest proportion of 27.28 percent ECD pupils that are OVCs, followed by Matabeleland South with 24.14 percent. Harare had 7.77 percent of

OVCs in ECD, making it the least as shown in Figure 6.4 and Table 6.2. Relative to the proportions of ECD pupils that are OVCs, all the provinces save for Bulawayo, had gender parities (GPI ranging from 0.98 to 1.02). Bulawayo had gender disparities in favour of males (GPIs of 0.93) in 2022.

Table 6.2: ECD Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	Total ECD OVC, No.			% Pupils OVC			GPI
	Male	Female	Total	Male	Female	Total	
Bulawayo	1 266	1 179	2 445	10.00	9.30	9.65	0.93
Harare	1 933	1 949	3 882	7.68	7.86	7.77	1.02
Manicaland	12 558	12 694	25 252	23.17	23.63	23.40	1.02
Mashonaland Central	6 806	6 823	13 629	20.53	20.89	20.71	1.02
Mashonaland East	6 564	6 502	13 066	18.01	18.05	18.03	1.00
Mashonaland West	9 080	8 811	17 891	23.53	22.99	23.26	0.98
Masvingo	10 727	10 559	21 286	22.82	22.99	22.91	1.01
Matabeleland North	5 660	5 645	11 305	27.30	27.26	27.28	1.00
Matabeleland South	4 942	4 780	9 722	24.20	24.08	24.14	0.99
Midlands	8 578	8 466	17 044	20.78	20.83	20.80	1.00
Grand Total	68 114	67 408	135 522	20.66	20.72	20.69	1.00

Figure 6.4: ECD Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2022



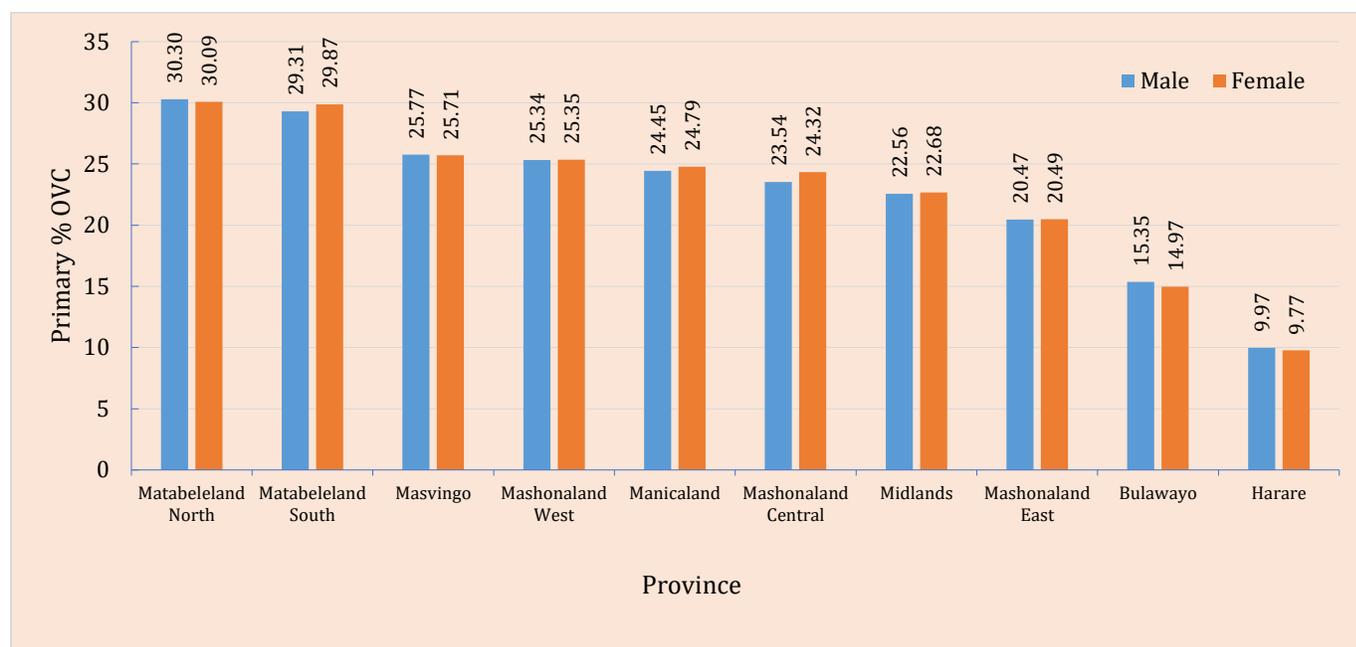
As shown in Table 6.3, Manicaland had the largest number of primary school OVCs (113 161), followed by Masvingo with 97 907 in 2022. Bulawayo had the least number of OVCs in primary school (18440). However, Matabeleland North had the highest proportion of 30.19 percent OVCs in primary school, followed by Matabeleland South with 29.59 percent of OVCs

in primary school. Harare had the least proportion of 9.87 percent primary school pupils that are OVCs (see Figure 6.5 and Table 6.3). Relative to the proportions of primary school pupils that are OVCs, all the provinces achieved gender parity (GPIs ranging from 0.97 to 1.03).

Table 6.3: Primary School Orphaned and Vulnerable (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	Total Primary School OVCs, No.			% Pupils OVC			GPI
	Male	Female	Total	Male	Female	Total	
Bulawayo	9 194	9 246	18 440	15.35	14.97	15.16	0.97
Harare	16 638	16 534	33 172	9.97	9.77	9.87	0.98
Manicaland	56 427	56 734	113 161	24.45	24.79	24.62	1.01
Mashonaland Central	32 581	33 420	66 001	23.54	24.32	23.93	1.03
Mashonaland East	32 433	32 194	64 627	20.47	20.49	20.48	1.00
Mashonaland West	44 727	44 540	89 267	25.34	25.35	25.34	1.00
Masvingo	49 082	48 825	97 907	25.77	25.71	25.74	1.00
Matabeleland North	25 423	25 425	50 848	30.30	30.09	30.19	0.99
Matabeleland South	22 772	22 736	45 508	29.31	29.87	29.59	1.02
Midlands	42 815	43 109	85 924	22.56	22.68	22.62	1.01
Grand Total	332 092	332 763	664 855	22.55	22.63	22.59	1.00

Figure 6.5: Primary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2022



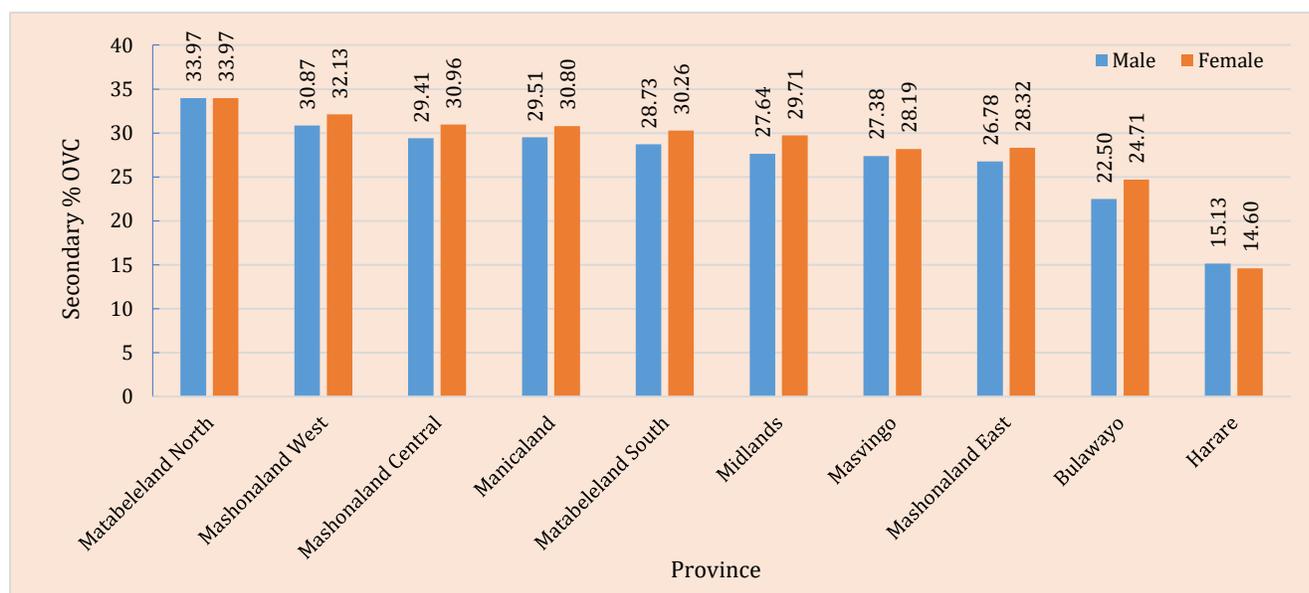
As shown in Table 6.4, Manicaland had the largest number of secondary schools OVCs (52 523), followed by Masvingo with 42 955 OVCs. Bulawayo had the least number of 13 961 secondary school OVCs. However, Matabeleland North had the highest proportion of 33.97 percent secondary school pupils who are OVCs, followed by Mashonaland West (31.49%),

Mashonaland Central (30.17), Manicaland (30.14 percent) and Matabeleland South with 29.56 percent. Harare had the least proportion of 14.86 percent secondary school pupils who are OVCs (see Figure 6.6 and Table 6.4). Relative to the proportions of Secondary school pupils that are OVCs, most provinces had gender parities in favour of females (GPI ranging from 1.04 to 1.10), while Harare, Masvingo and Matabeleland North had achieved gender parity (GPI was 0.97-1.03).

Table 6.4: Secondary School Orphaned and Vulnerable Children (OVC) by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	Total Secondary School OVCs, No.			% Pupils OVC			GPI
	Male	Female	Total	Male	Female	Total	
Bulawayo	6 206	7 755	13 961	22.50	24.71	23.67	1.10
Harare	10 605	10 807	21 412	15.13	14.60	14.86	0.97
Manicaland	26 025	26 498	52 523	29.51	30.80	30.14	1.04
Mashonaland Central	13 003	13 312	26 315	29.41	30.96	30.17	1.05
Mashonaland East	16 984	17 324	34 308	26.78	28.32	27.54	1.06
Mashonaland West	19 637	19 441	39 078	30.87	32.13	31.49	1.04
Masvingo	21 108	21 847	42 955	27.38	28.19	27.79	1.03
Matabeleland North	8 983	10 893	19 876	33.97	33.97	33.97	1.00
Matabeleland South	7 501	9 302	16 803	28.73	30.26	29.56	1.05
Midlands	18 371	21 379	39 750	27.64	29.71	28.72	1.07
Grand Total	148 423	158 558	306 981	26.83	27.90	27.37	1.04

Figure 6.6: Secondary School Orphaned and Vulnerable Children by Province, Percentage OVC, Zimbabwe, 2022



6.2 OVC by Type

OVCs are divided into four types, namely, double orphans, single orphans (maternal), single orphans (paternal) and vulnerable but not orphaned. At ECD level, Zimbabwe had 13 634 double orphans (6 885 males, 6 749 females). The largest number of these were in Manicaland (2 482), followed by Masvingo with 2 212. Bulawayo had the least number of 231 double orphans. The total number of single orphans (maternal) in ECD was 23 141 (11 592 males, 11 549 females). Manicaland had 4 162 single orphans (maternal), the largest number when compared with other provinces, followed by Masvingo with 3 784. Bulawayo had the smallest number of 490 single orphans (maternal) in ECD.

The number of ECDs with single orphans (paternal) in the country was 22 464 (11 214 males, 11 250 females). Manicaland had the largest number of 4 501 single orphans (paternal), followed by Masvingo with 3 526 single orphans (paternal). Bulawayo has the smallest number of 370 single orphans (paternal) in ECD.

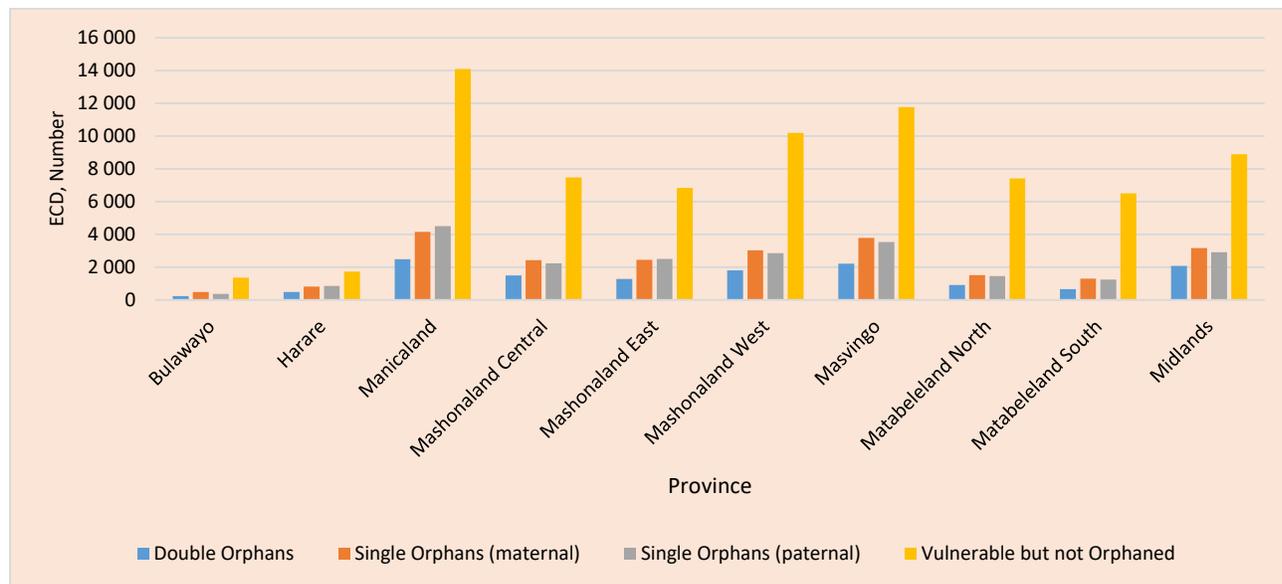
The total number of the vulnerable but not orphaned pupils in ECD was 76 283 (38 423 males, 37 860 females). Manicaland had the largest number (14 107) of the vulnerable but not orphaned pupils in ECD, followed by Masvingo 11 764. Bulawayo had the smallest number of 1 354 vulnerable but not orphaned pupils. Overall, the total number of OVCs in the country was 135 522. Manicaland had the largest number of 25 252 OVCs in ECD, followed by Masvingo with 21 286 OVCs. Bulawayo had the smallest number of OVCs in ECD (2 445) as shown in Table 6.5.

Table 6.5: ECD OVC by Type, Sex and Province, Number, Zimbabwe, 2022

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	786	849	1 635	1 722	1 737	3 459	1 957	2 065	4 022	4 716	4 564	9 280	18 396
Harare	1 622	1 623	3 245	3 250	3 192	6 442	3 871	3 882	7 753	7 895	7 837	15 732	33 172
Manicaland	5 497	5 616	11 113	9 484	9 556	19 040	12 650	12 573	25 223	28 796	28 989	57 785	113 161
Mashonaland Central	3 572	3 647	7 219	5 374	5 534	10 908	6 565	6 910	13 475	17 070	17 329	34 399	66 001
Mashonaland East	3 392	3 328	6 720	6 225	6 219	12 444	7 559	7 679	15 238	15 257	14 968	30 225	64 627
Mashonaland West	4 652	4 512	9 164	7 765	7 837	15 602	8 588	8 733	17 321	23 722	23 458	47 180	89 267
Masvingo	5 302	5 164	10 466	9 075	9 061	18 136	10 379	10 380	20 759	24 326	24 220	48 546	97 907
Matabeleland North	2 201	2 324	4 525	3 546	3 468	7 014	3 856	3 901	7 757	15 820	15 732	31 552	50 848
Matabeleland South	1 685	1 731	3 416	3 265	3 355	6 620	4 133	4 415	8 548	13 689	13 235	26 924	45 508
Midlands	4 805	4 973	9 778	7 776	7 876	15 652	8 983	9 007	17 990	21 251	21 253	42 504	85 924
Grand Total	33 514	33 767	67 281	57 482	57 835	115 317	68 541	69 545	138 086	172 542	171 585	344 127	664 811

Figure 6.7 depicts ECD OVCs by type. The Vulnerable but not Orphaned was the most frequent type of OVCs in ECDs, whilst Double Orphans were the least in each of the provinces. Bulawayo and Harare had the smallest number of OVCs, in comparison with other provinces.

Figure 6.7: ECD OVCs by Type and Province, Number, Zimbabwe 2022



Harare had the highest proportion of 12.26 percent ECD pupils that were double orphans, followed by Midlands with 12.13 percent. Matabeleland South had the least proportion of 6.83 percent ECD pupils that were double orphans. Harare had the highest proportion of 21.05 percent ECD pupils that are single orphan (maternal), followed by Bulawayo with 20.04 percent. Matabeleland North had the least proportion of 13.34 percent ECD pupils that were single orphans (maternal). Harare had the highest proportion of 22.02 percent ECD pupils that are single orphan (paternal), followed by Mashonaland East with 19.10 percent. Matabeleland South had the least proportion of 12.79 percent ECD pupils that were single orphans (paternal). Matabeleland South had the highest proportion of 66.99 percent ECD pupils that were vulnerable but not orphans, followed by Matabeleland North with 65.65 percent. Harare had the least proportion of 44.67 percent (see Table 6.6).

Table 6.6: ECD OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2022

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	9.45	20.04	15.13	55.38	100.00	2 445
Harare	12.26	21.05	22.02	44.67	100.00	3 882
Manicaland	9.83	16.48	17.82	55.86	100.00	25 252
Mashonaland Central	10.93	17.87	16.43	54.78	100.00	13 629
Mashonaland East	9.86	18.71	19.10	52.33	100.00	13 066
Mashonaland West	10.12	16.98	15.96	56.95	100.00	17 891
Masvingo	10.39	17.78	16.56	55.27	100.00	21 286
Matabeleland North	8.08	13.34	12.92	65.65	100.00	11 305
Matabeleland South	6.83	13.39	12.79	66.99	100.00	9 722
Midlands	12.13	18.55	17.12	52.19	100.00	17 044
Grand Total	10.06	17.08	16.58	56.29	100.00	135 522

At primary level, Zimbabwe had 67 281 double orphans (33 514 males, 33 767 females). The largest number of 11 113 double orphans were in Manicaland, followed by Masvingo with 10 466. Bulawayo had the least number of 1 635 double orphans. The total number of single orphans (maternal) in primary school was 115 317 (57 482 males, 57 835 females). Manicaland had the largest number of primary school single orphans (maternal) (19 040), followed by Masvingo with 18 136. Bulawayo had the smallest number of 3 459 single orphans (maternal). The number of primary school single orphans (paternal) in the country was 138 086 (68 541 males, 69 545 females). Manicaland had the largest number of 25 223 primary school single orphans (paternal), followed by Masvingo with 20 759. Bulawayo had the smallest number of 4 022 primary school single orphans (paternal). The total number of the vulnerable but not orphaned pupils in primary schools was 344 127 (172 542 males, 171 585 females). Manicaland had the largest number of 57 785 vulnerable but not orphaned pupils in primary schools, followed by Masvingo with 48 546. Bulawayo had the least number of vulnerable but not orphaned (9 280).

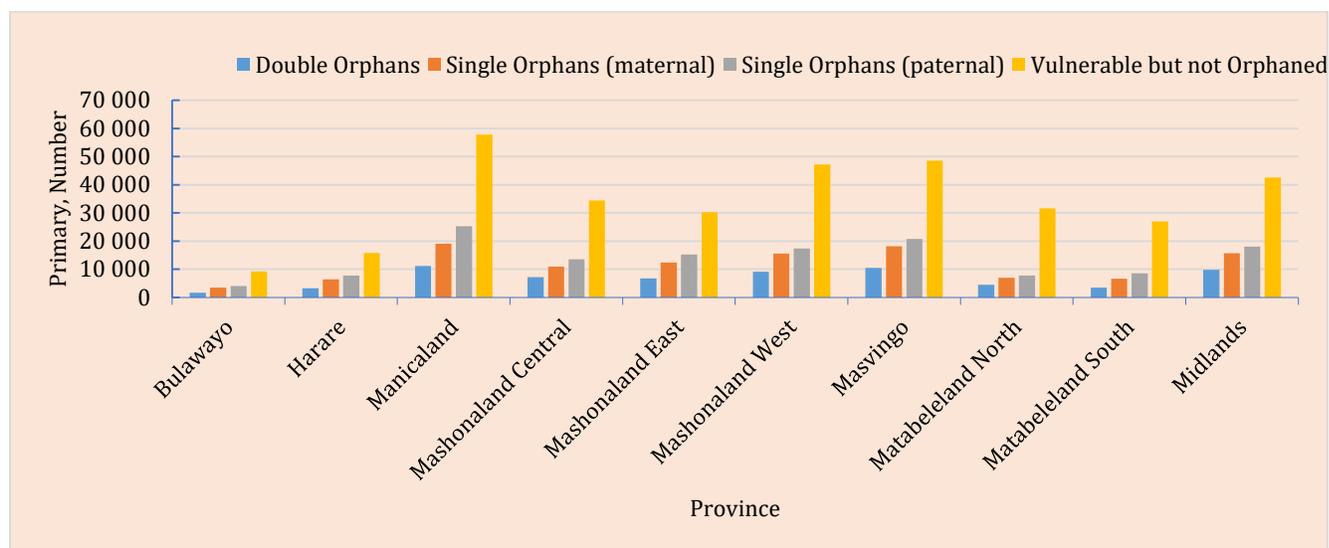
Overall, the total number of primary school OVCs in the country is 664 811. Manicaland had the largest number of 113 161 OVCs in primary school, followed by Masvingo with 97 907 OVCs. Bulawayo had the smallest number of primary school OVCs (18 396) - see Table 6.7.

Table 6.7: Primary School OVC by Type, Sex and Province, Number, Zimbabwe, 2022

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	786	849	1 635	1 722	1 737	3 459	1 957	2 065	4 022	4 716	4 564	9 280	18 396
Harare	1 622	1 623	3 245	3 250	3 192	6 442	3 871	3 882	7 753	7 895	7 837	15 732	33 172
Manicaland	5 497	5 616	11 113	9 484	9 556	19 040	12 650	12 573	25 223	28 796	28 989	57 785	113 161
Mashonaland Central	3 572	3 647	7 219	5 374	5 534	10 908	6 565	6 910	13 475	17 070	17 329	34 399	66 001
Mashonaland East	3 392	3 328	6 720	6 225	6 219	12 444	7 559	7 679	15 238	15 257	14 968	30 225	64 627
Mashonaland West	4 652	4 512	9 164	7 765	7 837	15 602	8 588	8 733	17 321	23 722	23 458	47 180	89 267
Masvingo	5 302	5 164	10 466	9 075	9 061	18 136	10 379	10 380	20 759	24 326	24 220	48 546	97 907
Matabeleland North	2 201	2 324	4 525	3 546	3 468	7 014	3 856	3 901	7 757	15 820	15 732	31 552	50 848
Matabeleland South	1 685	1 731	3 416	3 265	3 355	6 620	4 133	4 415	8 548	13 689	13 235	26 924	45 508
Midlands	4 805	4 973	9 778	7 776	7 876	15 652	8 983	9 007	17 990	21 251	21 253	42 504	85 924
Grand Total	33 514	33 767	67 281	57 482	57 835	115 317	68 541	69 545	138 086	172 542	171 585	344 127	664 811

Figure 6.8 depicts primary school OVCs by type. The Vulnerable but not Orphaned was the most frequent type of OVCs in primary schools, whilst Double Orphans was the least in each of the provinces. Bulawayo and Harare had 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 2022



Midlands had the highest proportion of 11.38 percent primary school pupils that were double orphans, followed by Matabeleland Central with 10.94 percent and Masvingo had 10.69. Matabeleland South had the least proportion 7.51 percent. Harare had the highest proportion of 19.42 percent of primary school pupils that were single orphan (maternal), followed by Mashonaland East with 19.26 percent. Matabeleland North had the least proportion (13.79 percent) of primary school pupils that were single orphans (maternal).

Mashonaland East had the highest proportion of 23.58 percent primary school pupils that were single orphan (paternal), followed by Harare with 23.37 percent.

Matabeleland North had the least proportion of 15.26 percent primary school pupils that were single orphans (paternal). Matabeleland North had the highest proportion of 62.05 percent primary school pupils that were vulnerable but not orphans, followed by Matabeleland South with 59.16 percent. The least proportion of 46.77 percent primary school pupils that were vulnerable but not orphans was in Mashonaland East as shown in Table 6.8.

Table 6.8: Primary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2022

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	8.89	18.80	21.86	50.45	100.00	18 396
Harare	9.78	19.42	23.37	47.43	100.00	33 172
Manicaland	9.82	16.83	22.29	51.06	100.00	113 161
Mashonaland Central	10.94	16.53	20.42	52.12	100.00	66 001
Mashonaland East	10.40	19.26	23.58	46.77	100.00	64 627
Mashonaland West	10.27	17.48	19.40	52.85	100.00	89 267
Masvingo	10.69	18.52	21.20	49.58	100.00	97 907
Matabeleland North	8.90	13.79	15.26	62.05	100.00	50 848
Matabeleland South	7.51	14.55	18.78	59.16	100.00	45 508
Midlands	11.38	18.22	20.94	49.47	100.00	85 924
Grand Total	10.12	17.35	20.77	51.76	100.00	664 811

At secondary level, Zimbabwe had 48 929 double orphans (24 121 males, 24 808 females). The largest number (8 440) of double orphans were in Manicaland, followed by Mashonaland West with 6 810. Bulawayo had the smallest number of 2 219. The total number of single orphans (maternal) in secondary school was 72 188 (34 857 males, 37 331 females). Manicaland had the largest number of 11 470 secondary school single orphans (maternal), followed by Masvingo with 10 312. Bulawayo had the least number of 3 394 single orphans (maternal).

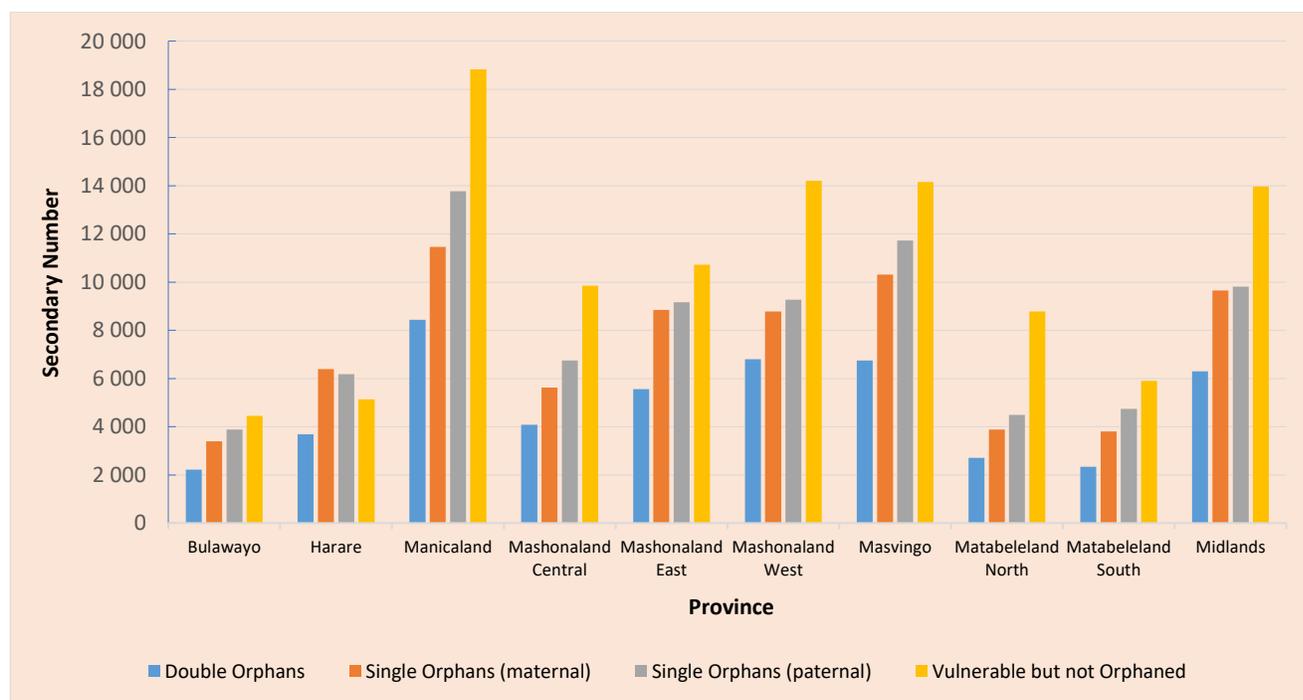
The number of secondary school single orphans (paternal) in the country was 79 833 (38 007 males, 41 826 females). Manicaland had the largest number of 13 778 secondary school single orphans (paternal), followed by Masvingo with 11 733. Bulawayo had the least number of 3 887 secondary school single orphans (paternal). The total number of the vulnerable but not orphaned pupils in secondary schools was 106 031 (51 438 males, 54 593 females). Manicaland had the largest number of 18 835 vulnerable but not orphaned pupils in secondary schools, followed by Mashonaland West with 14 207. Bulawayo had the smallest number (4 461) of vulnerable but not orphaned pupils. Overall, the total number of secondary school OVCs in the country was 306 981. Manicaland had the largest number of 52 523 secondary school OVCs, followed by Masvingo with 42 955. Bulawayo had the smallest number of secondary school OVCs (13 961) - see Table 6.9.

Table 6.9: Secondary School OVC by Type, Sex and Province, Number, Zimbabwe, 2022

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	993	1 226	2 219	1 485	1 909	3 394	1 719	2 168	3 887	2 009	2 452	4 461	13 961
Harare	1 871	1 822	3 693	3 186	3 209	6 395	2 929	3 253	6 182	2 619	2 523	5 142	21 412
Manicaland	4 234	4 206	8 440	5 620	5 850	11 470	6 720	7 058	13 778	9 451	9 384	18 835	52 523
Mashonaland Central	2 059	2 028	4 087	2 842	2 787	5 629	3 289	3 462	6 751	4 813	5 035	9 848	26 315
Mashonaland East	2 823	2 746	5 569	4 351	4 495	8 846	4 484	4 686	9 170	5 326	5 397	10 723	34 308
Mashonaland West	3 473	3 337	6 810	4 416	4 371	8 787	4 634	4 640	9 274	7 114	7 093	14 207	39 078
Masvingo	3 389	3 369	6 758	5 126	5 186	10 312	5 761	5 972	11 733	6 832	7 320	14 152	42 955
Matabeleland North	1 217	1 498	2 715	1 768	2 115	3 883	2 010	2 486	4 496	3 988	4 794	8 782	19 876
Matabeleland South	1 082	1 256	2 338	1 658	2 152	3 810	2 072	2 670	4 742	2 689	3 224	5 913	16 803
Midlands	2 980	3 320	6 300	4 405	5 257	9 662	4 389	5 431	9 820	6 597	7 371	13 968	39 750
Grand Total	24 121	24 808	48 929	34 857	37 331	72 188	38 007	41 826	79 833	51 438	54 593	106 031	306 981

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

Figure 6.9: Secondary School OVCs by Type and Province, Number, Zimbabwe, 2022



Mashonaland West had the highest proportion (17.43 percent) of secondary school pupils that were double orphans, followed by Harare with 17.25 percent. Matabeleland North had the least proportion (13.66 percent) of Secondary School pupils that were double orphans.

Harare had the highest proportion (29.87 percent) of secondary school pupils that were single orphan (maternal), followed by Mashonaland East (25.78). Matabeleland North had

the least proportion of 19.54 percent secondary school pupils that were single orphans (maternal).

Harare had the highest proportion (28.87 percent) secondary school pupils that were single orphan (paternal), followed by Matabeleland South with 28.22 percent. Midlands had the least proportion (24.70 percent) of secondary school pupils that were single orphans (paternal). Matabeleland North also had the highest proportion of 44.18 percent secondary school pupils that are vulnerable but not orphans, followed by Mashonaland Central with 37.42 percent. Harare had the least proportion (24.01 percent) of secondary school pupils that were vulnerable but not orphans (see Table 6.10).

Table 6.10: Secondary School OVCs by Type and Province, Percentage Distribution, Zimbabwe, 2022

Province	Double Orphans	Single Orphans (maternal)	Single Orphans (paternal)	Vulnerable but not Orphaned	Total, %	Total No.
Bulawayo	15.89	24.31	27.84	31.95	100.00	13 961
Harare	17.25	29.87	28.87	24.01	100.00	21 412
Manicaland	16.07	21.84	26.23	35.86	100.00	52 523
Mashonaland Central	15.53	21.39	25.65	37.42	100.00	26 315
Mashonaland East	16.23	25.78	26.73	31.26	100.00	34 308
Mashonaland West	17.43	22.49	23.73	36.36	100.00	39 078
Masvingo	15.73	24.01	27.31	32.95	100.00	42 955
Matabeleland North	13.66	19.54	22.62	44.18	100.00	19 876
Matabeleland South	13.91	22.67	28.22	35.19	100.00	16 803
Midlands	15.85	24.31	24.70	35.14	100.00	39 750
Grand Total	15.94	23.52	26.01	34.54	100.00	306 981

6.3 Pupils with Functioning Difficulties

The majority of the pupils were pupils with difficulty in remembering or concentrating (66 329), followed by 15 374 with difficulty with self-care. The largest number of these secondary school pupils had difficulties in remembering or concentrating (14 043) followed by those with difficulty in seeing, even if wearing glasses (3 472). As shown in Table 6.11.

