



*Ministry of Education,
Sport, Arts & Culture*



MOESAC MEDIUM TERM PLAN 2011-15

Introduction

- Medium Term Plan is a key output of a strategic planning process that was initiated in 2010.
- The process began with a broad-based stakeholder consultation exercise which involved visits to locations in all ten provinces conducted in early 2010, leading to the development of the 2011-2012 Interim Education Strategy.
- In early 2011 the Government of Zimbabwe published its Medium Term Plan 2011-2015, with ambitious targets for the Education Sector.
- This provided an impetus for the education sector to build on the Interim Plan and prepare a full Education Medium Term Plan for 2011-2015.

Vision, Mission and Goal

- **Vision**

- *Our vision is of united and well education Zimbabweans with unhu/ubuntu who are patriotic, balanced, competitive and self-reliant.*

- **Mission Statement**

- *To promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD), Primary and Secondary Education, Life-long Learning and Continuing Education, Sport, Arts and Culture.*

- **Goal of the EMTP**

- *To revitalise the provision of relevant, quality, inclusive and holistic education, sport, arts and culture for all Zimbabweans in line with the MDG targets by 2015.*

Strategic Objectives and Interventions

Strategic Objective 1: Restore the professional status of teachers

- *By 2015, Zimbabwe will have a highly motivated and competent professional teaching cadre providing high quality learning opportunities for all learners in Zimbabwe.*

Teacher Remuneration

- Teacher salaries and conditions of service are aligned with other public sector employees and determined by the Public Service Commission and are not under the direct control of the Ministry. The role of the Ministry in this respect is to lobby for improvements. The Ministry will:
- Lobby for the increase of the starting salary of qualified teachers to be at least at the level of the Poverty Datum Line.
- Lobby for the reintroduction of rural/remote allowances and increasing teacher allowances to 15% of gross HOD allowance, and of housing allowances by 50%.
- Lobby for teachers to have access to the Government Housing Guarantee Scheme.

Teacher Deployment, Employment and Career Progression

- Strictly enforce compliance with rural service deployment policy
- Progressively fill all promotion posts within PSC stipulated criteria
- Reduce the proportion of temporary teachers to 10% or less of the teaching establishment
- Ensure that temporary teachers are employed for 12 months as per regulation

Teacher Professional Status

- Support the establishment and functioning of a Teachers' Professional Council

Teacher Professional Development

- Ensure that all incoming teachers receive induction training, especially Public Service Rules and Regulations.
- Expand and improve in-service education for all teachers (detail in SI 4, QA & Staff Development)
- Ensure adequate supply of trained and qualified teachers (budgeted under Higher & Tertiary Ed) **alise learning quality and relevance**
- *By 2015, a renewed integrated curriculum will be in place in primary and secondary schools, supported by effective learning assessment and necessary learning materials with a specific focus on revitalising libraries*

- **Strategic Priority Two: Revitalization of learning quality and relevance**
- Ministry has the mandate to develop relevant curricula, teaching and learning materials and the provision of essential educational services and appropriate technology in order to promote quality educational service delivery through:
 - reviewing and transformation of the curriculum
 - ensuring provision of textbooks and learning materials
 - expanding access to e-Learning to improve learning outcomes
 - renovating and revitalising libraries

- **Curriculum review:** *It is critical that the curriculum be regularly reviewed in an effort to make it meet attributes of individuals, the needs of the economy and of the society, and the challenges of the future. To this end, the Ministry will review the curriculum to ensure that it keeps abreast of global trends and socio-economic needs of Zimbabwe.*
- **Provision of textbooks and learning materials:** *In support of the relevant curriculum Ministry will ensure provision of textbooks and other teaching and learning materials, such as computers, that are central to schooling at all levels. Hence the Ministry's vision to reduce the pupil –textbook ratio to 1:1 by 2015. It is therefore, crucial that the teachers and learners are provided with relevant and up-to-date teaching and learning materials for effective teaching and learning to take place.*
- **Expansion of e-Learning:** *The Ministry has introduced e-Learning as its flagship programme under e-Government. The programme is centred on teaching and learning Mathematics and Science and has started with twenty (20) schools piloting the teaching and learning of Mathematics and Science using the already developed software. The Ministry vision is that the programme be rolled out to at least 50 % of all Primary and Secondary Schools.*
- **Libraries**
- *The Ministry through the National Library and Documentation Services plans to introduce e-learning in school and community libraries to enhance availability of reading resources to learners and reduce the risk of materials being destroyed or stolen easily.*
- **2.1 Review of the curriculum**
- Strengthen the capacity for curriculum development of the CDU through staffing, staff training and equipment.
- Refurbishment of two educational broadcast studios
- Undertake the research and planning of the new curriculum framework, revise syllabuses and print and distribute materials
- Ensure training in new curriculum of 10,000 teachers
- **2.2 Ensure provision of adequate learning resources**
- Ensure provision of textbooks for primary and secondary schools on a 1:1 ratio
- Ensure provision of teaching and learning materials
- Distribute Zim-Sci kits to 1,000 schools
- Distribute Tech-Voc kits to 350 schools
- **2.3 Introduce e-Learning to primary and secondary schools**
- Support provision of computers and where possible online connections for schools (50%)
- Provide IT training to 4,600 teachers to support e-Learning
- Provide IT training to school librarians to support e-learning

