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REPORT

OF

PILOT STUDY

EDUCATION

IN

ZIMBABWE

SECTOR OVERVIEW

March 11, 1982

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I. INTRODUCTION

Purpose of the study

1.01. Education has a large task to perform in 1982 -- this "year of national transformation." Having achieved dramatic growth in the education sector by increasing enrollment in primary education by 100% since independence, and doubling secondary enrollment in 1981, Zimbabwe now must grapple with other basic problems in education.

1.02. The Ministry of Education and Culture expects to undertake a comprehensive analysis to examine every facet of education need and aspiration in Zimbabwe. This study will take place at national, regional, district, community, school, and classroom levels. Many people will be involved: students, teachers, administrators, parents, community agencies and organisations, responsible education authorities, Ministry officials from Education and Culture and other implicated Ministries, and public and private sector representatives.

1.03. The results from such a broad-based study should provide a blueprint for short-, medium-, and long-term planning to address the nation's educational priorities in a systematic manner. This analysis should make possible the operationalisation of national goals at the school level.

Methodology

1.04. To prepare for this comprehensive study, a mini-study was carried out between 16 February and 5 March. In addition to examination of pertinent documents and discussion with selected persons (Appendix A), visits were made to 40 representative educational sites in three regions: Mashonaland, Matabeleland, Victoria (Appendix B). Both formal and nonformal activities were observed. A basic data sheet was used to collect information at the various sites. (Appendix C).

1.05. In terms of quantifiable information, expectations for the mini-study have had to be modified. Crucial data were not available in a form in which they could be extracted for use within the time-frame of the mini-study. For example it was not possible in the time available to obtain accurate data on building costs of the schools visited nor maintenance costs at the various sites to get a clearer picture of the variations in facilities at different schools. It has not been possible, therefore, to develop the kind of projections desirable to demonstrate the feasibility of various policy alternatives.

Study team

1.96. The report was written by Dr. Rosemary George of the International Institute for Educational Planning United Nations Educational Scientific, and Cultural Organization (UNESCO), assisted by A. Riddell, T. Mudzi and J. Mhlanga of the Ministry of Education and Culture and F. Mazhero of USAID. Recommendations were made by Dr. Rosemary George.

Those responsible for locating and compiling Ministry data on enrollment, costs, and examination results were G. Kafesu and A. Riddell.

II. OVERVIEW

Background

2.01. An assessment of the education sector in Zimbabwe must take into account the prevailing socio-economic environment in which it has developed and under which it presently is undergoing change. At independence Zimbabwe inherited an economy grossly distorted by the racist policies of the previous government and beset by serious problems: poverty and acute land shortages in the peasant sector affecting 60% of the population, severe distortions in access to basic services of health, education, housing and clean water, an alarmingly high rate of population increase, growing unemployment and one of the widest gaps in income differentials in the world.

2.02. The government's solutions to these problems and its overall development strategy for the 1980's are encapsulated in its document Growth with Equity. There it is stated that the "restructuring of the economic and social framework of our society is an absolutely essential and imperative economic ingredient of the policy of reconciliation." The strategy proposed is rural biased and founded on "socialist, democratic and egalitarian principles." It depends substantially on a massive investment programme to 1984 estimated at nearly 234 billion which will cover the following areas: electrical energy, education, agricultural settlement, national railways, agricultural credit, roads, urban housing, health services, post and telecommunications and water development.

2.05. An annual growth rate of 8% in the GNP is anticipated. Realisation of such an optimistic growth rate, however, is dependent upon supply of skilled manpower, resolution of transport bottlenecks, availability of foreign exchange, balance of payments, and ability to contain pressures to expand government expenditures. Reliance on private investment for 51% of the capital costs also is questionable, given the reticence of the private sector since independence to reinvest in the country. In addition, South Africa still wields a potential stranglehold on the economy, given Zimbabwe's dependence on its southern neighbour for much of its trade as well as transport routes.

Economic factors

2.04. Several factors condition educational and manpower policy in Zimbabwe. With an assumed population growth rate of 3.6%, probably the most serious problem facing the Zimbabwean economy is unemployment. Even if high real growth rates are achieved to 1985, there is little prospect of making much real impact on the increasing numbers of job seekers and the backlog of unemployed and under-employed.

2.05. In 1980 formal sector employment was one million. Agriculture was the main employer, though its share decreased from 40% in 1965 to 32% in 1980. On the other hand, employment in manufacturing doubled, rising from 11% to 16%.

2.06. ILO projections from 1980 to 1985 indicate that the labour force will increase by 576,000 in the five year period. To absorb this number and the backlog of 502,000 from 1975-1980, 117,000 new jobs must be created annually. Projections based on the most expansive period of recent economic growth, 1968-1971, assuming the government's optimistic 8% annual growth targets to 1985, forecast a shortfall in formal sector jobs of at least 18,000 per year. Added to these pressures in formal employment is the serious underemployment and below-subsistence levels of agriculture in the communal lands. These areas are estimated to have a surplus population of upwards of 2.5 million, according to figures on land-carrying capacity.

2.07. Government considers creation of productive employment as "the key element in the strategy to achieve the objectives of equity and social stability." At the same time rural development is given priority in the government's development objectives, for it is recognised that "rapid industrialisation alone cannot create sufficient jobs for the rapidly growing labour force." 2/

2.08. Together with these general objectives, government has begun its programme of legislation to redress gross disparities in incomes in Zimbabwe. It has enacted three minimum wage laws since independence to start to raise incomes above PDI levels, as well as enacting a wage freeze at \$20,000. A new Industrial Relations Act also is anticipated, as well as a comprehensive system of price controls, so that wage increases will not be nullified by price hikes at retail outlets.

History of education

2.09. Familiarity with the functioning of education under colonial and settler rule is essential to understanding the present day context. Rhodesia's educational institutions were major tools for establishing and maintaining social and economic inequalities between the black majority and the white minority. As Dr. Chidzero, Minister of Finance, Economic Planning and Development, stressed in a pre-independence publication, "inequality is the very foundation of the Rhodesian society, underpinned and sustained by the education system." 3/

2.10. Historically, the two major supporters of education have been the government and mission churches. In 1899 the first grant was made by the government to mission schools. By 1921 1,210 mission schools had been established, catering to 77,000 black pupils. Legislation in 1930 made education compulsory for European children between the ages of six and 15. European children were provided with free day-school places, where black children had to pay for their schooling.

2.11. Between 1940 and 1970, government primary schools for Africans increased from 2 to 89. The first government secondary school for Africans was opened in 1946; between 1959 and 1950, five private African secondary schools were started. In 1966, a 10-year plan for African education was introduced. By 1976, there were 152 secondary schools for Africans both academic and junior secondary, but the government was responsible for only 27 (18%) of these schools. By contrast, the government operated 55 (62%) of the 53 European secondary schools.

2.12. Comparing government expenditures on African and non-African children in 1976, it was estimated that 20 times as much money was spent on each non-African child as on each African child, given that the sums allocated to each sector were about the same and conservative estimates placed the non-African school-age population at about one-fifth that of the African.⁴⁷

Structure of education

2.13. • The structure of the education system is as follows. A seven-year primary course is followed by two parallel lower secondary streams preparing for the GCE 'O' level examinations; a four-year academic course (Form I-IV) and a five-year program (Form I-V) including practical subjects, for slower learners. These are followed by one or two years of upper secondary education (Lower and Upper Form VI) preparing for the GCE 'M' and 'A' level examinations, respectively.

Administration of education

2.14. Elementary and secondary education is the responsibility of the Ministry of Education and Culture. There also is nonformal education activity supported through the Ministry. Formerly organized in two ethnically separate systems, the Ministry now is structured along functional lines. The heads of Divisions report to the Minister through the Secretary. According to a recent report based on Ministry data, the headquarters staff is composed of about 150 professionals and 250 supporting staff.

2.15. A heavily centralized operation, the Ministry is in the process of attempting to decentralize some functions to the six Regional Education Offices. Approximately 100 education officers are based in provincial towns. About 120 district education officers operate at district level. At the present time, there are numerous staff vacancies, as well as a shortage of vehicles and petrol required to carry out essential functions.

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III. HOW IS EDUCATION PLANNED?

5.01 The success of education's role in achievement of national goals described in Chapter IV depends, to a large extent, on systematic, coordinated, and comprehensive planning for the delivery of education at national, regional, district, and local levels. Our review indicated that although the role exerted by the Planning Division of the Ministry of Education and Culture has been influential, the actual planning process can be improved - especially in the areas described below.

Policy decisions

5.02 In the absence of a development plan for education, critical policy decisions are made without consultation with Ministry planners and without regard to long-term budgetary implications. For example:

The declaration of free primary education for all meant that government picked up costs which a number of parents could have afforded to pay. The funds lost to government on this account could have been directed toward other educational priorities.

The February announcement which significantly increased the salary for the bulk of teachers retroactive to January 1 meant a significant increase in the education budget, thereby limiting other expenditures, particularly in subsequent years.

Organizational complexities

5.03 Organizational patterns at all levels - national, regional, district, local - fragment responsibility for education and result in independent and isolated planning. Such an instance, described in The Herald of February 27, resulted in the Minister of Education and Culture arriving to open a non-existent government school which was supposed to have been completed by the Ministry of Construction

5.04 We did learn however, of a procedure which offers a constructive alternative.

In one region a Provincial Planning Team composed of representatives from all agencies involved in siting new schools-including Education, water development, construction - meets together with all parties concerned to sort out the issues. Everyone - including representatives of district councils, rural councils, municipalities - attends the meeting where everything is discussed, and all sign the agreed upon plan. Criteria used require that new education facilities be located with regard to growth points, irrigation, industry, clinics.