Table 6.11: Functional Difficulty by Education Level, Sex and Province, Number, Zimbabwe, 2022

Type of Functional Difficulty	Primary			Secondary			Grand Total
	Male	Female	Total	Male	Female	Total	
Difficulty seeing, even if wearing glasses	3 359	3 099	6 458	1 502	1 970	3 472	9 930
Difficulty in hearing, even if using a hearing aid(s)	2 883	2 497	5 380	709	785	1 494	6 874
Difficulty in walking or climbing stairs	4 860	4 025	8 885	775	797	1 572	10 457
Difficulty in remembering or concentrating	35 528	30 801	66 329	7 139	6 904	14 043	80 372
Difficulty with self-care	8 307	7 067	15 374	1 616	1 102	2 718	18 092
Difficulty communicating	6 688	5 759	12 447	1 044	956	2 000	14 447
Albinism	387	355	742	138	125	263	1 005

Figure 6.10 and Figure 6.11 depicts the distribution of primary school pupils by type of functional difficulty. Difficulty in remembering or concentrating were the more prevalent type of impairment in primary and secondary school pupils. Primary school pupils had difficulty in remembering or concentrating (35 528 males and 30 801 females) while for secondary schools there were 7 139 males and 6904 females. Albinism was the least common impairment with primary school (387 males and 355 females) and secondary school (138 males and 125 females) pupils with albinism. For primary schools, there were slightly more males in each impairment category than females. In secondary schools, there were more female pupils among those with difficulties in walking or climbing stairs, hearing, and seeing.

Figure 6.10: Primary School Pupils by Type of Functional Difficulty, Percent Distribution, Zimbabwe, 2022

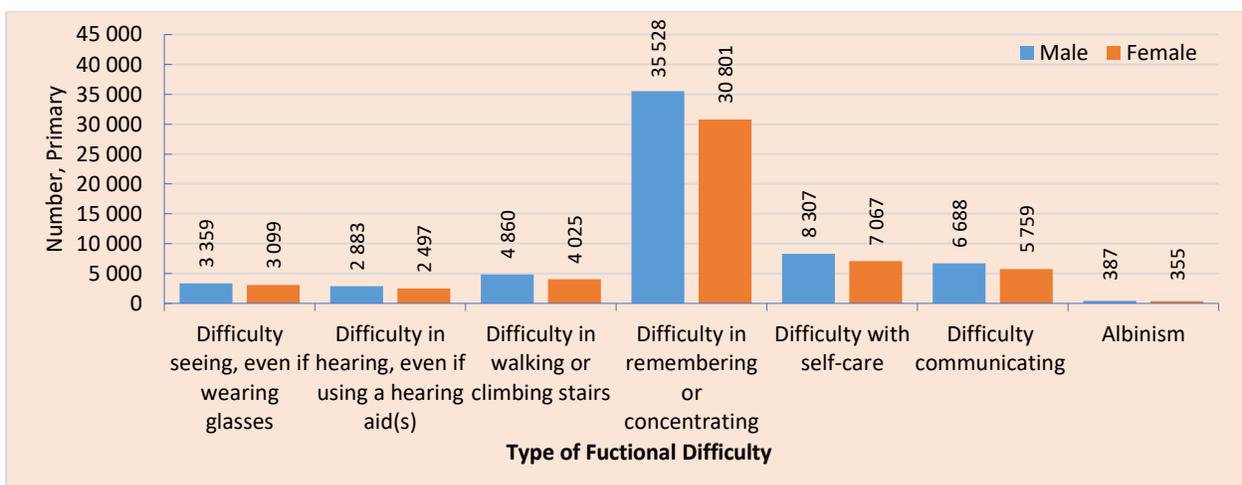
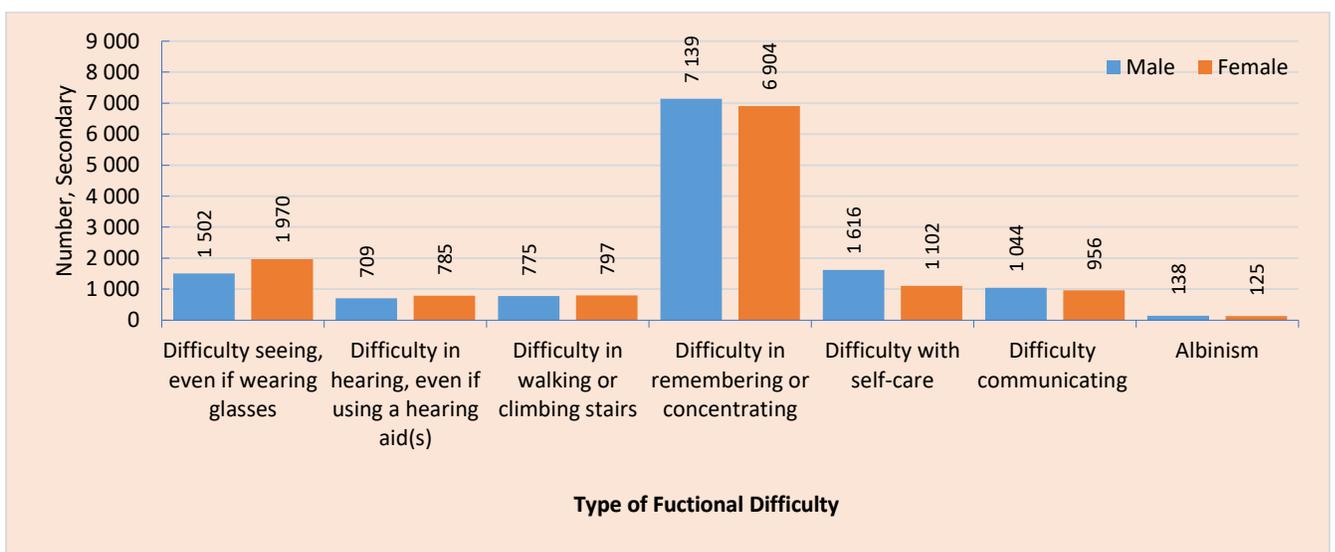


Figure 6.11: Secondary School Pupils by Type of Functional Difficulty, Percent Distribution, Zimbabwe, 2022



As shown in Table 6.12, the most common type of impairment among primary and secondary school pupils was some difficulty in remembering, with 47 128 (25 217 males, 21 911 females) for primary schools while for secondary schools it was 8 830 (4 432 males, 4 398 females). The second highest in terms of the numbers of pupils experiencing it was a lot of difficulty remembering with 15 982 (8 511 males, 7 471 females) primary school pupils and 4 577 (2 360 males and 2 217 females). There were also 12 043 (6 440 males and 5 603 females) in primary schools and 2 027 (1 190 males and 837 females) secondary school pupils that had difficulties with selfcare. The category with the least number were pupils with albinism constituting 742 (387 males, 355 females) primary school pupils and 263 (138 males, 125 females) secondary school pupils.

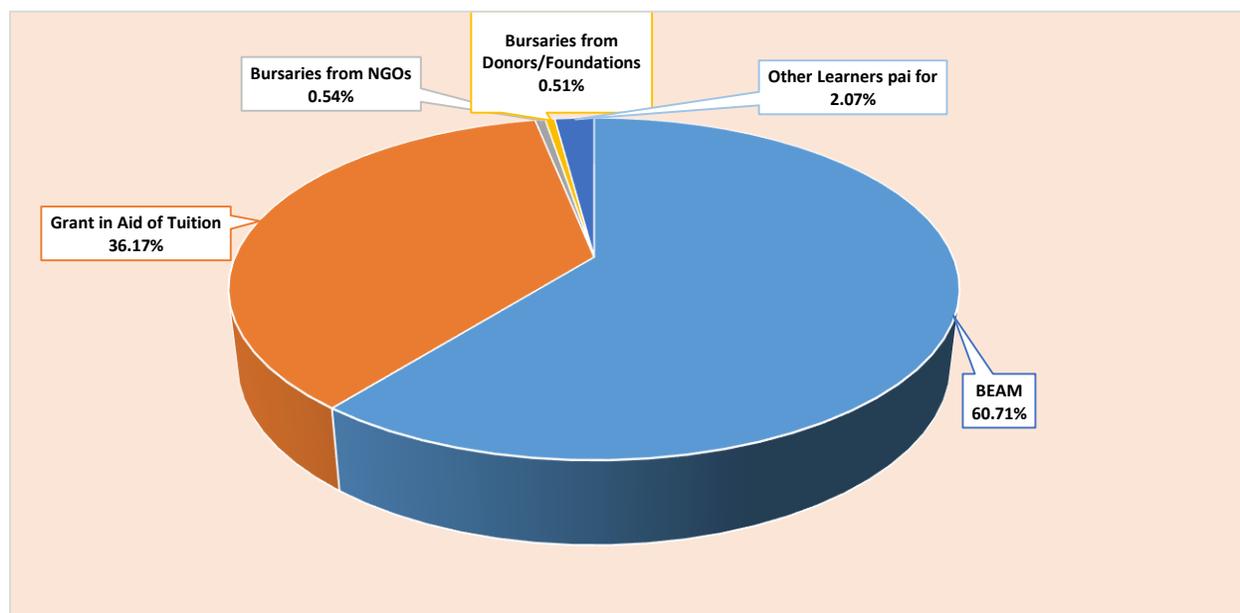
Table 6.12: Functional Difficulties, Primary and Secondary Schools by Type and Sex, Number, Zimbabwe, 2022

Category	Impairment	Primary			Secondary			Grand Total
		Male	Female	Total	Male	Female	Total	
Difficulty seeing, even if wearing glasses	Some Difficulty Seeing	2751	2576	5327	1243	1739	2982	8309
	A Lot of Difficulty Seeing	414	372	786	176	169	345	1131
	Visual impairment Blind	194	151	345	83	62	145	490
Difficulty in hearing, even if using a hearing aid(s)	Some Difficulty Hearing	1814	1589	3403	418	467	885	4288
	A Lot of Difficulty Hearing	524	437	961	145	172	317	1278
	Cannot Hear at All	545	471	1016	146	146	292	1308
Difficulty in walking or climbing stairs	Some Difficulty Walking	2958	2398	5356	408	445	853	6209
	A Lot of Difficulty Walking	1057	923	1980	301	296	597	2577
	Cannot Walk at All	845	704	1549	66	56	122	1671
Difficulty in remembering or concentrating	Some Difficulty Remembering	25217	21911	47128	4432	4398	8830	55958
	A Lot of Difficulty Remembering	8511	7471	15982	2360	2217	4577	20559
	Cannot Remember At All	1800	1419	3219	347	289	636	3855
Difficulty with self-care	Some Difficulty with Selfcare	6440	5603	12043	1190	837	2027	14070
	A Lot of Difficulty in Selfcare	1300	1070	2370	345	236	581	2951
	Cannot Take Care of Self at All	567	394	961	81	29	110	1071
Difficulty communicating	Some Difficulty with Communicating	4698	4191	8889	747	687	1434	10323
	A Lot of Difficulty with Communicating	1483	1121	2604	189	167	356	2960
	Cannot Communicate at All	507	447	954	108	102	210	1164
Albinism		387	355	742	138	125	263	1005

6.4 Orphaned and Vulnerable Children (OVC) on BEAM and Other Assistance

The proportion of ECD pupils were on BEAM (60.17 percent) and 36.17 percent on Grant in Aid of Tuition while the rest were on bursaries from NGOs, Donors and other forms of funding. Figure 6.12 shows the distribution.

Figure 6.12: ECD School Pupils with Funding Assistance by Type, Percentage, Zimbabwe 2022



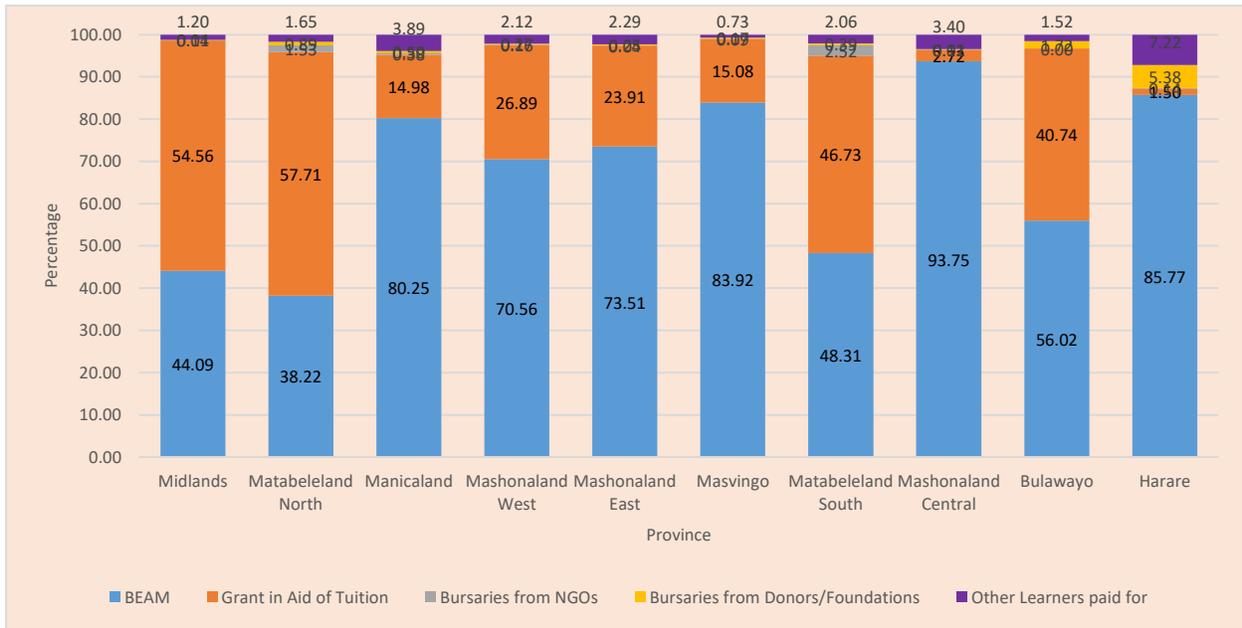
The highest number of ECD pupils on BEAM was in Midlands (8 448) followed by Manicaland (7408) in 2022 while the lowest was in Harare (1260). The largest number of Grant in Aid of Tuition was also high in Midlands (10 454), followed by Matabeleland North (8 619) and the lowest, 22 was in Harare.

Table 6.13: ECD School Pupils with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2022

Province	BEAM			Grant in Aid of Tuition			Bursaries from NGOs			Bursaries from Donors/Foundations			Other Pupils paid for			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	1 005	953	1 958	726	698	1 424	0	0	0	32	28	60	29	24	53	3 495
Harare	616	644	1 260	12	10	22	0	2	2	49	30	79	65	41	106	1 469
Manicaland	3 528	3 880	7 408	674	709	1 383	15	20	35	27	19	46	158	201	359	9 231
Mashonaland Central	2 588	2 756	5 344	71	84	155	1	0	1	6	0	6	100	94	194	5 700
Mashonaland East	2 810	2 805	5 615	898	928	1 826	1	2	3	10	9	19	86	89	175	7 638
Mashonaland West	3 078	3 269	6 347	1 212	1 207	2 419	3	11	14	13	11	24	95	96	191	8 995
Masvingo	2 745	2 742	5 487	491	495	986	2	4	6	6	5	11	22	26	48	6 538
Matabeleland North	2 779	2 930	5 709	4 307	4 312	8 619	97	131	228	62	71	133	124	123	247	14 936
Matabeleland South	1 418	1 423	2 841	1 379	1 369	2 748	71	77	148	9	14	23	56	65	121	5 881
Midlands	4 176	4 272	8 448	5 116	5 338	10 454	2	6	8	10	12	22	99	130	229	19 161
Grand Total	24 743	25 674	50 417	14 886	15 150	30 036	192	253	445	224	199	423	834	889	1 723	83 044

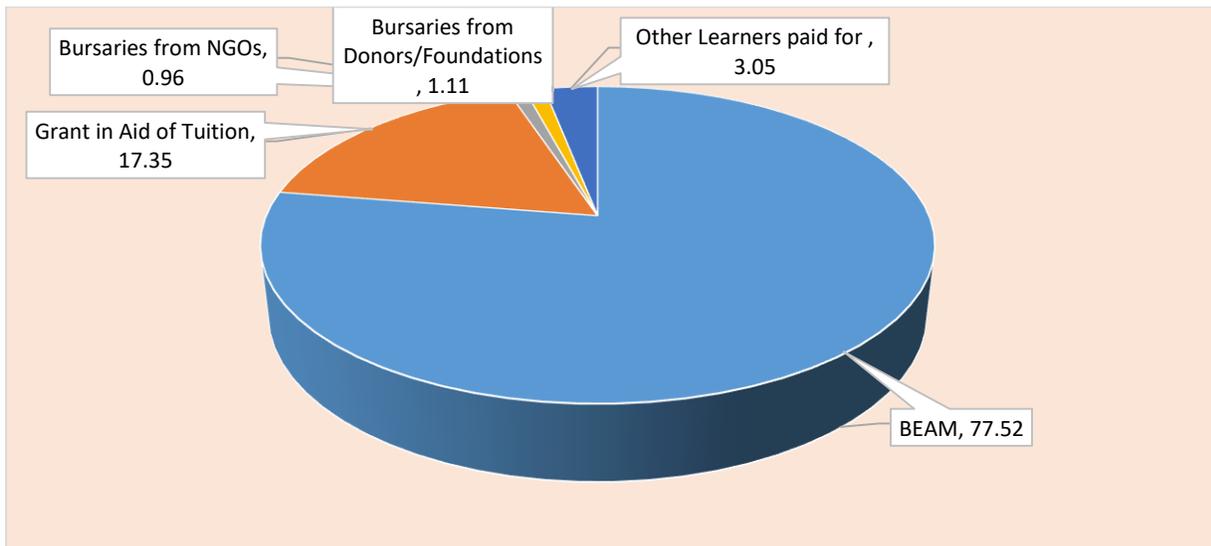
Figure 6.13 shows that BEAM provides funding assistance for the majority of ECD pupils in all provinces except for Midlands and Matabeleland North. The highest proportion of pupils assisted by BEAM was in Mashonaland Central (93.75 percent) followed by Harare (85.77 percent). Most pupils in Midlands (54.56 percent) and Matabeleland North (57.71 percent) were assisted by Grant in Aid of Tuition.

Figure 6.13: ECD School Pupils with Funding Assistance by Type and Province, Percentage, Zimbabwe 2022



Most of the primary school pupils were assisted by BEAM (77.52 percent) while 17.35 percent were on Grant in Aid of Tuition and the rest was divided among bursaries from donors (1.11 percent), NGOs (0.96 percent) and others (3.05 percent). Figure 6.14 shows the distribution.

Figure 6.14: Primary School Pupils with Funding Assistance by Type, Percentage, Zimbabwe 2022



Of the 738 460 primary school pupils on assisted education funding 572 463 pupils (282 350 males, 290 113 females) were under the Basic Education Assistance Module (BEAM), the highest in proportion among the assisted learners, followed by Grant in Aid of Tuition with 128

146 (63 511 males, 64 635 females). Most primary school pupils on BEAM were in Manicaland (98 702) followed by Midlands (77 857). The smallest number of pupils on BEAM were in Bulawayo province (22 669). The majority of pupils on Grant in Aid of Tuition were in Midlands province (43 165) followed by Matabeleland North (34 157) while Mashonaland Central had the least (990).

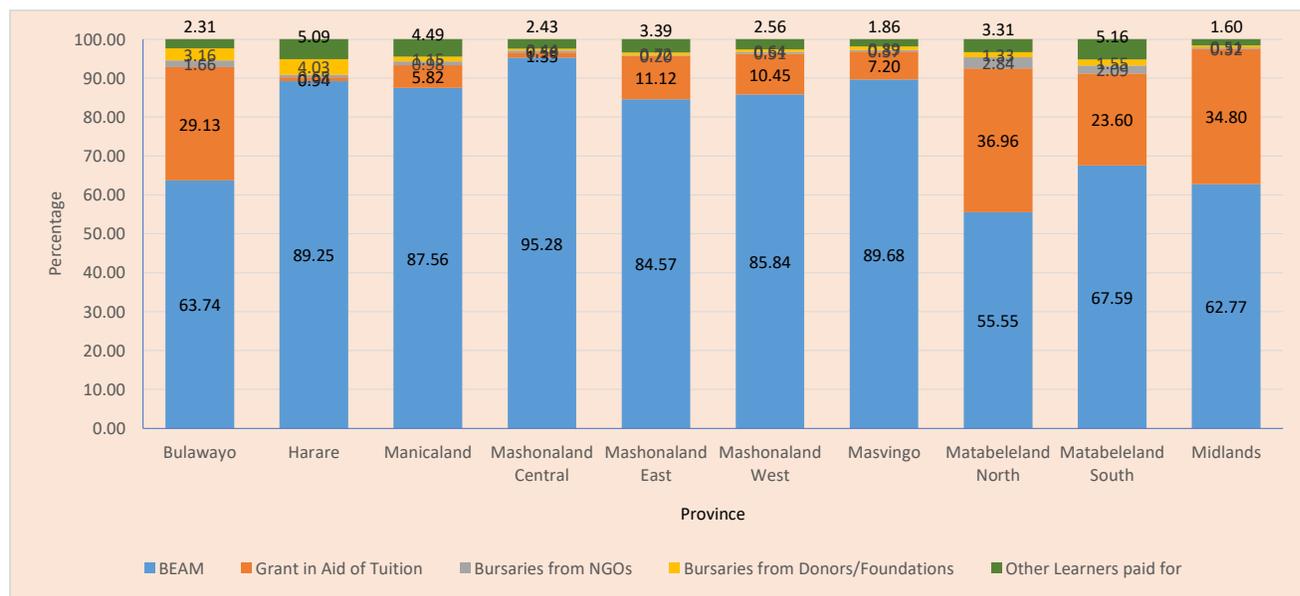
There were 7 097 (2 086 males, 5 011 females) on NGO bursaries and 8 229 (3 254 males and 4 975 females) on Bursaries from Donors/foundations. The distribution of pupils on NGO Bursaries ranged from 143 in Mashonaland East and 2 626 in Matabeleland North province while those on donor/foundation bursaries ranged between 323 in Mashonaland Central and 1302 in Manicaland. Table 6.14 shows the distribution by sex and province.

Table 6.14: Primary School Pupils with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2022

Province	BEAM			Grant in Aid of Tuition			Bursaries from NGOs			Bursaries from Donors/Foundations			Other Pupils paid for			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	11318	11351	22669	5138	5221	10359	204	386	590	464	661	1125	403	417	820	35563
Harare	13759	13567	27326	137	151	288	120	89	209	593	642	1235	801	758	1559	30617
Manicaland	47425	51277	98702	3241	3315	6556	353	753	1106	512	790	1302	2048	3017	5065	112731
Mashonaland Central	34773	35121	69894	463	527	990	79	288	367	74	249	323	734	1051	1785	73359
Mashonaland East	30135	31300	61435	4030	4051	8081	67	76	143	236	284	520	1005	1458	2463	72642
Mashonaland West	33261	34654	67915	4147	4117	8264	168	238	406	235	270	505	913	1111	2024	79114
Masvingo	31530	31699	63229	2460	2616	5076	131	131	262	257	371	628	546	767	1313	70508
Matabeleland North	25747	25588	51335	16676	17481	34157	524	2102	2626	395	831	1226	1080	1980	3060	92404
Matabeleland South	15847	16254	32101	5627	5583	11210	283	709	992	238	498	736	784	1668	2452	47491
Midlands	38555	39302	77857	21592	21573	43165	157	239	396	250	379	629	923	1061	1984	124031
Grand Total	282350	290113	572463	63511	64635	128146	2086	5011	7097	3254	4975	8229	9237	13288	22525	738460

Most primary school pupils on assisted funding were on BEAM, with proportions ranging from 55.55 percent in Matabeleland North and 95.28 percent in Mashonaland Central as depicted in figure 6.15.

Figure 6.15: Primary School Pupils with Funding Assistance by Type and Province, Percentage, Zimbabwe 2022



In, 2022, BEAM was paid for 34 893 ECD school pupils (17 078 males, 17 815 females), while 15 524 ECD pupils (7 665 males, 7 859 females) still had outstanding claims. The proportion of outstanding claims ranged from 24.12 percent in Mashonaland West to 38.57 percent in Harare (see Table 6.15).

Table 6.15: ECD School Pupils on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2022

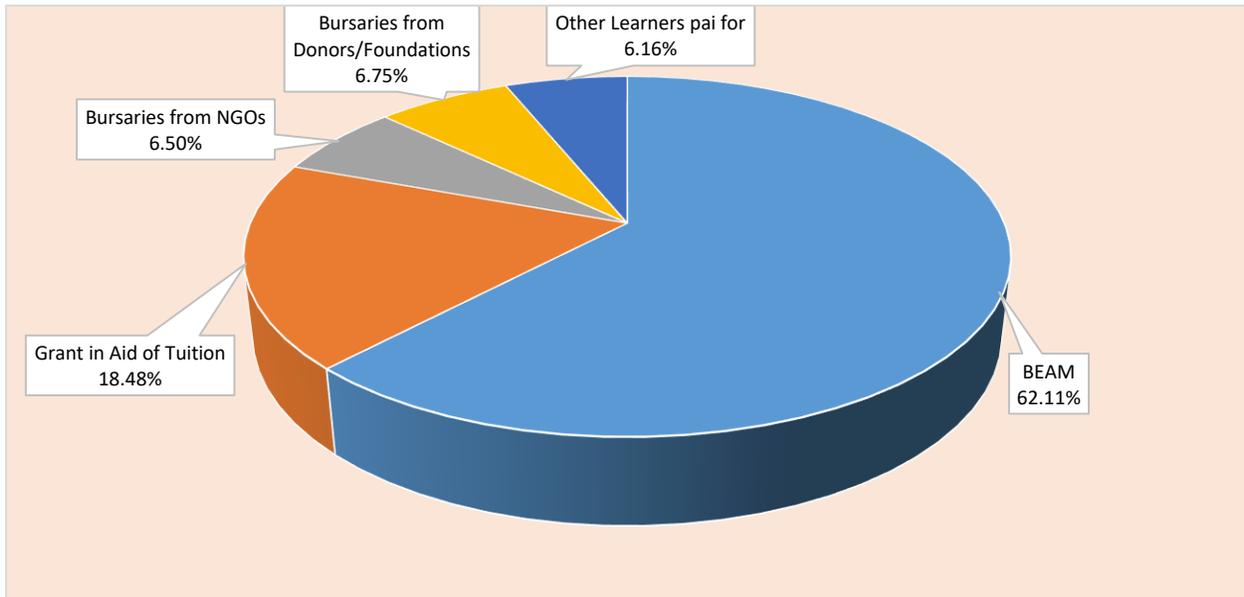
Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	Male	Female	Total	Male	Female	Total		
Bulawayo	730	707	1 437	275	246	521	1 958	26.61
Harare	382	392	774	234	252	486	1 260	38.57
Manicaland	2 261	2 542	4 803	1 267	1 338	2 605	7 408	35.16
Mashonaland Central	1 902	2 016	3 918	686	740	1 426	5 344	26.68
Mashonaland East	2 004	1 981	3 985	806	824	1 630	5 615	29.03
Mashonaland West	2 325	2 491	4 816	753	778	1 531	6 347	24.12
Masvingo	2 021	2 038	4 059	724	704	1 428	5 487	26.03
Matabeleland North	1 694	1 814	3 508	1 085	1 116	2 201	5 709	38.55
Matabeleland South	980	991	1 971	438	432	870	2 841	30.62
Midlands	2 779	2 843	5 622	1 397	1 429	2 826	8 448	33.45
Grand Total	17 078	17 815	34 893	7 665	7 859	15 524	50 417	30.79

In, 2022, BEAM paid for 402 469 primary school pupils (198 528 males, 203 941 females), with still some standing claims for 169 994 primary school pupils (83 822 males, 86 172 females). The proportion of the outstanding claims ranges from 21.46 percent in Bulawayo to 35.85 percent in Matabeleland North (see Table 6.16).

Table 6.16: Primary School Pupils on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	Male	Female	Total	Male	Female	Total		
Bulawayo	8 917	8 888	17 805	2 401	2 463	4 864	22 669	21.46
Harare	9 130	9 220	18 350	4 629	4 347	8 976	27 326	32.85
Manicaland	31 272	33 686	64 958	16 153	17 591	33 744	98 702	34.19
Mashonaland Central	25 989	26 226	52 215	8 784	8 895	17 679	69 894	25.29
Mashonaland East	20 761	21 786	42 547	9 374	9 514	18 888	61 435	30.74
Mashonaland West	26 000	27 110	53 110	7 261	7 544	14 805	67 915	21.80
Masvingo	22 652	22 880	45 532	8 878	8 819	17 697	63 229	27.99
Matabeleland North	16 687	16 244	32 931	9 060	9 344	18 404	51 335	35.85
Matabeleland South	11 041	11 193	22 234	4 806	5 061	9 867	32 101	30.74
Midlands	26 079	26 708	52 787	12 476	12 594	25 070	77 857	32.20
Grand Total	198 528	203 941	402 469	83 822	86 172	169 994	572 463	29.70

Figure 6.16: Secondary School Pupils with Funding Assistance by Type, Percentage, Zimbabwe 2022

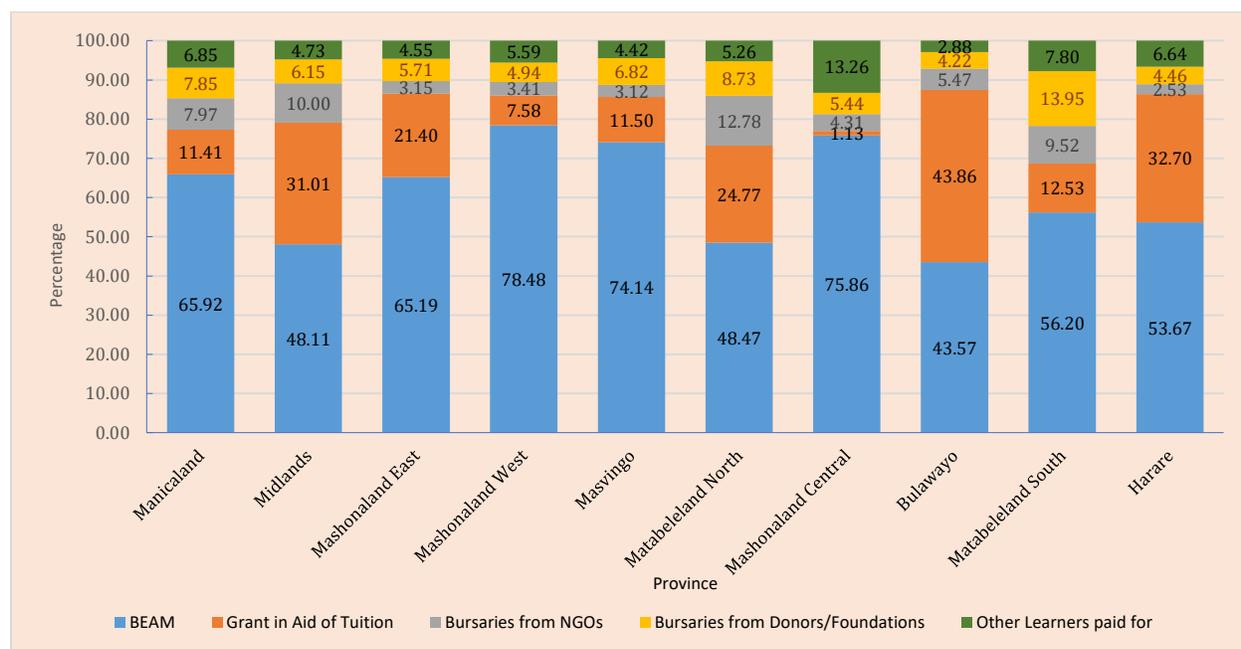


There were 311 061 secondary school pupils on assisted educational funding, of which 193 196 (99 058 males, 94 138 females) were under the Basic Education Assistance Module (BEAM), while the rest were on other form of educational assistance. The proportion of secondary school pupils on BEAM ranges from 43.57 percent in Bulawayo to 78.48 percent in Mashonaland West province. All provinces had secondary schools with more males than females on BEAM save for Bulawayo, Harare, Matabeleland North and Matabeleland South. Most of the provinces had more female secondary school pupils on other forms of educational assistance than their male counterparts (see Table 6.17)

Table 6.17: Secondary School Pupils with Funding Assistance by Type, Sex and Province, Number and Percentage, Zimbabwe 2022

Province	BEAM			Grant in Aid of Tuition			Bursaries from NGOs			Bursaries from Donors/Foundations			Other Pupils paid for			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	4046	4760	8806	4357	4506	8863	84	1022	1106	293	559	852	203	379	582	20209
Harare	4210	5072	9282	2789	2867	5656	176	262	438	372	400	772	590	558	1148	17296
Manicaland	19024	16687	35711	3065	3118	6183	627	3689	4316	1165	3086	4251	749	2963	3712	54173
Mashonaland Central	11704	10484	22188	148	183	331	202	1058	1260	222	1369	1591	1795	2085	3880	29250
Mashonaland East	11875	10351	22226	3797	3500	7297	69	1004	1073	303	1644	1947	571	982	1553	34096
Mashonaland West	13733	12663	26396	1216	1335	2551	158	988	1146	264	1398	1662	410	1469	1879	33634
Masvingo	11682	11507	23189	1761	1837	3598	181	796	977	574	1558	2132	337	1046	1383	31279
Matabeleland North	7230	7825	15055	3487	4206	7693	388	3581	3969	577	2135	2712	416	1217	1633	31062
Matabeleland South	4966	5094	10060	995	1248	2243	205	1499	1704	492	2005	2497	238	1158	1396	17900
Midlands	10588	9695	20283	6134	6940	13074	418	3798	4216	352	2241	2593	266	1730	1996	42162
Grand Total	99058	94138	193196	27749	29740	57489	2508	17697	20205	4614	16395	21009	5575	13587	19162	311061

Figure 6.17: Secondary School Pupils with Funding Assistance by Type and Province, Percentage, Zimbabwe 2022



In 2022, BEAM paid for 110 965 secondary school pupils (56 869 males, 54 096 females), with still some standing claims for 82 231 secondary school pupils (42 189 males, 40 042 females). The proportion of the outstanding claims ranges from 26.63 percent in Harare to 50.70 percent in Midlands (see Table 6.18).