Strategic Objective 3: Restore and improve conditions of learning

By 2015 all government assisted primary and secondary schools will receive support to build and renovate classrooms with water and sanitation provided in areas of need to provide a conducive learning environment.

•**Rehabilitation of schools:** Schools will receive support to build and renovate classrooms, with water and sanitation provided in areas of need to provide a learning environment that is conducive. A target of rehabilitation of 24,000 classrooms by 2015 has been set, funds permitting.

•**New construction:** In addition, completion of existing PSIP schools and construction of additional facilities to meet growing demand will require development and implementation of a programme of additional classroom and school construction, including completion of PSIP and upgrading satellite schools. Achievement of national policy goals will call for construction of 750 secondary and 1,500 new primary schools with sport, arts and culture facilities. The programme will be supported through PSIP and building grant-in-aid allocations.

•**Furniture and equipment:** The comfort of the learners during tutorial sessions is a critical component of learning. Learners need sitting and writing places. It is important that support be given to the provision of necessary furniture and equipment to all new and rehabilitated classrooms, and this will be provided for in the planning of all new facilities and schools.

School health and sanitation: The MOESAC requires that a sanitation and supply of water certificate be issued by the Ministry of Health and Child Welfare before a new school can be registered. This is because of the importance the Ministry attaches to the health and hygiene needs of the learners. The Ministry will therefore expand the water and school hygiene (WASH) to highest priority areas and ensure access to adequate toilets at all schools with targeted de-worming.

This strategic Intervention thus consists of the following areas of action:

School and classroom rehabilitation

Rehabilitation of 24,000 classrooms using general rehabilitation grants and targeted rehabilitation

New School construction

Construction of new schools and classrooms

Furniture and equipment

Provision of furniture and equipment in each new facility

School Sanitation and water

Construction of 4,725 sanitation blocks (WC/Blair according to need)

Strategic Objective 4: Quality Assurance and Staff Development

By 2015, there will be improved education service delivery through enhanced supervision, monitoring and evaluation and strengthened capacity development resulting in economically relevant, modern, streamlined and child centred education at ECD, Primary and Secondary School levels.

•Strengthening Quality Assurance: Teachers are at the heart of any strategy to improve the performance of education. It is essential that they receive support from all levels of the education system and from society as a whole. It is equally true that all children can, and will learn. To that extent, an appropriate level of inputs including personnel, materials and facilities should be provided to accompany the learning process. To that end, the capacity of supervisors should be improved to conduct effective, continuous, timely and meaningful school supervision visits. The means for supervisory staff at Provincial and District levels to conduct such visits should be provided as their capacity to visit and appraise teachers has been severely limited due to their inadequate transport facility. The Inspectorate also needs continuous training to ensure that they are able to more effectively advise, manage and monitor, and hence, support school level staff.

•Strengthening Supervision and Monitoring: Training of Inspectors should enable them to more effectively support school level staff to introduce new, child centred teaching practices, improve school management systems, identify and understand school specific problems in relation to both the physical infrastructure, learning environment , learner attendance, completion of Grades/Forms, retention and achievement.

Ministry will craft performance or quality indicators developed for both Primary and Secondary Schools covering all aspects of school life, including school ethos. To that end, current supervision instruments should be reviewed, shared and discussed by all stakeholders and distributed to all educational institutions.

Whole School Self-Evaluation: This is a deliberate programme of internal supervision that involves learners, parents, teachers (peers), Heads of Department (HODs) Teachers in Charge (TICs), Deputy Heads, Heads and other stakeholders on the one hand, Education Inspectors/Officers, as external supervisors and evaluators on the other hand.

Staff Development: Improved supervision should lead to the development and implementation of an in-service Continuous Professional Development (CPD) programme for at least 50 % of practising teachers, Deputy Heads, Heads, Education Inspectors/Officers, District Education Officers (DEOs), Deputy Directors and Directors.