Role definition

5.05 Undue emphasis in planning is placed on response to immediate crises at the expense of providing direction for programs to address national goals. Moreover far too much planning is done at head office rather than at regional and local levels.

Planning data

5.06 Data that would be helpful in planning are unavailable, inadequate, or unused. For example:

It was not possible to readily extract data on the value of school buildings of Education and Culture. Neither can one calculate the extent of self-help activity, because the contribution of rural parents is not quantified.

If one wishes to project costs at respective schools based on increase in teacher salaries, one must know the current level of those salaries.

- Data concerning salaries paid by government to teachers in private schools are available only if one looks through the list of all teachers employed by responsible authorities.

Even though enrollment data by school is available, it has not necessarily been used to assign children to government Group A schools where there are hundreds of vacancies and facilities are grossly underutilized.

Needs assessment

5.07 Educational needs of children, youth, adults, and communities are not assessed on a systematic, ongoing basis. In no site we visited did we find a process which adequately considered and prioritized respective needs and took appropriate actions to address those needs. Though there were instances in which concerned parents responded to appeals of a headmaster for a duplicating machine or a swimming pool, a comprehensive and long-range approach was not apparent in terms of essential elements of individual, family and community development.

External resources

5.08 Commitments made by external development assistance agencies at the TIMCORD conference in 1981 included substantial allocation for education and training. Considerable funding already has been made available for reconstruction of schools in rural areas, teacher training programs and other projects (US\$45,415,081 - See Appendix D).

7.09 Other donor agencies have funds which they are anxious to commit to project activities which will support new initiatives being launched by the Ministry. A comprehensive needs assessment would provide the kind of information required to conceptualise and plan appropriate projects.

Conclusions

5.10 Planning of education should be improved at national, regional and local levels. Greater attention to systematic, coordinated, and comprehensive planning would improve the use of government funds and better ensure that education is provided in a manner that best serves student and community needs. Specifically, improved planning would better assure that funds are:

- Providing education that relates to national goals (Chapter 4)
- Distributed to areas of high need (Chapter 5)
- Used in ways which have greatest pay off in maximizing program effectiveness (Chapter 6)
- Achieving optimal use of educational resources, (Chapter 6), and
- Meeting needs of underserved groups -- adults, women, ex-combatants (Chapter 5).

Recommendations

5.11 The Ministry of Education and Culture should:

1. Develop an improved and broader approach to planning which will better meet regional and local needs as well as provide information necessary to monitor and evaluate government expenditures.
2. Ensure that educational programmes are relevant to national needs through adequate consultation with industry, commerce, labor and students. Representatives of all implicated parties should be represented at appropriate levels to ensure that policy and practice is accountable in terms of these identified needs.
3. Formulate criteria for participation of external funding agencies in short - and medium-term projects, and use a participatory process to develop plans with those agencies.
4. Develop an information system which will provide data for comparative analysis, and continuously review use of that data to improve educational programs. And in this connection, provide leadership for improved reporting through periodic training sessions for personnel at various levels who are responsible for reporting.

5. Augment the capability of the planning unit through task analysis, recruitment of additional persons with appropriate skills, provision of training necessary to carry out the tasks, and assignment of a planning officer to each regional office (supported by clerical personnel, a vehicle, and a generous petrol allowance).

6. Consider consolidating the functions of planning and budgeting to assure cohesive, coherent execution of these functions as well as accountability in terms of Ministry goals.

There is need to clarify the roles of the various governmental and nongovernmental entities involved in education, both formal and non-formal, and implementing some mechanism by which these jurisdictions can engage in coordinated, comprehensive planning at national and regional levels.

IV. WHAT ARE THE GOALS OF EDUCATION?

4.01 What is the purpose of education in Zimbabwe? What are the outcomes expected from education? What kind of preparation for life are schools actually providing, and how does that compare with the evolving objectives of the nation?

4.02 Zimbabwe's educational aims have not yet been issued in the form of official policy. Major themes are beginning to emerge, however, albeit scattered in significant documents such as Growth with Equity and the ZANU PF manifesto. Overall the aim is to link education with the nation's life and concerns, its culture and values, its political and economic orientation. Education is expected to act as catalyst for achieving national as well as individual goals. In fact, education is called upon to "play a special role as a key instrument for social transformation". Specifically, Zimbabwean education should:

- promote self-reliance
- promote national unity by developing in the young a non-racial attitude, a common national identity and common loyalty
- promote cultural identity
- be oriented to achieving development, particularly in the rural areas
- promote equality between the sexes
- foster scientific advancement
- prepare students for productive work.

4.03 Based on our discussion with students, parents, teachers, and headmasters, it is apparent that there is much confusion concerning these objectives. Because of their vagueness, these statements are susceptible to divergent interpretation. Everyone with whom we discussed this matter indicated a need for more clearly defined aims and objectives in terms of their implementation at the school level. Following are comments concerning the purposes of education listed above in the light of the experiences acquired during the recent school visits.

Self-Reliance

4.01 "Education should promote self-reliance." What is self-reliance? How is it to be operationalised at the school level?

to date, in rural areas at least, it has been taken to mean that parents of communities should accept the responsibility for making or paying for bricks for construction of school buildings and maintaining and supporting existing schools.

For example:

We visited one region where several district councils are constructing nine "Upper Tops," each getting \$10,000, and two Government secondary schools, each costing Government \$67,500 for the first stage of development in each case. One of these schools - with six classrooms, three administration offices, and three staff houses - is nearing completion. The parents made the bricks, the Ministry of Construction engaged a local contractor to build, and the government funds were used for roofing, cement, window frames and panes, and doors. The persons with whom we talked felt this was an efficient procedure for construction of schools.

4.05 In contrast, another district council with whom we met seems to expect the government to take responsibility for meeting their requirements for additional buildings.

4.06 This particular attitude about the government providing everything seems more prevalent in the urban areas.

4.07 As far as students are concerned, schools disadvantaged by paucity of government support seem to do better at preparing their students to be self-reliant. At least they give them practice by requiring them to maintain the school grounds, and their hostels as well in the case of boarding schools. The extent to which this value is internalised is difficult to determine, but students given this kind of responsibility have greater opportunity to learn self-reliant behaviour.

National unity

4.08 To what degree is education promoting national unity by "developing in the young a non-racial attitude, a common national identity, and common loyalty"?

4.09 In the past successive white regimes perpetuated separate development which meant that people were slotted into groupings on the basis of race and economic factors.

4.10 By widening access to educational opportunities, the government has encouraged a precondition for national unity. Although primary schools often serve only their immediate communities, secondary schools - especially church-related institutions - draw their pupils nationally and even internationally.

4.11 In urban areas where formerly all-white schools now have sizable enrollments of black students, underlying attitudes fostered through decades of racialism are more difficult to alter. For example:

As several members of our study team walked around the grounds of a Government Group A infant school in Salisbury during morning break, a white child cried out "Here come some baboons!!"

In another Government Group A primary school in a nearby town, black children in the infants class were concentrated in a separate classroom. We were told that their English is not up to the standard required. Since children learn most quickly from other children, we inquired what opportunities these children have to interact with the other children. We were told that three hours each week they join with the others for a film or dancing.

On a more promising note:

white parents of children attending a Government A school told us the transition had not been nearly as traumatic as they had expected. They said they are glad their children are now learning Shona, and that it should have been included in the school curriculum a long time ago. But they did indicate Shona is difficult for them as a subject because they are in classes with students whose mother tongue is Shona.

Cultural Identity

4.12 How does education promote cultural identity? At first glance this objective might seem to conflict with that of promoting national unity, but it need not.

4.13 Although Zimbabwe is a pluralistic society with many races and cultures, up to the present time this cultural diversity has not been reflected in the educational curriculum. Subjects like history and literature have overplayed English culture to the detriment of indigenous cultures. Our observations did indicate that changes are taking place in this area. For instance

It is the intention that the country's two major vernacular languages be made compulsory in the schools. In the formerly all-white schools we visited generally the only African teacher on the staff was the Shona teacher, so whilst the introduction of Shona also has facilitated at least token integration on the level of instructional staff, little real integration has taken place.

Rural development

4.14 How should education be oriented toward assisting with development - particularly in the rural areas? Traditional schooling, which originated from a colonial model, often is ill-equipped to deal with the complexities of rural development.

4.15 Educators do not seem to know how to make the schools address these problems. And too often the schools are left out of the dialogue. In a position to exercise leadership and imagination, especially through initiatives in nonformal education, their own instructional programs do not include nutrition or hygiene for all students. Agriculture, though the major economic and occupational pursuit, does not occupy its rightful place in the curriculum.

Sex equality

4.16 Is education creating equality between the sexes? This matter is addressed elsewhere in this report, but it is important to recognize that sex discrimination must be confronted in society before schools can make a meaningful contribution. In general, schools complement and supplement society's effort.

Scientific advancement

4.17 What are the prerequisites for scientific advancement? One probably would respond: Creative pupils, well-trained and innovative teachers, suitable books, supplies, and equipment.

4.18. Whatever the intent of government may be in terms of scientific development, the academic curriculum has not yet been so oriented as to make science education appropriate to the mass of school children who will not be headed for university. Most teachers are geared to teach the old syllabus with core subjects of biology, chemistry, physics and mathematics, in conventional laboratories, geared to examinations.

4.19. However, the above criticism notwithstanding, urban Government Group A schools we visited were well-equipped with the necessary ingredients for a solid science program, as were most urban and rural private secondary schools.

4.20. A very successful item on the science scene in these schools lacking conventional science facilities is the "Zim-Science" program. This kit, a combined effort on the part of the Ministry and the University, is packaged at cost. It has been enthusiastically welcomed by the schools, especially the "Upper Tops." Not all schools have access to this resource, however.