Table 6.18: Secondary School Pupils on BEAM, with Claims Outstanding and Paid for by Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	Paid by BEAM, No.			BEAM Claim Still outstanding, No.			Grand total	% Claim Outstanding
	Male	Female	Total	Male	Female	Total		
Bulawayo	2 166	2 647	4 813	1 880	2 113	3 993	8 806	45.34
Harare	3 148	3 662	6 810	1 062	1 410	2 472	9 282	26.63
Manicaland	9 493	8 298	17 791	9 531	8 389	17 920	35 711	50.18
Mashonaland Central	7 283	6 542	13 825	4 421	3 942	8 363	22 188	37.69
Mashonaland East	7 354	6 335	13 689	4 521	4 016	8 537	22 226	38.41
Mashonaland West	9 012	8 190	17 202	4 721	4 473	9 194	26 396	34.83
Masvingo	6 630	6 482	13 112	5 052	5 025	10 077	23 189	43.46
Matabeleland North	3 933	4 445	8 378	3 297	3 380	6 677	15 055	44.35
Matabeleland South	2 621	2 724	5 345	2 345	2 370	4 715	10 060	46.87
Midlands	5 229	4 771	10 000	5 359	4 924	10 283	20 283	50.70
Grand Total	56 869	54 096	110 965	42 189	40 042	82 231	193 196	42.56

Tables 6.19 shows the distribution of ECD, primary and secondary education pupils on BEAM and Grant in Aid of Tuition. The highest proportion of ECD (23.88 percent), primary (49.93 percent) and secondary (40.44 percent) pupils were in Matabeleland North. Harare had the least proportion in ECD (2.70 percent), primary (8.54 percent) and secondary (10.74 percent).

Table 6.19: Primary and Secondary School Pupils on BEAM and Grant in Aid of Tuition, Percentage, Zimbabwe, 2022

Province	ECD			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	13.33	7.25	10.16	27.36	26.63	26.99	31.13	29.49	30.24
Harare	2.66	2.76	2.70	8.67	8.41	8.54	10.34	11.12	10.74
Manicaland	7.57	6.98	7.31	22.20	24.13	23.16	25.30	23.59	24.46
Mashonaland Central	8.07	8.40	8.25	26.04	26.47	26.25	27.68	26.01	26.86
Mashonaland East	10.16	7.78	9.02	21.93	23.10	22.51	25.07	23.25	24.18
Mashonaland West	11.02	8.53	9.78	21.79	22.55	22.17	24.69	24.27	24.49
Masvingo	7.07	6.05	6.57	17.89	18.25	18.07	18.13	18.01	18.07
Matabeleland North	33.96	13.89	23.88	49.65	50.20	49.93	42.03	39.12	40.44
Matabeleland South	13.91	7.32	10.65	27.88	28.55	28.21	23.94	21.34	22.53
Midlands	22.44	10.32	16.65	32.22	32.50	32.36	25.53	23.73	24.60
Grand Total	12.06	7.86	10.01	23.85	24.48	24.17	23.57	22.54	23.05

6.5 Conclusion

At ECD level, there are 135 522 OVCs (68 114 males, 67 408 females). These OVCs constitute 20.69 percent of ECD pupils (20.66 percent males, 20.72 percent females). The proportion of OVCs decreased by 3.77 percent in 2019. At primary school level, there are 664 811 OVCs (332 079 males, 332 732 females). These OVCs constitute 22.59 percent of primary school pupils (22.55 percent males, 22.63 percent females). In 2021 there was a -1.98 percent decrease in the proportion of primary school OVCs. At secondary school level, there are 306 981 OVCs (148 423 males, 158 558 females). These OVCs constitute 27.37 percent of secondary school pupils (26.83 percent males, 27.90 percent females).

In 2022, there was a 5.57 percent considerable increase in the proportion of secondary school OVCs. Out of 1 107 314 OVCs in ECDs, primary and secondary schools, 11.73 percent are double orphans, 19.02 percent are single orphans (maternal), are 21.71 percent are single orphans (paternal) and 47.54 percent are vulnerable but not orphans. To cushion the vulnerable, some of the OVCs get educational assistance through the Basic Education Assistance Module (BEAM). As of 2022, 60.71 percent ECD pupils, 77.52 percent primary school pupils and 62.11 percent secondary school pupils were under BEAM

CHAPTER 7: Teacher Establishment

This chapter examines teaching staff in both primary and secondary schools. This entails examining Teacher Trends and Teacher -Pupil Ratios (TLR) at both primary and secondary levels of education. In order to put into perspective Teacher -Pupil 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 PTR- 33:1, Upper Secondary TLR-20:1, Special Class (hearing impairment) TLR- 7:1 and Special Class (visual impairment) TLR- 10:1 and Special Class (mental challenges) TLR- 10:1. This information is vital for human resource planning.

7.1 Teacher Trends

The current teaching staff in Zimbabwe was 18 395 for ECD, 83 734 for primary schools and 49 362 for secondary school. In 2022, the number of trained teachers for ECD was 14 105, primary 81 977 and secondary school 44 962. During the period 2018-2022, the number of trained teachers increased annually, for the three levels of education. Figure 7.1 graphically shows the trends.

Figure 7.1: Trained Teachers by Level of Education, Zimbabwe, 2018-2022

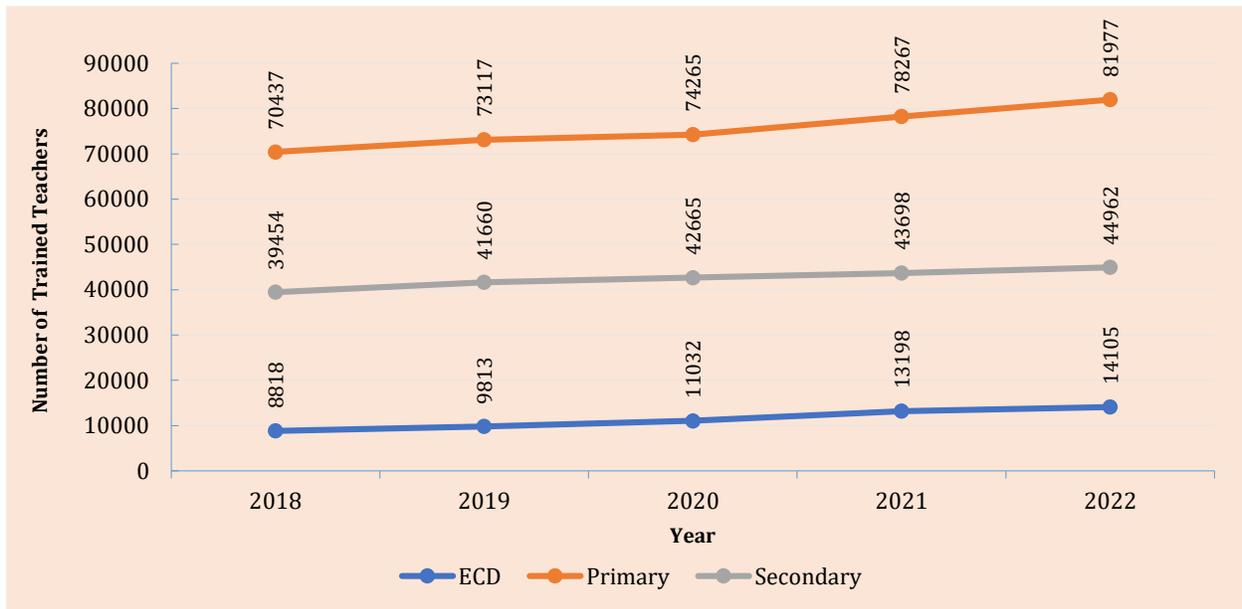


Table 7.1 shows that 76.68 percent of the 18 395 ECD teachers in the country were trained. In 2018, the proportion of trained teachers was 58.45 percent, and increased annually during the period 2018-2022. The current ECD TLRs for all teachers and trained teachers were 36 and 46 respectively in 2022. For the period 2018 to 2022, there has been a decrease in the PTR for both trained and all teachers. Even though the TLRs have improved

significantly, they remained well above the recommended ECD TLR (20:1) meaning that there was need to increase staffing in this sector.

Table 7.1: Teachers by Level, Training, Pupil to Teacher Ratio Trends, Number and Percentage, Zimbabwe, 2018-2022

Year	ECD				
	Teachers			PTR	
	Total Teachers	Trained Teachers	% Trained	All	Trained
ECD					
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	17937	13198	73.58	37	50
2022	18395	14105	76.68	36	46
Primary					
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
2022	83 734	81 977	97.90	35	36
Secondary					
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
2022	49 362	44 962	91.09	23	25

There were 83 734 primary school teachers in 2022 of which 97.90 percent were trained. There has been an overall increase of 0.76 percent in the number of trained teachers from 2018 to 2022. The probable effect of Covid 19 lockdowns is evident in the decrease realized in 2021 in the proportion of trained teachers in primary schools. 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 was mostly trained. Furthermore, the TLRs for both the trained and untrained teachers were within the threshold recommended by the Ministry of Primary and Secondary Education.

For the secondary schools, 91.09 percent of the 49 362 secondary school teachers were trained. In 2018, the proportion of the trained teachers was 85.47 percent, and continued to increase annually. Teacher-Pupil Ratios for all teachers and trained teachers were 23 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

Table 7.2 below shows the distribution of trained and untrained ECD teachers across the provinces of Zimbabwe in 2022. Mashonaland East has the highest proportion of trained teachers at 90.61 percent while the lowest was in Matabeleland North with 61.57 percent trained teachers. The average national trained proportion was 76.68 percent.

Table 7.2: ECD Trained and Untrained Teachers by Province, Number and Percentage Zimbabwe, 2022

Province	Trained	Untrained	Grand Total	% Trained
Bulawayo	931	265	1 196	77.84
Harare	1 667	337	2 004	83.18
Manicaland	1 936	1 188	3 124	61.97
Mashonaland Central	1 158	563	1 721	67.29
Mashonaland East	1 833	190	2 023	90.61
Mashonaland West	1 482	430	1 912	77.51
Masvingo	1 916	392	2 308	83.02
Matabeleland North	564	352	916	61.57
Matabeleland South	712	172	884	80.54
Midlands	1 906	401	2 307	82.62
Grand Total	14 105	4 290	18 395	76.68

Table 7.3 shows the disaggregation of the data by sex and location of the teachers in percentages and frequency. There were 11 989 ECD teachers in the rural areas, and 6 406 in urban areas, of which the proportions of the trained are 78.15 percent and 73.93 percent, respectively. There were significantly more female ECD teachers than their male counterparts irrespective of location and whether trained or not. However, the proportion of trained female ECD teachers was higher in rural areas (76.23 percent) than in urban areas (73.50 percent)

Table 7.3: ECD Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2022

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	1 834	7 535	9 369	271	2 349	2 620	2 105	9 884	11 989	87.13	76.23	78.15
Urban	440	4 296	4 736	121	1 549	1 670	561	5 845	6 406	78.43	73.50	73.93
Grand Total	2 274	11 831	14 105	392	3 898	4 290	2 666	15 729	18 395	85.30	75.22	76.68

The highest qualification among ECD teachers was 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 62.22 percent and 18.28 percent, respectively. Among ECD teachers, the smallest proportion of them were graduates without teaching qualifications (1.07). The proportion of female ECD teachers with different qualifications

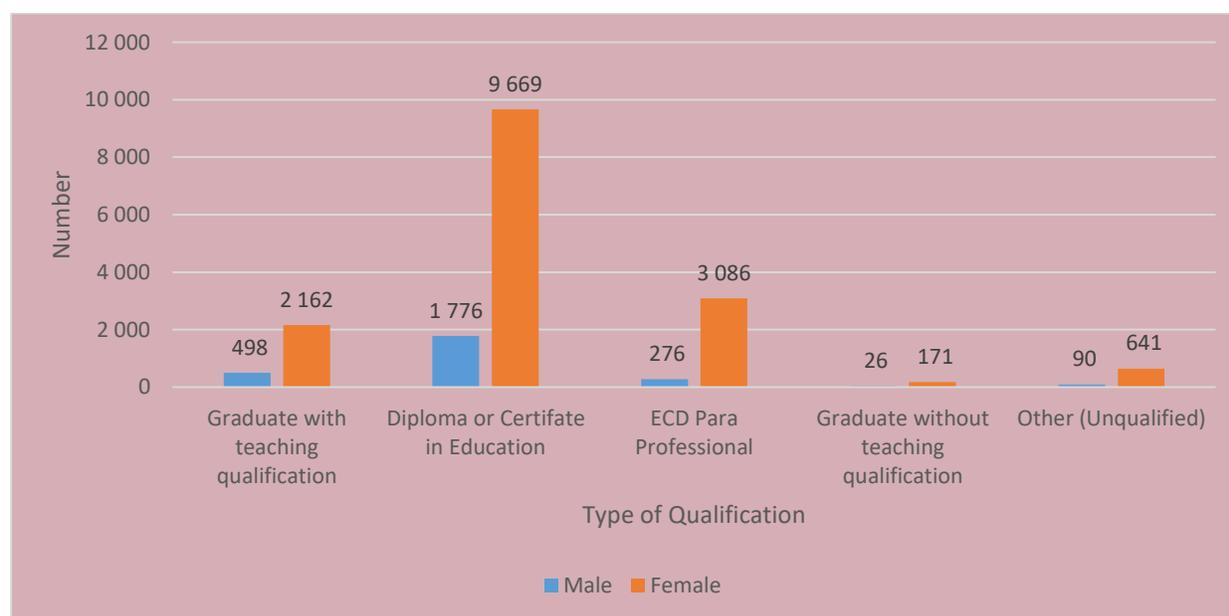
ranged from 81.28 percent among the ECD graduates with teaching qualifications to 91.79 percent ECD Para-Professional Table 7.4 shows the distribution.

Table 7.4: ECD Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2022

Highest qualification	ECD Teachers, No.			% Total	%Female
	Male	Female	Total		
Graduate with teaching qualification	498	2 162	2 660	14.46	81.28
Diploma or Certificate in Education	1 776	9 669	11 445	62.22	84.48
ECD Para-Professional	276	3 086	3 362	18.28	91.79
Graduate without teaching qualification	26	171	197	1.07	86.80
Other (Unqualified)	90	641	731	3.97	87.69
Grand Total	2 666	15 729	18 395	100.00	85.51

As portrayed graphically, the largest number of female ECD teachers (9 669) hold Diplomas or Certificates in Education, followed by 3 086 with ECD Paraprofessionals. The largest number of male ECD teachers (1 776) have Diplomas or Certificates in Education, followed by 498 graduates with teaching qualifications (see Figure 7.2).

Figure 7.2: ECD Teachers by Qualification and Sex, Number, Zimbabwe, 2022



There are 12 456 ECD teachers (2 105 males and 10 351 females) employed permanently by the Public Service Commission. The majority of these (9 894) hold Diplomas or Certificates in Education, followed by 2 267 graduates with teaching qualifications. There were 206 ECD teachers (21 males and 185 females) employed by the Public Service Commission on

contractual basis. The majority (110) of ECD teachers were on PSC contract have ECD Paraprofessional qualifications, followed by 55 with Diplomas or Certificates in Education. There are 5 733 ECD teachers on other types of employment other than PSC of which, the majority (3 092) have ECD Paraprofessional qualifications.

There was a sizable number of ECD teachers whose highest qualification was classified as either Graduate without a teaching qualification or Other Unqualified. There were more female ECD teachers than male ones (across the types of employment) for holders of the rest of qualifications. Table 7.5 shows this distribution.

Table 7.5: ECD Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe, 2022

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	447	1 820	2 267	2	17	19	49	325	374	2 660
Diploma or Certificate in Education	1 622	8 272	9 894	9	46	55	145	1 351	1 496	11 445
ECD Para Professional	21	139	160	8	102	110	247	2 845	3 092	3 362
Graduate without teaching qualification	12	92	104		3	3	14	76	90	197
Other (Unqualified)	3	28	31	2	17	19	85	596	681	731
Grand Total	2 105	10 351	12 456	21	185	206	540	5 193	5 733	18 395

As shown in Table 7.6, the majority (29.02 percent) of ECD teachers had 10 years and above of teaching experience, followed by 16.02 percent with teaching experience of 2 years. There were significantly more ECD female teachers than male ones across the years of teaching experiences.

Table 7.6: ECD Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2022

Experience	ECD Teachers, No.			%Total
	Male	Female	Total	
Less than one year	1	11	12	0.07
1 years	329	2 054	2 383	12.95
2 years	393	2 554	2 947	16.02
3 years	208	1 444	1 652	8.98
4 years	201	1 193	1 394	7.58
5 years	69	555	624	3.39
6 years	93	785	878	4.77
7 years	77	688	765	4.16
8 years	133	1 023	1 156	6.28
9 years	150	995	1 145	6.22
10 years and above	995	4 344	5 339	29.02
Not stated	17	83	100	0.54
Grand Total	2 666	15 729	18 395	100.00

7.3 ECD Pupil -Teacher Ratios

At national level, the ECD Pupil to Teacher Ratios (PTR) and Pupil to Trained Teacher Ratio (PTTR) are 36 and 46, respectively. Both PTR and PTTR for rural areas were comparatively higher than the urban ones (see Table 7.7). Generally, PTR and PTTR for the nation and the respective domains (rural and urban) were well above the MoPSE recommended PTR of 20 for ECD classes.

Table 7.7: ECD Teachers and Pupil to Teacher Ratio by Location, Number, Zimbabwe, 2022

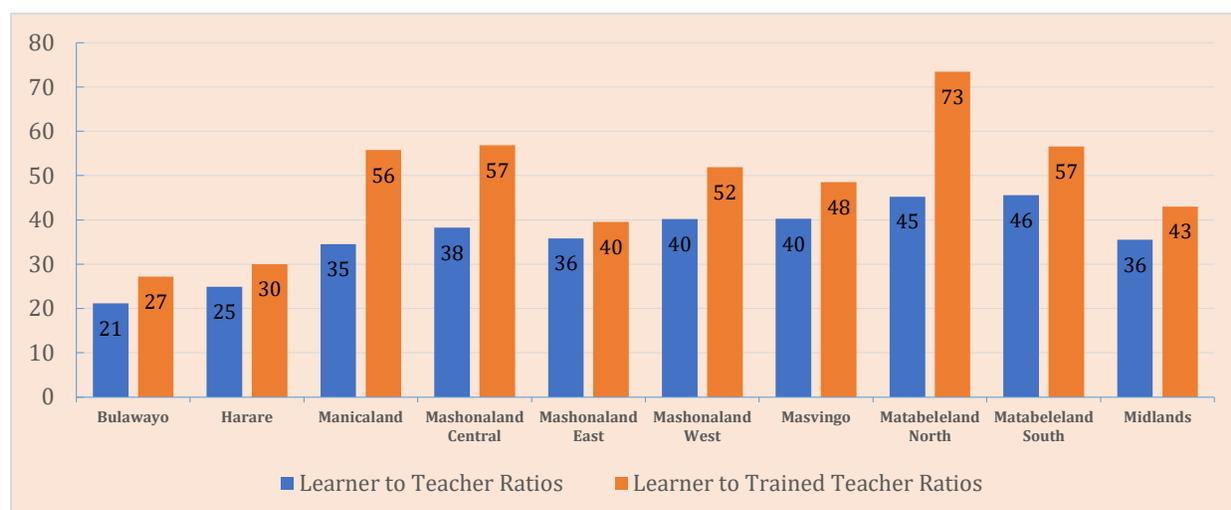
Location	ECD Teachers, No.			PTR	PTTR
	Trained to teach	Total Teachers	Pupils		
Rural	9 369	11 989	494 087	41	53
Urban	4 736	6 406	160 892	25	34
Grand Total	14 105	18 395	654 979	36	46

At provincial level, the ECD PTRs range between 21 in Bulawayo to 46 in Matabeleland South. Matabeleland North had the highest ECD PTTR (73), followed by Matabeleland South and Mashonaland Central, both with 57. Bulawayo had the least ECD PTTR (27). Harare, Bulawayo, Midlands and Mashonaland East have marginal differences between PTR and PTTR, indicating a reduced reliance on untrained ECD teachers. Figure 7.3 graphically shows that Mashonaland Central, Matabeleland North and Manicaland exhibit significant differences between PTR and PTTR, indicating a huge teaching burden on untrained ECD teachers. None of the provinces, as shown in table 7.8, had an ECD PTR that was within the government recommended threshold. This means across the provinces, ECD teachers were working with oversized classes pointing to a situation of understaffing in all ECD learning areas.

Table 7.8: ECD Teachers by Training, Pupil to Teacher Ratio and Province, Number, Zimbabwe, 2022

Province	Trained Teachers, No.	Total Teachers, No.	ECD Pupils, No.	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
Bulawayo	931	1 196	25 332	21	27
Harare	1 667	2 004	49 956	25	30
Manicaland	1 936	3 124	107 927	35	56
Mashonaland Central	1 158	1 721	65 805	38	57
Mashonaland East	1 833	2 023	72 484	36	40
Mashonaland West	1 482	1 912	76 913	40	52
Masvingo	1 916	2 308	92 923	40	48
Matabeleland North	564	916	41 441	45	73
Matabeleland South	712	884	40 274	46	57
Midlands	1 906	2 307	81 924	36	43
Grand Total	14 105	18 395	654 979	36	46

Figure 7.3: ECD Teachers by Pupil to Teacher Ratios and Province, Zimbabwe, 2022



7.4 Primary School Teachers

In 2022, Zimbabwe had 83 734 primary school teachers, of which 97.90 percent were trained. At provincial level, Masvingo had the highest proportion of trained primary school teachers (98.90 percent), followed by Bulawayo with 98.69 percent. Matabeleland North had the least proportion of trained primary school teachers at 95.42 percent. Table 7.9 shows the distribution.

Table 7.9: Primary School Teachers by Training and Province, Number and Percentage Zimbabwe, 2022

Province	Primary School Teachers, No.			% Trained
	Trained	Untrained	Grand Total	
Bulawayo	4 053	54	4 107	98.69
Harare	8 483	275	8 758	96.86
Manicaland	12 770	214	12 984	98.35
Mashonaland Central	7 174	122	7 296	98.33
Mashonaland East	9 265	165	9 430	98.25
Mashonaland West	9 131	303	9 434	96.79
Masvingo	11 306	126	11 432	98.90
Matabeleland North	4 522	217	4 739	95.42
Matabeleland South	4 387	97	4 484	97.84
Midlands	10 886	184	11 070	98.34
Grand Total	81 977	1 757	83 734	97.90

From the statistics compiled so far 2022 has 59 109 primary school teachers in the rural areas, and 24 625 in urban areas, of which the proportion of the trained teachers in rural and urban areas are 98.06 percent and 97.51 percent respectively. There are more female primary school teachers than males irrespective of location and whether trained or not.

However, the proportion of trained female primary teachers was higher in rural areas (98.10 percent) than in urban areas (97.80 percent) - see Table 7.10.

Table 7.10: Primary School Teachers by Training, Sex and Location, Number and Percentage, Zimbabwe, 2022

Location	Trained, No.			Untrained, No.			Grand Total, No			% Trained		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	25 971	31 994	57 965	524	620	1 144	26 495	32 614	59 109	98.02	98.10	98.06
Urban	5 638	18 374	24 012	200	413	613	5 838	18 787	24 625	96.57	97.80	97.51
Grand Total	31 609	50 368	81 977	724	1 033	1 757	32 333	51 401	83 734	97.76	97.99	97.90

The most common qualification among primary school teachers was a Diploma or Certificate in Education (76.42 percent), followed by graduates with teaching qualifications (21.48 percent). The least common qualification among primary school teachers was ECD Para-Professional, which constitutes only 0.29 percent of the entire primary school population in Zimbabwe. The proportion of female primary school teachers with different qualifications ranged from 54.69 percent for other (unqualified) to 78.01 percent for those with Para ECD Professional qualifications.

Table 7.11: Primary School Teachers by Qualification and Sex, Number and Percentage, Zimbabwe, 2022

Highest qualification	Primary School Teachers, No.			% Total	% Female
	Male	Female	Grand Total		
Diploma or Certificate in Education	24 004	39 986	63 990	76.42	62.49
Graduate with teaching qualification	7 605	10 382	17 987	21.48	57.72
ECD Para-Professional	53	188	241	0.29	78.01
Graduate without teaching qualification	386	501	887	1.06	56.48
Other (Unqualified)	285	344	629	0.75	54.69
Grand Total	32 333	51 401	83 734	100.00	61.39

Table 7.12 presents primary school teachers by type of employment. As shown in the Table, there were 83 734 primary school teachers (32 333 males and 51 401 females). Most of these (63 990), had Diplomas or Certificates in Education followed by 17 987 graduates with teaching qualifications. Number of employed teachers by Public Service Commission on permanent basis constituted the majority of teachers (78 011). The majority of these (60 420) had Diplomas or Certificates in Education, followed by 16 635 graduates with teaching qualifications. Only 272 primary school teachers (114 males and 158 females) were employed by the Public Service Commission on contractual basis. The majority (178) of primary school teachers on PSC contract had Diplomas or Certificates in Education, followed by 46 graduates with teaching qualifications. There were 5 451 primary school teachers on other types of employment other than PSC, of which, the majority (3 392) have Diplomas or

Certificates in Education. There were more female primary school teachers than male primary school teachers across the types of employment. (see Table 7.12).

Table 7.12: Primary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe, 2022

Highest Qualifications	Permanent PSC			Contract PSC			Other			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Diploma or Certificate in Education	22 759	37 661	60 420	72	106	178	1 173	2 219	3 392	63 990
Graduate with teaching qualification	7 111	9 524	16 635	20	26	46	474	832	1 306	17 987
ECD Para-Professional	21	46	67	3	6	9	29	136	165	241
Graduate without teaching qualification	283	397	680	9	9	18	94	95	189	887
Other (Unqualified)	96	113	209	10	11	21	179	220	399	629
Grand Total	30 270	47 741	78 011	114	158	272	1 949	3 502	5 451	83 734

As shown in Table 7.13, most primary school teachers (53 321), constituting 63.68 percent had 10 years and above of teaching experience, followed by 6.36 percent with one-year experience. There were significantly more female primary school teachers than male ones across the years of teaching experiences.

Table 7.13: Primary School Teachers by Teaching Experience and Sex, Number and Percentage, Zimbabwe, 2022

Experience	Primary School Teachers, No.			%Total
	Male	Female	Total	
Less than one year	1 342	2 863	4 205	5.02
1 years	1 613	3 710	5 323	6.36
2 years	804	2 083	2 887	3.45
3 years	958	2 478	3 436	4.10
4 years	606	1 321	1 927	2.30
5 years	481	1 408	1 889	2.26
6 years	335	820	1 155	1.38
7 years	963	2 323	3 286	3.92
8 years	1 108	2 421	3 529	4.21
9 years	873	1 594	2 467	2.95
10 years and above	23 151	30 170	53 321	63.68
Not Stated	99	210	309	0.37
Grand Total	32 333	51 401	83 734	100.00

Most of the primary school teachers (58.67 percent) were senior teachers, followed by 27.09 percent that were in the teacher grade. The least proportion (0.19 percent) were relief teachers. Across the substantive grades, female primary school teachers least to occupy senior substantive positions (Head and Deputy Head) but were mostly found in the

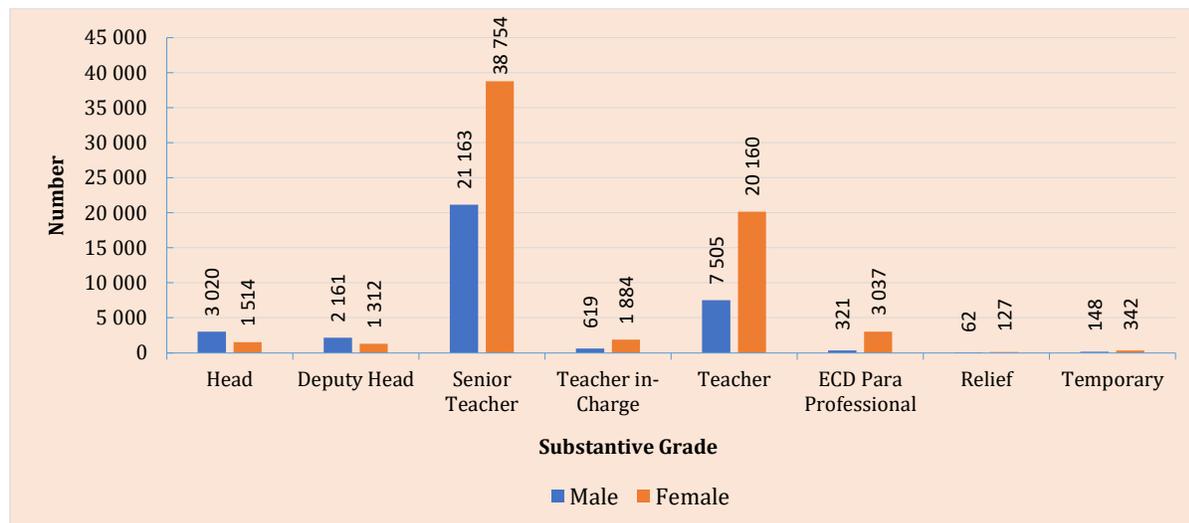
Teachers-In-Charge and ECD Paraprofessional grades. Table 7.14 shows the distribution of the substantive grades by sex.

Table 7.14: Primary School Teachers by Teacher Substantive Grade by Sex, Number and Percentage, Zimbabwe, 2022

Substantive Grade	Primary School Teachers, No.			% Total	% Female
	Male	Female	Grand Total		
Head	3 020	1 514	4 534	4.44	33.39
Deputy Head	2 161	1 312	3 473	3.40	37.78
Senior Teacher	21 163	38 754	59 917	58.67	64.68
Teacher in-Charge	619	1 884	2 503	2.45	75.27
Teacher	7 505	20 160	27 665	27.09	72.87
ECD Para Professional	321	3 037	3 358	3.29	90.44
Relief	62	127	189	0.19	67.20
Temporary	148	342	490	0.48	69.80
Grand Total	34 999	67 130	102 129	100.00	65.73

The gender disparity in substantive grades is graphically depicted in Figure 7.4, where the marginal numbers of females in higher substantive positions were hardly visible graphically.

Figure 7.4: Primary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2022



Nationally, the primary school Pupil to Teacher Ratios (PTR) and Pupil to Trained Teacher Ratio (PTTR) are 35 and 36, respectively. The PTR for rural and urban are the same (35), Similarly, PTTR for the rural and urban are the same (36) -See Table 7.15. The national primary school PTR and PTR for both rural and urban areas were within the recommended threshold (PTR of 40 for primary schools)-see Table 7.15.

Table 7.15: Primary School Teachers, Pupil to Teacher Ratio by Location, Zimbabwe, 2022

Location	Trained Teachers, No.	Total Teachers, No.	Pupils, no.	PTR	PTTR
Rural	57 965	59 109	2 083 255	35	36
Urban	24 012	24 625	860 115	35	36
Grand Total	81 977	83 734	2 943 370	35	36

At provincial level, primary school PTRs ranged from 30 in Bulawayo, to 38 in Harare and Mashonaland Central in 2022. All provinces had PTRs within the recommended threshold of 40. This means all provinces on average had expected class sizes for primary schools (see Table 7.16). The PTTRs for the provinces ranged from 30 in Bulawayo to 40 in Harare.

Table 7.16: Primary School Teachers and Pupil to Teacher Ratio by Province, Number, Zimbabwe, 2022

Province	Trained Teachers, No.	Total Teachers, No.	Primary School Pupils, No.	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
Bulawayo	4 053	4 107	121 670	30	30
Harare	8 483	8 758	336 084	38	40
Manicaland	12 770	12 984	459 613	35	36
Mashonaland Central	7 174	7 296	275 804	38	38
Mashonaland East	9 265	9 430	315 519	33	34
Mashonaland West	9 131	9 434	352 222	37	39
Masvingo	11 306	11 432	380 349	33	34
Matabeleland North	4 522	4 739	168 421	36	37
Matabeleland South	4 387	4 484	153 808	34	35
Midlands	10 886	11 070	379 880	34	35
Grand Total	81 977	83 734	2 943 370	35	36

7.5 Secondary School (Form 1-6) Teacher

Table 7.17 shows that 91.09 percent of the 49 362 secondary school teachers in Zimbabwe were trained. At provincial level, Matabeleland South had the highest proportion of trained secondary school teachers (94.80 percent), followed by Manicaland with 93.78 percent. Harare had the least proportion of trained secondary school teachers (86.20 percent) - See Table 7.17.

Table 7.17: Secondary School Teachers by Training and Province, Number and Percentage, Zimbabwe, 2022

Province	Secondary School Teachers (Form 1-6) No.			% Trained
	Trained	Untrained	Grand Total	
Bulawayo	2 660	301	2 961	89.83
Harare	5 814	931	6 745	86.20
Manicaland	7 448	494	7 942	93.78
Mashonaland Central	3 285	333	3 618	90.80
Mashonaland East	5 204	471	5 675	91.70
Mashonaland West	4 808	530	5 338	90.07
Masvingo	5 613	505	6 118	91.75
Matabeleland North	2 408	162	2 570	93.70
Matabeleland South	2 280	125	2 405	94.80
Midlands	5 442	548	5 990	90.85
Grand Total	44 962	4 400	49 362	91.09

There were 31 825 secondary school teachers in the rural areas, and 17 537 in urban areas, of which, the proportions of the trained were 92.05 percent and 89.33 percent, respectively in 2022. Table 7.18 shows the distribution. There were more trained female secondary school teachers in both rural and urban areas than their male counterparts.

Table 7.18: Secondary School Teachers by Location, Training, and Sex, Number and Percentage, Zimbabwe, 2022

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	15 518	13 778	29 296	1 611	918	2 529	17 129	14 696	31 825	90.59	93.75	92.05
Urban	6 401	9 265	15 666	1 109	762	1 871	7 510	10 027	17 537	85.23	92.40	89.33
Grand Total	21 919	23 043	44 962	2 720	1 680	4 400	24 639	24 723	49 362	88.96	93.20	91.09

As shown in Table 7.19, the highest recorded qualification among secondary school teachers was a Graduate with Teaching Qualification (49.37 percent), followed by diploma or certificate (41.72 percent). Secondary school teachers with a Diploma or Certificate and graduates with teaching qualifications constituted 91.09 percent. The least qualification among secondary school teachers was the other (unqualified). The other (unqualified) constituted 2.18 percent. The proportion of female secondary school teachers with different qualifications ranged from 38.14 percent among the secondary school graduates without teaching qualification to 52.64 percent for those with Diplomas or Certificates. There were more female secondary school teachers with Diplomas or Certificates and Graduate with Teaching Qualification, than their male counterparts. However, the opposite was true for the rest of qualification categories.

