

# Moving forward in Zimbabwe

## Reducing poverty and promoting growth

### Appendix 1: Prioritisation of recommendations for the education sector

Priorities are divided into three parts: those requiring little or no additional funding and are therefore immediately implementable are identified as A; those requiring moderate funding and that can be implemented quite quickly are identified as B; and finally those which require medium and long term planning and funding are identified as C. Strategies and actions identified under A are mainly those which require better coordination amongst the various stakeholders, so that existing resources are utilised more effectively. Those identified under B require some capacity building

and modest additional funding, whilst those under C are more innovative and developmental, and would require substantive capacity building and institutional strengthening, and in some cases would require substantial additional funding. Policies and strategies under C would need to be phased in gradually over a long period. A reasonable time-scale for A would be implementation within one year; for B implementation would be within three years; whilst for C implementation would be within a perspective of fifteen years.

Priority areas and related actions	Priority	Responsible body
<b>1. Basic education.</b>		
1.1 Do an immediate survey of how many qualified and unqualified teachers are available, and organise in-service school and locally based training for the unqualified and under-qualified teachers. Training manuals already exist, and should be re-printed.	A	MOE
1.2 Check on teacher presence and actual activities taking place at the school. Parents can be responsible for this through the School Development Committees (SDCs). Many teachers are now absent, because they cannot afford the bus fare to school. The teachers' pay is not sufficient for basic food for survival. In many Harare schools, teachers have been on strike for the past 7 months. <sup>1</sup> Locally based answers can be found for these problems, such as the provision of foodstuffs by parents in rural areas and the charging of a small fee in urban areas. The MOE can help to organise through donor, parental and community funding, support at school level to provide short term and temporary salary supplements for teachers to enable them to come to school and to function. <sup>2</sup>	A	MOE, School Development Committee (SDC)
1.3 Ensure all children aged 6 – 12 are able to access tuition-free primary education up to Grade 7 immediately. This is the minimum requirement and should be implemented immediately.	A	MOE, parents, donors
1.4 Ensure that every teacher has a set of textbooks, chalk, and other teaching materials to enable them to perform their work effectively.	A	MOE, donors
1.5 Ensure that Ministry of Education officers are able to function effectively, by providing them with the minimum requirements for efficient work. Salary supplements may be required as a stop-gap solution as the existing salaries are insufficient for food and transport for example. This is an area where donor assistance may be critical in the short term, targeting in particular district education offices which are closer to the schools.	A	MOE, donors
1.6 Ensure as soon as possible that teachers' pay is sufficient for survival as a minimum requirement. Given the collapse of the Zimbabwe dollar in the past few months, it may be necessary to provide some of the pay in actual food stuff in rural areas or in foreign exchange which is now common currency in cities.	B	MOE