At a refugee school holding forth in an old farmhouse and catering for 1,200 students, the headmaster told us he has been unable to acquire a Zim-Science kit from the Ministry though hundreds of his students will sit for the same exams as others who enjoy a more typical school setting. When Ministry officials were queried, we were told that "the Refugee schools are not eligible for a kit because they are classified as conventional schools, which means they should have all the usual facilities and equipment."

Productive Work

4.21. What exactly is "productive work" or "education with production"? Like self-reliance, there seems to be misunderstanding because this concept lacks an adequate definition in the Zimbabwe context. Most educators agree it is desirable to link practice with theory, but do not seem very imaginative in carrying this out in these respective settings. The only examples we can cite derive from farm areas. For instance:

Boarding schools grow a certain amount of the food they consume, and students are responsible for the work involved with the vegetable garden and maize crop. Some schools are rearing chickens and rabbits, and a few are experimenting with pigs. One notable enterprise even supplied its student body with grapejuice. The students also cultivate an extensive orchard, and assist with a herd of about 500 cattle.

In addition to the eight hours required work each week, students can work an additional 20 hours for which they get paid the minimum wage. This is applied against school fees. Whether students continue this kind of "productive work" after they leave the school is undetermined.

4.22. Implicit in the concept of productive work is the belief that students will acquire skills and habits which will ease their transition from education to the world of work when they have completed their schooling. Based on our observations, the program for productive work within the school environment is not yet a legitimate, integral part of the curriculum.

Conclusions

4.23. Because the government's goals for education have not been issued formally or with sufficient specificity, there is confusion at all levels -- especially on the part of school personnel -- concerning roles and expectations. As a result, school goes on pretty much as it always has -- preparing students to sit for examinations set by external bodies at school certificate level and above.

4.24. Given the complex nature of all the goals mentioned in this chapter -- particularly self-reliance -- the part formal and nonformal education should play must be carefully orchestrated with other crucial sectors such as agriculture, health, community development and women's affairs, manpower and development, local government and housing.

Recommendations

4.25. The Ministry of Education and Culture should:

1. Formulate a policy statement, in consultation with other key sectors, setting forth a working definition of the goals government expects education to promote -- particularly self-reliance, national unity, cultural identity, rural development, sexual equality, scientific advancement, productive work -- including an implementation plan and time table.

2. Recruit and assign appropriate personnel to be responsible for these major policy initiatives, including the in-service training of education officers, district education officers, teacher trainers, headmasters.

3. Require that boarding schools become self-sufficient in food requirements, in line with emphasis on self-reliance. (Cash crops could be grown to offset costs of rice and other items which must be purchased.)

4. Consider the following actions to advance the cause of national unity:

- (a) Reassignment of white teachers in former all-white schools and African teachers in former all-African schools so that teaching staffs can reflect racial reconciliation for which the nation is striving.
- (b) Expedite preparation and adoption of a multi-cultural curriculum in all schools, and provide in-service training for teachers.
- (c) Reward school administrators, and students who practise the values of national unity; penalise those who discriminate against others on racial grounds.

5. Be required, together with the Ministry of Manpower Planning and Development, to establish a process for planning which would ensure that education and manpower efforts will be synchronized for students at all levels, thereby directing students towards productive employment.

V. GROWTH WITH EQUITY?

5.01. Growth with equity is an economic concept which has been translated into educational action. Indeed, education in Zimbabwe is now regarded as a basic right and basic human need. Hence, almost every aspect of the education system has expanded phenomenally since independence.

5.02. Primary school enrolments have soared, particularly in hitherto neglected areas. An increase of 100% over these past two years has virtually universalised primary education. Tuition fees at the primary level were abolished in 1980.

5.03. The secondary level also has experienced rapid expansion. A four-fold increase at admission in 1981 doubled secondary enrolments in one year, which means that about 15% of the 15-18 age group now is enrolled in secondary education (150,000).

5.04. As far as nonformal education is concerned, enrolments in study groups and correspondence courses have risen as well. This means that education has not been confined to the school age population, but to all persons anxious to learn.

5.05. Perhaps the most revolutionary change in education since independence has been the introduction of ZINTEC. Expanded enrolments have required increased teacher supply, and through the ZINTEC program the government was able to send about 2,100 primary teachers to rural areas in 1981.

5.06. Certainly the goal of growth in educational opportunities has been achieved, but has this growth promoted the nation's goal of equity as well? Such a consideration must take into account the way in which government resources are distributed. Addressed below are disparities apparent in this distribution.

School type disparities

5.07. There are sizeable disparities in the amount of government support which is channelled to various school types. Relatively and absolutely, the government is spending a disproportionate amount of money on Government Group A primary and secondary schools. This is an anomaly inherited from the past, which has been perpetuated. Average expenditure per pupil at a Government Group A primary school is at least two and one-half times higher than what is spent for a pupil at a Government B primary school, and even higher than that at other primary schools.

5.08. Further, Group A government schools as Prince Edward and Marondera High not only have lower total enrolments and more funding per pupil, but also more favourable teacher:pupil ratios. The amount spent for each pupil at these schools is at least one and three quarters times higher than that spent for pupils in Group B schools.

5.09. As illustrated by the diagram on the following page, in terms of the various types of secondary education available in Zimbabwe which prepare students for "O" level examinations, that offered through the combined correspondence course and study group is the least costly to government. In fact, the per student cost at a Government Group A school is 10 times that amount.

Rural/Urban disparities

5.10. In the past, urban centres were favoured with better educational facilities than rural areas. In 1981, 76% of government schools were located in urban areas. But the number of secondary schools in rural areas now is increasing rapidly; 440 new secondary schools have been opened. These classes are attached to primary schools, largely staffed by primary teachers.

5.11. Urban areas previously received preferential treatment from government in the actual construction of school buildings. While rural parents labour assiduously to make thousands of bricks so that they might have a school or improve their existing school, urban parents are accustomed to letting the government take full responsibility. Despite the policy set forth in Growth with Equity, which requires self-help from urban dwellers as well as rural, there seems to be an engrained attitude on the part of city people which is difficult to change.



Average Group A
Secondary
Urban Day
60%

Average
Group B
Secondary
Urban Day
57%



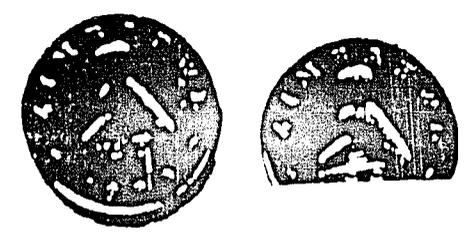
Average Private
Mission
Secondary
Rural Boarding
30%

Average District
Council Secondary
Rural Day
17%



Central
African
Correspondence
College Study Group
66%

Group A
Primary
Urban Day
34%



Average Group
B Primary
Urban Day
13%

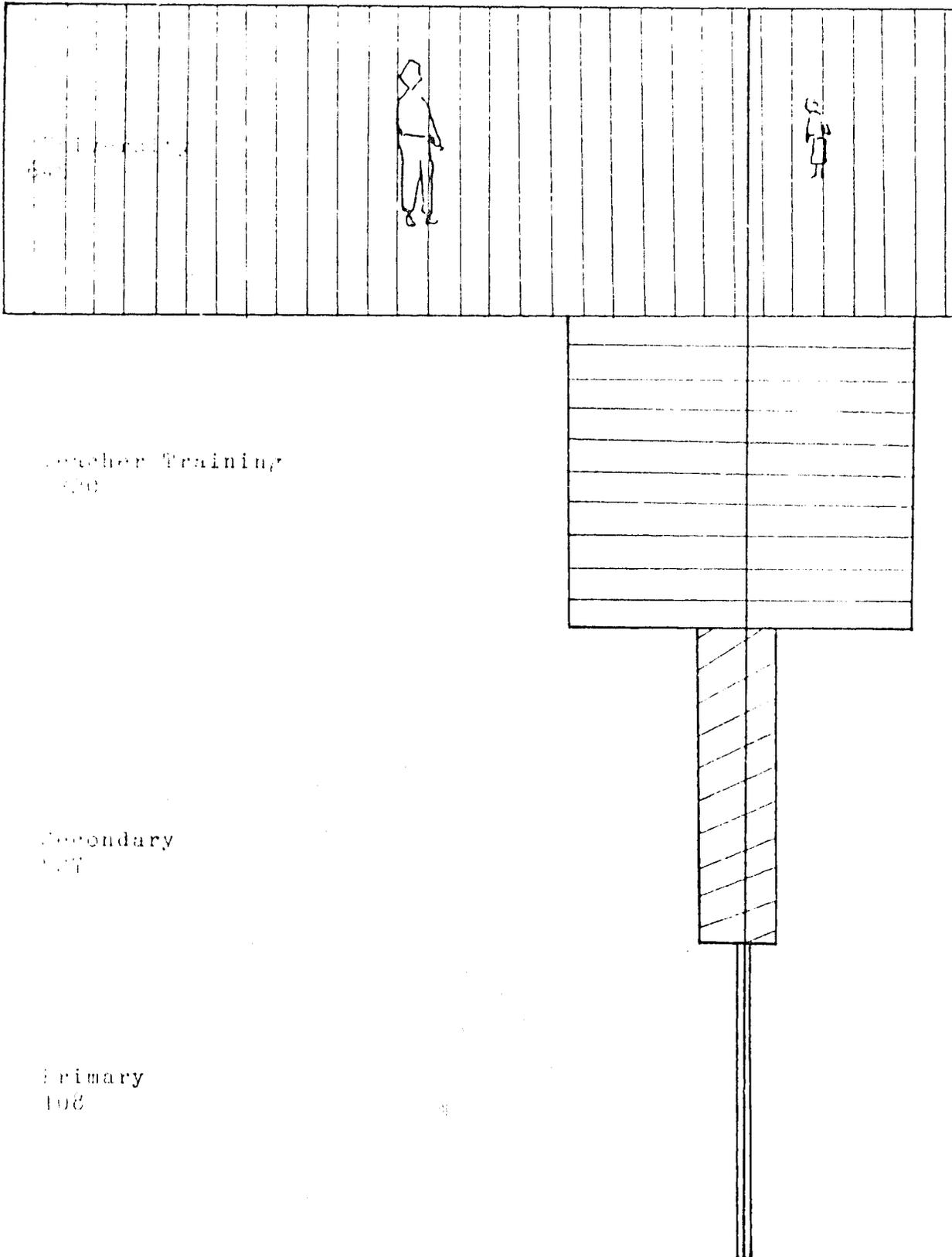
Average
Private Primary
Rural District
Council
9%



200



KEY
3



AVERAGE PER CAPITA EXPENDITURE BY EDUCATIONAL LEVEL AND SEX

FY 1981/82 Z\$

Source: Ministry of Education and Culture

H.E. These figures do not take into account the teacher salary increases effective January 1982, which increase the per capita costs.