Table 7.19: Secondary School Teachers by Qualification Status and Sex, Number and Percentage, Zimbabwe, 2022

Highest Qualification	Secondary School Teachers, No.			% Total	%Female
	Male	Female	Total		
Diploma or Certificate	9 753	10 839	20 592	41.72	52.64
Graduate with Teaching Qualification	12 166	12 204	24 370	49.37	50.08
Graduate without Teaching Qualification	2 057	1 268	3 325	6.74	38.14
Other (unqualified)	663	412	1 075	2.18	38.33
Grand Total	24 639	24 723	49 362	100.00	50.09

Table 7.20 shows that according to statistics collected in Zimbabwe in 2022, there were 42 450 secondary school teachers (20 636 males and 21 814 females) employed permanently by the Public Service Commission in 2022. Most of these were Graduates with Teaching Qualifications (21 152), followed by 18 491 diploma or certificate holders. Only 274 secondary school teachers (154 males and 120 females) were employed by the Public Service Commission on contractual basis.

The majority (115) of secondary school teachers on PSC contract are Graduates with teaching qualifications, followed by diploma or certificate holders (95). There are also 6 638 secondary school teachers on other type of employment (other than PSC), of which, the majority (3 103) are graduates with teaching qualifications, followed by those with diplomas or certificates (2 006).

Table 7.20: Secondary School Teachers by Type of Employment, Sex and Qualification Status, Number, Zimbabwe 2022

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	
Diploma or Certificate	8 608	9 883	18 491	48	47	95	1 097	909	2 006	20 592
Graduate with Teaching Qualification	10 317	10 835	21 152	69	46	115	1 780	1 323	3 103	24 370
Graduate without Teaching Qualification	1 317	818	2 135	29	19	48	711	431	1 142	3 325
Other (unqualified)	394	278	672	8	8	16	261	126	387	1 075
Grand Total	20 636	21 814	42 450	154	120	274	3 849	2 789	6 638	49 362

As shown in Table 7.21, the majority (62.68 percent) of secondary school teachers had 10 years and above of teaching experience, followed by 5.19 percent with 9 years teaching experience. There were marginal differences in teaching experiences between male and female secondary school teachers.

Table 7.21: Secondary School Teachers by Teaching Experience, Number and Percentage, Zimbabwe, 2022

Experience	Secondary School Teachers (Form 1-6)			%Total
	Male	Female	Total	
Less than one year	1 105	1 201	2 306	4.67
1 years	1 008	1 120	2 128	4.31
2 years	852	972	1 824	3.70
3 years	930	1 136	2 066	4.19
4 years	639	746	1 385	2.81
5 years	487	525	1 012	2.05
6 years	434	429	863	1.75
7 years	928	874	1 802	3.65
8 years	1 040	1 167	2 207	4.47
9 years	1 184	1 376	2 560	5.19
10 years and above	15 917	15 023	30 940	62.68
Not Stated	115	154	269	0.54
Grand Total	24 639	24 723	49 362	100.00

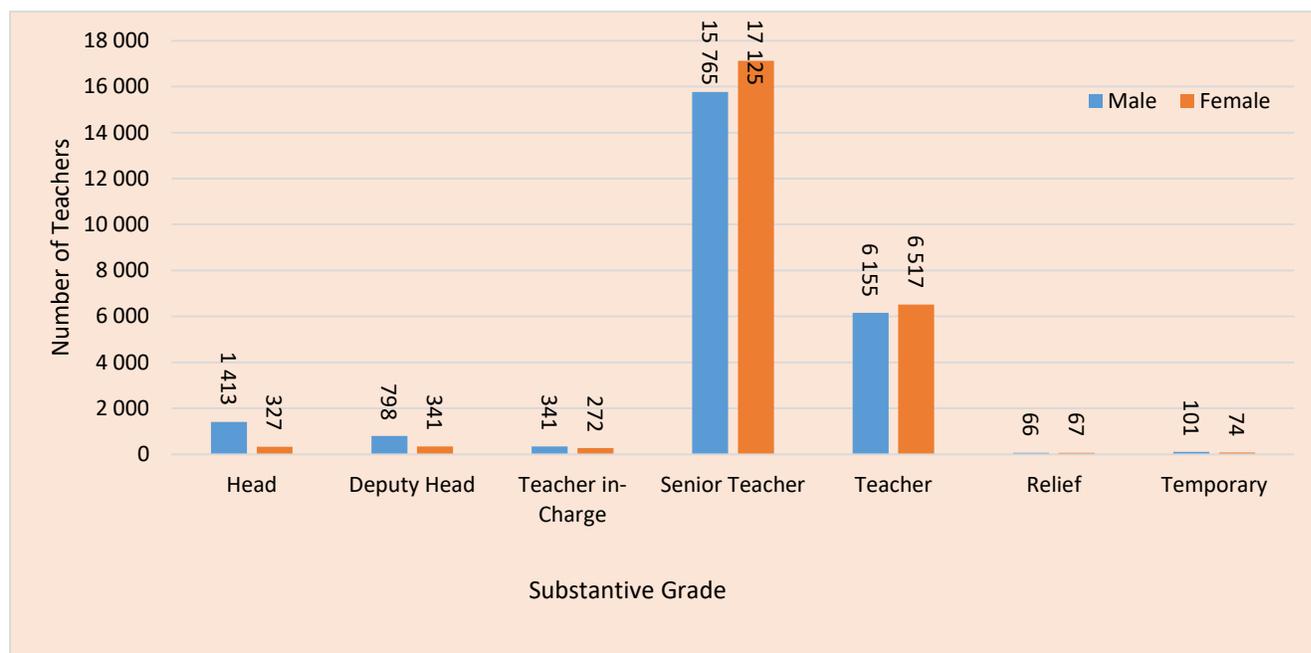
Most secondary school teachers were senior teachers (66.63 percent), followed by 25.67 percent who were in the teacher grade. The least proportion of 0.27 percent were relief secondary school teachers. Fewer female secondary teachers occupy senior substantive positions (Head and Deputy Head) than their male counterparts. Instead, more female secondary school teachers occupy substantive senior teachers and teachers, in comparison to their male counterparts (see Table 7.22).

Table 7.22: Secondary School Teachers by Teacher Substantive Grade and Sex, Number and Percentage, Zimbabwe, 2022

Substantive Grade	Secondary School Teachers, No.			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Head	1 413	327	1 740	5.73	1.32	3.52	18.79
Deputy Head	798	341	1 139	3.24	1.38	2.31	29.94
Teacher in-Charge	341	272	613	1.38	1.10	1.24	44.37
Senior Teacher	15 765	17 125	32 890	63.98	69.27	66.63	52.07
Teacher	6 155	6 517	12 672	24.98	26.36	25.67	51.43
Relief	66	67	133	0.27	0.27	0.27	50.38
Temporary	101	74	175	0.41	0.30	0.35	42.29
Grand Total	24639	24723	49362	100.00	100.00	100.00	50.09

Gender disparities across grades was exhibited in Figure 7.5, where women were more visible in middle-level substantive positions i.e., teacher and senior teacher.

Figure 7.5: Secondary School Teachers by Teacher Substantive Grade and Sex, Number, Zimbabwe, 2022



7.6 Secondary School Pupil (Form 1-6) -Teacher Ratios

At national level, secondary school Pupil to Teacher Ratio (PTR) and Pupil to trained Teacher Ratio (PTTR) were 23 and 25, respectively in 2022. Rural and urban secondary school PTR were respectively 23 and 22, while the PTTR is 25 for rural and 24 for urban. There were marginal differences in the secondary school PTRs for the rural and urban areas table 7.23 shows the distribution.

Table 7.23: Secondary School (Form 1-6) Pupil to Teacher Ratio by Location, Number, Zimbabwe, 2022

Location	Teachers, No.		Pupils, No.	PTR	PTTR
	Trained Teachers	Total Teachers			
Rural	29 296	31 825	740 163	23	25
Urban	15 666	17 537	381 428	22	24
Grand Total	44 962	49 362	1 121 591	23	25

At provincial level, secondary school PTRs ranged from 20 in Bulawayo, to 25 in Masvingo. Masvingo also had the highest secondary school PTTR (28), followed by Mashonaland

Central with 27. Bulawayo had the least PTTR of 22. All provinces exhibit marginal differences between PTR and PTTR.

Table 7.24: Secondary School (Form 1-6) Teachers and Pupil to Teacher Ratio by Province, Number, Zimbabwe, 2022

Province	Secondary School (Form 1-6) Teachers, No		Secondary Pupils (Form 1-6), No	Pupil to Teacher Ratios	Pupil to Trained Teacher Ratios
	Trained Teachers	Total Teachers			
Bulawayo	2 660	2 961	58 976	20	22
Harare	5 814	6 745	144 112	21	25
Manicaland	7 448	7 942	174 240	22	23
Mashonaland Central	3 285	3 618	87 211	24	27
Mashonaland East	5 204	5 675	124 590	22	24
Mashonaland West	4 808	5 338	124 116	23	26
Masvingo	5 613	6 118	154 588	25	28
Matabeleland North	2 408	2 570	58 507	23	24
Matabeleland South	2 280	2 405	56 847	24	25
Midlands	5 442	5 990	138 404	23	25
Grand Total	44 962	49 362	1 121 591	23	25

7.7 Conclusion

The teaching staff in Zimbabwe was 18 395 for ECD, 83 734 for primary schools and 49 362 for secondary school, of which the proportions of trained teachers were 76.68 percent, 97.90 percent and 91.09 percent, respectively. In 2018, the teacher establishments for ECD, primary and secondary school were 15 086, 72 512 and 46 160, respectively. During the period 2018-2019, 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 and 2022 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 were fewer in senior substantive positions (Head and Teacher-In -Charge) in comparison to their male counterparts. At national level, the ECD Pupil to Teacher Ratios (PTR) and Pupil to Trained Teacher Ratio (PTTR) are 36 and 46, respectively. Generally, PTR and PTTR for the nation and the respective domains (rural and urban) were well above the recommended PTR of 20 for ECD. The primary PTR and PTTR were 35 and 36, respectively. The PTRs for rural and urban were at 35, while PTTR for the rural and urban were at 36. The PTR and PTTR for both rural and urban areas were within the recommended threshold (PTR of 40 for primary schools). In addition, the PTR and PTTR for secondary schools are 23 and 25, respectively. Rural and urban secondary school PTR were respectively, 22 and 24, while the PTTR for rural secondary schools was 25 and 24 for urban ones.

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. The key measures of internal efficiency of an education system considered for this report are i) Repetition Rate (RR) or Percentage of Repeaters ii) Dropout Rate (DR) or Percentage of Dropouts, Promotion Rate (PR), Transition Rates (TR), Survival Rate (SR) and Completion Rate (CR).

8.1 Repetition

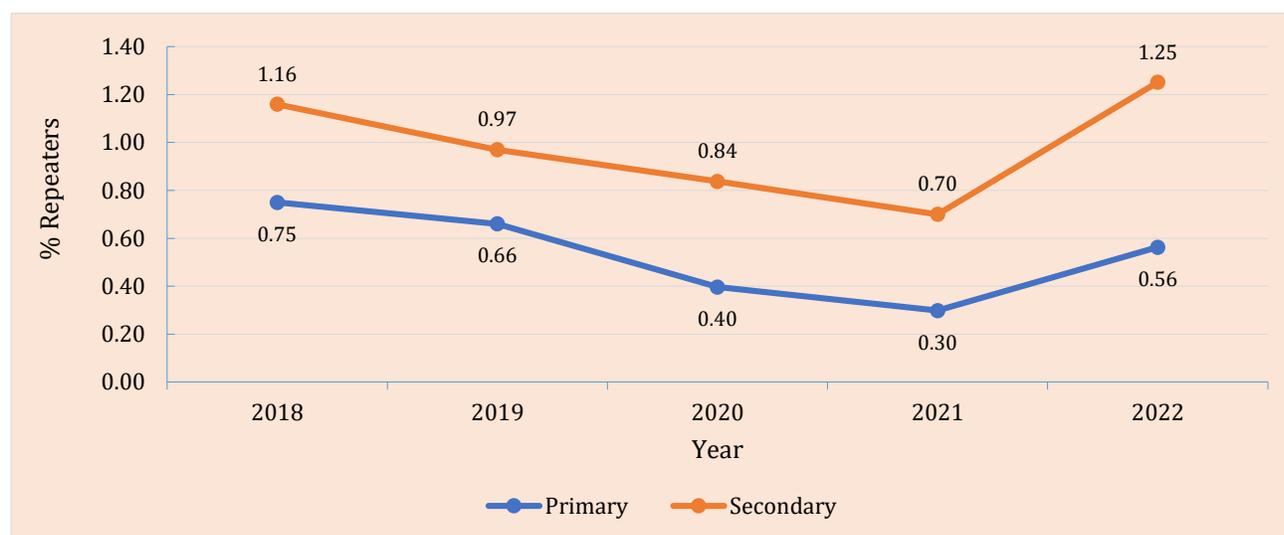
The purpose of computing percentage of repeaters is to assess the number of pupils from the cohort that are repeating a grade and its effect on internal efficiency of the whole educational system. The percentage of 2022 primary school repeaters was 0.56 percent an increase from the lowest figure of 0.30 recorded in 2021. The percentage of repeaters has been dropping annually since 2018 (0.75 percent) to 2021 (0.30 percent) before increasing in 2022 to 0.56 percent. Table 8.1 below shows that the percentage of secondary school repeaters was 1.25 percent in 2022. In 2018 the percentage of secondary school repeaters was 1.16 percent. Since then, it has continuously decreased every year, reaching a low of 0.70 percent in 2021 before picking up again in 2022 to 1.25 percent.

Table 8.1: Repeaters by Level of Education and Sex, Number and Percentage, Zimbabwe, 2018-2022

Year	Primary (including ECD)			Secondary (Form 1-6)			Grand Total	% repeaters Primary	% repeaters Secondary
	Male	Female	Total	Male	Female	Total			
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
2022	10 835	9 352	20 187	6 629	7 391	14 020	34 207	0.56	1.25

Figure 8.1 presents the trends (in percentages) of primary and secondary school repeaters. The graph shows that there were greater proportions of secondary school repeaters compared to primary schools throughout the period 2018-2022.

Figure 8.1: Percentage Repeaters by Level of Education, Zimbabwe, 2018-2022



As shown in Table 8.2, Grade 1 had the highest proportion (0.87 percent) of male primary school repeaters, followed by Grade 2 with 0.79 percent. Grade 7 has the least proportion (0.36 percent) of male primary school repeaters. The highest proportion (0.74 percent) of female primary school repeaters are in Grade 1, followed by Grade 2 with 0.65 percent. Grade 7 had the least proportion (0.33 percent) of female primary school repeaters. Overall, the proportions of primary school repeaters range from 0.34 in Grade 7 to 0.80 percent in Grade 1. Gender disparities in primary school show that there were more male repeaters (GPIs ranging from 0.81 to 0.97) across the grades.

Table 8.2: Primary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Grade, Number and Percentage, Zimbabwe, 2022

Grade	Repeaters, No.			Enrolment			% Repeaters			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
ECD A	618	572	1 190	156 322	154 758	311 080	0.40	0.37	0.38	0.93
ECD B	862	822	1 684	173 330	170 569	343 899	0.50	0.48	0.49	0.97
Grade 1	1 871	1 561	3 432	215 695	212 255	427 950	0.87	0.74	0.80	0.85
Grade 2	1 732	1 389	3 121	218 345	215 232	433 577	0.79	0.65	0.72	0.81
Grade 3	1 510	1 287	2 797	225 223	221 692	446 915	0.67	0.58	0.63	0.87
Grade 4	1 265	1 138	2 403	218 954	217 556	436 510	0.58	0.52	0.55	0.91
Grade 5	1 329	1 099	2 428	213 517	214 276	427 793	0.62	0.51	0.57	0.82
Grade 6	1 025	891	1 916	200 009	204 680	404 689	0.51	0.44	0.47	0.85
Grade 7	623	593	1 216	175 169	180 711	355 880	0.36	0.33	0.34	0.92
Grand Total	10 835	9 352	20 187	1796 564	1791 729	3588 293	0.60	0.52	0.56	0.87

This resonates well with the graphical illustration of the numbers of male and female repeaters in primary schools (Figure 8.2).

Figure 8.2: Percentage Repeaters by Grade and Sex, Primary Schools, Zimbabwe, 2022

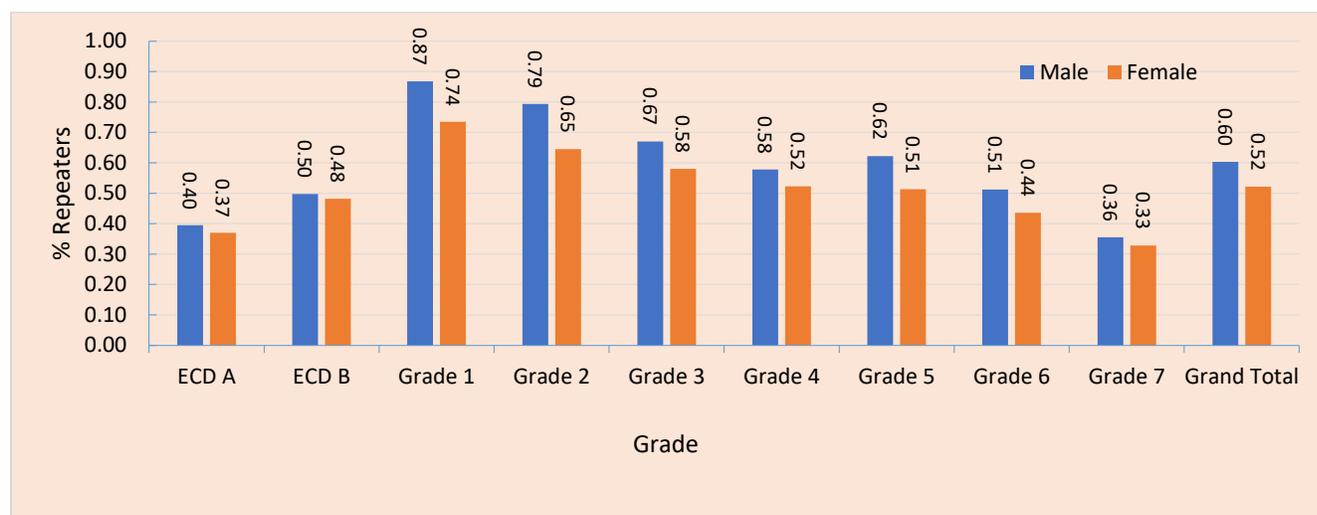


Table 8.3 shows that Form 4 had the highest proportion (2.24 percent) of male secondary school repeaters, followed by Form 3 with 1.86 percent in 2022. Form 2 had the least proportion (0.44 percent) of male secondary school repeaters. The highest proportion (2.42 percent) of female secondary school repeaters are in Form 4, followed by Form 3 with 1.91 percent. Form 2 has the least proportion (0.58 percent) of female secondary school repeaters. Overall, the proportions of secondary school repeaters ranged from 0.51 percent in Form 2 to 2.33 percent in Form 4. The secondary school sector was more wasteful than the primary school sector. Overall, there were more female repeaters in the secondary school sector than their male counterparts.

Table 8.3: Secondary Education Level Repeaters as a Percentage of Enrolment by Sex, GPI and Form, Zimbabwe, 2022

Grade	Repeaters, No.			Enrolment			% Repeaters			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Form 1	837	933	1 770	139 388	147 909	287 297	0.60	0.63	0.62	1.05
Form 2	585	802	1 387	133 376	139 269	272 645	0.44	0.58	0.51	1.31
Form 3	2 367	2 459	4 826	127 130	128 506	255 636	1.86	1.91	1.89	1.03
Form 4	2 586	2 751	5 337	115 534	113 645	229 179	2.24	2.42	2.33	1.08
Lower 6	143	242	385	18 305	19 096	37 401	0.78	1.27	1.03	1.62
Upper 6	111	204	315	18 835	19 459	38 294	0.59	1.05	0.82	1.78
Total	6 629	7 391	14 020	552 568	567 884	1 120 452	1.20	1.30	1.25	1.08

Figure 8.3 shows the gender disparities of secondary school repeaters where there were more female repeaters than males whose GPIs ranged from 0.42 to 1.00 across the forms. The system was more restrictive when it came to the movement of girls from one form to the next.

Figure 8.3: Percentage Repeaters by Form and Sex, Secondary Schools, Zimbabwe, 2022

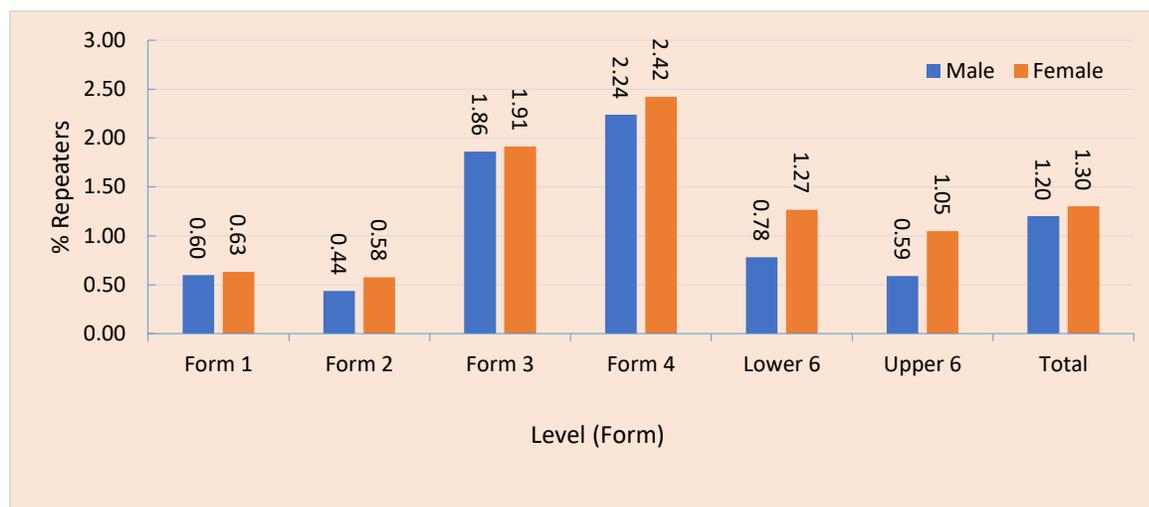


Table 8.4 shows the distribution of repeaters by province in the year 2022. The total number of repeaters at ECD (2 874), primary (G1-7) (17 313) and the highest was at secondary (14 020) levels bringing the total to 24 207. Harare metropolitan province had the largest number of ECD (570), primary (3 993) and secondary (1 823) repeaters. On the contrary, Matabeleland South had the least number of repeaters in ECD (38) and primary school (333). Mashonaland Central has the least number (619) repeaters in secondary school while the Midlands province had the largest number (3 324) which was more than 5 times the figures in Mashonaland Central.

Table 8.4: Repeaters by Level of Education, Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	Repeaters, No.								
	ECD A and B			Grade 1-7			Form 1-6		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	27	28	55	89	107	196	470	337	807
Harare	279	291	570	1 970	2 023	3 993	920	903	1 823
Manicaland	85	92	177	209	183	392	350	1 302	1 652
Mashonaland Central	193	155	348	1 387	1 138	2 525	348	271	619
Mashonaland East	211	176	387	864	692	1 556	627	612	1 239
Mashonaland West	130	132	262	742	691	1 433	471	408	879
Masvingo	253	236	489	1 509	1 143	2 652	863	710	1 573
Matabeleland North	140	123	263	827	605	1 432	583	705	1 288
Matabeleland South	20	18	38	205	128	333	366	450	816
Midlands	142	143	285	1 553	1 248	2 801	1 631	1 693	3 324
Grand Total	1 480	1 394	2 874	9 355	7 958	17 313	6 629	7 391	14 020

Harare had the highest proportion (1.14 percent) of ECD repeaters, whilst Matabeleland South had the least (0.09 percent). Similarly, the proportion of primary school repeaters ranged from 0.09 percent in Manicaland to 1.19 percent in Harare Province. The highest proportion of secondary school repeaters was in Midlands (2.40 percent), while the lowest was in Mashonaland Central and Mashonaland West (0.71 percent) as shown in Table 8.5.

Table 8.5: Percentage of Repeaters by Level of Education, Sex and Province, Zimbabwe, 2022

Province	ECD A and B			Grade 1-7			Form 1-6		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	0.21	0.22	0.22	0.15	0.17	0.16	1.71	1.07	1.37
Harare	1.11	1.17	1.14	1.19	1.20	1.19	1.32	1.22	1.27
Manicaland	0.16	0.17	0.16	0.09	0.08	0.09	0.40	1.51	0.95
Mashonaland Central	0.58	0.47	0.53	1.01	0.83	0.92	0.79	0.63	0.71
Mashonaland East	0.58	0.49	0.53	0.55	0.44	0.49	0.99	1.00	0.99
Mashonaland West	0.34	0.34	0.34	0.42	0.39	0.41	0.74	0.68	0.71
Masvingo	0.54	0.51	0.53	0.79	0.60	0.70	1.12	0.92	1.02
Matabeleland North	0.68	0.59	0.63	0.99	0.72	0.86	2.20	2.20	2.20
Matabeleland South	0.10	0.09	0.09	0.26	0.17	0.22	1.40	1.46	1.44
Midlands	0.34	0.35	0.35	0.82	0.66	0.74	2.45	2.35	2.40
Grand Total	0.45	0.43	0.44	0.64	0.54	0.59	1.20	1.30	1.25

8.2 Dropouts

Dropouts are the pupils from a cohort enrolled in a given grade at a given school calendar who no longer enrol in the following year.

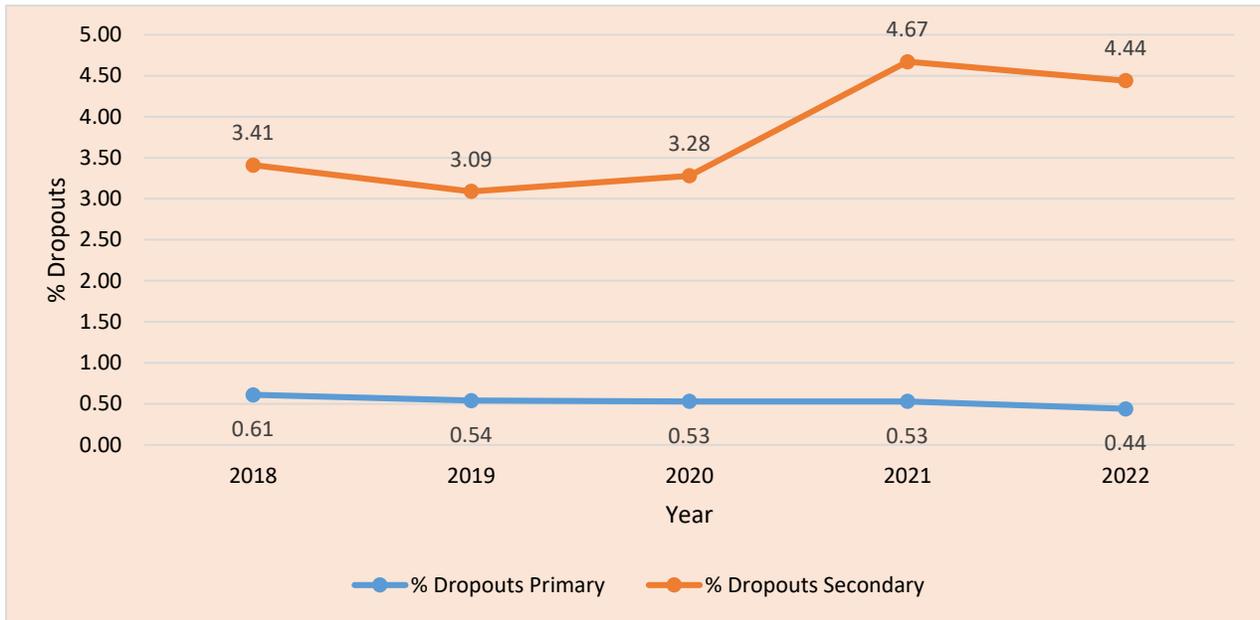
In the year 2022 the Zimbabwean proportion of primary and secondary school dropouts stood at 0.44 percent and 4.44 percent, respectively. The proportion of primary school dropouts declined annually from the high of 0.61 percent in 2018 to the low of 0.44 percent in 2022. The proportion of secondary school dropouts also decreased annually, from 3.41 in 2018 to 3.09 percent in 2019. Since then, the proportion has been increasing to 3.28 in 2020 and 4.67 in 2021 and dropped to 4.44 percent in 2022. The recent increase in secondary dropouts can be attributed to the impact of COVID – 19. The year 2021 had the highest (4.67 percent), while 2019 had the lowest proportion (3.09 percent). Notably, during the period 2018-2022, males constituted most yearly dropouts at primary level of education, whilst the majority of dropouts at secondary level of education were females. Table 8.6 shows the distribution.

Table 8.6: Dropouts by Level of Education, Number and Percentage, Zimbabwe, 2018-2022

Year	Primary			Secondary			Grand Total	% Dropouts Primary	% Dropouts Secondary
	Male	Female	Total	Male	Female	Total			
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
2022	8 654	7 213	15 867	15 412	34 430	49 842	65 709	0.44	4.44

Figure 8.4 depicts graphically the proportions of primary and secondary school dropouts during the period 2018-2022. 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 from 2020 for secondary schools whilst it remained stable for primary schools. However, dropouts declined in both levels in 2022.

Figure 8.4: Percentage Dropout by Level of Education, Zimbabwe, 2018 -2022



The highest proportion of dropouts in primary school were the pupils who absconded (45.34 percent for males and 37.92 percent for females). The second highest proportions of 35.67 percent for males and 38.25 percent for females dropped out of school because of financial constraints. The reason for the dropout category with the least number is expulsion from school. There were 0.13 percent of males and 0.10 of females that dropped out of school due to expulsion.

The data shows that more males than females dropped out of primary school due to absconding, financial constraints, death, child labour, being pupils with special needs, expulsion and other reasons. On the contrary, more females than males dropped out of primary school because of illness, marriage, pregnancy. Tables 8.7 below shows the distribution.

Table 8.7: Primary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2022

Reason	Dropouts, No.			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Absconded	3 924	2 735	6 659	45.34	37.92	41.97	41.07
Death	347	253	600	4.01	3.51	3.78	42.17
Expulsion	11	7	18	0.13	0.10	0.11	38.89
Illness	227	235	462	2.62	3.26	2.91	50.87
Marriage	11	220	231	0.13	3.05	1.46	95.24
Other	487	393	880	5.63	5.45	5.55	44.66
Pregnancy	9	156	165	0.10	2.16	1.04	94.55
Financial	3 087	2 759	5 846	35.67	38.25	36.84	47.19
Pupils with Special Needs	341	319	660	3.94	4.42	4.16	48.33
Child labour	210	136	346	2.43	1.89	2.18	39.31
Grand Total	8 654	7 213	15 867	100.00	100.00	100.00	45.46

The highest proportions of male and female secondary school pupils (39.22 percent, 53.63 percent, respectively) dropped out of school due to financial reasons. On the contrary, the lowest proportions (0.50 percent for males and 0.19 percent for females, respectively), dropped out of school because of expulsion. Overall, the highest proportion (49.18 percent) of secondary school pupils dropped out of school on financial grounds, while the least proportion (0.29 percent) was expelled from school. The second highest proportions (42.70 percent) for male secondary school pupils absconded, while the second highest proportions of their female counterparts dropped out of school to get married. There were a significant 12.96 of female dropouts in secondary school that left school because they had fallen pregnant. (see Table 8.8).

Table 8.8: Secondary School Dropouts by Reasons, Number and Percentage, Zimbabwe, 2022

Reason	Dropouts, No.			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Absconded	6 581	4 176	10 757	42.70	12.13	21.58	38.82
Death	195	131	326	1.27	0.38	0.65	40.18
Expulsion	77	67	144	0.50	0.19	0.29	46.53
Illness	128	227	355	0.83	0.66	0.71	63.94
Marriage	305	5 395	5 700	1.98	15.67	11.44	94.65
Other	1 174	920	2 094	7.62	2.67	4.20	43.94
Pregnancy	78	4 463	4 541	0.51	12.96	9.11	98.28
Financial	6 045	18 465	24 510	39.22	53.63	49.18	75.34
Pupils with Special Needs	205	178	383	1.33	0.52	0.77	46.48
Child labour	624	408	1 032	4.05	1.19	2.07	39.53
Grand Total	15 412	34 430	49 842	100.00	100.00	100.00	69.08

Table 8.8 shows that more males than females dropped out of secondary school due to abscondment, expulsion, special learning needs, death, illness, child labour and other reasons. On the contrary, more females than males dropped out of secondary school because of financial constraints, marriage, and pregnancy.

8.3 Promotion, Repetition and Dropout Rates

Promotion measures the performance of the education system in promoting pupils 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 2 777 010, of which promotions for females and males were 1 394 726 and 1 382 284, respectively. At secondary level of education, the total number of promotions was 850 905 of which promotions for female and male pupils were 428 517 and 422 388. The total number of primary school repeaters was 17 313 (that is, 7 958 females and 9 355 males), while the total number of secondary school repeaters was 14 020, of which 7 391 were females and 6 629 were males as displayed in Table 8.9.