<p>1.7 Approach donors for assistance in providing textbooks through local publishers at reasonable prices to all schools. This will entail negotiations with publishers and donors, so that private publishers can receive some support to produce low-cost books. Primary school textbooks should be priced at between US\$1-2 (instead of the present US\$7 per book). The unaffordable price of textbooks is due to a number of factors, such as taxation on imported inputs; demand for full colour by the Ministry of Education; lack of paper, etc. It is essential to strengthen state partnership with the private sector educational materials production companies such a publishers and printers, and provide them with support such as removal of customs duties on materials used for producing textbooks; access to donor assistance for paper and other critical inputs; negotiation of prices in view of the support given, in a 'win win' mode. Private sector industries which served the education sector such as publishing, printing, technical and science equipment companies, and construction companies, need to be strengthened and supported so that they can once again provide services to education.</p>	A B C	MOE, private sector, publishers, donors
<p>1.8 Increase and improve teacher education in Zimbabwe so that Zimbabwe can firstly replace teachers who have left the country, and secondly train teachers to staff schools in the Region, in particular in South Africa, which has a severe shortage of teachers. Deployment in South Africa should be negotiated by the two countries, rather than ad hoc as at present.</p>	A B	MOE, teachers colleges, UZ
<p>1.9 Provide nine years of high quality of tuition-free basic education to all children aged 6-14. This can be implemented progressively by enabling some 'primary' schools to become 'basic' schools that provide Grades 8 and 9 education where secondary schools are too far away or are already congested. Where existing secondary schools already provide Grades 8 and 9 education, these can be retained,<sup>3</sup> but become tuition free for Grades 8 and 9 (Forms 1 and 2).</p>	C	MOE, parents, donors
<p>1.10 Provide basic education opportunities, up to 9<sup>th</sup> Grade, for over-age children who have missed out on basic schooling. As a result of the decade-long problem of some 170,000 children dropping out of school without completing Grade 7 or who did not progress to Form 1 or Grade 8, there is likely to be a substantial number of over-age children in this category. Opportunities must be created to enable them to follow accelerated courses either in the formal or the non-formal modes.</p>	C	MOE, parents, donors
<p>1.11 Provide School Development Committees with a small annual grant for repairs and maintenance, so that they can become responsible for the upkeep of their own schools. This applies to Government, District Council and other schools. Presently Government schools depend on the Ministry of Construction for repairs and maintenance, and this Ministry is unable to cope with the volume. Other schools have never received maintenance grants which are common in other countries.</p>	B	MOE, Ministry of Finance
<p><b>2. Linking education and training more closely to economic development</b></p>		
<p>2.1 Strengthen secondary education to include a more diversified curriculum after the 9<sup>th</sup> Grade, with initially one out of ten schools offering some level of technical/ vocational training (about 160 schools country wide), and progressively moving to one out of five school being able to offer such courses (about 320 schools country wide). Such courses can include 'one skill' courses (e.g. being able to sew a pair of trousers; to change car engine oil; or to grow maize well, etc.) as well as more in-depth courses. The present secondary school system in Zimbabwe is based on the archaic British system of "O" levels which are patently suitable only for the top 20 per cent of the children.<sup>4</sup> This approach is a long-term one and is likely to be costly, as more equipment and more specialised teachers are needed, so will need to be done in phases. Every child should have the right to a post-9<sup>th</sup> year of schooling or training, in particular to enable them to earn a living. Post 9<sup>th</sup> Grade education will entail payment of affordable school fees.</p>	B C	MOE, private sector, donors

<p>2.2 Zimbabwe's private sector has been seriously devastated over the past decade and a half.<sup>5</sup> Presently it has lost its competitiveness as compared to neighbouring countries. In agriculture Malawi and Zambia have produced large food surpluses through their support for small scale peasant farming, at a time when Zimbabwe suffered serious food deficits. In industrialisation, both Zambia and South Africa have proven to be more cost effective, and in many cases they also produce higher quality goods than local industries. If Zimbabwe is to compete with these neighbours it will need to improve productivity to provide sufficient raw materials for its industries. It will also have to improve its technology and its management systems. All these areas require better education and training, which must be provided by Zimbabwe's education and training institutions. It is therefore critically important for the private sector to raise its capacities in close collaboration with state education and training institutions. Detailed sector by sector planning will be necessary. By establishing new state-private sector partnerships and incentives, it will be possible to expand access dramatically as well as cost effectively. It will also enable the state sector to work more closely with the private sector in the area of training for industrialisation and training for employment creation.</p>	B C	MOE, private sector, Min of Agriculture, Agricultural colleges, Farmers associations
<p>2.3 The state presently collects one per cent of the private sector wage bill for training through the ZIMDEV Fund. However these funds have not necessarily been spent on training, as evidenced by the scandal over the abuse of cars purchased for the central administration. The rules and regulations as well as the decision-making processes for this Fund need to be urgently reviewed so that the funds are utilised for expanding and improving technical/ vocational education. The private sector must be well represented in the ZIMDEV decision-making system.</p>	A B	MOE, private sector
<p>2.4 Link the curriculum to the economic development plan and to employment creation, in particular to agriculture. The land resettlement programme offers many opportunities, and these should be grasped enthusiastically. By providing suitable agricultural training at secondary and tertiary levels, Zimbabwe can produce a large number of people who can utilise the land properly. In particular there is a need to expand and strengthen agricultural education at teacher education and secondary school levels to enable secondary school graduates to be able to manage Communal and small scale (A1) farms efficiently. Training at existing agricultural colleges also needs to be expanded and strengthened. This will entail additional costs, and needs to be phased in gradually.</p>	B C	MOE, Min. Of Agriculture, donors
<p>2.5 Engineering and infrastructure building are important areas for concentration. Zimbabwe inherited institutions which were operational at different levels, such as the District Development Fund, which trained people who had rudimentary levels of education. A small number of secondary schools originally set up to educate and train war veterans and former refugees under the Zimbabwe Foundation for Education with Production (ZIMFEP) have offered technical/ vocational courses of various types in combination with general education, and these highly successful programmes need to be replicated in more schools and colleges. Colleges and polytechnics trained middle level personnel; and universities trained at a higher level. All these levels should be made operational, and should be closely linked to investment by the state and by the private sector in infrastructure and construction industries.</p>	B C	MOE, DDF, ZIMFEP, private sector, polytechnics and vocational colleges, universities
<p>2.6 Universities need to expand and improve their engineering programmes in line with the developmental ambitions of the country. Presently most universities are strong on humanities and commerce, but weak on industrial skills, leading to the situation that their graduates may not be ready to lead in the essential industrialisation of the economy.</p>	B C	MOE, universities
<p>2.7 Private enterprises, including new ones being set up in the country in all sectors, including farming, mining, industry and commerce, should be required to provide education for their workers' children; and in-service training, upgrading and up-dating for their staff.</p>	B C	MOE, industry commerce, employers, trade unions