School level and sex disparities

5.12. Disparities in the distribution of educational resources are also evident by level of education. The amount spent annually on a university student (\$6,455) is nearly 60 times greater than that spent annually on a primary pupil (\$108). One wonders whether that university graduate is 60 times more productive in terms of furthering national objectives in development.

5.13. Although male and female students are divided nearly equally at primary, secondary and teacher training levels, female students constitute less than one-fourth of the university enrolment. The diagram on page 20 illustrates this inequity in per student expenditure. Since girls appear to begin dropping out of school around fifth grade, this also contributes to the imbalance in educational expenditure on a male-female basis, though the disparity at the secondary level is only 60:40.

5.14. In our visits to schools, we were struck with the perpetuation of sex-role stereotyping. Whereas during the war women were performing in a wide variety of roles, with peace they seem to be relegated to the home-craft class. Only in one of the 40 institutions we visited were girls taking woodworking. As it turned out, that happened because the home-craft class was overcrowded.

5.15. It would seem that both boys and girls are being penalized through this strict adherence to traditional perception of role. Boys do the school gardening, thereby denying girls an opportunity to learn about an area in which they probably will be active. Girls learn skills that would stand the boys in good stead if they wanted to pursue employment in the restaurant business.

Racial disparities

5.16. Traditionally, Government Group A schools were mainly for white children living in urban areas and these schools received more funds than the Government Group B schools mainly in rural areas or in black residential areas in urban centres. This disparity has not been removed altogether.

Age disparities

5.17. Until recently, the Ministry of Education and Culture has focused almost solely on formal education, neglecting the needs of those who for whatever reason found it impossible to meet their educational needs through the formal system. For FY 1981-82, less than 0.002% of the Ministry's budget was allocated to nonformal education (\$0.5 million). An adult literacy campaign is expected to be launched in April, with hopes to eradicate illiteracy in four to five years.

5.18. At present, there exists no overall governmental policy to guide the direction and operation of pre-school education. Pre-school centres are operated by various non-governmental organizations which include women's clubs, parents, committees, church organizations and private individuals. Altogether, there are at least 20 non-governmental groups coordinating various pre-school groups or aspects of pre-school education.

At present, there are only about 1,000 pre-school centres in the entire country. These incorporate play centres, creches, nursery schools, play groups and day-care centres. About 55% of these are found in urban centres, where approximately less than a third of the population currently resides. We observed pre-school activity being run on a very economical basis in one of the rural areas we visited. Parents paid a total of about 50¢ per month.

Economic (fee) disparities

5.19. Attending secondary school depends on ability to pay the fees charged. Fees range from \$18 per term at Government Group A school to as much as \$1,000 at elite private school. Mission schools we visited charged between \$210 and \$800 per year (boarding). * There appears to be no regulation by government to assure that schools adhere to appropriate criteria in determining their fees.

5.20. We observed some practices which made it possible for students to pursue their secondary studies. For instance, at one school, students worked on the school farm as payment toward their fees.

Social disparities

5.21. Even with provision of free primary tuition, there are other costs which surface disparities among students. For instance, nearly all schools have an official uniform. The cost of uniforms has been cited as one obstacle to school attendance, although a child legally cannot be denied educational opportunity on the grounds of not having a uniform. Headmasters and teachers told us that students who are not properly attired suffer from comparison to their classmates.

5.22. Uniforms vary in cost according to school requirements and the age of the child. In our survey, the range was from \$10 for a simple girl's dress to over \$200 for a boy's full outfit. In several schools, there were second-hand shops which enabled students to buy used uniforms at reduced cost. But in no instance did we see girls making uniforms in their fashion and fabric class. At a mission school, a group of local women had organized a kind of sewing cooperative and produced uniforms for the school at a reduced rate. The headmaster reported that this was helpful in keeping costs down and in exercising quality control over the workmanship.

* See Appendix II

Facilities disparities

5.23. In the time available, it was not possible to obtain accurate cost data on school buildings. Appendix F, however, gives estimates of the range for different types of schools, based on a limited number of selected schools. For example:

The most expensive government urban primary "A" school costs nearly 10 times more per pupil than the least expensive rural primary school, ranging from \$52 per pupil to \$500 per pupil.

The average cost of a government urban primary school based on the limited data available, is \$114 per pupil whereas the average for private rural primary schools is \$95 per pupil, making the government urban primary school for and one-half times more expensive per pupil.

5.24. The disparities at the secondary level are not quite as great, though still considerable, ranging from as low as \$111 per pupil at a government rural day secondary school to five times as much or \$2,052 per pupil at a government urban secondary school. The bias toward more expensive urban schools is clear.

Teacher disparities

5.25. Zimbabwe teachers are among the highest paid in the world. A February proclamation doubled the salary of more than half the teaching force, the untrained teachers (20,879) and increased significantly the salary of the others (19,528). This means the annual education budget must be augmented by at least \$45 million.

5.26. Apparently the salary increase is not necessarily accompanied by increases in teacher productivity. Teachers have not been assigned responsibilities additional to their approximately 25 hours of class each week. Nor are well-qualified teachers being asked to consider assignment to rural areas where they are sorely needed. In such locations, it is not uncommon to have one headmaster with nearly all untrained teachers. But instead, the best teachers remain concentrated in urban areas in long-established schools. We were impressed with the ZINTEC teachers we observed. Regretably, placing the ZINTEC teacher trainees on the same salary basis as other teachers no longer makes ZINTEC a model of cost-effectiveness.

Conclusions

Equity:

5.27. Procedures by which the Ministry distributes government funds could be improved to better ensure that these funds are

targeted according to criteria consistent with national priorities. That much is apparent from available data, although it proved impossible to obtain definitive expenditure data with regard to Ministry subsidies to schools in our sample.

5.28. The notion of free education has to be examined in the light of the country's available resources, and some of those resources are in the hands of prosperous families. From analysis of the gross disparities as between urban and rural and among types of schools, it is clear that the greatest proportion of resources on a per student basis continues to be expended for those most able to support a greater share of their education. Serious consideration should be given to setting fees at the actual cost of the education, but collecting fees on the basis of actual ability to pay.

Growth

5.29. In terms of the nation's budget as a whole, education is becoming the biggest spender of public funds. In 1981, education accounted for 19.5% of government recurrent expenditure, which amounted to 5.1% of the GNP in 1980. If educational expansion continues unabated, educational expenditure in the near future is likely to grow faster than the economy.

5.30. A recent report's rough projections suggest that such expansion would entail commitment of 6.5% of GNP and 20% of recurrent budgetary expenditures. And those projections did not take into account the increase in teachers' salaries announced in February, which causes those figures to rise considerably.

5.31. While there is need to economise and rationalise educational expenditure, the short-term prospects are grim, given Zimbabwe's overwhelmingly youthful population -- 70% being under 25. In addition, the population may be growing faster than the official 3.6% per annum growth rate. Moreover, peoples' expectations at present are high, and moves to curtail expansion would be unpopular.

5.32. A short-term strategy with favourable long-term prospects is to examine thoroughly the area of educational costs. Exactly what is government buying with its sizeable outlay? How is it possible to educate effectively but at a reduced cost?

5.33. A cursory look at Ministry expenditure data indicates that variations in the cost of education per student can be accounted for mainly by the differences in school types. Of particular interest is the fact that institutions providing education at a lower cost such as Mission and Government secondary schools, seem to have comparable, if not better examination results than the relatively more expensive institutions. In fact, government is, on the whole, providing a few with an expensive education,

whereas some private institutions are performing the same task more economically and still producing the desired results. However, Government Group A schools exercised no selection whereas Mission and Government Group B schools were highly selective.

Recommendations

5.34. The Ministry of Education and Culture should:

1. Rationalise the educational structure, within prevailing financial constraints, to guarantee everyone six years of primary education, with access to formal education beyond that level governed by student achievement and gauged by the needs of the economy.

2. Revise the fee structure for government secondary schools so that fees are based on the actual cost of the education provided. Actual payment of fees could be based on parents' ability to pay (rates could be used for determining the amount), or a loan program could be instituted whereby the student would commit two years to government service following completion of studies.

3. Expand use of the most cost-effective form of secondary education -- the correspondence course, offered by the private sector, augmented by the study group -- to enable greater numbers of students to pursue their education at a reasonable cost, in their own setting, and at their own pace.