Table 8.9: Enrolments, Repeaters and Promotion by Grade/ Form, Number, Zimbabwe 2021 and 2022

Grade /Form	Enrolment 2021			Enrolment 2022			Repetition 2022, No.			Promotion 2022, No.		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	215 716	219 946	435 662	212 255	215 695	427 950	1 561	1 871	3 432	213 843	216 613	430 456
Grade 2	225 677	230 704	456 381	215 232	218 345	433 577	1 389	1 732	3 121	220 405	223 713	444 118
Grade 3	220 448	223 063	443 511	221 692	225 223	446 915	1 287	1 510	2 797	216 418	217 689	434 107
Grade 4	216 019	215 947	431 966	217 556	218 954	436 510	1 138	1 265	2 403	213 177	212 188	425 365
Grade 5	207 212	203 662	410 874	214 276	213 517	427 793	1 099	1 329	2 428	203 789	198 984	402 773
Grade 6	190 729	187 272	378 001	204 680	200 009	404 689	891	1 025	1 916	180 118	174 546	354 664
Grade 7	170 033	165 657	335 690	180 711	175 169	355 880	593	623	1 216	146 976	138 551	285 527
Total Primary	1 445 834	1 446 251	2 892 085	1 466 402	1 466 912	2 933 314	7 958	9 355	17 313	1 394 726	1 382 284	2 777 010
Form 1	144 177	136 357	280 534	147 909	139 388	287 297	933	837	1 770	138 467	132 791	271 258
Form 2	132 354	129 211	261 565	139 269	133 376	272 645	802	585	1 387	126 047	124 763	250 810
Form 3	128 043	126 547	254 590	128 506	127 130	255 636	2 459	2 367	4 826	110 894	112 948	223 842
Form 4	101 221	102 912	204 133	113 645	115 534	229 179	2 751	2 586	5 337	18 854	18 162	37 016
Total 1-4	505 795	495 027	1000 822	529 329	515 428	1044 757	6 945	6 375	13 320	394 262	388 664	782 926
Lower 6	20 418	19 477	39 895	19 096	18 305	37 401	242	143	385	19 255	18 724	37 979
Upper 6	23 291	23 202	46 493	19 459	18 835	38 294	204	111	315	15 000	15 000	30 000
Total 5-6	43 709	42 679	86 388	38 555	37 140	75 695	446	254	700	34 255	33 724	67 979
Total Secondary	549 504	537 706	1 087 210	567 884	552 568	1 120 452	7 391	6 629	14 020	428 517	422 388	850 905

As shown in Table 8.10, the Form 5 promotion rate of 18.13 percent was well below the promotion rates of other Grades/Forms, which had promotion rates ranging from 85.06 percent in Form 1 to 98.81 percent in Grade 2. The low promotion rates at Form 5, were as a result of a strict selection process (bottle neck) for pupils 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 5 had the highest (2.61 percent) repetition rate, followed by Form 4, with a repetition rate of 1.90 percent. Form 1 had the least (0.36 percent) repetition rate. Those who were supposed to be promoted to Form 5 had a dropout rate of 79.25% percent and was not comparable to the dropout rates of the other Forms/Grades, which range from 0.41 percent in Grade 2 to 14.58 percent in Form 1.

Table 8.10: Promotion, Repetition and Dropout Rates by Grade/Form, Zimbabwe, 2021 and 2022

Grade / Form	Promotion 2021 to 2022			Repetition 2022			Dropout 2022		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
To Grade 2	99.13	98.48	98.81	0.72	0.85	0.79	0.14	0.66	0.41
To Grade 3	97.66	96.97	97.31	0.62	0.75	0.68	1.72	2.28	2.00
To Grade 4	98.17	97.59	97.88	0.58	0.68	0.63	1.24	1.73	1.49
To Grade 5	98.68	98.26	98.47	0.53	0.59	0.56	0.79	1.15	0.97
To Grade 6	98.35	97.70	98.03	0.53	0.65	0.59	1.12	1.64	1.38
To Grade 7	94.44	93.20	93.83	0.47	0.55	0.51	5.10	6.25	5.67
To Form 1	86.44	83.64	85.06	0.35	0.38	0.36	13.21	15.99	14.58
To Form 2	96.04	97.38	96.69	0.65	0.61	0.63	3.31	2.00	2.68
To Form 3	95.23	96.56	95.89	0.61	0.45	0.53	4.16	2.99	3.58
To Form 4	86.61	89.25	87.92	1.92	1.87	1.90	11.47	8.88	10.18
To Form 5	18.63	17.65	18.13	2.72	2.51	2.61	78.66	79.84	79.25
To Form 6	94.30	96.13	95.20	1.19	0.73	0.97	4.51	3.13	3.84

8.4 Transition Rates

The transition rate is the degree of access or transition from one cycle or level of education to a higher one. Table 8.11 shows the annual transition rates of Grade 7 to Form 1 and Form 4 to Form 5, by sex and GPI in Zimbabwe from 2018 to 2022. The overall transition rate averaged 85.06 percent for grade 7 to form 1 and 18.13 percent for form 4 to form 5. The transition rate for grade 7 to form 1 has been on a gradual increase annually from 2017 - 2018 (79.92 percent) to 2019 - 2020 (84.57 percent) but dropped in 2020 - 2021 to 81.46 percent, most likely because of the Covid 19 pandemic. The transition to form one increased to 85.06 percent in 2021-2022.

The transition rates for the period 2017-2018 and 2021-2022 had GPIs of 1.03, indicating parity. In contrast, rates for the period 2019-21 had GPIs of 1.04, illustrating slight gender disparities in favour of females. Nationally, the transition rate from Form 4 to Form 5 was 18.13 percent (17.65 percent for males, 18.63 percent for females). During the period 2017-2020, the transitions rates from Form 4 to Form 5 were oscillating between 22.71 percent and 25.15 percent. In 2021, the transition rate dropped to 17.01 percent then increased to 18.13 percent in 2022. The GPIs for the transition rates, indicate gender disparities in favour

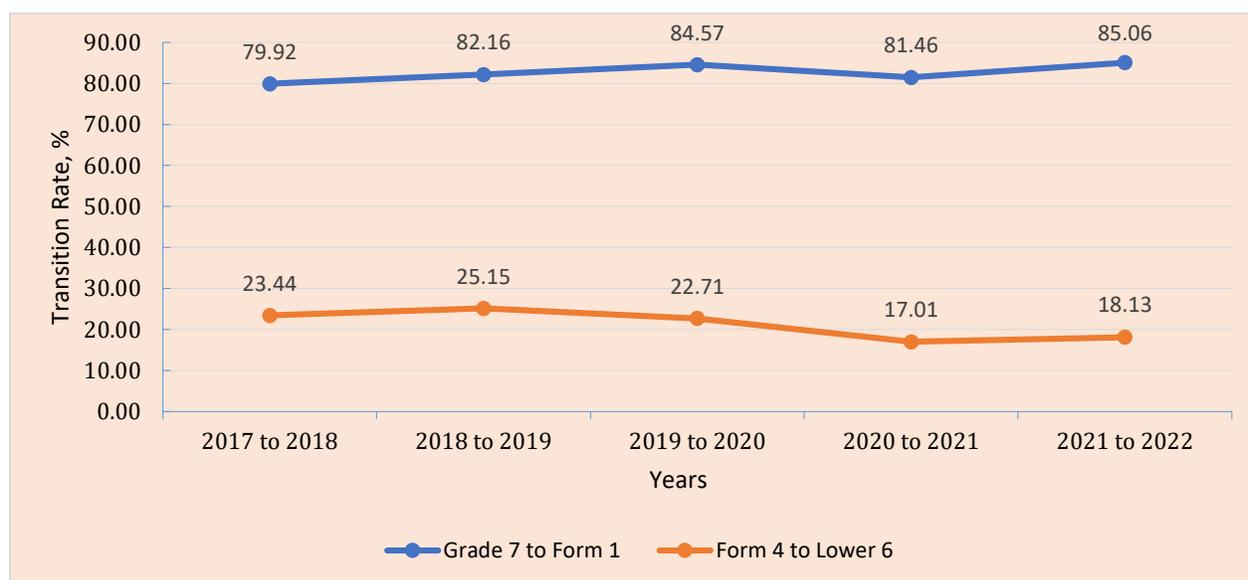
of males for the years 2017-18 (GPI- 0.93), gender parity for the year 2018-2019 (GPI - 1.03), and gender disparity in favour of females for the year 2019-2022 (GPI- 1.04, 1.06 and 1.08) -See Table 8.11.

Table 8.11: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex and GPI, Percentage, Zimbabwe 2017-2018 to 2021 – 2022

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		
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
2021 to 2022	83.64	86.44	85.06	1.03	17.65	18.63	18.13	1.06

Figure 8.5 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 were predominantly higher than Form 4 to Form 5 rates throughout the period 2018 to 2022. Notably, in 2022, both Grade 7 to Form 1 and Form 4 to Form 5 transition rates increased from the decrease realised during the COVID19 period.

Figure 8.5: Transition Rates, Grade 7 to Form 1 and Form 4 to Form 5, by Sex, Percentage, Zimbabwe, 2017-2018 to 2021 – 2022



8.5 Survival Rates

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

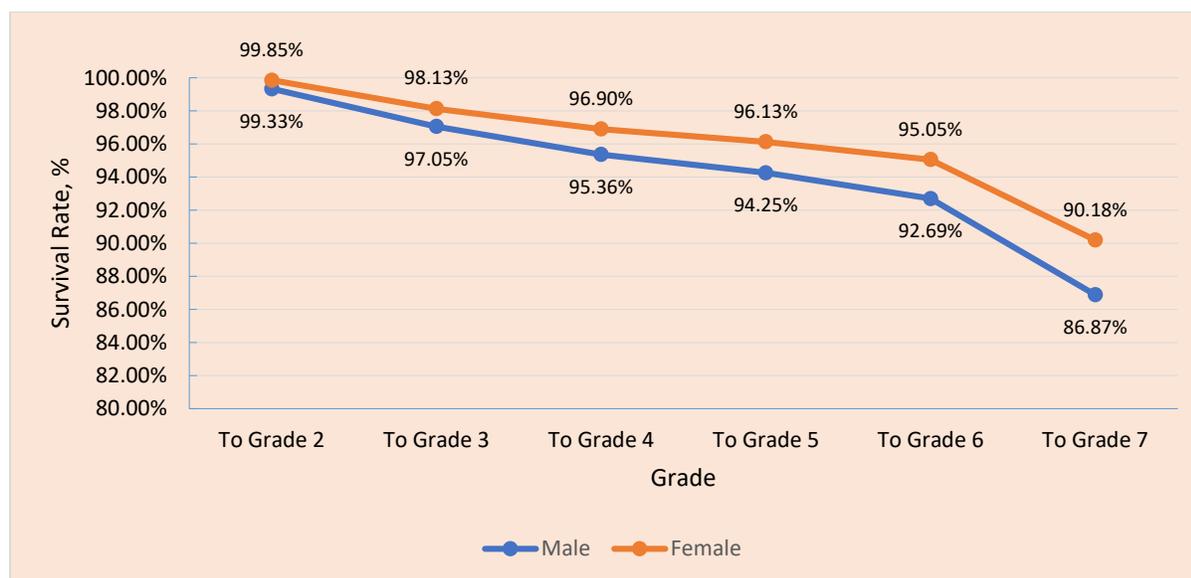
Across the primary school grades, Grade 2 had the highest survival rate (99.59 percent), followed by Grade 3 with a survival rate of 97.58 percent while the least survival rate was for Grade 7 (88.52 percent). Table 8.12 shows the distribution. The survival rates for males ranged from 86.87 percent in Grade 7, to 99.33 percent in Grade 2, while survival rates for females ranged from 90.18 percent in Grade 7, to 99.85 percent in Grade 2.

Table 8.12: Survival Rates by Education Level, Grade and Sex, Zimbabwe, 2022

Grade	Survival Rate, %			
	Male	Female	Total	GPI
To Grade 2	99.33%	99.85%	99.59%	1.01
To Grade 3	97.05%	98.13%	97.58%	1.01
To Grade 4	95.36%	96.90%	96.12%	1.02
To Grade 5	94.25%	96.13%	95.18%	1.02
To Grade 6	92.69%	95.05%	93.86%	1.03
To Grade 7	86.87%	90.18%	88.52%	1.04

Figure 8.6 shows a comparative analysis in gender disparities in survival rates across primary school grades. As portrayed graphically, female survival rates were above those for males in all the grades. The gender difference in survival rates for Grade 2 was 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 8.6: Primary School Survival Rate by Grade and Sex, Zimbabwe, 2022



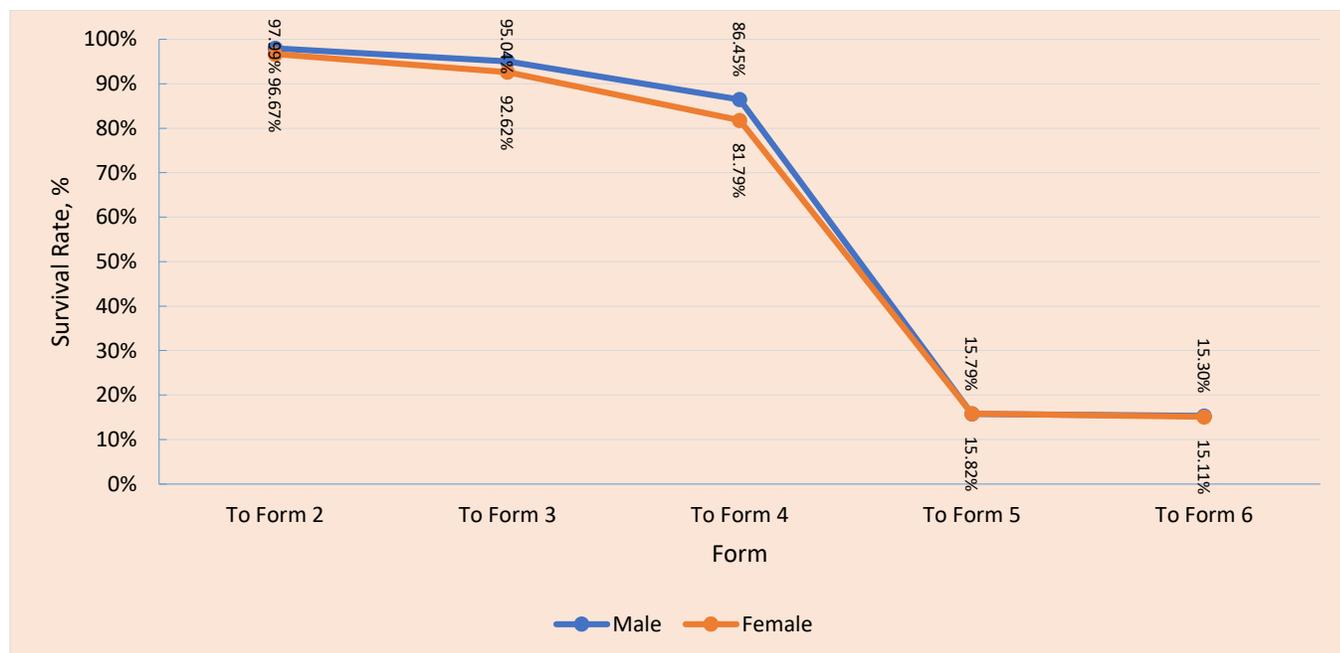
At secondary school level, Form 2 had the highest survival rate (97.31 percent), followed by Form 3 with a survival rate of 93.80 percent. Form 6 had the least (survival rate (15.20 percent). The survival rates for males ranged from 15.30 percent in Form 6, to 97.99 in Form 2, while rates for females range from 15.11 percent in Form 6, to 96.67 percent in Form 2 (see Table 13).

Table 8.13: Survival Rates by Education Level, Form and Sex, Zimbabwe, 2022

Form	Survival Rate, %			
	Male	Female	Total	GPI
To Form 2	97.99%	96.67%	97.31%	0.99
To Form 3	95.04%	92.62%	93.80%	0.97
To Form 4	86.45%	81.79%	84.08%	0.95
To Form 5	15.79%	15.82%	15.81%	1.00
To Form 6	15.30%	15.11%	15.20%	0.99

Figure 8.7 shows graphs that compare gender disparities in survival rates from Form 2 to Form 6. As portrayed graphically, there were almost equal survival rates for females and males in all Forms. 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 8.7: Secondary School Survival Rate by Form and Sex, Zimbabwe, 2022



8.6 Completion Rate

Completion rates indicate how many persons in a given age group complete a given level of education, say, ECD, primary, lower secondary and upper secondary. It shows how many

pupils enter school on time and progress through the education system without excessive delays.

Nationally, the completion rate for ECD was 85.52 percent (86.57 percent for males, 84.48 percent for females). During the period 2018-2021, there was a significant drop in completion rates from 94.54 percent in 2019 to 76.36 percent in 2020 and a further decrease in 2021 to 73.76 percent. This can be attributed to the effects of Covid 19 when schools were closed. During the period 2018-2022, the GPIs for ECD completion rates were ranging from 0.97 to 0.99, indicating a gender parity. Table 8.14 shows the distribution.

The data shows the similar trends for the other education levels in terms of the national completion rates. For Primary, lower secondary and upper secondary, 2021 completion rates were the least while in 2022, primary had 90.98 percent, lower secondary 65.65 percent and upper secondary 12.75 percent. Table 8.14 shows the distribution.

For the period 2018 GPI was 1.04 indicating a slight gender disparity in favour of females. In 2019-2022, the GPI for primary school completion rates ranged from 1.01 to 1.03, indicating gender parity. For lower secondary school, the GPI for the period 2018-2019 was 0.95 indicating a gender disparity in favour of boys in terms of the completion rate while for 2020-2022, the GPI was 0.98-1, indicating gender parity.

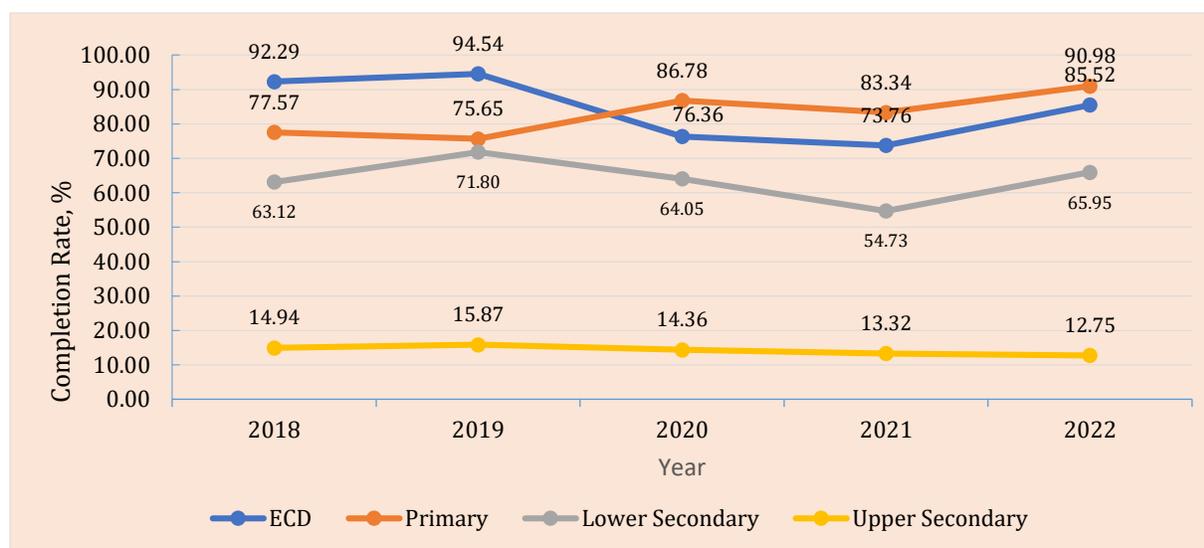
Table 8.14: Completion Rate by Level of Education and Sex, Percentage, Zimbabwe 2018-2022

Year	ECD			
	Male (%)	Female (%)	Total (%)	GPI
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
2022	86.57	84.48	85.52	0.98
	Primary			
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
2022	89.58	92.38	90.98	1.03
	Lower Secondary			
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
2022	65.98	65.93	65.95	1.00
	Upper Secondary			
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
2022	12.87	12.64	12.75	0.98

The completion rate for upper secondary in 2022 was 12.75 percent (12.87 percent for males, 12.64 percent for females). During the same period, GPIs for upper secondary school completion increased from 0.87 in 2018 to 0.96 in 2020, indicating gender disparities in favour of males that were closing. In 2021 and 2022, GPIs for upper secondary school completion rate reached 1.01 and 0.98 respectively, an indication of gender parity.

Figure 8.8 shows the trends of completion rates for the education levels (ECD, primary, lower secondary and upper secondary) for the period 2018-2022. The graph clearly shows that upper secondary had the lowest completion rates for the entire period, followed in sequence by lower secondary.

Figure 8.8: Completion Rate by Level of Education, Percentage, Zimbabwe, 2018-2022



8.6.1 ECD Completion Rate

The national ECD completion rate was 85.52 percent (86.57 percent for males, 84.48 percent for females) in 2022. Masvingo and Matabeleland South had the highest ECD completion rate (more than 100 percent) due to the inclusion of under-age and over-age pupils, followed by Bulawayo with an ECD completion rate of 96.50 percent. Harare had the least completion rate (53.18 percent).

Table 8.15: ECD Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022

Province	Enrolment ECD B less Repeaters			Population Aged 5			Completion Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	6 574	6 616	13 190	6 734	6 934	13 668	97.62	95.41	96.50	0.98
Harare	15 162	14 799	29 961	27 813	28 524	56 337	54.51	51.88	53.18	0.95
Manicaland	27 916	27 683	55 599	29 081	29 420	58 501	95.99	94.10	95.04	0.98
Mashonaland Central	17 120	16 998	34 118	19 031	19 013	38 044	89.96	89.40	89.68	0.99
Mashonaland East	19 070	18 688	37 758	23 514	23 788	47 302	81.10	78.56	79.82	0.97
Mashonaland West	20 244	19 991	40 235	24 769	25 223	49 992	81.73	79.26	80.48	0.97
Masvingo	24 190	23 413	47 603	23 461	23 539	47 000	103.11	99.46	101.28	0.96
Matabeleland North	10 523	10 529	21 052	11 468	11 120	22 588	91.76	94.69	93.20	1.03
Matabeleland South	10 057	9 816	19 873	9 892	9 791	19 683	101.67	100.26	100.97	0.99
Midlands	21 612	21 214	42 826	23 454	23 587	47 041	92.15	89.94	91.04	0.98
Total	172 468	169 747	342 215	199 217	200 939	400 156	86.57	84.48	85.52	0.98

The GPI for completion rate for Harare and Masvingo was at 0.95 and 0.96 respectively indicating gender disparity in favour of males. However, the rest of the provinces had GPIs ranging from 0.97 to 1.03, indicating gender parity.

8.6.2 Primary School Completion Rate

The national primary school completion rate was 90.98 percent (89.58 percent for males, 92.38 percent for females) in 2022. Bulawayo had the highest primary school completion rate (107.81 percent), followed by Midlands with a primary school completion rate of 94.20 percent. Harare had the least completion rate (83.14 percent) - See Table 8.16.

Table 8.16: Primary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022

Province	Enrolment Grade 7 less Repeaters			Population Aged 12			Completion Rate			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	7 807	8 156	15 963	7 168	7 638	14 806	108.91	106.78	107.81	0.98
Harare	20 475	21 196	41 671	24 380	25 743	50 123	83.98	82.34	83.14	0.98
Manicaland	27 213	27 284	54 497	29 519	29 646	59 165	92.19	92.03	92.11	1.00
Mashonaland Central	14 994	15 342	30 336	16 941	16 953	33 894	88.51	90.50	89.50	1.02
Mashonaland East	18 919	19 321	38 240	22 400	21 891	44 291	84.46	88.26	86.34	1.04
Mashonaland West	20 422	21 339	41 761	22 829	22 690	45 519	89.46	94.05	91.74	1.05
Masvingo	22 484	23 210	45 694	24 702	24 342	49 044	91.02	95.35	93.17	1.05
Matabeleland North	10 441	11 017	21 458	11 957	11 483	23 440	87.32	95.94	91.54	1.10
Matabeleland South	9 805	10 068	19 873	10 845	10 736	21 581	90.41	93.78	92.09	1.04
Midlands	21 986	23 185	45 171	24 110	23 843	47 953	91.19	97.24	94.20	1.07
Total	174 546	180 118	354 664	194 851	194 965	389 816	89.58	92.38	90.98	1.03

The primary completion rates for Bulawayo, Harare, Manicaland and Mashonaland Central with GPI ranging from 0.98-1.02 indicate attainment of gender parity. The rest of the provinces had a GPI greater than 1.04 indicating gender disparities in favour of female pupils.

8.6.3 Lower Secondary Completion Rate

The national lower secondary school completion rate was 65.95 percent (65.98 for males, 65.93 for females). The provincial lower secondary school completion rates range from 56.50 percent in Mashonaland Central to 83.44 percent in Bulawayo.

Table 8.17: Lower Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022

Province	Enrolment less Repeaters			Population Aged 16			Completion Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	5 855	6 840	12 695	6 699	8 515	15 214	87.40	80.33	83.44	0.92
Harare	14 630	15 328	29 958	21 415	26 015	47 430	68.32	58.92	63.16	0.86
Manicaland	18 132	16 540	34 672	25 062	23 153	48 215	72.35	71.44	71.91	0.99
Mashonaland Central	8 915	7 840	16 755	15 600	14 055	29 655	57.15	55.78	56.50	0.98
Mashonaland East	13 026	12 008	25 034	19 316	18 377	37 693	67.44	65.34	66.42	0.97
Mashonaland West	12 866	11 450	24 316	20 366	19 570	39 936	63.17	58.51	60.89	0.93
Masvingo	16 116	15 073	31 189	21 643	20 217	41 860	74.46	74.56	74.51	1.00
Matabeleland North	5 234	6 130	11 364	10 471	9 397	19 868	49.99	65.23	57.20	1.31
Matabeleland South	5 085	5 979	11 064	9 367	8 559	17 926	54.29	69.86	61.72	1.29
Midlands	13 089	13 706	26 795	21 256	20 341	41 597	61.58	67.38	64.42	1.09
Total	112 948	110 894	223 842	171 195	168 199	339 394	65.98	65.93	65.95	1.00

Manicaland, Mashonaland Central, Mashonaland East and Masvingo (with GPIs ranging from 0.97-1.00) were the only provinces that had attained gender parity relative to lower secondary completion rates. The rest of the provinces had completion rates exhibiting gender disparities either in favour of males or females.

8.6.4 Upper Secondary Completion Rate

The national upper secondary completion rate was 12.75 percent (12.87 percent for males, 12.64 percent for females). Bulawayo had the highest upper secondary completion rate (21.78 percent), followed by Harare with an upper secondary completion rate of 17.86 percent. Matabeleland North had the least completion rate (6.20 percent).

Table 8.18: Upper Secondary School Completion Rate by Sex, GPI and Province, Number and Percentage, Zimbabwe, 2022

Province	Enrolment less Repeaters			Population Aged 18			Completion Rate, %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bulawayo	1 489	1 832	3 321	6 587	8 658	15 245	22.61	21.16	21.78	0.94
Harare	4 208	4 578	8 786	20 798	28 397	49 195	20.23	16.12	17.86	0.80
Manicaland	2 957	2 669	5 626	19 822	19 260	39 082	14.92	13.86	14.40	0.93
Mashonaland Central	1 025	1 016	2 041	13 359	12 442	25 801	7.67	8.17	7.91	1.06
Mashonaland East	1 902	2 101	4 003	15 888	16 098	31 986	11.97	13.05	12.51	1.09
Mashonaland West	1 724	1 507	3 231	18 436	18 206	36 642	9.35	8.28	8.82	0.89
Masvingo	2 529	2 322	4 851	16 783	16 317	33 100	15.07	14.23	14.66	0.94
Matabeleland North	435	536	971	8 028	7 642	15 670	5.42	7.01	6.20	1.29
Matabeleland South	544	742	1 286	8 438	7 659	16 097	6.45	9.69	7.99	1.50
Midlands	1 911	1 952	3 863	17 353	17 602	34 955	11.01	11.09	11.05	1.01
Total	18 724	19 255	37 979	145 492	152 281	297 773	12.87	12.64	12.75	0.98

8.7 Conclusion

In Zimbabwe, the percentage of primary and secondary repeaters are 0.56 percent and 1.25 percent respectively. Nationally, the proportion of school dropouts were 0.44 percent for primary school and 4.44 percent for secondary school. More males than females were dropped out of primary school due to abscondment, death, child labour, expulsion, financial constraints, special learning needs and other reasons. On the contrary, more females than males dropped out of primary school as a result of marriage, pregnancy. On the other hand, more males than females dropped out of secondary school due to abscondment, death, illness, special learning needs, child labour, financial constraints, expulsion and other reasons. On the contrary, more females than males dropped out of secondary school as a result of marriage and pregnancy.

Nationally, the transition rate from Grade 7 to Form 1 was 85.06 percent (83.64 percent for males, 86.44 percent for females). The transition rate from Form 4 to Form 6 was 18.13 percent (17.65 percent for males, 18.63 percent for females).

Across primary school grades, Grade 2 had the highest survival rate (99.59 percent), while Grade 7 had the least (88.52 percent). At secondary school level of education, Form 2 had the highest survival rate (97.31 percent), while Form 6 had the least (15.20 percent).

At national level, ECD completion rate was 85.52 percent (86.57 percent for males and 84.48 percent for females). Primary school completion rate was 90.98 percent (89.58 percent males, 92.38 percent for females). The completion rate for lower secondary school was 65.95 percent (65.98 percent for males, 65.93 percent for females). The completion rate for upper secondary was 12.75 percent (12.87 percent for males, 12.64 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, seating and writing places.

9.1 Classrooms

As shown in Table 9.1, from 2018 to 2022, the number of classrooms increased annually at ECD, primary and secondary levels of education. For secondary schools, there was an increase in the number of classrooms up to 2021, there was a slight annual decrease in 2022. The enrolment for ECDs increased annually from 623 981 in 2018 to 655 132 in 2021 but the numbers dropped in 2022 to 654 979. There were also yearly increases in enrolment for primary schools from 2 676 485 in 2018 to 2 943 370 in 2022. The number of secondary school enrolment increased from 1 075 325 to 1 137 178 in 2020. There was a decrease to 1 087 632 in 2021 before the increase in 2022 to 1 121 591.

Table 9.1 also shows the 2018-2022 annual pupil to classroom ratios (LCR) for ECD, primary and secondary schools. As shown in the Table, LCR for ECD, primary and secondary schools for 2022 were 51, 45 and 39, respectively. ECD LCR annually decreased from 68 in 2018 to 51 in 2022. In 2018, the primary school LCR was 45, and during the period 2019-21, it increased to 46 before dropping to 45 again in 2022.

From 2018 to 2020, the LCR for secondary schools ranged from 42 to 40, before dropping to 37 in 2021 and increasing again to 39 in 2022.

Table 9.1: ECD, Primary and Secondary Classrooms, Enrolment and Pupil to Classroom Ratio Trend, Number, Zimbabwe 2018-2022

Year	Classrooms, No.	Enrolment	Pupil to Classroom Ratio
ECD			
2018	9 142	623 981	68
2019	10 853	652 213	60
2020	11 219	653 130	58
2021	12 180	655 132	54
2022	12 945	654 979	51
Primary			
2018	59 288	2 676 485	45
2019	60 970	2 789 692	46
2020	61 790	2 869 735	46
2021	62 753	2 899 259	46
2022	64 691	2 943 370	45
Secondary			
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
2022	29 124	1 121 591	39

The ECD LCRs for all the provinces were above 20, the recommended LCRs for ECD. At provincial level, the number of ECD classrooms ranged from 608 in Matabeleland North, to 2 336 in Manicaland. The ECD enrolment ranged from 25 332 in Bulawayo, to 107 927 in Manicaland. Matabeleland North had the highest LCR of ECD (68), followed by Mashonaland Central and Masvingo, both with an LCR of 62. Harare had the least LCR for ECD (30). Table 9.2 shows the distribution.

Table 9.2: Classrooms, Enrolments, and Pupil to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2022

Province	ECD Classrooms, No.	Enrolment	Pupil to Classroom Ratio
Bulawayo	824	25 332	31
Harare	1 669	49 956	30
Manicaland	2 336	107 927	46
Mashonaland Central	1 059	65 805	62
Mashonaland East	1 488	72 484	49
Mashonaland West	1 307	76 913	59
Masvingo	1 506	92 923	62
Matabeleland North	608	41 441	68
Matabeleland South	691	40 274	58
Midlands	1 457	81 924	56
Grand Total	12 945	654 979	51

At provincial level, the number of primary school classrooms ranged from 2 519 in Bulawayo, to 10 956 in Manicaland. The primary school enrolment ranged from 121 670 in Bulawayo, to 459 613 in Manicaland. Mashonaland Central and Mashonaland west had the highest LCR for primary schools (52), followed by Harare (51). The distribution was as shown in Tables 9.3. Matabeleland South had the least LCR for primary schools (37)

Table 9.3: Primary Level Classrooms, Enrolments, and Pupil to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2022

Province	Primary School Classrooms, No.	Enrolment, No.	LCR
Bulawayo	2 519	121 670	48
Harare	6 634	336 084	51
Manicaland	10 956	459 613	42
Mashonaland Central	5 339	275 804	52
Mashonaland East	7 317	315 519	43
Mashonaland West	6 742	352 222	52
Masvingo	8 767	380 349	43
Matabeleland North	3 990	168 421	42
Matabeleland South	4 199	153 808	37
Midlands	8 228	379 880	46
Grand Total	64 691	2 943 370	45

The number of secondary school classrooms ranged from 1 437 in Bulawayo Province to 4 635 in Manicaland. Secondary school enrolment ranges from 56 847 in Matabeleland South,

to 174 240 in Manicaland. Mashonaland Central and Mashonaland West had the highest secondary schools LCR (42), as shown in table 9.4 below.