<b>3. Education and training for the region</b>		
3.1 Expand, improve and reinforce teacher education to make teachers' colleges regional institutions serving the SADC Region, in particular South Africa, as well as the Africa Region as a whole. Already some SADC countries are making use of secondary teacher training courses in Zimbabwe. Zimbabwe has some outstanding primary teacher education courses, including the ZINTEC course which combines distance education with face-to-face teaching. These primary education programmes should be made available to neighbouring countries.	B C	MOE, teachers colleges, UZ, SADC partners
3.2 There are a number of university courses which can be made available to neighbouring countries, particularly through a combination of distance education and face-to-face teaching.	B C	MOE, universities
<b>4. Linking education to real life challenges</b>		
4.1 Real life challenges should be integrated into the curriculum at all levels of education.	B C	MOE, stake-holders, teachers' colleges, teachers' unions
4.2 Teacher education programmes, including in-service training, should be adjusted to include real life challenges	B C	
<b>5. The Development of Values, Principles and Moral Education</b>		
5.1 The creation of a national consensus on values and principles is an immediate and permanent challenge and requires a concerted national effort, using the mass media, meetings, debates, etc.	B C	MOE, stake-holders, teachers' colleges, teachers' unions
5.2 The curriculum at all levels must be adjusted to incorporate such values and principles		
5.3 Teacher education and higher education institutions need to incorporate values and principles into their programmes		
<b>6. Improvement of the quality of education. The quality of education can include the curriculum and textbooks; the quality of teaching; the administrative processes; the measurable achievements in terms of examinations; and the relevance to life in terms of employment prospects, quality of life, etc.</b>		
6.1 Primary education is the foundation of all education. It is also a basic human right. Initially it is essential that the existing primary education system be implemented as effectively as possible. However, in the medium term there is a need to adjust the curriculum to include the new knowledge, skills and challenges which have emerged over the last two and a half decades, into the curriculum, so some curricular reform is needed.	A B C	MOE, stake-holders, teachers colleges universities
6.2 The expansion of education for all, to include nine years of education as under the agreed SADC Protocol, will require an adjustment of the system, including the curriculum.	B C	
6.3 Presently pre-school education is not well funded, although it nevertheless has wide coverage due to parental and community involvement. An important input would be the improvement of the curriculum and teacher training.	B C	
6.4 The secondary school curriculum requires major adjustments, as the present system ensures that 80 per cent of the students fail, a serious indictment of the system. The archaic British "O" levels which have now been drastically changed in Britain itself, are patently suitable only for the top 20 per cent of the children. An important change will be the provision of a more differentiated curriculum and schooling after Grade 9, especially suitable technical/ vocational education. This is a long-term approach and is likely to be costly, as more equipment and more specialised teachers are needed, so will need to be implemented in phases. Every child should have the right to a post-9 <sup>th</sup> year of schooling or training, in particular to enable them to earn a living.	B C	
6.5 Technical and vocational education need to be both expanded and adjusted to include both lower and higher levels of knowledge and skills. Short 'one skill' training is essential to enable school leavers to find jobs or to create employment for themselves. At the same time more in-depth high technology courses are also required to enable Zimbabwean industries to be competitive.	B C	