4. Regulate fees levied by private secondary schools to prevent excessive charges.

5. Pursue actively creation of a unified system of education as needed for progress towards equity in educational opportunities.

6. Explore ways of obtaining the same level of effort on the part of urban communities in terms of construction and maintenance of school buildings.

7. Conduct a thorough management audit at government schools to determine how these schools can be run more economically and efficiently, first examining Group B schools to identify practices which enable them to operate on a more cost-effective basis than Group A schools.

8. Provide incentives, (e.g. sewing machines and equipment) to schools which will introduce productive activities into their practical subjects. Specifically: girls can make school uniforms for themselves and for boys in their fashion and fabric class; boys can make school furniture in woodwork and metalwork classes. Donor agencies could be solicited for the hardware.

9. Consult with the Ministry of Community Development and Women's Affairs and other knowledgeable sources concerning strategies for eliminating sex discrimination and sex-role stereotyping in education so that opportunities for girls and women can be equalised.

10. Make long-term cost projections for elementary and secondary education which take into account teacher salary increases effective January, 1982, for use in subsequent planning.

11. Align teachers' salaries within the context of national wage policy.

12. Resolve the inequity in connection with payments to teachers during their training, so that students in conventional teacher training colleges are not unduly penalised.

VI. HOW ARE EDUCATION RESOURCES USED?

6.01. To effectively meet the demand for education Zimbabwe is experiencing, maximum use must be made of the resources of the nation, including the wide range of facilities and personnel. During our visits to schools and other educational institutions in various regions of the country, we noted considerable under-utilisation of educational facilities, equipment, and people. Although some schools, with the assistance of local authorities, were making efforts to maximise the use of educational facilities in their areas, or within their reach, these were the exception. Following are illustrations of some problems and attitudes prevalent in the education field which have limited the use of education resources.

Programme scheduling

6.02. The education programme schedule follows conventional lines, with the education process continuing to be restricted to the traditional course, time, and facility usage patterns. All schools follow the same timetable in terms of having three learning phases or terms a year, punctuated by three vacations of up to three or more weeks. Exit weekends also have been introduced whereby all schools concurrently close for a day or two. During these concurrent vacation days, the entire education process is at a standstill, with nearly all the school facilities, teachers, equipment, classrooms not being utilized. It also is during this time that crops and animals may die from lack of attention from students.

6.03. In addition to the relatively long holidays, most schools still follow the traditional routine of learning for only five days a week. Also, in some schools, particularly Group A, learning is mainly done during the morning hours, with the afternoons reserved for extra-mural activities. During the afternoon, then, most school facilities lie idle on these campuses.

6.04. In contrast, many other urban schools make greater use of their school buildings through double sessions or "hot seating." Such an arrangement has been necessary to accommodate all those wishing to attend school. We found that this arrangement too often can work to the disadvantage of students because headmasters tend to schedule brighter classes in the morning. However, one headmaster, whose system was working well, explained that students rotate mornings and afternoons every month, and they were not complaining.

Sharing facilities

6.05. Despite the fact that some schools, particularly in urban areas, are quite privileged in terms of science laboratories, libraries, sports fields, study halls, and workshops for practical subjects, these facilities continue to be utilised only by those schools. Most of the older government schools have most of the necessary or desirable facilities, as do private schools, but these have not been shared by other schools whose facilities are less adequate. We did find an exception, however.

A Government Group B secondary school has turned adversity into advantage. Built on rock soil, and limited hectares at that, the cross-country team found it impossible to practise on the school grounds. The headmaster made an arrangement to use the sports facilities at a school about eight kilometers away. As a result of the extra practice the team gets running to and from the borrowed track, that school's team have been able to capture most competitions.

But more typically:

In a Government Group B primary school we visited in Harare, the headmaster complained that his school lacked laboratories for practical subjects. When asked whether he had explored use of the practical labs next door at the Government Group B secondary school, he replied that they probably would charge him with burglary if anything ever happened to be missing when his students used the lab. He also said his students did not use the playing fields adjoining the primary school because they belonged to the secondary school. So despite the lack of facilities at one school, it was not possible to share those of the adjoining school.

Resource inventory

6.06. Most education sites we visited did not have a process for identifying potential resources for augmenting their education programme. Generally, headmasters had not inventoried facilities, equipment, instructional materials, or persons in the community which could be used to provide education. We found one exception:

A Government Group A primary school which did not have an extensive library had each of its classes go to the town library every other week to check out books and enjoy a story-telling session with the librarian.

6.07. Sponsors of study groups associated with Central African Correspondence College seem to be more ingenious in locating facilities for their groups, although most meet in school classrooms when they are not in use.

Practitioner expertise

6.08. Because the private sector in Zimbabwe represents such an array of endeavour, there are many persons daily practising their trade who might enjoy sharing their knowledge and skills with interested students, especially on the premises of their own business or factory, and quite possibly at some time other than the regular work hours. Such persons usually would be those who would not consider being full-time teachers, but who would consider serving in a training role for a class or a short-term course. It has been said, after all, that each adult is a teacher.

6.09. Use of local practitioners can promote effective learning on the part of students especially because students realize they are being taught by persons who really know their respective specialities. To achieve this utilisation of existing experts, the school and the community must be closely inter-linked. This also would promote community-oriented education, since it would be members of the community who are involved in the education of our children. The use of local experts as teachers will also enable more education options to be offered, without having to train more teachers in the specific fields of education.

6.10. Defining the local expert probably is important. In the case of a refugee school we visited, the local experts would be the squatters living adjacent to the school.

Month after month, over 1,000 refugee youth live in small cloth tents on the site where they intend to erect their school. When the tents and surrounding earth are subject to downpours, such as the day we visited, it is pretty miserable inside those tents. But meanwhile, just on the edge of the property -- are quite serviceable thatched houses which the squatters -- some hundred families -- could teach the youth how to construct.

Employer sites

6.11. Headmasters with whom we discussed the problem of employability of school leavers had not considered the possibility of cooperative arrangements with employers, even though their schools were located quite near major industrial sites with manufacturing activity, in some cases.

6.12. Several businessmen indicated to us they would be willing to explore an arrangement whereby students could acquire vocational and technical skills on their premises. Specifically:

Mr. Cartright, prosperous commercial farmer near Marondera, said he was willing for students to learn a range of skills on his farm, including tractor operation and maintenance, the use of pesticides, improved methods of planting. We noted that many schools which had expressed willingness to undertake agricultural projects complained about lack of an agriculture teacher, not thinking of those splendid potential agriculture teachers all around them. Mr. Cartright suggested that farmers in the neighboring area would be more than pleased to advise schools on the farming and animal breeding efforts.

Mr. Organ, President of Metal Box, told us his company had sought out a school from which it recruited students who wanted to be trained. He said the arrangement had been quite satisfactory, that the students now were working successfully in the company, one even as a manager in just a period of several years. He indicated readiness to pursue further collaboration with the schools, but emphasized that educators must take the initiative.

Conclusions

6.13. Some schools have tended to operate in virtual isolation from the communities around them, entities unto themselves.

6.14. Cost-effective delivery of education could be improved if all available education resources in the area to be served were taken into account in the planning process. Responsible education authorities should explore potential sharing of other resources in the community -- particularly employer sites -- and take steps to maximize the utilization of their own facilities.

6.15. Expanded educational opportunities and strengthened programme offerings would result from the Ministry of Education and Culture providing leadership in forging partnerships with all resources, including those outside the traditional education patterns.

Recommendations

6.16. The Ministry of Education and Culture should:

1. Require districts and responsible authorities to assess education resources in their respective geographic areas so that the role of government funding can be viewed within the context of total available resources and costs can be determined for alternative education strategies.

2. Discourage use of government funds for construction except in instances in which there is adequate justification that additional facilities are needed after thorough consideration of alternatives -- especially "hot seating" -- and then require sufficient flexibility so that facilities can be adapted to changing education requirements -- especially for the use of adults in nonformal education.

3. Require districts and responsible authorities to describe and document the nature and extent of their cooperative efforts with other sources of educational assistance -- including employers.

4. Take steps to increase flexibility in education arrangements, through such mechanisms as expansion of the present school day, week, or year; inclusion of transportation costs to make better use of existing facilities; and provision of education in non-public facilities so that more people can be accommodated -- particularly for training in occupations.

5. Identify regulations and administrative procedures which may inhibit schools from using other educational resources in their communities, and implement plans for removing these obstacles.

6. Consider establishing some kind of incentive for cooperative arrangements to expand educational offerings and strengthen programs through use of other public facilities or non-public resources.

7. Secure on loan from industry persons who can develop pilot efforts with selected schools so that experience can be accumulated for mounting serious long-term collaborative endeavors which will greatly ease the transition from school to work.

VII. WHAT ARE THE RESULTS OF EDUCATION?

7.01. The results of education can be viewed from three perspectives: (1) the goals set forth by national leadership, (2) the goals the system sets for itself, and (3) unexpected or anticipated results of education.

National goals

7.02. How responsive has education been to the national goals itemised in Chapter IV? It would seem that insufficient change has taken place in Zimbabwe's educational system to align it with such goals as self-reliance, national unity, cultural identity, sex equality, education for production, and rural development.

7.03. A major stumbling block seems to be the system of assessing student achievement. The country has inherited two examination systems: one for the former European sector, the other for the former African sector. These externally set traditional examinations do not evaluate the goals toward which the nation is striving, but rather have been used more for selection than for assessment purposes. The Grade Seven examination determined which pupils went to secondary school; the Junior Certificate Examination (at the end of Form Two) selected the pupils who proceeded to "O" Levels and the "A" Level examination (at the end of Form Six) determined university entrance.