Table 9.4: Secondary Level Classrooms, Enrolments, and Pupil to Classroom Ratio (LCR) by Province, Number, Zimbabwe, 2022

Province	Secondary School Classrooms, No.	Enrolment, No	LCR
Bulawayo	1 437	58 976	41
Harare	3 911	144 112	37
Manicaland	4 635	174 240	38
Mashonaland Central	2 064	87 211	42
Mashonaland East	3 431	124 590	36
Mashonaland West	2 988	124 116	42
Masvingo	3 912	154 588	40
Matabeleland North	1 517	58 507	39
Matabeleland South	1 644	56 847	35
Midlands	3 585	138 404	39
Grand Total	29 124	1 121 591	39

9.2 Water and Sanitation Hygiene (WASH) Facilities

The Water and Sanitation Hygiene (WASH) sector falls under a few government ministries and departments. The 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 curbing the spread of diseases in schools.

9.2.1 Pupil and Teacher to Toilet Ratios

The recommended pupil-toilet-ratio is 20 for females and 25 for males per squatting hole. As shown in Table 9.5, the pupil-to-toilet ratios for males and females in ECD were 19 and 18 respectively. ECD PTR for males was 25 in 2018 and annually dropped to 17 in 2020 before increasing to 20 in 2021 and again dropping to 19 in 2022. For females, the ECD PTR for females annually decreased from 23 in 2018 to 18 in 2020 and remained the same until 2022. The pupil-to-toilet ratios for males and females in primary school were 28 and 26, respectively in 2022. From 2018 to 2021, the primary school pupil-to-toilet ratios annually increased from 22 to 28 for males and remained the same in 2022. For females, pupil-to-toilet ratio increased from 21 in 2018 to 26 in 2020 and did not change through to 2022.

The primary school teacher-to -toilet ratios for males and females are 2 and 4, respectively. The schoolteacher-to -toilet ratios for males have been maintained at 2 since 2018, while the ratio for females were at 3 in 2018, and 4 for the period 2019-2022.

The pupil-to-toilet ratios at secondary level of education were 19 for males and 17 for females in 2022. Between 2018 and 2022, the secondary school pupil-to-toilet ratios for both sexes ranged from 17 to 19. This however is still within acceptable levels. The secondary school teacher-to-toilet ratio for males and females are the same (3). For the period 2018 to

2022, 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 9.5: Pupils and Teachers to Toilet Ratios by Sex, Zimbabwe, 2018-2022

Year	Primary School Pupil and Teacher to Toilet Ratio by Sex						Secondary School Pupil and Teacher Toilet Ratio by Sex			
	ECD		Primary		Teachers		Pupil		Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
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
2022	19	18	28	26	2	4	19	17	3	3

Table 9.6 presents ECD and primary teacher and pupil to toilet ratios by province. The teacher-to-toilet ratio was between 2 and 3 for male primary school teachers across provinces. Teacher-to-toilet ratios for female primary teachers were 11 and 9 for Bulawayo and Harare, respectively in 2022, and the ratios were between 3 and 4 in the rest of provinces.

Pupils-to-toilet ratios for males at ECD level, ranged from 15 in Harare to 24 in Mashonaland Central, while pupil-to-toilet ratios for females ranged from 13 in Harare to 24 in Mashonaland Central. Male pupil-to-toilet ratios at primary level of education ranges from 19 in Matabeleland South, to 56 in Harare, while the ratios for females range from 17 in Matabeleland South, to 46 in Harare. Notably, primary schools' toilet facilities in Bulawayo and Harare are overwhelmed; the pupil-to-toilet ratios for both male and female pupils were well above the recommended thresholds.

Table 9.6: ECD and Primary Teacher and Pupil to Toilet Ratios by Sex and Province, Zimbabwe, 2022

Province	Toilets for teachers		Toilets for ECD		Toilets for Primary		Teacher to Toilet Ratio		ECD Pupil to Toilet Ratio		Primary Pupil to Toilet Ratio	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bulawayo	271	429	709	799	1 363	1 749	3	11	18	16	44	35
Harare	770	957	1 678	1 976	2 997	3 712	3	9	15	13	56	46
Manicaland	2 761	3 232	2 810	3 010	9 372	10 154	2	3	19	18	25	23
Mashonaland Central	1 522	1 678	1 401	1 350	4 501	4 897	2	3	24	24	31	28
Mashonaland East	2 342	2 416	2 085	2 243	6 244	6 728	2	3	17	16	25	23
Mashonaland West	1 546	1 623	1 736	1 846	5 442	5 830	3	4	22	21	32	30
Masvingo	2 503	2 674	2 317	2 419	7 513	8 051	2	3	20	19	25	24
Matabeleland North	1 005	1 002	1 158	1 193	4 234	4 507	2	4	18	17	20	19
Matabeleland South	934	1 055	991	1 061	4 124	4 499	2	3	21	19	19	17
Midlands	1 920	2 174	2 160	2 318	6 318	6 805	3	4	19	18	30	28
Grand Total	15 574	17 240	17 045	18 215	52 108	56 932	2	4	19	18	28	26

Figure 9.1 graphically depicts ECD and primary school (Grade 1-7) pupil-to-toilet ratios. As shown on the graphs, there were almost equal pupil-toilet ratios between male and female

pupils at both ECD and primary levels. At ECD level, all provinces had *male* pupil-to-toilet ratios within the recommended threshold of 25. Similarly, all provinces, save for Mashonaland Central (24) and Mashonaland West (21), have ECD pupil-to-toilet ratio for *females* that was within the recommended threshold of 20. At primary school level, provinces with pupil-to-toilet ratios for both sexes that were within the recommended thresholds were Matabeleland North and Matabeleland South.

Figure 9.1: Primary School Pupil to Toilet Ratio by Sex, Zimbabwe, 2022

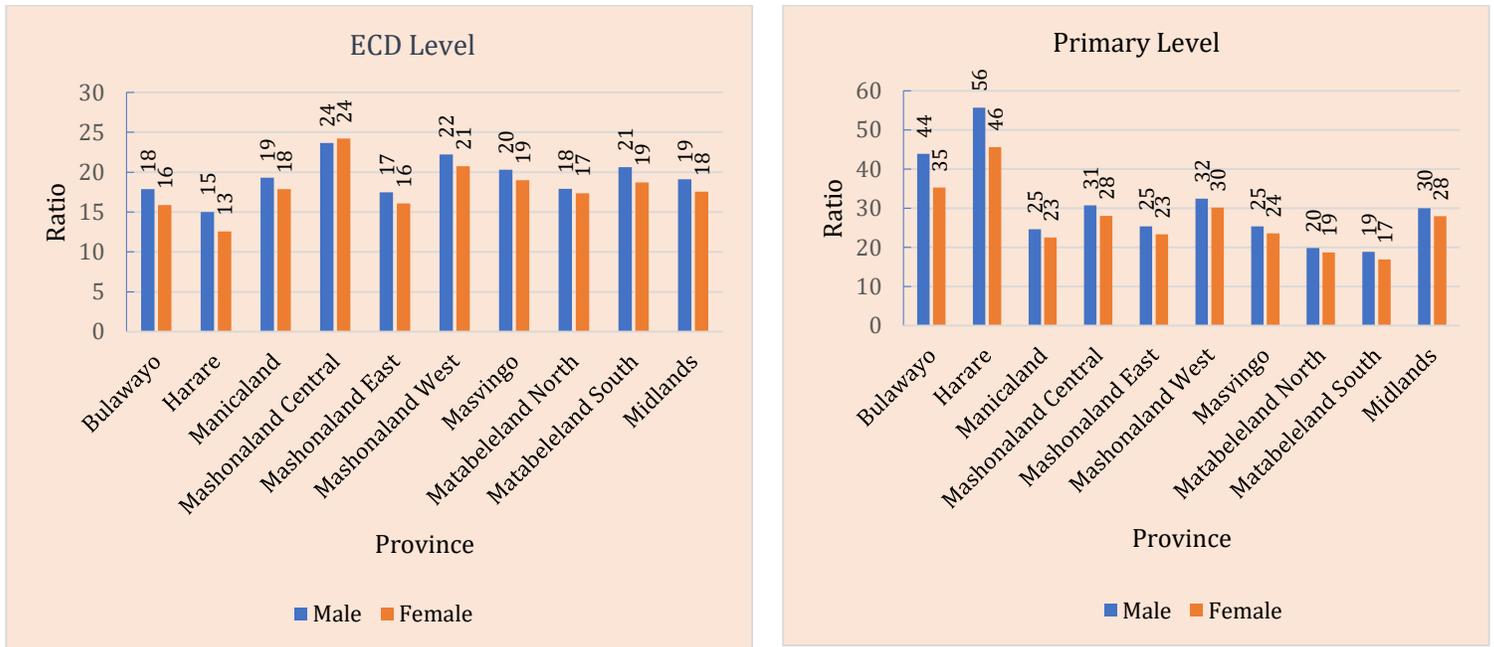


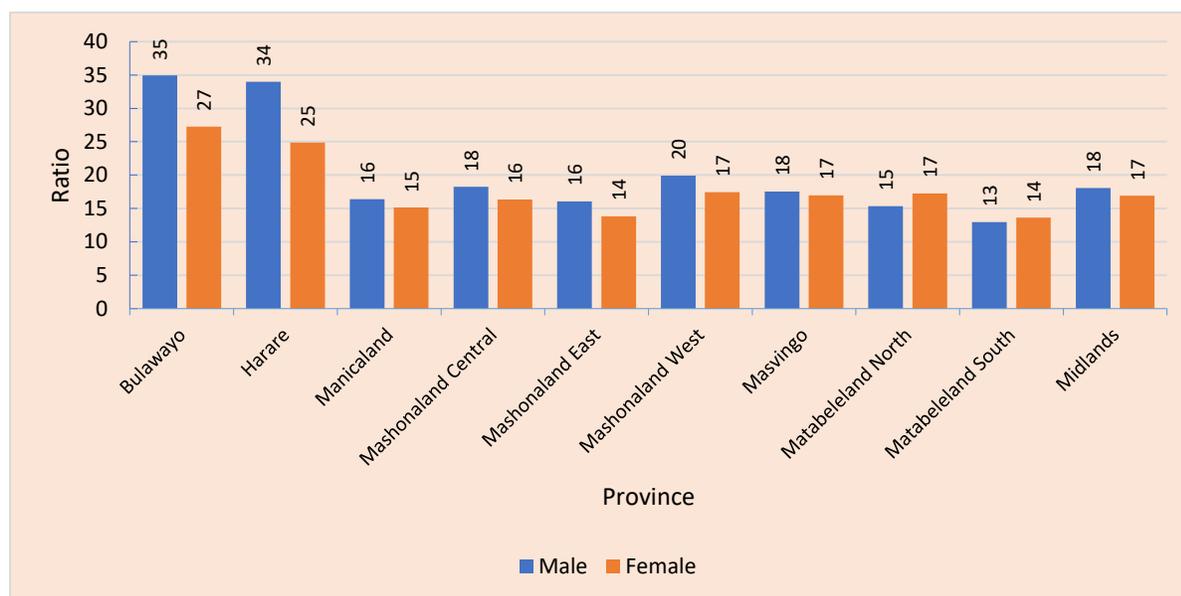
Table 9.7 presents secondary school teacher and pupil-to-toilet ratios by province. Secondary school pupil-to-toilet ratios for males ranged from 13 in Matabeleland South to 35 in Bulawayo Province. Secondary schools’ pupil-to-toilet ratios for females ranged from 14 in Mashonaland East and Matabeleland South to 27 in Bulawayo. Secondary school teacher- to-toilet ratios for both sexes were at 3 in 2022. Bulawayo had the highest TTRs for both sexes (6 for males and 9 for females), followed by Harare with TTRs of 4 for males and 5 for females. For the rest of the provinces, the TTRs oscillated between 4 and 2 for males and between 3 and 2 for females. (See Table 9.7)

Table 9.7: Secondary Pupil and Teacher to Toilet Ratios by Sex and Province, Number, Zimbabwe, 2022

Province	Toilets for Pupils, No.		Toilets for Teachers, No.		Secondary Pupil to Toilet Ratio		Teacher to Toilet Ratio	
	Male	Female	Male	Female	Male	Female	Male	Female
Bulawayo	790	1 151	180	215	35	27	6	9
Harare	2 063	2 973	672	758	34	25	4	5
Manicaland	5 386	5 688	1 497	1 495	16	15	3	3
Mashonaland Central	2 421	2 631	693	727	18	16	3	2
Mashonaland East	3 952	4 426	1 339	1 378	16	14	2	2
Mashonaland West	3 194	3 468	747	788	20	17	4	3
Masvingo	4 397	4 573	1 398	1 282	18	17	3	2
Matabeleland North	1 722	1 859	435	448	15	17	3	3
Matabeleland South	2 014	2 254	479	487	13	14	2	3
Midlands	3 680	4 259	1 108	1 132	18	17	3	3
Grand Total	29 619	33 282	8 548	8 710	19	17	3	3

As illustrated in Figure 9.2, only Harare and Bulawayo had secondary pupil-to-toilet ratios for both sexes that were above the recommended thresholds.

Figure 9.2: Secondary School Pupil to Toilet Ratio by Sex, Zimbabwe, 2022



9.2.2 Number of Toilets by Type and Province

Table 9.8 presents types of toilets used by ECD pupils. There are 11 098 Blair toilets for male ECD pupils and 11 453 for female ECD pupils in the country. The largest number of the Blair

toilets for male ECD pupils were in Manicaland (1 994), followed by Masvingo with 1 932. The least number of Blair toilet for male ECD pupils were in Bulawayo (22). The largest number of Blair toilets for female ECD pupils was in Manicaland (2 105), followed by 2 019 in Masvingo. The least number of Blair toilets for female ECD pupils was in Bulawayo (24). There were 355 pit latrines for male ECD pupils, the largest number was in Manicaland (80), followed by 62 for Midlands. The least number of pit latrines for male ECD pupils was in Bulawayo (2). Out of 359 pit latrines for female ECD pupils, the largest number was in Manicaland (87), followed by 61 for Midlands. Out of 2182 ECD male pupils with access to urinals, the majority were in Harare (541), followed by Manicaland with 377 urinals. Matabeleland North had the least number of urinals (28).

Throughout the country, there were 5 592 water closets for male ECD pupils and 6 403 water closets for female ECD pupils in 2022. Harare had the largest number of male ECD water closets (1 622), followed by Manicaland with 736 water closets. Matabeleland North had the least number of male ECD pupils with access to water closets (143) as depicted in Table 9.8. ECD water closets for females ranged from 171 in Matabeleland North to 1 899 in Harare.

Table 9.8: ECD Toilets for Pupils by Type and Province, Number, Zimbabwe, 2022

Province	Type of Toilet, No.						
	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	Male	Female	Male	Female	Male	Male	Female
Bulawayo	22	24	2	2	182	685	773
Harare	43	66	13	11	541	1 622	1 899
Manicaland	1 994	2 105	80	87	377	736	818
Mashonaland Central	1 097	1 018	38	36	160	266	296
Mashonaland East	1 482	1 566	57	47	262	546	630
Mashonaland West	1 134	1 147	39	42	187	563	657
Masvingo	1 932	2 019	33	35	120	352	365
Matabeleland North	994	1 002	21	20	28	143	171
Matabeleland South	799	836	10	18	64	182	207
Midlands	1 601	1 670	62	61	261	497	587
Grand Total	11 098	11 453	355	359	2 182	5 592	6 403

Table 9.9 presents types of toilets used by primary school pupils. There were 41 099 Blair toilets for male primary school pupils and 43 800 for female primary school pupils in the country. The largest number of Blair toilets for both male (8 168) and female (8 758) primary school pupils was in Manicaland, followed by Masvingo with 6 811 for males and 7 247 for females. The least number of Blair toilets for male (55) and female (60) primary school pupils was in Bulawayo.

There were 1025 pit latrines for male primary school pupils, the largest number was in Mashonaland East (196), followed by 187 in Manicaland. There were no pit latrines for both males and females in Bulawayo. Out of 1 057 pit latrines for female primary school pupils, the largest number was in Manicaland (195), followed by 190 in Mashonaland East. Out of 3 222 male primary school pupils with access to urinals, the majority were in Harare (708),

followed by Manicaland with 622 urinals. Matabeleland North had the least number of urinals 62. There were 9 984 water closets for male primary school pupils, and 12 075 water closets for female primary school pupils. Harare has the highest number of water closets for both male (2 831) and female (3 508) pupils followed by Bulawayo with (1308) for males and 1689 for females. The smallest number of water closets were in Matabeleland North with 301 for males and 385 for females. Table 9.9 shows the distribution.

Table 9.9 : Primary Toilets for Pupils by Type and Province, Number, Zimbabwe, 2022

Province	Type of Toilet, No.							
	Blair Toilets		Pit Latrines		Urinals	Water Closets		
	Male	Female	Male	Female	Male	Male	Female	
Bulawayo	55	60	0	0	311	1 308	1 689	
Harare	152	190	14	14	708	2 831	3 508	
Manicaland	8 168	8 758	187	195	622	1 017	1 201	
Mashonaland Central	3 841	4 153	141	143	190	519	601	
Mashonaland East	5 077	5 485	196	190	369	971	1 053	
Mashonaland West	4 126	4 287	172	184	405	1 144	1 359	
Masvingo	6 811	7 247	65	66	140	637	738	
Matabeleland North	3 845	4 029	88	93	62	301	385	
Matabeleland South	3 734	4 063	12	12	74	378	424	
Midlands	5 290	5 528	150	160	341	878	1 117	
Grand Total	41 099	43 800	1 025	1 057	3 222	9 984	12 075	

There were 5 657 Blair toilets for male secondary school pupils and 5 645 for females countrywide. The largest number of the Blair toilets for male secondary school pupils was in Manicaland and Masvingo, both with 1 122, followed by Mashonaland East with 912. The least number of Blair toilets for male and females secondary school pupils was in Bulawayo, both with 5. The largest number of Blair toilets for female secondary school pupils was in Manicaland (1 110), followed by 1 030 in Masvingo. Table 9.10 shows the distribution of these toilets in secondary schools by province.

There were a total of 341 pit latrines for male secondary school pupils and the largest number was in Mashonaland East (68), followed by 66 in Manicaland. The least number of pit latrines for male secondary school pupils was in Bulawayo (1). Out of 343 pit latrines for female secondary school pupils, the largest number was in Manicaland (68), followed by Mashonaland East with 66. The least number of female secondary school pupils using pit latrines (1) was in Bulawayo. Out of 999 secondary school male pupils with access to urinals, the majority were in Harare (263), followed by Mashonaland East with 131 urinals. Matabeleland North had the least number of urinals (17).

There were 2 550 water closets for secondary school male pupils and 2722 water closets for female secondary school pupils. Harare had the largest number of secondary schools of 642 male with water closets, followed by Mashonaland East with 359 water closets while Matabeleland North had the least number with 103. Secondary school water closets for females ranged from 111 in Matabeleland North, to 731 in Harare (see Table 9.10).

Table 9.10: Secondary Toilets for Pupils by Type and Province, Number, Zimbabwe, 2022

Province	Blair Toilets		Pit Latrines		Urinals	Water Closets	
	Male	Female	Male	Female	Male	Male	Female
Bulawayo	5	5	1	1	68	174	209
Harare	23	20	7	7	263	642	731
Manicaland	1 122	1 110	66	68	115	309	317
Mashonaland Central	542	576	45	44	40	106	107
Mashonaland East	912	956	68	66	131	359	356
Mashonaland West	490	502	32	29	126	225	257
Masvingo	1 122	1 030	46	38	74	230	214
Matabeleland North	322	327	10	10	17	103	111
Matabeleland South	316	322	10	10	59	153	155
Midlands	803	797	56	70	106	249	265
Grand Total	5 657	5 645	341	343	999	2 550	2 722

9.2.3 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 9.11 presents primary schools' access to water and the main sources of water. There are 202 schools without access to a water source, ranging from 1 in Harare to 45 in Midlands. Matabeleland North had the highest proportion of primary schools without access to a water source (5.73 percent), followed by Mashonaland West with 5.35 percent. Bulawayo was the only province that had no primary schools without access to a water source.

At provincial level, Masvingo had the highest number of primary schools with boreholes as the main source of water (625) followed by Manicaland with 593. Mashonaland West has 547 while Bulawayo had the least at (92). The number of primary schools with Dams as their main sources of water ranged from 1 school in Bulawayo, to 26 in Masvingo. There were 3026 primary schools with piped water, the majority of which are in Manicaland (608) followed by 344 in Midlands while Matabeleland South had the least (176). A total 684 schools had protected wells as their main source of water across the country, 158 of which were in Mashonaland East and 129 from Manicaland. The least number of schools with protected wells were in Bulawayo (5). There were 285 primary schools using stream/river water, 215 using water from unprotected wells and 2 using water from abstraction springs. Table 9.11 shows the distribution by province.

Table 9.11: Primary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2022

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	303	303	100.00	0	0.00	92	1	3	286	5			
Harare	537	536	99.81	1	0.19	370	3	5	337	61		1	
Manicaland	1 197	1 180	98.58	17	1.42	593	5	9	608	129	64	28	
Mashonaland Central	672	650	96.73	22	3.27	400	16	1	237	95	17	13	
Mashonaland East	819	808	98.66	11	1.34	511	19	5	301	158	20	29	1
Mashonaland West	841	796	94.65	45	5.35	547	25	5	246	59	19	25	
Masvingo	936	923	98.61	13	1.39	625	26	4	294	52	56	45	
Matabeleland North	628	592	94.27	36	5.73	362	8	11	197	27	27	26	
Matabeleland South	547	533	97.44	14	2.56	326	18	13	176	25	41	11	
Midlands	906	863	95.25	43	4.75	506	24	8	344	73	41	37	1
Grand Total	7 386	7 184	97.27	202	2.73	4 332	145	64	3 026	684	285	215	2

Table 9.12 shows that Harare had the highest proportion (68.90 percent) of primary schools using borehole water, followed by Masvingo (66.77 percent) while the least proportion of schools were in Midlands (55.85 percent). Bulawayo had the highest proportion of primary schools with piped water as their main source of water (94.39 percent), while Mashonaland West had the least proportion (29.25 percent).

Most of the schools with protected wells were in Mashonaland East (19.29 percent) while the least in this regard were in Bulawayo (1.65 percent). Primary schools using water from abstraction springs were found in Mashonaland East and Midlands. Table 9.12 shows the distribution.

Table 9.12: Primary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2022

Province	Water Source, %							
	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring
Bulawayo	30.36	0.33	0.99	94.39	1.65	0.00	0.00	0.00
Harare	68.90	0.56	0.93	62.76	11.36	0.00	0.19	0.00
Manicaland	49.54	0.42	0.75	50.79	10.78	5.35	2.34	0.00
Mashonaland Central	59.52	2.38	0.15	35.27	14.14	2.53	1.93	0.00
Mashonaland East	62.39	2.32	0.61	36.75	19.29	2.44	3.54	0.12
Mashonaland West	65.04	2.97	0.59	29.25	7.02	2.26	2.97	0.00
Masvingo	66.77	2.78	0.43	31.41	5.56	5.98	4.81	0.00
Matabeleland North	57.64	1.27	1.75	31.37	4.30	4.30	4.14	0.00
Matabeleland South	59.60	3.29	2.38	32.18	4.57	7.50	2.01	0.00
Midlands	55.85	2.65	0.88	37.97	8.06	4.53	4.08	0.11
Grand Total	58.65	1.96	0.87	40.97	9.26	3.86	2.91	0.03

Nationally, the proportion of primary schools whose distance to the main source of water is greater than 500 metres is 27.09 percent. Masvingo had the highest proportion of primary schools whose distance to the main source of water is greater than 500m (34.29 percent), while Bulawayo and Harare had the lowest and second lowest proportions (18.48 percent and 13.22 percent, respectively) -see Table 9.13.

Throughout the country, 88.94 percent of primary schools had access to safe drinking water. Bulawayo and Harare had highest and second highest proportions of primary schools with access to safe drinking water (99.67 percent and 99.26 percent, respectively), while for other provinces the proportions ranged from 82.96 percent in Matabeleland North to 92.31 percent in Mashonaland East.

Table 9.13 also shows that nationally, 73.00 percent of primary schools had sufficient water. Bulawayo and Harare had the highest and second highest proportions of primary schools with sufficient water (97.03 percent and 94.79 percent, respectively), while for other provinces the proportions range from 66.34 percent in Midlands, to 75.36 percent in Manicaland.

Water was consistently available in 69.14 percent of primary schools in 2022. At provincial level, the highest proportion of primary schools with consistently available water was in Harare (87.71 percent), while the least proportion was in Midlands (61.92 percent). The data shows that 40.21 percent of the primary schools use treated water. The proportion of primary schools using treated water ranged from 23.09 percent in Matabeleland North, to 95.71 percent in Bulawayo. Throughout Zimbabwe, 56.32 percent of primary schools' water sources are shared between the school and their respective communities. Bulawayo and Harare had the lowest and second lowest proportions of primary schools with water sources that were also used by their respective communities (14.52 percent and 29.05 percent, respectively), while for other provinces the proportions ranged from 54.84 percent in Matabeleland South to 71.05 percent in Masvingo. There were 72.47 percent of primary schools that had main water sources within the school. Bulawayo and Harare had highest and second highest proportions of primary schools with main water sources within the school (97.36 percent and 95.16 percent, respectively), while for other provinces the proportions ranged from 61.32 percent in Masvingo, to 79.78 percent in Manicaland (see Table 9.13)

Table 9.13: Primary Schools by Access to Water and Use of Water, Number and Percentage, Zimbabwe, 2022

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	303	247	56	18.48	302	99.67	294	97.03	252	83.17	290	95.71	44	14.52	295	97.36
Harare	537	466	71	13.22	533	99.26	509	94.79	471	87.71	458	85.29	156	29.05	511	95.16
Manicaland	1 197	926	271	22.64	1 091	91.14	902	75.36	873	72.93	528	44.11	689	57.56	955	79.78
Mashonaland Central	672	507	165	24.55	607	90.33	477	70.98	475	70.68	251	37.35	440	65.48	472	70.24
Mashonaland East	819	589	230	28.08	756	92.31	612	74.73	574	70.09	271	33.09	517	63.13	634	77.41
Mashonaland West	841	583	258	30.68	708	84.19	547	65.04	523	62.19	281	33.41	496	58.98	594	70.63
Masvingo	936	615	321	34.29	820	87.61	632	67.52	629	67.20	305	32.59	665	71.05	574	61.32
Matabeleland North	628	443	185	29.46	521	82.96	436	69.43	402	64.01	145	23.09	347	55.25	410	65.29
Matabeleland South	547	382	165	30.16	465	85.01	382	69.84	347	63.44	129	23.58	300	54.84	304	55.58
Midlands	906	627	279	30.79	766	84.55	601	66.34	561	61.92	312	34.44	506	55.85	604	66.67
Total	7 386	5 385	2 001	27.09	6 569	88.94	5 392	73.00	5 107	69.14	2 970	40.21	4 160	56.32	5 353	72.47

Table 9.14 presents secondary schools' access to water and the main sources of water. There were 120 secondary schools without access to a water source, ranging from 1 in Bulawayo to 40 in Mashonaland West. Mashonaland West had the highest proportion (9.80) of secondary schools without access to a water source, followed by Matabeleland North with 7.48 percent.

Table 9.14: Secondary Schools with Access to Water and Water Sources by Type and Province, Number and Percentage, Zimbabwe, 2022

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	97	96	98.97	1	1.03	45		1	89	1			0
Harare	319	318	99.69	1	0.31	216	1	3	198	43			0
Manicaland	453	444	98.01	9	1.99	278	5	2	224	45	21	11	0
Mashonaland Central	277	258	93.14	19	6.86	178	7	1	91	29	6	10	0
Mashonaland East	411	403	98.05	8	1.95	259	6	3	155	70	12	22	0
Mashonaland West	408	368	90.20	40	9.80	258	8	3	132	23	15	14	0
Masvingo	376	372	98.94	4	1.06	239	16	2	166	26	14	12	0
Matabeleland North	214	198	92.52	16	7.48	121	5		81	7	6	9	0
Matabeleland South	181	179	98.90	2	1.10	115	6	1	82	6	8	4	0
Midlands	395	375	94.94	20	5.06	183	11	2	195	25	18	21	0
Grand Total	3 131	3 011	96.17	120	3.83	1 892	65	18	1 413	275	100	103	0

Harare province had the highest proportion of secondary schools with boreholes as the main source of water (67.71 percent), while Bulawayo and Midlands had the least proportions, 46.39 percent and 46.33 percent respectively. The proportion of secondary schools with Dams as the main sources of water ranged from 0.00 percent in Bulawayo, to 4.26 percent in Masvingo. Bulawayo had the highest proportion of secondary schools with piped water as the main source of water (91.75 percent), while Mashonaland West had the least proportion (32.35 percent). The proportion of secondary schools with protected wells as the main source of water ranged from 1.03 percent in Bulawayo to 17.03 percent in Mashonaland East. Manicaland had the highest proportion of secondary schools using streams/rivers as main sources of water (4.64 percent), while Bulawayo and Harare had 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 and Harare, to 5.35 percent in Mashonaland East. There was no secondary school which reported using abstraction springs as the main source of water. The proportion of other sources of water ranged from 0 percent in Matabeleland North to 1.03 percent in Bulawayo (see Table 9.15).

Table 9.15: Secondary Schools by Source of Water, Percentage Distribution, Zimbabwe, 2022

Province	Water Source, %							
	Borehole	Dam	Other	Piped Water	Protected Well	Stream/River	Unprotected well	Abstraction Spring
Bulawayo	46.39	0.00	1.03	91.75	1.03	0.00	0.00	0.00
Harare	67.71	0.31	0.94	62.07	13.48	0.00	0.00	0.00
Manicaland	61.37	1.10	0.44	49.45	9.93	4.64	2.43	0.00
Mashonaland Central	64.26	2.53	0.36	32.85	10.47	2.17	3.61	0.00
Mashonaland East	63.02	1.46	0.73	37.71	17.03	2.92	5.35	0.00
Mashonaland West	63.24	1.96	0.74	32.35	5.64	3.68	3.43	0.00
Masvingo	63.56	4.26	0.53	44.15	6.91	3.72	3.19	0.00
Matabeleland North	56.54	2.34	0.00	37.85	3.27	2.80	4.21	0.00
Matabeleland South	63.54	3.31	0.55	45.30	3.31	4.42	2.21	0.00
Midlands	46.33	2.78	0.51	49.37	6.33	4.56	5.32	0.00
Grand Total	60.43	2.08	0.57	45.13	8.78	3.19	3.29	0.00

Nationally, the proportion of secondary schools whose distance to the main source of water is greater than 500 metres is 22.61 percent. Mashonaland West had the highest proportion of secondary schools whose distance to the main source of water was greater than 500m (30.15 percent), while Harare and Bulawayo had the lowest and second lowest proportions (9.28 percent and 12.54 percent, respectively) see Table 9.16. At national level, 87.77 percent of secondary schools had access to safe drinking water. Harare and Bulawayo had highest and second highest proportions of secondary schools with access to safe drinking water (99.06 percent and 98.97 percent, respectively), while for other provinces the proportions ranged from 80.84 in Matabeleland North to 90.96percent in Masvingo. Nationally, 70.97 percent of secondary schools had sufficient water. Bulawayo and Harare had the highest and second highest proportions of secondary schools with sufficient water (94.85 percent and 94.04 percent, respectively), while for other provinces, the proportions ranged from 61.27 percent in Mashonaland West, to 72.93 percent in Matabeleland South.

Water was consistently available in 67.71 percent of secondary schools. At provincial level, the highest proportion of secondary schools with consistently available water was in Harare (89.03 percent), while the least proportion is in Matabeleland North (59.81 percent). In Zimbabwe, 39.60 percent of the secondary schools use treated water. The proportion of secondary schools using treated water ranged from 23.36 percent in Matabeleland North, to 93.81 percent in Bulawayo. Of all the national secondary schools, 52.32 percent of secondary schools' water sources were also used by their respective communities. The proportion of secondary schools whose sources of water were also used by the community range from 21.65 percent in Bulawayo to 64.48 percent in Mashonaland East. There were 75.25 percent of secondary schools with main water sources within the school. Bulawayo and Harare had the highest and second highest proportions of secondary schools with main sources of water within the school premises (93.81 percent and 93.73 percent, respectively), while for other provinces the proportions ranged from 64.02 percent in Matabeleland North, to 79.03 percent in Manicaland. Table 9.16 shows the distribution.

Table 9.16: Secondary Schools by Access to Water and Use of Water, Percentage and Number, Zimbabwe, 2022

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 meter	No	%	No	%	No	%	No	%	No	%	No	%
Bulawayo	97	88	9	9.28	96	98.97	92	94.85	76	78.35	91	93.81	21	21.65	91	93.81
Harare	319	279	40	12.54	316	99.06	300	94.04	284	89.03	263	82.45	107	33.54	299	93.73
Manicaland	453	367	86	18.98	410	90.51	311	68.65	315	69.54	152	33.55	272	60.04	358	79.03
Mashonaland Central	277	214	63	22.74	235	84.84	176	63.54	168	60.65	77	27.80	176	63.54	197	71.12
Mashonaland East	411	310	101	24.57	369	89.78	294	71.53	283	68.86	139	33.82	265	64.48	316	76.89
Mashonaland West	408	285	123	30.15	330	80.88	250	61.27	246	60.29	140	34.31	217	53.19	291	71.32
Masvingo	376	291	85	22.61	342	90.96	262	69.68	252	67.02	131	34.84	232	61.70	264	70.21
Matabeleland North	214	152	62	28.97	173	80.84	147	68.69	128	59.81	50	23.36	96	44.86	137	64.02
Matabeleland South	181	141	40	22.10	161	88.95	132	72.93	118	65.19	53	29.28	75	41.44	124	68.51
Midlands	395	296	99	25.06	316	80.00	258	65.32	250	63.29	144	36.46	177	44.81	279	70.63
Total	3 131	2 423	708	22.61	2 748	87.77	2 222	70.97	2 120	67.71	1 240	39.60	1 638	52.32	2 356	75.25

9.3 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 pupils 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.