<p>6.6 The present imbalance in university courses, favouring humanities and commerce, rather than science, technology, agriculture, medicine, engineering and industrial skills needs to be reviewed, with a serious attempt to revamp the universities so that they can provide the essential skills to profoundly transform Zimbabwe's economy.</p>	<p>B C</p>	<p>MOE, universities private sector donors</p>
<p>6.7 Tertiary education institutions will benefit from staff exchanges with sister institutions in neighbouring countries and overseas in order to provide staff with opportunities to renew their academic and professional capabilities</p>	<p>B C</p>	<p>MOE, tertiary institutions</p>
<p>6.8 Many of the buildings constructed in the 1980s require maintenance. There is also a shortage of equipment and school materials. It is suggested that the School Development Committees be provided with a small grant each year for these purposes, with the MOE providing technical support and supervision.</p>	<p>A B C</p>	<p>MOE, SDCs</p>
<p><b>7. Involvement of the community and decentralisation</b></p>		
<p>7.1 Parents and dedicated teachers have played a critical role over the last decade in ensuring that primary and secondary schools continue to provide their services under very trying circumstances. No doubt they will continue to play this role, as they have a vested interest in ensuring continuity and quality of education for their children. The state and donors can play a catalytic role in enabling such contributions to be augmented and directed towards greater quality and equity. For example scholarship programmes can be provided both at elite and other schools to cater for those parents struggling to pay school and examination fees. A system by which about 20 per cent of places in every school are scholarship places provided for by a combination of state, donor and community funding can assist in bringing education to the poorest sections of the community who have now been excluded.</p>	<p>A</p>	<p>MOE, SDCs, teachers associations</p>
<p>7.2 Parents and communities are a rich resource of human capacities which can be tapped to enrich and improve the education of their children. Already the School Development Committees (SDCs) have demonstrated their ability to keep schools operating. These capacities can be further tapped to enable SDCs to repair and maintain existing facilities, and to establish new facilities, provided that the state not only allows this, but also provides grants and supervision. Systems were set up after Independence to enable parents and communities to contribute to the education of their children. These systems have proven to be sufficiently robust to enable most schools to survive a decade of deprivation. However it is evident that the system requires renewal, as some problems have become more conspicuous. All of these problems can and should be solved by collaboration between the state, parents and communities. This lack of coordination is problematic.</p>	<p>A B C</p>	<p>MOE, SDCs, teachers associations</p>
<p>7.3 Parents in agricultural communities have been providing basic foods to teachers, and such contributions should continue.</p>	<p>A B C</p>	<p>MOE, SDCs, teachers associations</p>
<p>7.4 A very substantial number of school children are suffering from stunting and malnutrition. Schools, together with parents, private sector and donors, can assist in establishing supplementary feeding programmes.</p>		
<p><b>8. Non formal education</b></p>		
<p>8.1 Non formal education has an important role to play in establishing shared values and principles, enabling those who missed out on education to have a second chance, and providing new and additional knowledge and skills to those who are unemployed. There is need to expand this sector to serve these different goals.<sup>6</sup></p>	<p>B C</p>	<p>MOE, trade unions</p>
<p><b>9. Strengthening policy and strategy development</b></p>		
<p>9.1 Strengthen the Ministry of Education Departments at national, regional and district levels to enable them to perform their duties effectively. This will entail renewing and repairing equipment, provision of levels of operational funding that will allow at least a minimum level of support and supervision to schools.</p>	<p>B C</p>	<p>MOE, private sector, donors</p>
<p>9.2 There is need for an ambitious renewal of in-service training for MOE staff because of the high turnover during the last decade due to serious loss of staff to the private sector, the NGO sector and the diaspora.</p>	<p>B C</p>	<p>MOE, training institutions, donors</p>