Examination results

7.04. Because the primary goal of the education system in reality seems to be the passing of these examinations, we studied examination results from the schools we visited to determine the extent to which success on the basis of this criteria was being realized. Because cost of education is such a critical factor, we compared the percent of passes on examinations -- Grade Seven, Junior Certificate, "O" Level, "A" Level -- with the cost per pupil at selected schools.

7.05. As indicated in Appendix G, examination results seem to indicate that there is no significant difference in the proportion of passes based on school type, despite the differences in government expenditure level on these schools. Regrettably, data were not available for students who had prepared for examinations by taking correspondence courses, so we could not determine the success rate for Central African Correspondence College, one of the schools in our sample.

Wastage

7.06. In connection with the cost of education in terms of producing successful results, it is important to note the cost of failure as well, at least in human terms. It is difficult to quantify the inefficiency of the system, but wastage definitely is a problem. Several generalisations can be made. Wastage is in a way inevitable in any given education system, but it is the level at which students drop-out which is crucial. If they drop-out too early, their education is often too little to help them later in life and if they drop-out later (after only two years of secondary), they could be frustrated by difficulties of finding employment.

7.07. There are two sources of wastage: "push-outs" and "drop-outs". 'Drop-outs' refer to those pupils who leave the system for reasons other than failing to reach a certain standard or failing to raise the required fees. 'Push-outs' are pupils who are forced out of the system by very selective examination systems. Wastage rates tend to be highest at Grade 7, Form Two and Form Four. Wastage rates tend to be higher in rural than in urban areas. They also vary according to sex: more girls 'drop-out' than boys.

7.08. Several explanations were offered when we probed this matter: "Children in rural areas do full-time work at a very early age." "Some parents feel it is not worthwhile to educate their daughters to the same level as their sons." "Parents may find it difficult to raise the money needed to buy uniforms or to pay the fees."

Job preparation

7.09. An essential goal of education described in Chapter IV as "education for production", aims at preparing students for gainful employment. To what extent is the educational system geared to employment opportunities in the Zimbabwe economy? Government has stated in its policy document Growth with Equity: "Without the output of the educational system, it will be impossible to sustain, let alone accelerate, economic growth and development."

7.10. The three principal sectors -- agriculture, manufacturing and domestic service -- in 1980 were responsible for 54%, 16% and 10% respectively of all formal sector employees. Agricultural employment fell by 53,000 in 1980 from 553,000 in June to 500,000 in December. However by June 1981, agricultural employment had increased to 509,000 with a 5.6% annual increase in agricultural employees expected to 1985. In manufacturing predictions have been made of an annual increase of 10,000 jobs to 1985, given that the 1980 growth rate is unlikely to be maintained. Domestic service is unlikely to increase and much more likely to follow the pattern of decline already set, from 121,000 jobs in 1974 to 105,000 in June 1981.

7.11. Considering the fact that these areas constitute a major source of employment, we would have expected to observe more emphasis in the schools on practical skills -- especially on agriculture. Generally, what we found was disappointingly limited. If worker participation is to be taken as a serious goal, as has been expressed by Government, a broader awareness of production techniques would be desirable for the responsible engagement of workers in economic decision-making, at the farm or factory level.

Employment

7.12. The unemployment of school-leavers is an intractable problem. The dilemma is that it is easier to expand education than it is to expand job opportunities in the employment sector. However, education appears too academic so that children leave school with too few practical skills.

7.13. It is clear that in the past the Zimbabwe economy has been unable to absorb the total number of job-seekers in the formal sector. During the period 1969-75, when the country experienced the most rapid expansion in employment in the past 20 years, serious short-falls in job creation were the rule. During this period, the average growth of jobs in the formal sector was 51,000 per annum. If one allows for retirement, death and opportunities for self-employment, a maximum of 50,000 new jobs were available each

year in this period. Against this must be contrasted the 170,000 plus school-leavers each year. Although women figure disproportionately in the workforce - compared with school-leavers - they constituted only 14% of the labor force in 1974 - even if only men sought jobs, there would still be a shortfall of at least 35,000 jobs per year.

7.14. In 1980, post-independence, when the country experienced its highest ever growth rate of 14%, there were 76,000 school-leavers. During the period from December, 1979 until December, 1980, the number of new jobs created was only 13,000. Employment climbed from 988,000 to 1,001,000. From December, 1979 to June, 1980, there were 38,000 jobs created reflecting an average employment growth rate of 11.6% in each sector. However, from June, 1980 until December, 1980, there was a fall of 53,000 jobs in Agriculture caused by the switch from more highly labour-intensive tobacco farming to maize crops.

7.15. The figures for the first half of (1981) show an increase of 59,000 jobs, from 1,001,000 in formal sector employment in December, 1980, to 1,060,000 in June, 1981. This compares favourably with the number of school-leavers, for with the introduction of free primary education and the rapid expansion in educational enrolment, the number of school-leavers dropped to 22,000 for the year.

7.16. This drop reflects a considerable absorption by the educational system of over-age pupils, who, otherwise, would be among the ranks of job-seekers. Without being able to project any real estimates of school-leavers to 1985, due to the uncertainty of future educational policy, one can assume that their numbers will be substantially increased and likely to outweigh the number of jobs created by the economy.

Conclusions

7.17. Education may not be satisfactorily fulfilling its stated purposes, but it is not entirely to blame. Objectives set for education have been ill-defined and perhaps in some cases even beyond the capacity of the schools.

7.18. The inherited system of basing student assessment on exam results set by an external body tends to make the curriculum rigid and discourage learning which deviates from the exam path.

7.19. The clientele view education as instrumental in getting a good job, despite the fact that the school does not actually equip students with skills needed in the employment sector. With few exceptions, Zimbabwe's schools still offer the traditional academic fare.

7.20. Despite the serious dislocation between education and production, it seems that little has been done in the schools in the way of career guidance or job placement. In fact, it was our impression that the school's responsibility and, moreover, accountability, stopped at the point where the student went out of the door.

Recommendations

7.21. 1. The Ministry of Education and Culture should set appropriate standards for achievement of national goals, and then hold schools accountable versus those standards.

2. Adopt a unitary system of examinations, and explore the possibility of setting exams for Zimbabwe so they could be more appropriate to the nation's objectives.

3. Study the causes of wastage, and find ways of reducing the drop-out rate.

4. Encourage schools to take as much responsibility for preparing their students for employment as they do for preparing them for examinations.

5. Forge links with public and private sector employers and their trade organizations in order to ease the transition of youth from school to work.

FOOTNOTES

Chapter II

1. Growth with Equity: An Economic Policy Statement, Government of the Republic of Zimbabwe, February 1981,
2. Ibid p.9.
3. B.T.G. Chidzero, Education and the Challenge of Independence, IUEF, Geneva, 1977, p. 15.
4. UNCTAD Zimbabwe, Towards a New Order, UN, 1980, p.132.

APPENDICES

A. DISCUSSIONS

List of 29 persons with whom conversations took place between 16 February and 5 March, in addition to those in the course of visits to educational sites.

B. SITE VISITS

List of 40 schools visited between 16 February and 27 February. Not listed are the headmasters, deputy headmasters, teachers, parents, students, district council members and others with whom we talked in the course of visits to respective institutions.

C. SITE OBSERVATION DATA

List of information items used for collection of data at the sites visited.

D. FACT SHEET - BASIC EDUCATION INFORMATION, 1981

E. BASIC DATA ON SITES VISITED

F. ROUGH ESTIMATE OF SCHOOL BUILDING COSTS

G. EXAMINATION RESULTS FOR SELECTED SCHOOLS

H. FEES CHARGED AT SELECTED SECONDARY SCHOOLS

I. CONTRIBUTIONS OF DONOR AGENCIES

D I S C U S S I O N S

In addition to the persons contacted in the course of the site visits (Appendix B), discussions were held with the following:

- DR. MUTUMBUKA, Minister of Education and Culture
- DR. MAKURA, Secretary, Ministry of Education and Culture
- MR. BOKMA, Education Officer (Agriculture), Matebeleland
- MR. BURROWS, Regional Director, Victoria
- MISS CHUNG, Chief Education Officer (Planning)
- MR. COBBAN, Former Regional Director for Manicaland
- MS. HADJI, UNICEF
- MR. HONDONGA, District Education Officer, Marandellas
- Mr. JONES, Education Officer, Mashonaland East
- MS. LEACH, Central Statistics Office
- MR. MAHLANGU, Deputy Secretary (Schools and Services) for
Regional Director for Matebeleland
- DR. MARAIRE, Acting Deputy Chief Education Officer (Support
Services)
- MR. MARISA, Education Officer, Mashonaland East
- MR. MASHINGAIDZE, Deputy Regional Director for Primary, Victoria
- MR. MASIMBA, Education Officer, Victoria
- DR. MUTENDA, District Education Officer, Mtoko
- DR. MUZONDO, Chief Economist, Ministry of Finance and Economic
Planning
- MR. NCUBE, Director, ZINTEC
- MR. ORGAN, President, Metal Box
- MR. SALMON, Senior General Educator, East Africa Division, World
Bank, Washington, DC
- MR SHAVA, Education Officer, Mashonaland East.
- MR. STACY, Director, USAID/Zimbabwe
- DR. SHORTLIDGE, Human Resource Development Officer, USAID, Zimbabwe
- MR. STAUDE, Acting Regional Director, Mashonaland
- MR. STOKES, Education Officer (Planning)
- MR. TANYONGANA, Deputy Secretary (Culture), former Regional
Director, Matebeleland
- MR. THOMSON, Deputy Chief Education Officer (Planning)
- MR. VAN der MERWE, President, Academic Books, (founder of Central
Africa Correspondence College and College Press)
- MR. WOODHOUSE, UNICEF