At national level, there were 5 454 primary schools with health teachers, 3 772 with supplementary feeding programmes and 6 161 with school health programmes. Matabeleland South had the highest proportion of primary schools with trained health teachers (83.18 percent), followed by Masvingo with 80.02 percent. Harare had the least proportion of primary schools with trained health teachers (60.52 percent). The proportion of primary schools with supplementary feeding ranged from 23.84 percent in Midlands to 85.96 percent in Mashonaland East. Matabeleland South had the highest proportion of primary schools offering school health programmes (92.50 percent), followed by Mashonaland East with 88.28 percent. Harare had the least proportion of primary schools offering school health programmes (65.55 percent). Table 9.17 shows the distribution.

Table 9.17: Percentage of Primary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentages, Zimbabwe, 2022

Province	Total 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
Bulawayo	303	206	174	210	67.99	57.43	69.31
Harare	537	325	329	352	60.52	61.27	65.55
Manicaland	1 197	926	571	965	77.36	47.70	80.62
Mashonaland Central	672	442	377	553	65.77	56.10	82.29
Mashonaland East	819	634	704	723	77.41	85.96	88.28
Mashonaland West	841	607	428	698	72.18	50.89	83.00
Masvingo	936	749	282	821	80.02	30.13	87.71
Matabeleland North	628	457	392	547	72.77	62.42	87.10
Matabeleland South	547	455	299	506	83.18	54.66	92.50
Midlands	906	653	216	786	72.08	23.84	86.75
Grand Total	7 386	5 454	3 772	6 161	73.84	51.07	83.41

There were 2 266 secondary schools with health teachers, 586 with supplementary feeding programmes and 2 441 with school health programmes in 2022. Manicaland had the highest proportion of secondary schools with trained health teachers (83.22 percent), followed by Matabeleland South with 80.11 percent. Harare had the least proportion of secondary schools with trained health teachers (51.72 percent). The proportion of secondary schools with supplementary feeding ranged from 2.06 percent in Bulawayo, to 28.04 percent in Matabeleland North. Matabeleland South had the highest proportion of secondary schools offering school health programmes (86.74 percent), followed by Manicaland with 85.43 percent. Harare had the least proportion of secondary schools offering school health programmes (54.55 percent). Table 9.18 shows the distribution.

Table 9.18: Percentage of Secondary Schools with Trained Health Teachers, Supplementary Feeding Programmes and Functioning Health Clubs by Province, Number and Percentage, Zimbabwe, 2022

Province	Total Secondary Schools	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	97	67	2	60	69.07	2.06	61.86
Harare	319	165	11	174	51.72	3.45	54.55
Manicaland	453	377	117	387	83.22	25.83	85.43
Mashonaland Central	277	198	66	222	71.48	23.83	80.14
Mashonaland East	411	296	104	321	72.02	25.30	78.10
Mashonaland West	408	290	51	307	71.08	12.50	75.25
Masvingo	376	281	62	313	74.73	16.49	83.24
Matabeleland North	214	155	60	181	72.43	28.04	84.58
Matabeleland South	181	145	42	157	80.11	23.20	86.74
Midlands	395	292	71	319	73.92	17.97	80.76
Grand Total	3 131	2 266	586	2 441	72.37	18.72	77.96

9.4 Access to Electricity

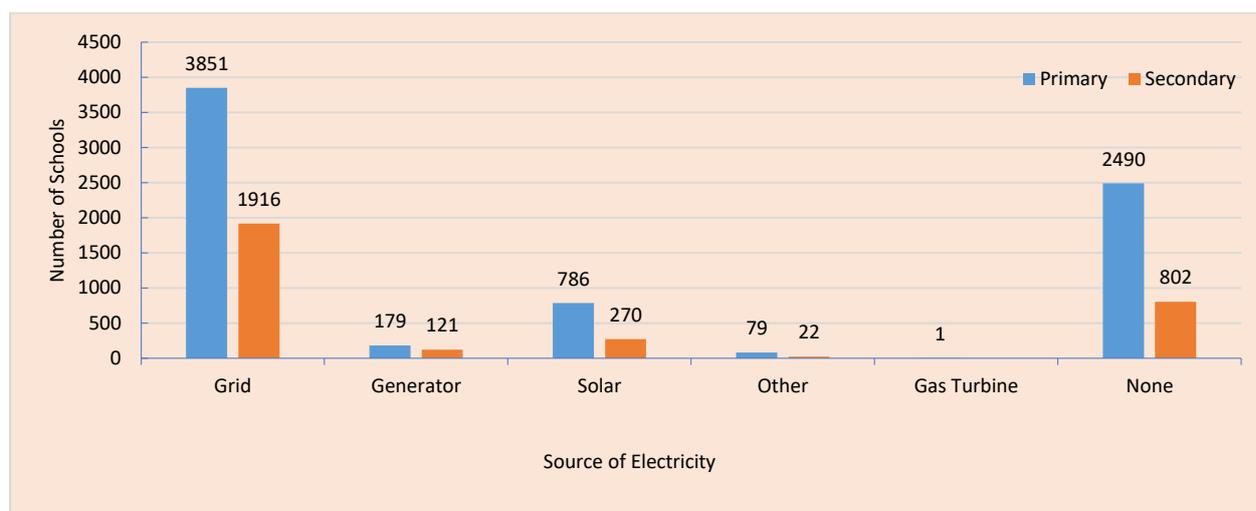
The availability of electricity brings many advantages to the learning environment. Lighting makes it possible for classes to be taught early in the morning or late at night. Access to electricity facilitates the introduction of ICTs into the classroom. Schools with electricity also attract qualified and experienced teachers. The main source of electricity for primary schools was the national grid (52.14 percent), while the least source was gas turbine (0.01 percent). Slightly more than 10 percent of primary schools had access to solar energy. Primary schools without access to electricity constitute 33.71 percent. The main source of electricity for secondary schools was the grid (61.19 percent), while the least source was gas turbines (0.00 percent). There were 8.62 percent of the secondary schools that had access to solar. Secondary schools without access to electricity constituted 25.61 percent, Table 9.19 shows the distribution.

Table 9.19: Schools Main Source of Electricity by Type and Level of Education, Number and Percentage, Zimbabwe, 2022

Main Electricity Source	Primary		Secondary	
	No	% Primary	No	% Secondary
Grid	3851	52.14	1916	61.19
Generator	179	2.42	121	3.86
Solar	786	10.64	270	8.62
Other	79	1.07	22	0.70
Gas Turbine	1	0.01	0	0.00
None	2490	33.71	802	25.61
Grand Total	7386	100.00	3131	100.00

Figure 9.3 depicts the sources of electricity for both primary and secondary schools. Comparatively, there were significantly higher proportions of primary schools than secondary schools without access to electricity, and that were using grid, solar and other sources of electricity.

Figure 9.3: Schools Source of Electricity by Level of Education, Number, Zimbabwe, 2022



Primary schools without electricity are 2 490, constituting 33.71 percent of the 7 386 primary schools in the country. At provincial level, Masvingo had the highest proportion of primary schools without access to electricity (48.61 percent), followed by Matabeleland North with 45.86 percent. Harare had the least proportion of primary schools without access to electricity (2.23 percent). The total number of secondary schools without electricity were 802, constituting 25.61 percent of 3 131 of secondary schools in the country. The distribution is shown in Table 9.20.

Table 9.20: Schools Without Electricity by Education Level and Province, Number and Percentage, Zimbabwe, 2022

Province	Primary Level			Secondary Level			Grand Total
	Schools, Total, No	Schools without electricity	% Schools without	Total Number schools	Schools without electricity	% schools without	
Bulawayo	303	9	2.97	97	3	3.09	12
Harare	537	12	2.23	319	7	2.19	19
Manicaland	1 197	320	26.73	453	105	23.18	425
Mashonaland Central	672	227	33.78	277	86	31.05	313
Mashonaland East	819	254	31.01	411	105	25.55	359
Mashonaland West	841	358	42.57	408	161	39.46	519
Masvingo	936	455	48.61	376	97	25.80	552
Matabeleland North	628	288	45.86	214	84	39.25	372
Matabeleland South	547	182	33.27	181	44	24.31	226
Midlands	906	385	42.49	395	110	27.85	495
Grand Total	7 386	2 490	33.71	3 131	802	25.61	3 292

Table 9.21 presents the distribution of schools by grant classification and main sources of electricity. Grid was the main source of electricity for P1 (79.12 percent), P2 (81.99 percent) and P3 schools (43.29 percent). Gas turbine is the least used source for P1, P2 and P3 schools as shown in table 9.21. P1, P2 and P3 schools without access to any source of power constitute 6.23 percent, 5.41 percent and 42.28 percent, respectively. Grid was main source of electricity for S1(85.23 percent), S2 (85.42 percent) and S3 (53.11 percent) schools. Gas turbine was the least source for S1, S2 and S3 schools with 0.0%

schools using them. S1, S2 and S3 schools without access to any source of power constitute 3.36 percent, 4.11 percent and 32.91 percent, respectively

Table 9.21: Schools by Grant Classification and Main Source of Electricity, Number and Percentage, Zimbabwe, 2022

Source of Power	P1		P2		P3		S1		S2		S3	
	No	%	No	%	No	%	No	%	No	%	No	%
Grid	432	79.12	970	81.99	2 449	43.29	254	85.23	416	85.42	1 246	53.11
Generator	21	3.85	34	2.87	124	2.19	17	5.70	18	3.70	86	3.67
Solar	45	8.24	96	8.11	645	11.40	13	4.36	30	6.16	227	9.68
Gas Turbine	0	0.00	0	0.00	1	0.02	0	0.00	0	0.00	0	0.00
Other	14	2.56	19	1.61	46	0.81	4	1.34	3	0.62	15	0.64
None	34	6.23	64	5.41	2 392	42.28	10	3.36	20	4.11	772	32.91
Grand Total	546	100.00	1183	100.00	5 657	100.00	298	100.00	487	100.00	2 346	100.00

9.5 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. Of the 7386 primary schools in Zimbabwe about a third, (2 247) schools had internet connectivity as of 2022 and the remainder (5139) did not have. This translates to a connectivity percentage of 30.42%. Internet connectivity ranges from 21.37% in Masvingo to 71.14% in Harare. For secondary schools the situation is better with the region having the least number of schools with internet connectivity being Mashonaland Central at 37.91% and the highest being Bulawayo at 81.44%. The average national internet connectivity at secondary school level stands at 47.49%.

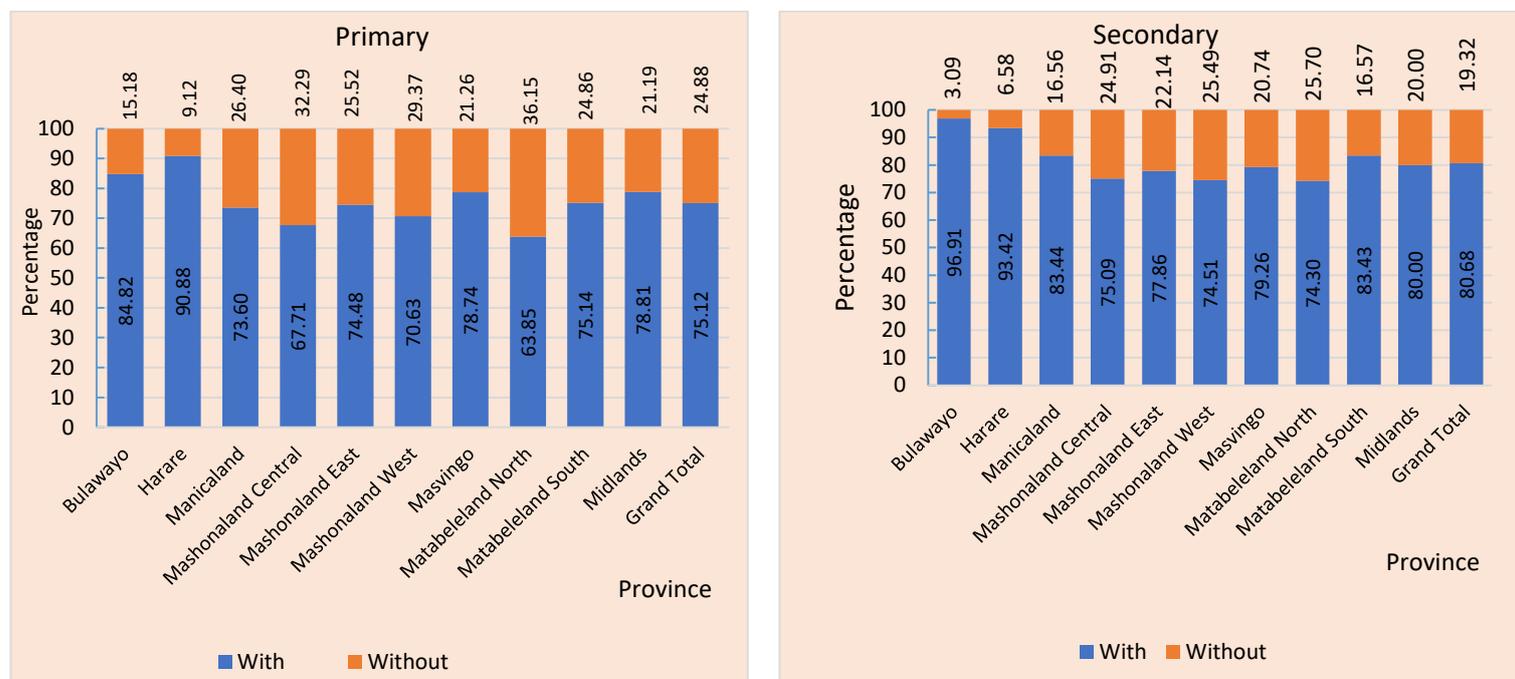
Table 9.22: Schools with Internet Connectivity by Level of Education and Province, Percentage, Zimbabwe, 2022

Province	Primary Schools, No.			% With Internet	Secondary Schools, No			% With Internet
	With Internet	Without	Total		With Internet	Without	Total	
Bulawayo	194	109	303	64.03	79	18	97	81.44
Harare	382	155	537	71.14	254	65	319	79.62
Manicaland	333	864	1 197	27.82	194	259	453	42.83
Mashonaland Central	153	519	672	22.77	105	172	277	37.91
Mashonaland East	261	558	819	31.87	169	242	411	41.12
Mashonaland West	220	621	841	26.16	149	259	408	36.52
Masvingo	200	736	936	21.37	184	192	376	48.94
Matabeleland North	138	490	628	21.97	84	130	214	39.25
Matabeleland South	148	399	547	27.06	91	90	181	50.28
Midlands	218	688	906	24.06	178	217	395	45.06
Grand Total	2 247	5139	7 386	30.42	1 487	1644	3 131	47.49

Figure 9.4 shows the percentage of primary and secondary schools with computers. As shown on the graph, in 2022, the proportions of secondary schools with computers were higher than those of primary schools in all the provinces. Furthermore, besides Bulawayo,

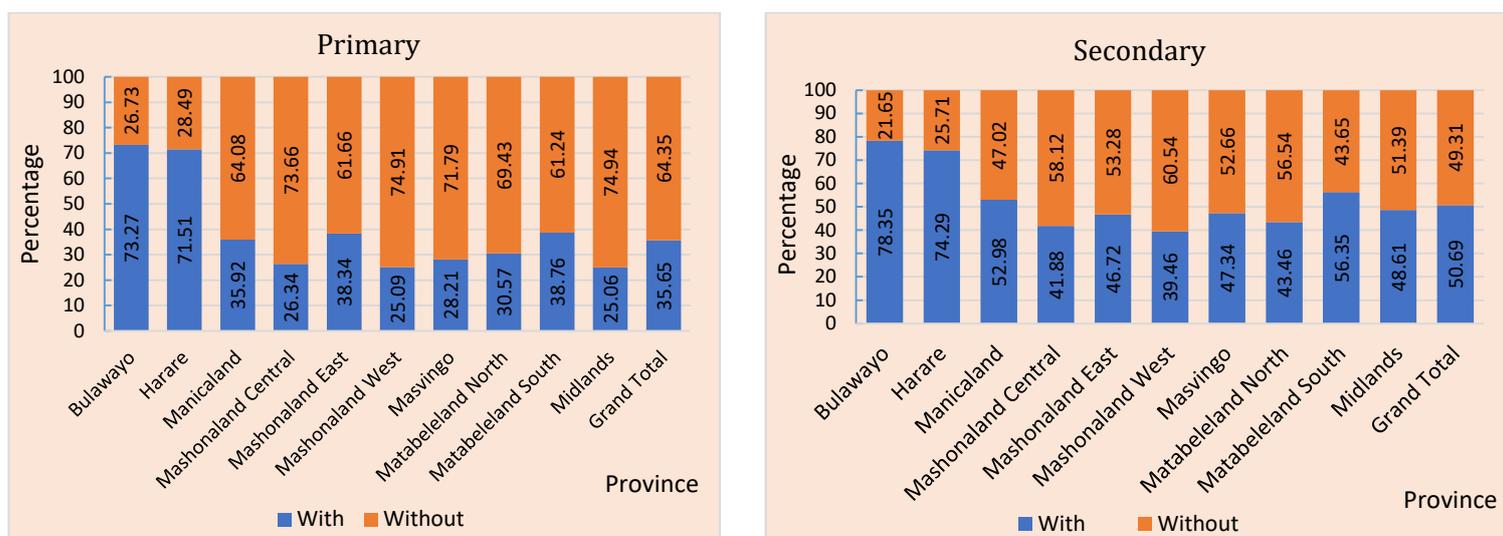
Harare, Matabeleland South, Midlands and Masvingo, the proportions of primary schools with computers in the rest of the provinces were below the national average of 75.12 percent. Similarly, in Mashonaland East, Mashonaland Central, Midlands, Mashonaland West, Masvingo and Matabeleland North, the proportions of secondary schools with computers were below the national average of 80.68 percent.

Figure 9.4: Primary and Secondary Schools, Percentage with and without Computers, by Province, Zimbabwe, 2022



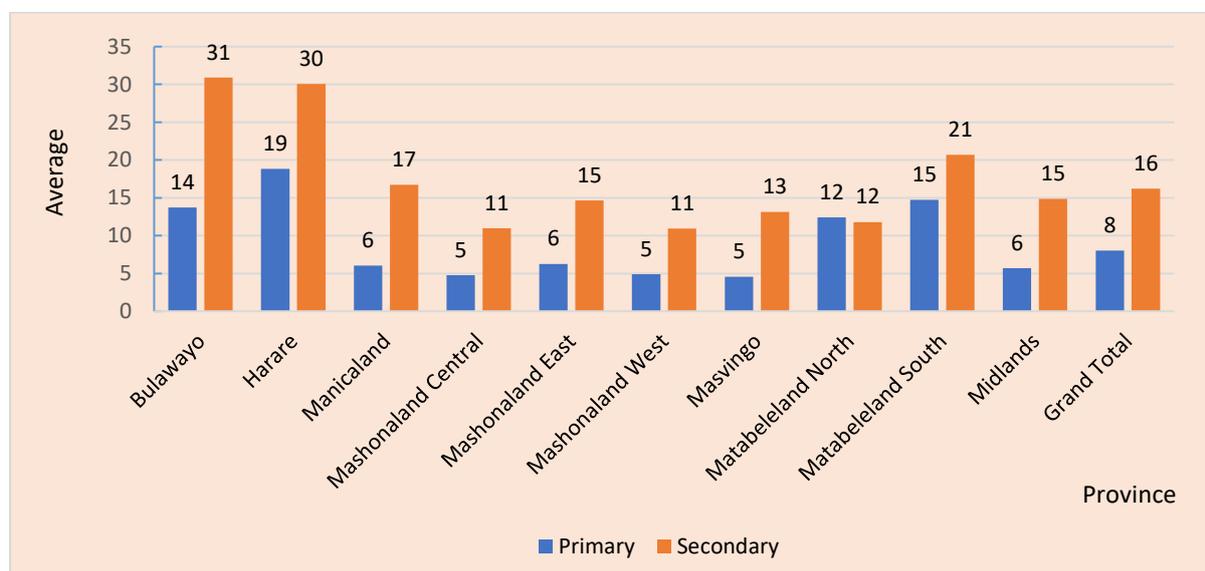
All the provinces had higher proportions of computers for pupils in secondary schools than in primary schools in 2022. The disparities were wide in predominantly rural provinces. The proportion of primary schools with computers for pupils were below the national average (35.65 percent) in Masvingo, Mashonaland Central, Midlands, Mashonaland West and Matabeleland North. The proportion of secondary schools with computers for pupils above the national average (50.69 percent) were in Harare, Bulawayo, Manicaland and Matabeleland South. Figure 9.5 shows the distributions.

Figure 9.5: Primary and Secondary Schools, Percentage with Computers for Pupils, by Province, Zimbabwe, 2022



As shown in Figure 9.6, the average number of computers per school were in favour of secondary schools across the provinces. Provinces with average numbers of computers per primary school that were above the national average of 8 are Bulawayo, Harare, Matabeleland South and Matabeleland North. Similarly, Bulawayo, Harare, Manicaland and Matabeleland South were the only provinces with average numbers of computers per secondary school that were above the national average of 16.

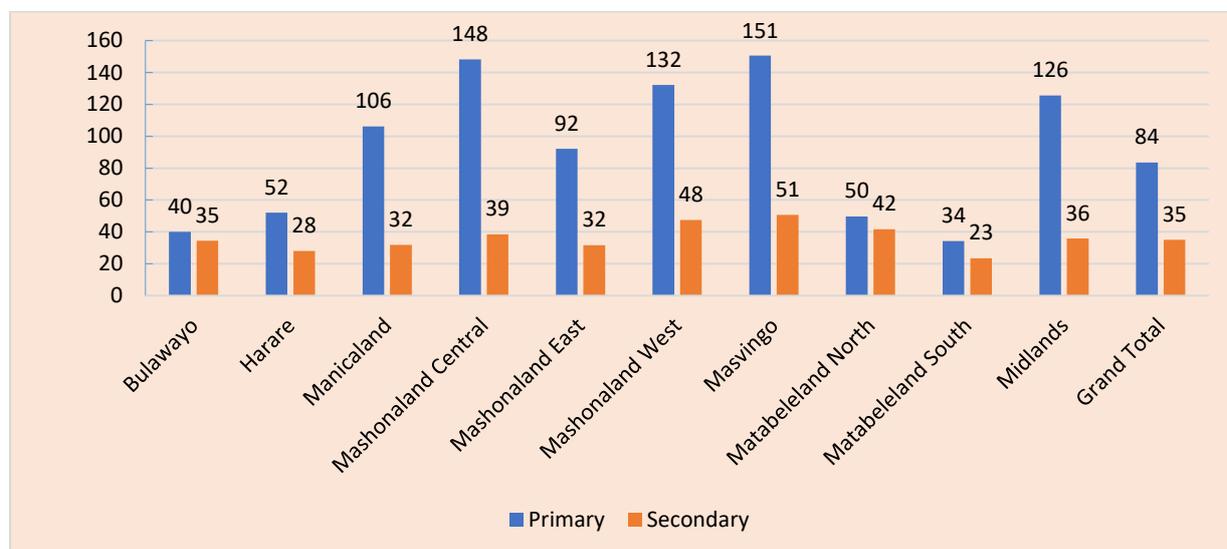
Figure 9.6: Primary and Secondary Schools, Average Computers per School, by Province, Zimbabwe, 2022



As shown in Figure 9.7, the average number of pupils per computer were larger in primary schools than in secondary schools. The disparities were more pronounced in predominantly rural provinces. Provinces with average numbers of primary school pupils per computer that were above the national average of 84 were Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo and Midlands. Similarly, Mashonaland Central, Mashonaland West, Masvingo, Matabeleland North and

Midlands were the only provinces with average numbers of secondary school pupil per computer that were above the national average of 35.

Figure 9.7: Primary and Secondary Schools, Average Pupils per Computer by Province, Zimbabwe, 2022



In Zimbabwe there were 5 548 primary schools with functional computers, 2 633 primary schools with computers for pupils, 59 173 total functional computers and 41 462 computers for pupils. The proportion of primary schools with computers ranges from 63.85 percent in Matabeleland North, to 90.88 percent in Harare. Bulawayo also had the highest proportion of primary schools with computers for pupils (73.0 percent), while Midlands had the lowest proportion (25.0 percent). Average computers per school in primary schools ranged from 5 in three provinces (Mashonaland Central, Mashonaland West and Masvingo), to 19 in Harare. Mashonaland West had the highest number of pupils per computer in primary schools (134), while Matabeleland South had the least (25). Table 9.23 shows the distribution.

Table 9.23: Primary School Computers for Pupils, Teachers and Administration, Number and Percentages, Zimbabwe, 2022

Province	Total No. of Schools	Schools with functional computers	Schools with computers for pupils	Total Functional Computers	Computers for pupils	Pupils	% of schools with computers	% of schools with computers for pupils	Average computers per school	Pupils per computer
Bulawayo	303	257	222	4 162	3 127	121 670	84.82	73.27	14	39
Harare	537	488	384	10 109	6 656	336 084	90.88	71.51	19	50
Manicaland	1 197	881	430	7 198	5 092	459 613	73.60	35.92	6	90
Mashonaland Central	672	455	177	3 209	2 071	275 804	67.71	26.34	5	133
Mashonaland East	819	610	314	5 131	3 836	315 519	74.48	38.34	6	82
Mashonaland West	841	594	211	4 110	2 636	352 222	70.63	25.09	5	134
Masvingo	936	737	264	4 265	2 871	380 349	78.74	28.21	5	132
Matabeleland North	628	401	192	7 798	5 882	168 421	63.85	30.57	12	29
Matabeleland South	547	411	212	8 047	6 260	153 808	75.14	38.76	15	25
Midlands	906	714	227	5 144	3 031	379 880	78.81	25.06	6	125
Grand Total	7 386	5 548	2 633	59 173	41 462	2943 370	75.12	35.65	8	71

In 2022, the country had 2 526 secondary schools with functional computers, 1 587 schools with computers for pupils, 50 742 total functional computers and 36 092 computers for pupils. The proportion of secondary schools with computers ranged from 74.30 percent in Matabeleland North, to 96.91 percent in Bulawayo. Bulawayo also had the highest proportion of secondary schools with computers for pupils (78.35 percent), while Mashonaland West had the lowest proportion (39.46 percent). Average computers per school in secondary school ranged from 11 in Mashonaland West and Mashonaland Central, to 31 in Bulawayo. Masvingo had the highest number of pupils per computer in secondary schools (45), while Harare has the least (23). Tables 9.24 shows the distribution.

Table 9.24: Secondary Schools Computers for Pupils, Teachers and Administration, Number and Percentages, Zimbabwe, 2022

Province	Total No. of Secondary Schools	Schools with functional computers	Schools with computers for pupils	Total Functional Computers	Computers for pupils	Pupils	% of schools with computers	% of schools with computers for pupils	Average computers per school	Pupils per computer
Bulawayo	97	94	76	2 995	1 588	58 976	96.91	78.35	31	37
Harare	319	298	237	9 591	6 237	144 112	93.42	74.29	30	23
Manicaland	453	378	240	7 562	6 495	174 240	83.44	52.98	17	27
Mashonaland Central	277	208	116	3 040	2 105	87 211	75.09	41.88	11	41
Mashonaland East	411	320	192	6 024	4 696	124 590	77.86	46.72	15	27
Mashonaland West	408	304	161	4 468	3 014	124 116	74.51	39.46	11	41
Masvingo	376	298	178	4 931	3 449	154 588	79.26	47.34	13	45
Matabeleland North	214	159	93	2 520	1 827	58 507	74.30	43.46	12	32
Matabeleland South	181	151	102	3 746	2 414	56 847	83.43	56.35	21	24
Midlands	395	316	192	5 865	4 267	138 404	80.00	48.61	15	32
Grand Total	3 131	2 526	1 587	50 742	36 092	1 121 591	80.68	50.69	16	31

9.6 Seating and Writing Places

The provision of appropriate seating and writing places creates a conducive environment for learning. The recommended Pupil-to-Seating Place Ratio/Pupil to writing ratio was 1:1. The ratios above one means that the seating/writing places are shared by more than one pupil. Nationally, the primary school Pupil-to-Seating Place Ratio was 1:38. As shown in Table 9.25, all provinces had primary school Pupil-to-Seating Place Ratio that were above the ideal ratio of 1:1 Mashonaland Central had the highest primary school Pupil-to-Seating Place Ratio (1.55), while Bulawayo had the least (1.21). The proportion of primary school pupils without seating places ranged from 17.06 percent in Bulawayo to 35.43 percent in Mashonaland Central. At national level, the primary school Pupil-to-Writing Place Ratio is 1:53. As shown in Table 9.25, all provinces had primary school Pupil-to-Writing Place Ratio that were above the ideal ratio of 1:1 Mashonaland Central had the highest primary school Pupil-to-Writing Place Ratio (1.68), while Matabeleland South and Bulawayo had the least (both had 1.42). The proportion of primary school pupils without writing places ranged from 29.58 percent in Matabeleland South to 40.48 percent in Mashonaland Central.

Table 9.25: Primary School (ECDA to Grade 7) Seating and Writing Places by Province, Number and Percentage, Zimbabwe, 2022

Province	Seating Places				Writing Places			
	Seating Places, No.	Pupil to Seating Place Ratio	No. Required	% Pupils Without Seating	Writing Places, No.	Pupil to Writing Place Ratio	No. Required	% Pupils Without Writing
Bulawayo	121 919	1.21	25 083	17.06	103 380	1.42	43 622	29.67
Harare	316 517	1.22	69 523	18.01	269 406	1.43	116 634	30.21
Manicaland	422 144	1.34	145 396	25.62	393 843	1.44	173 697	30.61
Mashonaland Central	220 562	1.55	121 047	35.43	203 316	1.68	138 293	40.48
Mashonaland East	283 578	1.37	104 425	26.91	264 140	1.47	123 863	31.92
Mashonaland West	286 616	1.50	142 519	33.21	261 452	1.64	167 683	39.07
Masvingo	325 724	1.45	147 548	31.18	295 576	1.60	177 696	37.55
Matabeleland North	155 530	1.35	54 332	25.89	134 552	1.56	75 310	35.89
Matabeleland South	154 975	1.25	39 107	20.15	136 664	1.42	57 418	29.58
Midlands	319 900	1.44	141 904	30.73	293 688	1.57	168 116	36.40
Grand Total	2 607 465	1.38	990 884	27.54	2 356 017	1.53	1 242 332	34.53

Nationally, the secondary school Pupil-to-Seating Place Ratio was 1:13. Besides Harare, all other provinces had secondary school Pupil-to-Seating Place Ratio that were above the ideal ratio of 1:1. Harare with secondary school Pupil-to-Seating Place Ratio of 0.98, had slightly more seating places than it needed while Mashonaland Central had the highest secondary school Pupil-to-Seating Place Ratio (1.22 percent). The proportion of secondary school pupils without seating places ranged from 8.79 percent in Manicaland, to 18.25 percent in Mashonaland Central. At national level, the secondary school Pupil-to-Writing Place Ratio was 1:15. Harare had a Pupil-to-Writing Place Ratios of 0.98. Besides Harare, the other provinces had secondary school Pupil-to-Writing Place Ratio that were above the ideal ratio of 1:1. The proportions of secondary school pupils without writing spaces ranged from 10.69 percent in Manicaland to 20.14 percent in Mashonaland Central

Table 9.26: Secondary School (Form 1-6) Seating and Writing Places, Number and Percentage, Zimbabwe, 2022

Province	Seating Places				Writing Places			
	Seating Places, No.	Pupil to Seating Place Ratio	No. Required	% Pupils Without Seating	Writing Places, No.	Pupil to Writing Place Ratio	No. Required	% Pupils Without Writing
Bulawayo	52 582	1.12	6 394	10.84	52 502	1.12	6 474	10.98
Harare	147 261	0.98	-3 149	-2.19	146 333	0.98	-2 221	-1.54
Manicaland	158 922	1.10	15 318	8.79	155 619	1.12	18 621	10.69
Mashonaland Central	71 295	1.22	15 916	18.25	69 646	1.25	17 565	20.14
Mashonaland East	107 410	1.16	17 180	13.79	105 252	1.18	19 338	15.52
Mashonaland West	104 230	1.19	19 886	16.02	102 699	1.21	21 417	17.26
Masvingo	128 448	1.20	26 140	16.91	129 199	1.20	25 389	16.42
Matabeleland North	50 370	1.16	8 137	13.91	51 722	1.13	6 785	11.60
Matabeleland South	50 761	1.12	6 086	10.71	49 601	1.15	7 246	12.75
Midlands	117 586	1.18	20 818	15.04	114 966	1.20	23 438	16.93
Grand Total	988 865	1.13	132 726	11.83	977 539	1.15	144 052	12.84

9.7 Conclusion

The pupil to classroom ratios for ECD, primary and secondary levels of education were 51, 45 and 39, respectively. Grid was the main source of electricity for both primary and secondary schools (52.14 percent and 61.19 percent respectively), while turbine gas was the least source in both (0.01 percent and 0.00 percent, respectively). WASH in schools is the first step towards ensuring a health environment and was important in curbing the spread of diseases. Information on access to toilet facilities shows that the pupil-to-toilet ratios for ECD were at 19 for males and 18 for females, while the ratios for primary schools were at 28 for males and 26 for females. The secondary school pupil-to-toilet ratios for males and females were 19 and 17, respectively. The sources of water for schools included boreholes, dams, rivers, unprotected wells, piped in water, protected wells, and abstraction spring. At national level, the distance to the main source of water was greater than 500m for 27.09 percent of primary schools and 22.61 percent of secondary schools. Nationally, 88.94 percent of primary and 87.77 percent of secondary schools had access to safe drinking water. Furthermore, 73.00 percent of primary schools and 70.97 percent of secondary schools had sufficient water. Water was also consistently available to 69.14 percent of primary schools and 67.71 percent of secondary schools. In Zimbabwe, 40.21 percent of primary schools and 39.60 percent of secondary schools use treated water. At national level, the water sources of 56.32 percent of primary schools and 52.32 percent of secondary schools were also used by their respective communities. In addition, water sources were within the schools' premises for 72.47 percent and 75.25 percent of primary secondary schools, respectively.