• ***Learning Assessment:*** Currently, student assessment is through terminal public examinations administered by ZIMSEC. These examinations tend to drive the curriculum with the results that teachers teach for them. There is need therefore for school based continuous learner assessment especially at Grade 3 and Form 2 levels. Teachers would need to be prepared for implementing this formative assessment process at classroom level. Continued strengthening of Zimsec is also necessary to ensure the quality and reliability of public examinations.

• ***Expansion and Extension of ECD:*** Policy provides for the establishment of at least one ECD B and one ECD A class in every school by 2015. A lot more remains to be done to realize this goal, especially in the provision of the age appropriate facilities.

• ***Addressing Obstacles to Access and Quality:*** Programmes that address obstacles to entry to schools, including school feeding, provision of sanitary wear for girls, bursaries for talented and gifted children, and BEM and GEM holiday camps will be embarked upon.

Programmes for Health and Safety: The Ministry will, in collaboration with its partners, extend and expand coverage of a range of interventions that enhance health and safety in schools, including Child Friendly Schools, training in HIV/AIDS life skills, school hand-washing and de-worming campaigns.

•The situation analysis identified six key areas of action for this strategic priority. These are briefly described below.

•**Information for management:** The growing prominence being given to informed decision making demands the availability of relevant, timely and accurate information. It is critical that information is availed when it is needed and in the format that it is needed for decision making. In this regard there is need for the revitalisation of EMIS so that it provides management with the information needed to make effective decisions.

•**Policy and legislation:** The Ministry derives its mandate from the Education Act. To operationalize that mandate it has to develop various statutory instruments, policies and regulations which from time to time need to be reviewed in response to new challenges and developments.

There is also need for the consolidation of statutory instruments and policies that govern schools in harmony with the provisions of the constitution and the Education Act and the requirements of the Public Service and Treasury.

•**Organisational and leadership development:** The Ministry's structure at Head Office, Provincial and District levels needs urgent attention. There is need for a structure that will flow from H/O to province and district for the smooth flow of information and these levels should be adequately staffed.

•**Planning, budgeting, finance and asset control:** The Ministry operates through a strict planning and budgeting system in line with RBB and its finances should be directed towards quality service delivery at school level to address the needs of the learners and the communities. The Public Finance Management System which the Ministry relies on aims at introducing targeted financing and control, and needs to be extended to District levels by 2015.

In order to come up with a reliable record of assets, it is envisaged that schools keep asset registers, districts keep a master asset register for schools within their district and provincial offices keep a master asset register for districts within the province. Head Office is expected to keep a master asset register for the whole ministry. The Ministry is also expected to carry out annual asset checks in order to confirm the existence of assets and to identify damaged and idle assets. Idle assets should be disposed of annually.

•**School governance:** It is important that the arms of school governance, i.e. the SDCs, the school heads and the responsible authorities understand their roles and responsibilities for the effective and efficient running of schools. There is therefore, need for regular capacity development of newly promoted heads of schools and newly elected SDC members to make them fully aware of their roles and responsibilities and to equip them with the skills necessary for them to carry out their duties in the best interest of the learner.

School level financing: The policy in place allows the schools to retain the fees. The Ministry introduced the school services fund manual in order to give guidance on how the fees would be managed. This will be updated to reflect policy with regard to school grants and school levies. An updated system for school level financial management will be developed and training provided as part of a programme to introduce school grants to promote a more equitable approach to school level financing and ensure that resources for school level priorities are available and properly managed.

Strategic Objective 6: Focus resources on those with greatest need

By 2015, the learning needs of all disadvantaged children including OVC, children with special needs, talented disadvantaged children, out-of-school youths and adults are addressed through appropriate policies and equitable allocation of resources for education

Areas of action identified for this strategic priority include: Special needs education, gender imbalances, out-of-school children, adult literacy, orphans and vulnerable children including HIV and AIDS affected, marginalised languages and talented disadvantaged children.

•**Special needs education:** Teachers need to be aware that learners bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning in such a way that learners can take part in lessons fully and effectively. Teachers should ensure that special arrangements are available to support each individual learners with a special need. Special education need cases face the risk of being overlooked in the routine education delivery processes.

In this diverse grouping will be learners with diverse needs emanating from various challenges—physical, mental and psycho-social in nature. Appropriate infrastructure and facilities should be put in place to facilitate the effective learning of every learner. In this category should be included learners that are being affected by the impact of HIV and AIDS who should be assisted to manage their emotions, particularly trauma or stress. All learners' circumstances should be catered for fully in educational programming.

• ***Gender imbalances:*** There should be facilitation of an appropriate learning environment for the female learners, not only in terms of physical facilities, but also in terms of opportunities to be involved in learning areas that enable the girl-child to be fully involved in science-mathematics- technology education and career pathways. Any possible hindrances to the education of the girl-child must be identified and resources be made available to mitigate such hindrances. Deliberate efforts need to be made to make all teaching/learning materials gender sensitive. The curriculum content should be geared to deliberately empower the girl-child. The enrolment patterns in the school system should reflect the societal realities right up to 'O' level, as has been witnessed at primary and lower secondary school levels.