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SCHOOL TYPE	NAME OF SCHOOL	REF. N	LEVEL
Government Group A (Urban)	Blakiston Infant Blakiston Junior Godfrey Huggins Marandellas High Prince Edward	Salisbury Salisbury Mashonaland Mashonaland Salisbury	Primary Primary Secondary Secondary
Government Group B (Urban)	Chikato Harare Kambuzuma Kurai Mucheke Rakodzi Tapfuma Temeraire	Victoria Salisbury Salisbury Salisbury Victoria Mashonaland Mashonaland Victoria	"Upper Top" Secondary (Evening Adult Classes) Secondary Primary (Adult classes; Study Groups) Secondary (Evening Adult Classes) Secondary Primary Secondary
Government Refugee (Rural)	Mbongolo Rusununguko	Matabeleland Mashonaland	Secondary Secondary
Government Teachers College: ZINTEC (Rural)	Andrew Louw	Victoria	Primary
Private (Aided) (1) Committee (Urban)	St. Peter's Kubatara	Salisbury	Secondary/Technical
(2) District Council (Rural)	Chinyika Hadya Katsukunya Madamombe Mukotosi Mtoko Nyahondo	Mashonaland Mashonaland Mashonaland Victoria Victoria Mashonaland Mashonaland	Primary & "Upper Top" Primary & "Upper Top" Primary & "Upper Top" Primary & "Upper Top" Primary & "Upper Top" Secondary Primary
Private (Aided) (3) Mission (Rural)	Dominican Convent (Urban) Don Bosco (Urban) Don Bosco (Urban) Gokomere Makumbi Morgenster Nyadiri Solusi St. Vincent Nora Waddilove	Salisbury Victoria Victoria Victoria Mashonaland Victoria Mashonaland Matabeleland Mashonaland Mashonaland	Primary & Secondary Study Groups Women's Sewing Class Secondary Secondary Primary & Teacher College Teachers College Secondary & College Primary & "Upper Top" Primary, Secondary and
Private	Central Africa Corres-	Salisbury	Secondary

SITE OBSERVATION DATA

- A: Identification
1. Name of school
 2. Mailing address
 3. Phone number
 4. Region
 5. District
 6. Responsible authority
 7. Other schools nearby
- B: Clientele
1. Number of classes per grade
 2. No. of students by grade, sex, race
 3. Age range of students
 4. Socio-economic background
 5. Catchment area of school
 6. Distance to school
 7. Feeder schools
 8. Recruitment procedures
 9. Selection criteria
 10. Incidence of repeating
 11. Profile of drop-outs
- C: Staffing
1. Name of headmaster
 2. Background of headmaster
 3. No. sex race of teachers: trained, untrained
 4. Other administrative staff
 5. Support staff: number and type
 6. Staff development activities
- D: Facilities
1. Amount and type of land
 2. Number and type of buildings
 3. Year of construction
 4. Furnishings and equipment
 5. Characteristics of bldgs and grounds
 6. Adequacy, appropriateness of bldgs
 7. Condition of bldgs and equipment
 8. Utilization of facilities
 9. Vehicles: type and condition
- E: Administration
1. Structure
 2. Organization
 3. Decision-making process
 4. Communication
 5. Reporting
 6. Relationship with students
 7. Relationship with staff
 8. Relationship with Ministry
- L: Major Problems cited for priority attention
- M: Implications for policy and planning
- F: Cost to students: day boarding
1. Basic fee \$ \$
 2. Special fee \$ \$
 3. Uniform \$ \$
 4. Transport \$ \$
 5. Other \$ \$
 6. Total \$ \$
- G: Source and amount of income
1. Ministry - salaries \$
 2. Ministry - per capita \$
 3. Ministry - other \$
 4. Fees charged students \$
 5. School garden \$
 6. School animals \$
 7. Parental contribution \$
 8. Other \$
 9. Total \$
- H: Program
1. Scheduling of classes
 2. Grouping of students
 3. Assignment of teachers
 4. Curriculum
 5. Textbooks and materials -- availability and appropriateness
 6. Supplies
 7. Productive work
 8. Sports and recreation
 9. Extra-mural activities
 10. Nutrition
 11. Health
 12. Environment for learning
- I: Student role
1. In school governance
 2. In school maintenance
 3. Achievement (exam scores)
 4. Behaviour
 5. Attitude
- J: Community/Parents
1. Organization; composition
 2. Function; mode of operation
 3. Parental expectations
- K: Relation to world of work
1. Guidance and counselling
 2. Economic opportunities in areas
 3. Job placement

BASIC DATA - 1981General

Area	391,000km ²
Total Population	7.7 million
Rural Population (As % of total)	80%
Population Growth Per Annum	3.6%
Modern Sector Employment	1.0 million
GNP Per Capita	2\$462
Literacy Rate	44%

Education Enrollments

Enrollment in Primary Education (Grades 1-7)	1,715,200
As % of 6-12 Age Group	104%
Private as % of Total Primary	88%
Girls as % of Total Primary	48%
Primary as Percent of Total Primary and Secondary	92%
<u>Enrollment in Secondary Education (Forms 1-6)</u>	150,300
As % of 13-17 Age Group	15%
Private as % of Total Secondary	59%
Girls as % of Total Secondary	42%
Secondary as Percent of Total Primary and Secondary	8%
<u>Enrollment in Higher Education</u>	2,525
As % of 19-22 Age Group	0.5%
Girls as % of Total Higher	23%
<u>Enrollment in Other Types of Education</u>	
Teacher Training Colleges	3,600
ZINTEC Teacher Training	2,100
Agricultural Schools	400
Technical Colleges	6,600
University	2,525

Schools

Total No. of Schools	4,392
Primary as % of Total	84.2%
Private Primary as % of Primary	78.1%
Secondary as % of Total	15.8%
Private Secondary as % of Secondary	80.3%

TEACHERS

Total No. of Teachers	12,007
Primary Teachers as % of Total	80.00
% of Untrained Primary Teachers	10.07
% of Untrained Secondary Teachers	5.50

Average Class Sizes

Government Group A Primary	31
Government Group B Primary	31
Private Primary	32
Government Group A Secondary	28
Government Group B Secondary	28
Private Secondary	28

Teacher-Pupil Ratios

Government Group A Primary	1:33
Government Group B Primary	1:42
Private Primary	1:44
Government Group A Secondary	1:19
Government Group B Secondary	1:14
Private Secondary	1:25

Education Finance

1981

GNI	285,450m
Education Expenditures	28,220m*
Education as a % of GNI	9.8%

1982

GNI (Estimated)	285,942m
Education Expenditures	28,288.4m*
Education as a % of GNI	9.8%

1982 (All Estimated Figures)

GNI	284,257m
Education Expenditures	28,409m*
Education as a % of GNI	9.9%

Average Expenditure per Student (Annual Cost)

Primary	2\$108
Secondary	2\$527
Teachers College	2\$2,320
University	2\$6,455

* Including University

Source: Ministry of Education and Culture

SCHOOL TYPE	NAME OF SCHOOL	APPENDIX E							
		I TOTAL ANNUAL GOV'T EXPENDITURE	II PER CAPITA GRANT	III SALARIES	IV NO. OF STUDENTS	V NO. OF TEACHERS	VI TEACHER/ PUPIL RATIO	VII AVERAGE MONTHLY SALARY	VIII TOTAL ANNUAL EXPENDITURE PER PUPIL
PRIMARY									
Gov't Group A Urban	Blakiston Inf.	55,592	1,700	50,892	160	6	1:27		
	Blakiston Jnr.	125,902	4,800	121,102	359	13	1:23	707	347
	Godfrey Huggins		44,000		301	11	1:27	776	351
Gov't Group B Urban	Taptuma	178,674	16,800	161,874	1,424	35	1:41	385	125
	Kurui	187,005	18,400	168,605	1,436	43	1:33	327	130
	Chikato	206,022	18,000	188,022	1,451	41	1:35	382	142
Private Rural C.D.	Nyadiri	64,178	8,582	55,596	661				97
	Nyahondo	34,691	5,291	29,400	459				76
Private Rural Mission	Don Bosco Mugweter				520				
SECONDARY									
Gov't Group A Urban	Marandellas (Board)	486,700*	121,700	365,000	424	23	1:13	1,322	908
	Prince Edwards (Board)	629,997	163,600	466,397	667	43	1:16	907	772
Gov't Group B Urban	Rafodzi	221,950	20,400	201,550	467	25	1:19	672	446
	Kambuzuma	328,761	40,700	288,061	923	23	1:42	1,044	322
	Harare	434,561	50,100	384,461	1,091	44	1:25	728	368
	Mucheke	230,210	30,800	199,410	570	27	1:21	615	368
Gov't Group B Rural	Gorononzvi (Board)	574,773	253,000	321,773	664	31	1:21	865	719
Private Urban	St. Peter's Eubatana	316,898	11,560	305,338	904	43	1:21	592	351
	Bonnician Convent	222,542	6,720	216,822	424	31	1:14	581	525
Private Rural C.D.	Chinyika U.T.	19,887	1,575	18,312	105	4	1:26	382	189
	Hodya								
	Katsukunya U.T.	15,009	1,665	13,344	111	3	1:37	371	135
	Madanombe								
	Mukotosi U.T.	8,052	1,380	6,672	92	3	1:31	195	98
Private Rural Mission	Mtoko	81,831	9,738	72,093	308	15	1:21	400	266
	Makumbi	199,130	19,465	179,665	586	29	1:26	516	340
	Solusi	45,645	3,645	42,000	305	13	1:23	269	150
	Nyadiri	101,402	8,623	92,779	280	15	1:19	515	362
	Waddilove	233,554	22,568	210,986	673	22	1:31	799	347
	Getonere	281,928	27,970	253,958	834	36	1:23	582	338