The proportion of primary school trained health teachers, supplementary feeding programmes and school health programmes were respectively, 73.84 percent, 51.07 percent, and 83.41. On the other hand, the proportion of secondary school trained health teachers, supplementary feeding programmes and school health programmes were 72.37 percent, 18.72 percent, and 77.96 percent, respectively. The proportion of schools with computers for pupils at primary and secondary levels of education were 36 percent and 50.69 percent, respectively. Furthermore, Seating Place Ratios were 1:38 for primary and 1:13 for secondary schools, while Writing Place Ratios were 1:53 and 1:15 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) in 2022 at both primary and secondary levels of education was 91 386 (40 181 males, 51 205 females). Enrolment into NFE varies from one province to another. Manicaland had the highest proportion of NFE learners (21.38 percent), followed by Harare with 18.92 percent. Bulawayo had the least proportion of primary and secondary school NFE learners (6.04percent). The proportion of males in primary and secondary school NFE programmes ranged from 4.80 percent in Matabeleland South to 24.33 percent in Harare while the proportion for their female counterparts ranged from 6.22 percent in Mashonaland Central to 24.28 percent in Manicaland. In most of the provinces, the proportion for females was above the proportion for males save for Harare.

Table 10.1: Total Enrolment in NFE Programmes (Primary and Secondary Education Levels) by, Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	NFE Enrolment and Education Level, No.						
	Number			% of Total			% Female
	Male	Female	Total	Male	Female	Total	
Bulawayo	2 164	3 354	5 518	5.39	6.55	6.04	60.78
Harare	9 777	7 509	17 286	24.33	14.66	18.92	43.44
Manicaland	7 108	12 433	19 541	17.69	24.28	21.38	63.63
Mashonaland Central	2 243	3 186	5 429	5.58	6.22	5.94	58.68
Mashonaland East	4 589	5 291	9 880	11.42	10.33	10.81	53.55
Mashonaland West	3 045	3 310	6 355	7.58	6.46	6.95	52.08
Masvingo	3 850	4 767	8 617	9.58	9.31	9.43	55.32
Matabeleland North	3 273	4 288	7 561	8.15	8.37	8.27	56.71
Matabeleland South	1 929	4 264	6 193	4.8	8.33	6.78	68.85
Midlands	2 203	2 803	5 006	5.48	5.47	5.48	55.99
Grand Total	40 181	51 205	91 386	100.00	100.00	100.00	56.03

Of the 47 152 of learners enrolled in non-formal education (NFE) at primary level of education 18 682 were males while the majority, 28 470, were females. Enrolment in NFE varies from one province to another. Manicaland had the highest proportion of primary school NFE learners (30.96 percent), followed by Harare with 11.69 percent. Bulawayo had the least proportion of primary school NFE learners (2.95 percent). The proportion of males in primary school NFE programmes ranged from 2.65 percent in Bulawayo to 26.34 percent in Manicaland, while the proportion for the females ranged from 3.51 percent in Bulawayo to 34.00 percent in Manicaland. In each of the provinces, the proportion of females was above the proportion for males. Within each province, the proportion of females was above 50 percent, save for Harare.

Table 10.2: Enrolment in NFE Programmes (Primary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	NFE Enrolment (Primary Levels)			NFE Percentage of Total			% Female
	Number			Percentage			
	Male	Female	Total	Male	Female	Total	
Bulawayo	495	897	1 392	2.65	3.15	2.95	64.44
Harare	2 814	2 696	5 510	15.06	9.47	11.69	48.93
Manicaland	4 921	9 679	14 600	26.34	34.00	30.96	66.29
Mashonaland Central	1 346	2 074	3 420	7.20	7.28	7.25	60.64
Mashonaland East	1 822	2 396	4 218	9.75	8.42	8.95	56.80
Mashonaland West	1 112	1 408	2 520	5.95	4.95	5.34	55.87
Masvingo	1 789	2 586	4 375	9.58	9.08	9.28	59.11
Matabeleland North	2 105	2 860	4 965	11.27	10.05	10.53	57.60
Matabeleland South	1 407	2 717	4 124	7.53	9.54	8.75	65.88
Midlands	871	1 157	2 028	4.66	4.06	4.30	57.05
Grand Total	18 682	28 470	47 152	100.00	100.00	100.00	60.38

The total number of learners enrolled in non-formal education (NFE) at secondary level of education was 44 234 (21 499 males, 22 735 females). Enrolment into NFE varies from one province to another. Harare had the highest proportion of secondary school NFE learners (26.62 percent), followed by Manicaland with 11.17 percent. Mashonaland Central had the least proportion of secondary school NFE learners (4.54 percent). The proportion of males in secondary school NFE programmes ranged from 2.43 percent in Matabeleland South to 32.39 percent in Harare, while the proportion for the females ranged from 4.89 percent in Mashonaland Central, to 21.17 percent in Harare. Within each province, the proportion of females was above 51 percent save for Mashonaland West (49.6 percent) and Harare (40.87 percent). Table 10.3 shows the distribution.

Table 10.3: Enrolment in NFE Programmes (Secondary Education Level) by, Sex and Province, Number and Percentage, Zimbabwe, 2022

Province	NFE Enrolment (Secondary) and Education Level, No.						% Female
	Number			% of Total			
	Male	Female	Total	Male	Female	Total	
Bulawayo	1 669	2 457	4 126	7.76	10.81	9.33	59.55
Harare	6 963	4 813	11 776	32.39	21.17	26.62	40.87
Manicaland	2 187	2 754	4 941	10.17	12.11	11.17	55.74
Mashonaland Central	897	1 112	2 009	4.17	4.89	4.54	55.35
Mashonaland East	2 767	2 895	5 662	12.87	12.73	12.8	51.13
Mashonaland West	1 933	1 902	3 835	8.99	8.37	8.67	49.6
Masvingo	2 061	2 181	4 242	9.59	9.59	9.59	51.41
Matabeleland North	1 168	1 428	2 596	5.43	6.28	5.87	55.01
Matabeleland South	522	1 547	2 069	2.43	6.8	4.68	74.77
Midlands	1 332	1 646	2 978	6.2	7.24	6.73	55.27
Grand Total	21 499	22 735	44 234	100.	100.	100.	51.4

10.2 Non-Formal Education Programmes

In 2022, most of the male primary school NFE learners enrolled for Functional Literacy are 8 307, constituting 44.47 percent, while the least enrolled for ZABEC 3 are 1 072,

constituting 5.74 percent. Similarly, most of the female primary school NFE learners enrolled for Functional Literacy were 14 659, constituting 51.49 percent, while the least enrolled for ZABEC 2 were 1 325, constituting 4.65 percent. For each of the primary school NFE programmes, the proportion of females was above 52 percent. Table 10.4 illustrates the distribution.

Table 10.4: Primary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2022

NFE Level	Enrolment			%F	% of Total		
	Male	Female	Total		Male	Female	Total
Basic Literacy	4 233	6 325	10 558	59.91	22.66	22.22	22.39
Fit For Life	2 465	3 146	5 611	56.07	13.19	11.05	11.90
Functional Literacy	8 307	14 659	22 966	63.83	44.47	51.49	48.71
ZABEC 1	1 469	1 627	3 096	52.55	7.86	5.71	6.57
ZABEC 2	1 136	1 325	2 461	53.84	6.08	4.65	5.22
ZABEC 3	1 072	1 388	2 460	56.42	5.74	4.88	5.22
Grand Total	18 682	28 470	47 152	60.38	100.00	100.00	100.00

As shown in Table 10.5, the total number of NFE learners in registered primary schools was 43 343 (16 914 males, 26 429 females). The largest number of NFE learners in registered schools enrolled for Functional Literacy were 21 774, while the least enrolled for ZABEC 3 were (2 281). There were more females than males undertaking each of NFE programmes in registered primary schools. A total of 2 755 (1 234 males, 1 521 females) were enrolled in satellite primary schools. The largest number of NFE learners in satellite primary schools were enrolled for Functional Literacy (1 005), while the least were enrolled for ZABEC 2 (150). In satellite primary schools there were more females than males undertaking each of NFE programmes. The total number of primary school learners enrolled in unregistered schools is 1 054 (534 males, 520 females). The largest number of NFE learners in unregistered schools enrolled for Basic Literacy were 820, while the least enrolled for ZABEC 3 was only 15. No NFE in unregistered primary schools were enrolled for Fit for Life. Furthermore, more males than females were enrolled in Basic Literacy in unregistered schools.

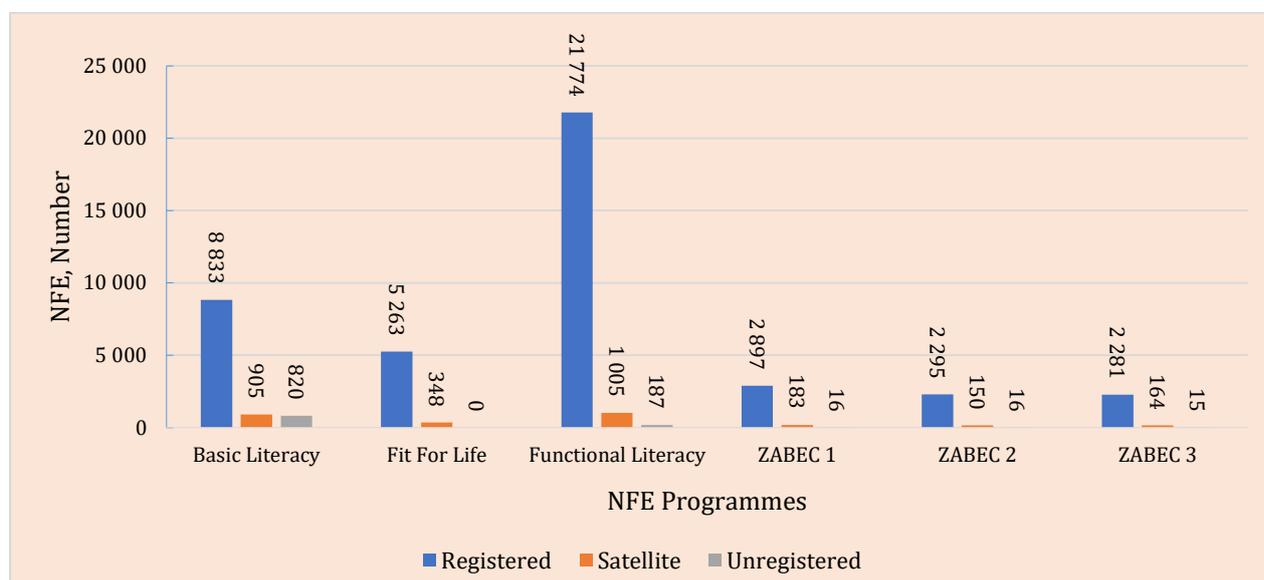
Table 10.5: Primary Level Enrolment in NFE Programmes by Registration Status of School, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022

NFE Level	Registered			Satellite			Unregistered			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Basic Literacy	3 410	5 423	8 833	393	512	905	430	390	820	10 558
Fit For Life	2 302	2 961	5 263	163	185	348	0	0	0	5 611
Functional Literacy	7 765	14 009	21 774	459	546	1 005	83	104	187	22 966
ZABEC 1	1 391	1 506	2 897	71	112	183	7	9	16	3 096
ZABEC 2	1 058	1 237	2 295	71	79	150	7	9	16	2 461
ZABEC 3	988	1 293	2 281	77	87	164	7	8	15	2 460
Grand Total	16 914	26 429	43 343	1 234	1 521	2 755	534	520	1 054	47 152

Figure 10.1 shows 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, 2022



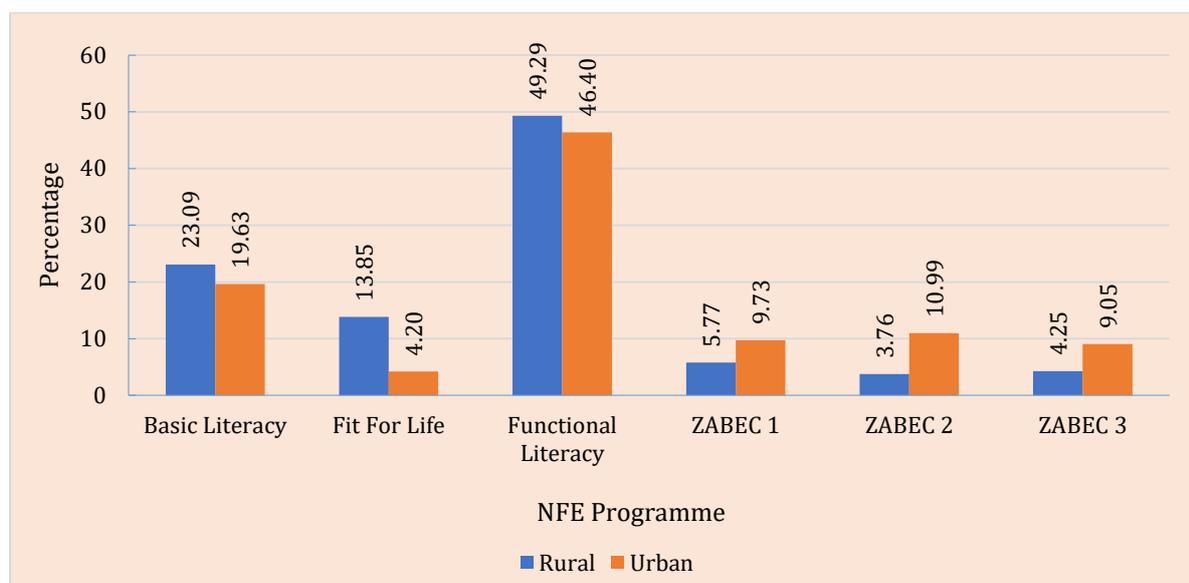
As shown in Table 10.6, there are more primary NFE learners in rural areas than they are in urban areas. The total number of primary schools where NFE learners enrolled in the rural areas was 37 642 (14 411 males and 23 231 females), while the total number enrolled in urban areas was 9 510 (4 271 males and 5 239 females).

Table 10.6: Primary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022

NFE Level	Rural, No.			Urban, No			Grand Total
	Male	Female	Total	Male	Female	Total	
Basic Literacy	3 328	5 363	8 691	905	962	1 867	10 558
Fit For Life	2 326	2 886	5 212	139	260	399	5 611
Functional Literacy	6 615	11 938	18 553	1 692	2 721	4 413	22 966
ZABEC 1	905	1 266	2 171	564	361	925	3 096
ZABEC 2	606	810	1 416	530	515	1 045	2 461
ZABEC 3	631	968	1 599	441	420	861	2 460
Grand Total	14 411	23 231	37 642	4 271	5 239	9 510	47 152

The primary level enrolment in NFE programmes in both urban and rural areas. As shown on the graph in Figure 10.2, the proportion of primary school NFE learners enrolled for Functional Literacy, Fit for Life and Basic Literacy were higher in rural areas than urban areas. However, the proportions of secondary school NFE learners enrolled for the rest of NFE programmes (ZABEC 1, ZABEC 2 and ZABEC 3) were 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, 2022



In 2022, most of the male secondary school NFE learners enrolled for PTCEC were 12 163, constituting 56.57 percent of males, while the least enrolled for Fit for Life were 3 289, constituting 15.30 percent. Similarly, most female secondary school NFE learners enrolled for PTCEC (14 868, constituting 65.40 percent while the least enrolled for Fit for Life were 2 309, constituting 10.16 percent. Table 10.7 shows the distribution.

Table 10.7: Secondary Level Enrolment in NFE Programmes by Sex and NFE Level, Number and Percentage, Zimbabwe, 2022

NFE Level	Enrolment			%Female	% of Total		
	Male	Female	Total		Male	Female	Total
Fit for Life	3 289	2 309	5 598	41.25	15.30	10.16	12.66
Functional Literacy	6 047	5 558	11 605	47.89	28.13	24.45	26.24
PTCEC	12 163	14 868	27 031	55.00	56.57	65.40	61.11
Grand Total	21 499	22 735	44 234	51.40	100.00	100.00	100.00

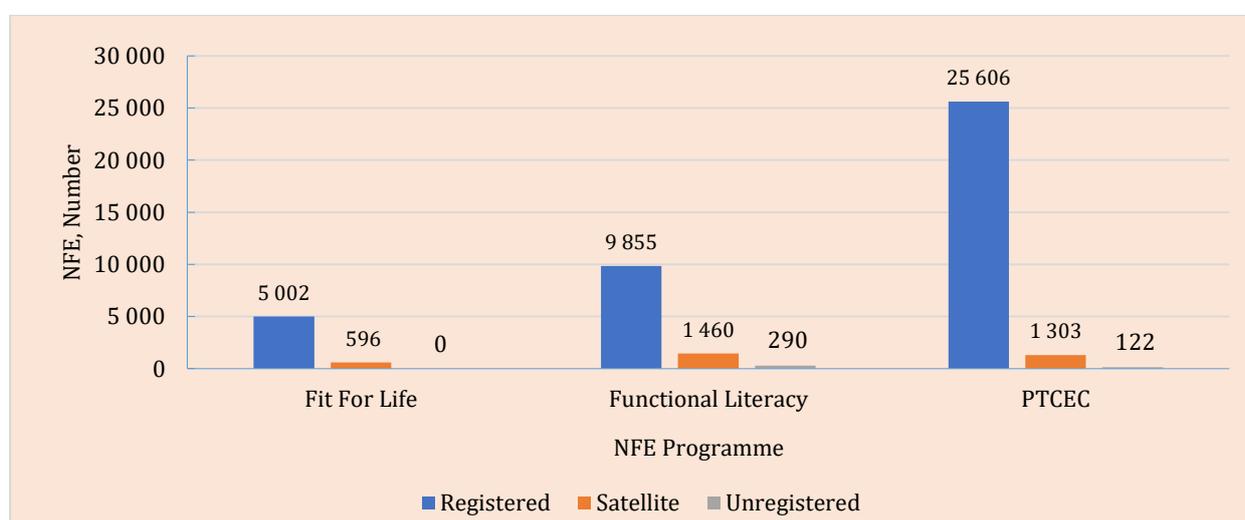
As shown in Table 10.8, the total number of NFE learners in registered secondary schools was 40 463 (19 749 males, 20 714 females). The largest number of NFE learners in registered secondary schools enrolled for PTCEC was 25 606, while the least enrolled for Fit for Life were 5 002. There were more males than females undertaking each one of the NFE programmes in registered secondary schools, save for PTCEC. A total of 3 359 (1 553 males, 1 806 females) were enrolled in satellite secondary schools. The largest number of NFE learners in satellite secondary schools were enrolled for PTCEC (1 303), while the least was enrolled for Fit for Life (596). In satellite secondary schools, there were more females than males enrolled in each of NFE programmes, save for Fit for Life. The total number of learners enrolled in unregistered schools was 412 (197 males, 215 females). The largest number of NFE learners in unregistered secondary schools was enrolled for Functional Literacy (290), followed by NFE learners who enrolled for PTCEC (122). - see Table 10.8. More females than males were enrolled in unregistered secondary schools' NFE programmes, save for PTCEC.

Table 10.8: Secondary Level Enrolment in NFE Programmes by School Registration Status, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022

NFE Level	School Registration Status, No.									Grand Total
	Registered			Satellite			Unregistered			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Fit for Life	2 986	2 016	5 002	303	293	596	0	0	0	5 598
Functional Literacy	5 240	4 615	9 855	683	777	1 460	124	166	290	11 605
PTCEC	11 523	14 083	25 606	567	736	1 303	73	49	122	27 031
Grand Total	19 749	20 714	40 463	1 553	1 806	3 359	197	215	412	44 234

Figure 10.3 depicts the distribution of secondary level enrolment in NFE by registration status. As shown on the graph, registered secondary schools enrol 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, 2022



As shown in Table 10.9, there were 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 19 709 (8 764 males and 10 945 females), while the total number enrolled in urban areas was 24 525 (12 735 males and 11 790 females).

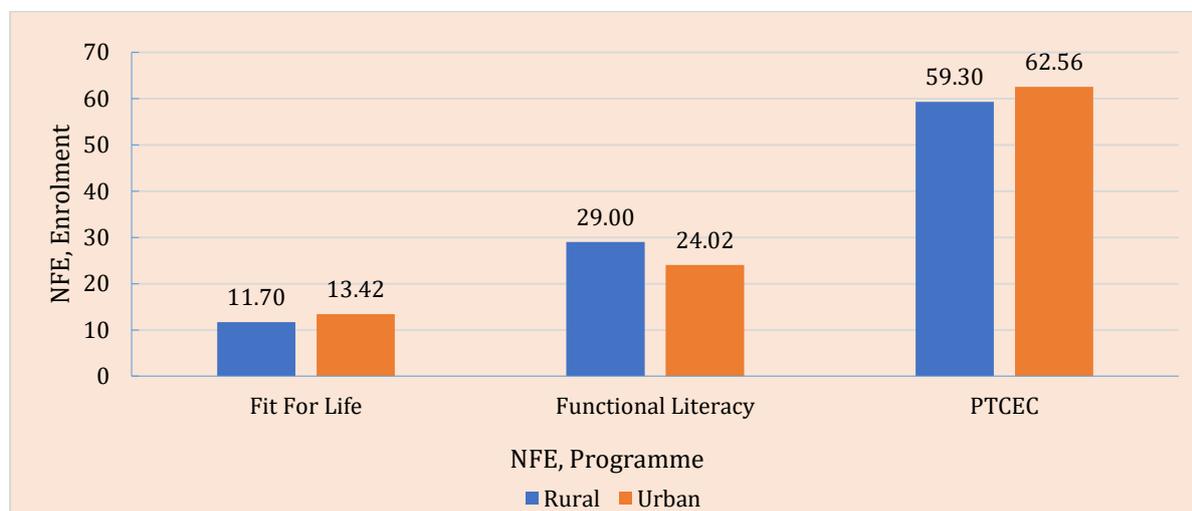
Table 10.9: Secondary Level Enrolment in NFE Programmes by Location, Sex and NFE Level, Number and Percentage, Zimbabwe, 2022

NFE Level	Enrolment						Grand Total
	Rural			Urban			
	Male	Female	Total	Male	Female	Total	
Fit For Life	1 063	1 243	2 306	2 226	1 066	3 292	5 598
Functional Literacy	2 543	3 172	5 715	3 504	2 386	5 890	11 605
PTCEC	5 158	6 530	11 688	7 005	8 338	15 343	27 031
Grand Total	8 764	10 945	19 709	12 735	11 790	24 525	44 234

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 were higher in rural areas than urban areas. However, the proportions of secondary school NFE learners enrolled for PTCEC and Fit for Life were 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, 2022



10.3 Schools Offering NFE Programmes

Table 10.10 shows that out of the 3 996 schools offering NFE programmes, 2 509 were primary schools and 1 406 are secondary schools. The majority of the primary schools offering NFE programmes (1 124) were enrolled for functional literacy followed by basic literacy (476) and fit for life (315).

Table 10.10: Primary Schools Offering NFE programmes, Zimbabwe 2022

NFE Programme	No
Basic Literacy	476
Fit for Life	315
Functional Literacy	1 124
ZABEC 1	284
ZABEC 2	198
ZABEC 3	193
Total	2 590

PTCEC was offered by most secondary schools offering NFE programmes (1 067), followed by Functional Literacy (255). Fit for Life was offered by the least number of secondary schools (84) see Table 10.11 below.

Table 10.11: Secondary Schools Offering NFE programmes, Zimbabwe 2022

NFE Programme	No
Fit for Life	84
Functional Literacy	255
PTCE	1 067
Total	1 406

10.4 Conclusion

The total number of learners enrolled in non-formal education (NFE) at both primary and secondary levels of education was 91 386 (40 181 males, 51 205 females). The total number of learners enrolled in non-formal education (NFE) at primary level of education was 47 152 (18 682 males, 28 470 females). The total number of learners enrolled in non-formal education (NFE) at secondary level of education was 44 234 (21 499 males, 22 735 females). In 2022, most male primary school NFE learners enrolled for Functional Literacy were 8 307, constituting 44.47 percent, while the least enrolled for ZABEC 3 were 1072, constituting 5.22 percent. Similarly, the majority of female primary school NFE learners enrolled for Functional Literacy were 14 659, constituting 51.49 percent, while the least enrolled for ZABEC 2 were 1 325, constituting 4.65 percent. In 2022, the majority of male secondary school NFE learners enrolled for PTCEC were 12 163, constituting 56.67 percent, while the least enrolled for Fit For Life were 3.289, constituting 15.30 percent. Similarly, most female secondary school NFE learners enrolled for PTCEC (14 868, constituting 65.40 percent while the least enrolled for Fit for Life were 2 309, constituting 10.16 percent.

The total number of NFE learners in registered primary schools was 43 343(16 914 males, 26 429 females). The largest number of NFE learners in registered schools enrolled for Functional Literacy were 21 774, while the least enrolled for ZABEC 3 were (2 281). There were more females than males undertaking each of NFE programmes in registered primary schools. A total of 2 755 (1 234 males, 1 521 females) were enrolled in satellite primary schools. The largest number of NFE learners in satellite primary schools were enrolled for Functional Literacy (1 005), while the least were enrolled for ZABEC 2 (150). In satellite primary schools there were more females than males undertaking each of NFE programmes. The total number of primary school learners enrolled in unregistered schools was 1 054 (534 males, 520 females). The largest number of NFE learners in unregistered schools enrolled for Basic Literacy were 820, while the least enrolled for ZABEC 3 were only 15. No NFE in unregistered primary schools were enrolled for Fit for Life. Furthermore, more females than males are enrolled in unregistered schools, save for Basic Literacy. The total number of primary schools NFE learners enrolled in the rural areas was 37 642 (14 411 males and 23 231 females), while the total number enrolled in urban areas was 9 510 (4 271 males and 5 239 females).

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 Zimbabwe Early Learning Assessment

Overall, it emerged from the ZELA 2022 statistics that greater gains have been made since 2018 in both English and Mathematics. The performance results for the ZELA 2022 cycle show that about one quarter of the infant pupils were transitioning into junior school level without being able to read and lacked basic computation competences. Modest gains were notable in both English and Mathematics between 2019 and 2022. Overall, the percentage of pupils performing at or above grade level was 77.1% and 75.3% in English and Mathematics respectively in 2022, compared to 75.9% literacy and 72.3% numeracy rates for 2021. The overall percentage of improvement was 1.8% and 3.6% literacy and numeracy rate respectively. Less than a quarter (22.9%) of pupils performed below grade level in English, while 24.1% of the pupils performed below grade level in Mathematics. These performance results show that about one quarter of the infant pupils are transitioning into junior school level without being able to read and lack basic computation and literacy competences.

Table 11.1: Percentage of Pupils achieving at or above grade-appropriate level after completing grade 2

	2018			2019			2021			2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Maths	69.40%	74.40%	72.20%	56.90%	63.10%	60.10%	70.60%	73.50%	72.10%	73%	78%	75.30%
English	73.90%	78.40%	76.40%	55.70%	66.10%	61.10%	73.20%	77.30%	75.30%	75%	80%	77.10%

11.2 Grade 7 Pass Rates

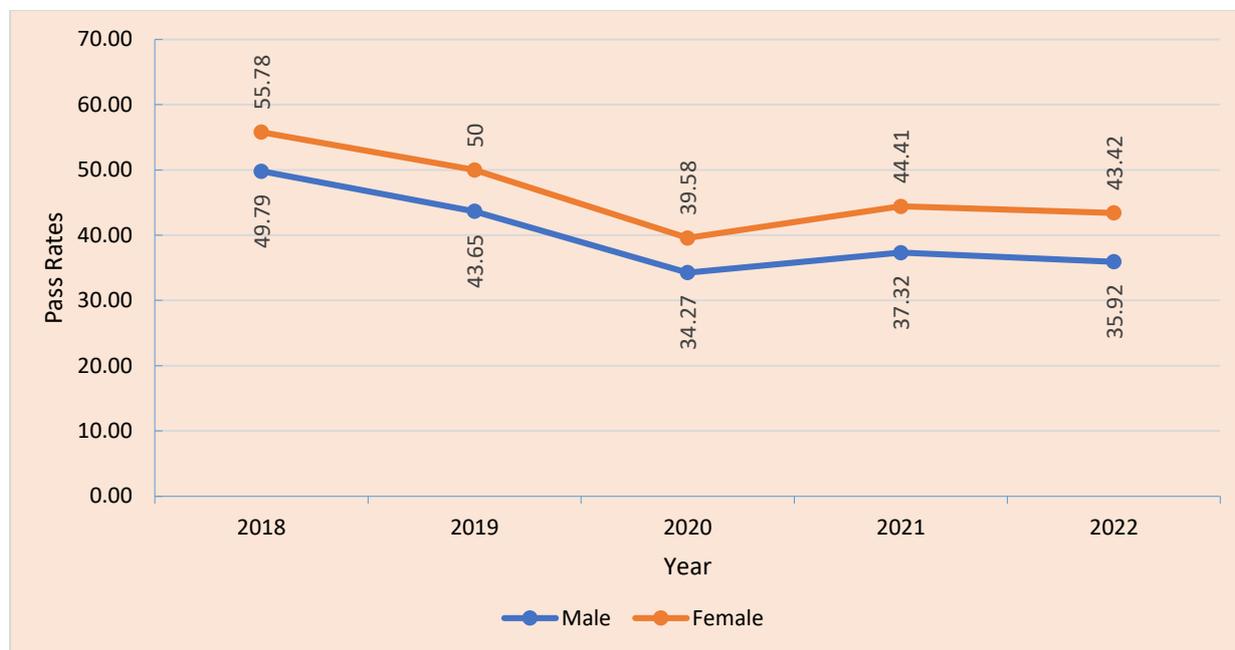
In 2022, the Grade 7 pass rate was 39.83 percent. The pass rates for males and female pupils were 35.92 percent and 43.42 percent, respectively. During the period 2018 to 2020, the Grade 7 pass rate decreased from 52.87 percent to 37.00 percent. The Grade 7 pass rate increased to 40.98 percent in 2021 and marginally decreased to 39.83 in 2022. Since 2018, the gender disparities in Grade 7 pass rates have been in the favour of females (GPIs- 1.12 to 1.21).

Table 11.2: Pass Rates by Level (Grade 7, 'O' Level and 'A' Level) and Sex and GPI, Percentage, Zimbabwe, 2018-2022

Year	Pass Rates, %											
	Grade 7 Pass Rate				'O' Level				'A' Level			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
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	1.19								
2022	35.92	43.42	39.83	1.21								

Figure 11.1 graphically depicts gender disparities in Grade 7 pass rates that were in favour of females during the period 2018-2022. 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, 2018-2022



As shown in Table 11.2 Grade 7 pass rates vary from one province to another. Bulawayo had the highest pass rate (70.35 percent), followed by Harare with a pass rate of 68.01 percent. Matabeleland North had the lowest Grade 7 pass rate of 22.24 percent.

Table 11.2: Grade 7 School Pass Rates by Province and Sex, Zimbabwe, 2022

Province	Total Candidates			Total Passed			Pass rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	7679	8182	15861	4974	6185	11159	64.77	75.59	70.35
Harare	20817	22442	43259	13381	16038	29419	64.28	71.46	68.01
Manicaland	24596	25699	50295	7770	9838	17608	31.59	38.28	35.01
Mashonaland Central	12831	14167	26998	2989	4108	7097	23.30	29.00	26.29
Mashonaland East	17579	18963	36542	5455	7372	12827	31.03	38.88	35.10
Mashonaland West	18225	19938	38163	4849	6412	11261	26.61	32.16	29.51
Masvingo	20164	21734	41898	7253	9436	16689	35.97	43.42	39.83
Matabeleland North	8851	10376	19227	1459	2817	4276	16.48	27.15	22.24
Matabeleland South	8870	9606	18476	2224	3896	6120	25.07	40.56	33.12
Midlands	19441	21686	41127	6783	8928	15711	34.89	41.17	38.20
Grand Total	159053	172793	331846	57137	75030	132167	35.92	43.42	39.83

Table 11.4 shows that the Grade 7 pass rates vary across provinces. Bulawayo had the highest pass rate (70.32 percent), followed by Harare with a pass rate of 67.21 percent. Matabeleland North had the lowest Grade 7 all pass rate of 22.23 percent.

Table 11.3: Grade 7 All Pass Rates by Province and Sex, Zimbabwe, 2022

Province	Total Candidates			Total Passed			Pass Rates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Bulawayo	7703	8193	15896	4987	6191	11178	64.74	75.56	70.32
Harare	22457	24083	46540	14294	16986	31280	63.65	70.53	67.21
Manicaland	24719	25815	50534	7817	9909	17726	31.62	38.38	35.08
Mashonaland Central	12842	14180	27022	2992	4111	7103	23.30	28.99	26.29
Mashonaland East	17870	19276	37146	5613	7561	13174	31.41	39.22	35.47
Mashonaland West	18324	20038	38362	4906	6482	11388	26.77	32.35	29.69
Masvingo	20195	21760	41955	7276	9452	16728	36.03	43.44	39.87
Matabeleland North	8859	10383	19242	1459	2818	4277	16.47	27.14	22.23
Matabeleland South	8889	9618	18507	2238	3905	6143	25.18	40.60	33.19
Midlands	19524	21764	41288	6828	8979	15807	34.97	41.26	38.28
Grand Total	161382	175110	336492	58410	76394	134804	36.19	43.63	40.06

Appendix 1: Main Indicators Used in this Report

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 pupils 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 pupils 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 pupils' 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 pupils, 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, Pupil 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 pupils 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 pupils (or pupils) 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 pupils 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 schoolteachers 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 pupils' 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 pupils' 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. Pupil to Teacher Ratio (PTR)

Definition: Average number of pupils 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 pupils enrolled in a formal educational institution.

Calculation Method: Divide the total number of pupils 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 pupils 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 pupils 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 pupils through the education cycle.

9. School Teachers who are Certified (Trained) to Teach According to National Standards

Definition: The number of schoolteachers 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 also reveals 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 pupils' 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. Pupil Enrolment

Pupil enrolment is defined as the total number of pupils (total, female) enrolled in a particular level of education (primary, secondary, tertiary). For secondary education, pupil 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 pupils 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 pupil 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 pupil 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 pupils (or pupils) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or pupils) 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 pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