• ***Out of school youth:*** Out of school youth should be provided with opportunities for catch-up programmes and accelerated learning to enable those who are able to re-enter the mainstream system, and to provide skills development opportunities for those who wish to enter the labour market.

Adult literacy: Youths and adults, especially women, with insufficient literacy skills should receive special programmes in the context of lifelong learning. A key role for the Ministry is to facilitate consensus on appropriate strategies and approaches, and to assist in the regulation and certification of literacy.

Marginalized languages: Learners should be given an opportunity to benefit from the use of their mother tongue in the process of acquiring education. All local languages should be examined at various levels and as much as possible be utilised as media of instruction. Teaching/learning materials need to be developed so that the languages are examined at all levels up to 'O' level and even beyond.

Academies of Excellence: Academies of Excellence will be established in every province. The benefits of these will be targeted at talented disadvantaged children, with 40% of places reserved for children in this category. These children will be given a full scholarship to cover fees, board, uniform and equipment. The remaining 60% of places will be fee-paying. 'Talent' will be assessed on academic, artistic or athletic abilities, or a combination of the three. Academies will be established out of existing government schools. Where possible, an equal number of boys' and girls' schools will be chosen to ensure gender equity. 20 secondary schools will be identified initially, a boys' and girls' school in each province. Thereafter 20 new schools, two in each province, will be chosen in each phase of the programme, alternating between primary and secondary schools.

Strategic Objective 7: Revitalise Sport, Arts and Culture

By 2015 Sport, Arts and Culture will have been institutionalised and professionalised and fully integrated into the education curriculum

The prioritised areas of action are described below:

• **Training of instructors:** The department of sports, arts and culture is going to achieve its objective of revitalising sport arts and culture through training of personnel in SAC. Training will start from the provinces cascade down to cluster level. It is hoped that by 2015 all SAC vacant posts would have been filled.

• **Institutionalization of SAC in schools, workplaces and communities.** The department plans to institutionalise SAC in schools, workplaces and the community. This will be achieved by resourcing SAC institutions such as schools and institutions that run programmes in line with SAC. It is hoped that by 2015 the Ministry shall have resourced 8 000 schools in 5 sport and recreation disciplines and 5 arts and culture genres. Institutionalization will also involve capacity building of 160 SAC institutions. SAC expertise will have been spread to all SAC institutions and schools throughout the country. This will be achieved by identifying teachers with SAC expertise who will then be deployed to areas of need. The department in a bid to promote and develop sport, arts and culture will work towards increasing genres in arts and culture as well as sporting and recreation disciplines in institutions and schools. To this end grants will be made available to schools and institutions to offer 5 new additional genres in arts and culture and 5 in sport and recreation.

Refurbishment of SAC facilities: The Department intends to refurbish facilities for at least four genres and four disciplines. The Department will rationalise operations of SCR, NACZ and NGZ by reviewing the acts of the three Parastatals by 2013.

Policy development: The Department will finalise the review of the National Culture Policy by end of 2011 while the Sport Policy will be finalised in 2013.

SAC Centres of Excellence: SAC will identify and develop high performance centres of SAC starting with two sport and recreation and two arts and culture centres of excellence per province each year culminating in 10 sport and recreation centres and another 10 arts and culture centres per province by 2015. These will be located at Academies set up in terms of paragraph 6.7. These centres will be appropriately resourced by 2015.

7.3 Refurbishment of SAC facilities

- Refurbishment of 2 -3 centres or facilities per province per year

7.4 Rationalization of operations of NACZ, SRC & NGZ

- Rationalization of operations of NACZ, NGZ, SRC
- Lobbying partnership for NGZ

7.5 SAC Centres of Excellence

- Identify centres of excellence
- Staffing the centres with qualified personnel

7.6 Integration of Sport, Arts and Culture into national education curriculum

Summarised MOESAC core costs by scenario (US\$ million)

	2010	2011	2012	2013	2014	2015
NO CHANGE SCENARIO	\$318.8	\$513.7	\$562.7	\$621.5	\$694.3	\$764.9
FULL COST SCENARIO	\$318.8	\$615.5	\$899.5	\$1 236.5	\$1 640.5	\$2 105.3
MEDIUM COST SCENARIO	\$318.8	\$525.2	\$726.8	\$944.5	\$1 182.8	\$1 423.2
LOWER COST SCENARIO	\$318.8	\$483.6	\$650.2	\$828.5	\$1 022.3	\$1 213.3