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<u>SCHOOL TYPE</u>	<u>NAME OF SCHOOL</u>	<u>I</u> <u>TOTAL ANNUAL</u> <u>GOV'T EXPENDITURE</u>	<u>II</u> <u>PER CAPITA</u> <u>GRANT</u>	<u>III</u> <u>SALARIES</u>	<u>IV</u> <u>NO. OF</u> <u>STUDENTS</u>	<u>V</u> <u>NO. OF</u> <u>TEACHERS</u>	<u>VI</u> <u>TEACHER/</u> <u>PIPLE</u> <u>RATIO</u>	<u>VII</u> <u>AVERAGE</u> <u>MONTHLY</u> <u>SALARY</u>	<u>VIII</u> <u>TOTAL ANNUAL</u> <u>EXPENDITURE</u> <u>PER PUPIL</u>
<u>SECONDARY</u>									
Refugee	Bongolo Rusununguko		249,400		1,340	38	1:35		
<u>TEACHER TRAINING</u>									
Government	Andrew Louw	393,400	147,650	245,750	520	16	1:18	1,230	
Private Mission	Morgenster Nyadini	119,932 132,514	8,322 6,212	111,609 126,303	196 149	14 13	1:14 1:11	664 910	
<u>CORRESPONDENCE</u>	CACC (10' Level Data)								
								56	

Rough Estimates of Present Day School Building Costs

	School	Estimated Cost	Capacity	Cost per Place in \$	Estimated % Value Local Input
<u>Government</u>					
Primary Urban 'A'	Greystone Park	420,000	840	500	PTA contributes non-essential facilities
Primary Urban 'B'	Sekt 1	90,000	945	95	0
Primary Urban 'B'	Seke 2	335,000	840	399	0
Primary Urban 'C'	Glen View 1	220,000	840	262	0
<u>Private</u>					
Primary Rural	Mupfumudzi Resettlement	14,500	280	52	Parents provide books & extra labour = 10% saving
Primary Rural	Karuyana	16,000	120	133	As above
<u>Government</u>					
Secondary Urban	Glen Morah (6FE)	1,200,000	960	1 250	0
Secondary Urban	Seke 1 (3FE)	985,000	480	2 052	0
Secondary Rural Day	Parirewa (6FE)	395,000	960	411	Bricks made locally sold to govt=5% savings
Secondary Rural Day	Parirewa (3FE)	285,000	480	594	as above
<u>Private</u>					
Secondary Rural	Ngwzi	260,000	360	722	0

EXAMINATION RESULTS FOR SELECTED SCHOOLS (1980)

COST PER PUPIL % PASS GRADE 1 & 2

	COST PER PUPIL	% PASS	GRADE 1 & 2
I. GRADE 7			
<u>Gov't Group B Urban</u>			
Kurai	130	72	6
<u>Private D.C. Rural</u>			
Nyahonju	76	69	14
<u>Private Rural Mission</u>			
Nyadiri	97	94	29
II. JUNIOR CERTIFICATE			
<u>Gov't Group B Urban</u>			
Rakezi	446	93	10
Kambuzuma	322	99	23
Harare	368	90	26
Mucheke	358	99	35
<u>Gov't Group B Rural</u>			
Goromonzi	435 (719 w. board)	94	19
<u>Private Urban</u>			
St. Peter's Kubatana	351	62	3
<u>Private Rural Mission</u>			
Makumbi	340	96	31
Waddilove	347	88	11
Gokomere	338	95	24
<u>Private Rural D.C.</u>			
Mtoko	265	81	12
III. 'O' LEVEL			
<u>Gov't Group A Urban</u>			
Prince Edward (AEB)	610 (772 w. board)	59	10
<u>Gov't Group B Urban</u>			
Harare (CSC)	368	62	7
Mucheke (CSC)	368	61	6
<u>Gov't Group B Rural</u>			
Goromonzi (CSC)	435 (719 w. board)	75	13
<u>Private Urban</u>			
Dominican Convent	525	72	14
<u>Private Rural Mission</u>			
Makumbi	340	50	6
Waddilove	347	68	8
Gokomere	338	73	9
<u>Private Rural D.C.</u>			
Mtoko	266	19	0
'A' LEVEL			
<u>Gov't Group A Urban</u>			
Prince Edward (AEB)	610 (772 w. board)	64	27
<u>Gov't Group B Urban</u>			
Harare (AEB)	368	64	6
Harare (HSC)	368	49	4
<u>Gov't Group B Rural</u>			
Goromonzi (HSC)	435 (719 w. board)	76	17
<u>Private Urban</u>			
Dominican Convent (AEB)	525	81	7
<u>Private Rural Mission</u>			
Gokomere	338	93	13

Fees Charged At Selected Secondary Schools - 1982
(Per Annum - Z\$)

<u>Name of School</u>	<u>Tuition Fees</u>	<u>Boarding Fees</u>	<u>Tuition & Boarding</u>
Dominican Convent	225 ⁽¹⁾	780	1 005
Gokomere	*	*	290
Harare	27		
Makumbi	160 ⁽²⁾	210	370
Prince Edward	54	210 ⁽³⁾	264
Mtoko	80	140	220
Waddilove	*	*	270 ⁽⁴⁾

* School does not distinguish between Tuition and Boarding Fees.

(1) The tuition fee of \$225 refers only to the "Middle School" (Standard 4-Form 2). The tuition fee for the Senior School (Form 3-6) is \$270.

(2) This figure varies according to the form, sex of the pupil and the practical subject studied by the pupil. Forms 2, 3, and 4 boys pay \$164, \$194 and \$180 respectively. Forms 1, 2, 3a, 3b and 4 girls pay \$165, \$195, \$210 and \$180 respectively.

(3) Pupils coming from within a 15 km radius of a school pay \$360.

(4) Does not include books and stationery.

DONOR SUPPORT FOR PRIMARY AND SECONDARY EDUCATION

<u>YEAR</u>	<u>DONOR AGENCY</u>	<u>PROJECT/ACTIVITY</u>	<u>AMOUNT ES</u>
1980-81	U. S. A. I. D.	Mission Secondary School Reconstruction (613-K-601)	600,000
1981-82	"	INTEC Regional Centre Gwanda (613-K-602)	500,000
1981-82	"	INTEC Regional Centre Gwanda (613-K-603)	500,000
1981-82	"	INTEC National Centre (613-K-602)	50,000
1981-82	"	Belvedere Secondary Teachers' College (613-K-602)	2,000,000
1981-83	"	Belvedere Secondary Teachers' College (613-K-603)	7,557,000
1980-81	"	Council Primary School Reconstruction (613-K-601)	2,483,127
1981-82	"	Council Primary School Reconstruction (613-K-601)	2,700,000
1981-83	"	Council Primary School Reconstruction (613-K-603)	Under discussion
SUB-TOTAL			\$10,988,733
1980-81	British Council	Book Donations to Teachers' Colleges	25,000
1981-82	"	Book Donations to Teachers' Colleges	75,000
1982-83	"	Book Donations to Teachers' Colleges	100,000
SUB-TOTAL			\$198,000
1980-81	British (ODA)	Reconstruction of Council Schools	2,000,000
SUB-TOTAL			\$2,000,000

<u>FISCAL YEAR</u>	<u>HONOR AGENCY</u>	<u>PROJECT ACTIVITY</u>	<u>AMOUNT</u> <u>Z\$</u>
1980-81	Sweden	Reconstruction of Council Primary Schools	4,290,000
1981	"	Secondary School Staff Housing	1,600,000
1981-82	"	ZIM-SCIENCE (Secondary)	1,000,000
1982-85	"	Andrew Louw	250,000
1982-85	"	ZINTU Regional Centre - Chinhoyi	1,500,000
1982-85	"	Mavhudzi Refugee School	70,000
1982-85	"	Chindunduma Refugee School	1,370,000
1982-85	"	J. I. Moyo Refugee School	1,400,000
1982-85	"	T. G. Silundika Refugee School	1,400,000
SUB-TOTAL			512,380,000
1980-81-82	UNHCR	Regina Coeli	5,000
1980-81-82	"	Shonganiso	4,000
1980-81-82	"	Chindunduma (with DAPP)	36,000
1980-81-82	"	Nyashanu Secondary School	74,000
1980-81-82	"	Tegwani School	74,000
1980-81-82	"	Biriwiri School	58,000
1980-81-82	"	Ruwa	546,000
SUB-TOTAL			3647,000
1981-82	Denmark	Reconstruction of Schools in Rural Areas	2,500,000
SUB-TOTAL			32,500,000

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<u>Year</u>	<u>NAME OF DONOR</u>	<u>PROJECT/TITLE</u>	<u>AMOUNT</u> <u>Z\$</u>
1981	Development Assistance from People to People (DAPP) *	Chindunduma Primary School	100,000
	SUB-TOTAL	...	3100,000
1980-81-82	The Netherlands	Reconstruction of Council Schools	9,491,984
	"	Rusununguko Refugee School	156,494
	SUB-TOTAL	...	9,648,478
1980	Australia	Reconstruction of Council Schools	600,000
	SUB-TOTAL	...	600,000
	OTHER ASSISTANCE	Chindunduma Refugee School	172,900
	SUB-TOTAL	...	172,900
	GRAND TOTAL	...	345,415,081

* Figures under-estimate DAPP's contribution. There are about 100 DAPP volunteers working in Zimbabwe. These volunteers are involved in construction of schools, clinics, rural hospitals and rural staff houses. The amount contributed to schools alone is difficult to estimate.