9.3 Zimbabwe has been cut off from developments in modern systems of education within an industrialised context. It is therefore important to allow key decision-makers in the MOE and other institutions to have short-term secondments to MOEs in other countries.	B C	MOE, training institutions, donors
<b>10. Financing of education</b>		
10.1 Ensure that 20 – 22 per cent of the state budget is devoted to education in the next and subsequent annual budgets. This needs to be looked at within the context of the GDP and foreign exchange earnings.	B C	Cabinet, MOE, Min of Finance/ Economic Planning
10.2 Allocate sufficient per capita grants to enable the school to purchase at least one textbook per student per year.	B C	MOE, Min of Finance MOE, Min of Finance/ Economic Planning
10.3 Develop pro-poor financing models that will ensure quality and equity for schools catering for poor children, and for lower income children within all schools.	B C	
10.4 Develop a financial framework for the education budget to replace the present ad hoc system, e.g. 50 per cent for primary education; 20 per cent for secondary education; 2 per cent for teacher education; 9 per cent for technical/vocational education; 9 per cent for university education; 0.5 per cent for pre-school education; 0.5 per cent for adult and non-formal education; 9 per cent for administration, etc. Presently primary education, which provides the foundation for all learning, is seriously underfunded. Secondary and technical/ vocational education also need more support.	A B C	
10.5 Provide nine years of tuition-free quality basic education for all, whilst allowing parents and communities to augment state provision. However, no child should be prevented by other parents from attending the school nearest his or her home because of a shortage of fees. Parents who cannot pay should be allowed to provide in-kind or by providing some services or some work for the school.	B C	
<b>11. The challenge of donor aid</b>		
11.1 Donors need to move quickly from the ‘emergency’ and ‘charity’ modes which are ultimately debilitating to local capacities, to a more developmental approach. They will need to assist in strengthening state education structures, particularly at provincial, district and school levels in order to ensure that the system functions sustainably and efficiently.	A B C	State, MOE, donors, NGOs
11.2 The recently established system of direct contribution to the schools is a good one, and should be retained, provided there is more policy and strategy coordination.		
11.3 Moderate funding could lead to a resuscitation of the publishing industry, for example through the donation of much needed paper for the printing of textbooks. Through close collaboration between the state, donors and the private sector, sufficient textbooks could be printed locally, and sold at affordable prices.	A B C	MOE, publishers, donors
11.4 The Zimbabwean education system has become cut off from more modern education systems in industrialised countries. As a result there is a tendency to cling to the archaic colonial system of education. It would be useful for donors to provide teacher educators and technical/ vocational education trainers to assist in the modernisation of the education system. At the same time it would be helpful if key personnel such as education officers and directors are able to spend a few weeks in different education systems. Whilst it would be too expensive and also counter-productive to send Zimbabwean students overseas, as most of them are unlikely to return, it would be important to link educational institutions in Zimbabwe with partners overseas, and allow lecturers to be exchanged.	B C	MOE, colleges, polytechnics/ vocational schools, universities, donors

12. Research and development		
12.1 Research and development linked to development needs. All too often decision-makers do not have access to up-to-date research and development work. Even where such work has been done, it may not be available in accessible non-academic forms which can be used by decision-makers who depend on electoral support.	B C	Research institutions, private sector
12.2 There is a need for data which are routinely collected such as examination results to be utilised at local level for the improvement of the education system. Presently such data is not utilised.	B C	MOE, education officers, research institutions
12.3 Studies such as the SACMEQ studies should be carried out for secondary and tertiary institutions to enable decision-makers to gauge the quality of education.	C	MOE research institutions
12.4 Research and development needs to be carried out into how the curriculum can be more closely linked to developmental needs at all levels, including both social and economic needs.	C	MOE research institutions

## Notes

1. Since September 2008 more privileged communities have been charging US\$10 per child per month for supplementary payment to teachers so that they can be paid a salary supplement in foreign currency, but this is beyond the means of poorer parents. This is because of the drastic devaluation of the Zimbabwe dollar, which is now about 100 per cent per day.
2. Already many communities are providing basic foodstuffs to teachers. The State has also provided plots of land under its small farmer schemes (the A1 scheme which provides about 5 hectares of land to the landless), and these plots have been instrumental in enabling rural teachers to feed themselves and to remain at their posts. Donors have already assisted in the payment of salary supplements in foreign exchange to medical staff at municipal level as well as to teachers in church schools. Such donor assistance could be beneficially extended to schools catering for low-income families, with the concurrence of the State.
3. Zambia has adopted such a strategy successfully.
4. Historically only about 20 per cent of candidates pass 5 “O” level subjects, a requirement for proceeding with education, with 40 per cent passing 1 – 3 subjects, and another 40 per cent failing all subjects. Such a high failure rate indicates a serious need to adjust the system.
5. When Structural Adjustment was adopted by the Zimbabwe Government in 1992, it was expected that the private sector would be strengthened, whilst State responsibilities would be lessened. In fact the outcome has been the weakening of both the private sector and of the State.
6. The North American Community College system can play an important role by providing job training for the unemployed in areas where employment is available.

