



EDUCATION FACT SHEET - ZIMBABWE

In Brief	<p>SUMMARY</p> <p>Zimbabwe Population: 14.44million(2018) Zimbabwe Size: 390.757 sq km</p> <p>National curriculum: is made up of two years of pre-primary school – referred to as Early Childhood Development (ECD), which is offered to children from the age of 3 to 5 years – seven years of primary school and four to six years of secondary education, followed by higher education in the college and university system. Examinations are written at Grade 7, Form 4 (O’level) and Form 6 A ‘Level</p> <p>Literacy: 88% (2014) Youth Literacy: 90.43% (2014) Female Youth Literacy: 88.28%(2014)</p> <p>Years of Public School:13 Primary: 7 Lower Secondary: 2 Upper Secondary: 3</p> <p>Language of Instruction: English</p> <p>High School Leaving Exams: Yes Date of Exams: November each year</p>
Education Overview	<p>Low government investment, high primary attendance</p> <ul style="list-style-type: none"> • Govt investment in education %GDP – 4.6% (World Bank, 2018) • Teacher/pupil ratio – 30 to 50: 1 – high compared to Southern African Development Community (SADC) average of 38:1. • Completing primary school – 77.57%. • Transition to lower secondary school – 78.65 % in 2018 • Completion of lower secondary school – 63.12%

	<ul style="list-style-type: none"> • Transition to upper secondary school – 23.44% in 2018 (remain low due to various reasons such as; the limited number of “A” Level schools in the country) • Completion of upper secondary – 14.94% • Numbers of university students registered in 2017 rose to 100 000 in the 24 registered universities <p>(Ministry of Primary and Secondary Education : Education Statistics Report , 2018)</p>
School System	<p>Progression Dependent Upon National Exams, Rationing Space</p> <p>Years in School 2 years in Early Childhood Development (ECD) from age 4-6 7 years in basic primary (for children ages 6-13) 4 years in lower secondary and 2 years in upper secondary (from approximate age 14-18).</p> <p>Progression from one level to another depends on national exams and is not automatic. The process is overseen by the government at the end of Grades 7, Form 4 and Form 6.</p>
Language of Tuition	<p>Children are taught in English. Rural primary schools teach students in their local native language, typically in Shona or Ndebele, then transition to English by Grade 3. Children in community schools are more likely to spend their time talking in their local languages despite the language of tuition being in English. This results in their English being less fluent. Government and private schools tend to be more insistent that English is observed during the school day.</p>
School Leaving Exams	<p>Grades for University Admission</p> <p>The process of grading is done converting the numerical marks that candidates achieve on every exam paper into alpha grades. For Ordinary Level Examinations the grades used to translate the candidates’ examinations performance are A, B, C, D, E and U. A basic interpretation would translate the grade A in Ordinary Level as very good and on a point system 5 points, B- good or 4 points, C- Average or 3 points, D- Weak or 2 points, E- Very Weak or 1 point and U-Ungraded. At this level a pass is counted from Grade C and above.</p> <p>Advanced Level Examination grades are A,B,C,D,E,O and F. Grade A is very good, C- Average, E- Pass, O-Ordinary Level pass and F- Fail. The point system then applies to Grade A to E with 5 points being awarded to the highest grade, A, down to 1 point awarded to the lowest, E.</p>

Tertiary and University System

Many students pursue tertiary education in teachers' training colleges and over 300 technical training institutions. Up until 1956, when the University College of Salisbury (University of Zimbabwe) was established, higher education was sought outside the country. As of 2001, there were 11 universities in the nation, both state-run and privately owned. Some former colleges have been transformed into universities. While the average stay at the university is four years, many colleges and technical institutions provide training that ranges from one year to three years. Depending on the program, the minimum entry requirements for the universities are five O-levels or at least A-level passes in two subjects, including English. Admission into a university or college is highly competitive. In 1997 there were 46,495 students attending institutions of higher education. Universities offer various diplomas at both the undergraduate and the graduate level in fields such as agriculture, sociology, social work, medicine, commerce, arts, English, education, engineering, science, law, veterinary science, and social studies.

The Zimbabwean government plays a major role in higher education by influencing policy, funding, establishing programs, and determining curricula, especially in agricultural, teachers', and polytechnic colleges, which are operated through the government's administrative structure. The government approves or establishes schools and colleges and influences or determines who teaches in them. University councils, through university senates and faculty boards, govern their campuses, but the University of Zimbabwe traditionally monitors the quality of higher education throughout the country and approves syllabi for polytechnics and teachers' colleges. The University of Zimbabwe and a teacher's association started in 1950, the Associate College Center, supervise teacher education through a program that has been extended to cover only degree programs at polytechnics. Universities assume multiple roles concerning education, research, supervision, and extension course. The extension and supervisory roles are fairly nontraditional ones in which universities regularly offer courses to the general public in various areas of expertise. The courses include solar energy, gardening, and so forth. While the teachers' colleges have strong ties to their major employer—the government—agricultural and polytechnic colleges traditionally have strong ties with the farming industry and manufacturing, trade, and commerce respectively. Many universities have ties with all sectors, and most have a variation of a joint industry-university committee that caters to both the workforce and program needs of industry and the university.

Although foreign students are found in all faculties, the majority of them are found in engineering, veterinary science, and medicine. Universities select teaching faculty through selection boards chaired by the vicechancellor or pro-vice-chancellor, the dean, the deputy dean, and the chairperson of the department in question. Graduate study is provided by many of the universities in Zimbabwe. These are classified into those that provide coursework and a thesis program leading to master's degrees in arts, science, or business, and those that provide research-only degrees, such as doctoral degrees (which are called D.Phil. degrees). Admission requirements for master's programs are an undergraduate degree in a specified area, and the doctoral admission requirements are an earned master's in a particular area of specialization. Master's degrees take from one to three years, while doctoral degrees take a minimum of two to three years, depending on whether a student is part-time or full-time.

Vocational Education: Polytechnic and technical institutions represent another major sector of higher education. Because of the stagnant economy's inability to absorb new workers since the 1980s, and because of general unemployment, there has been a greater need to impart and expand technical, vocational, accounting, and management skills education in secondary schools and through tertiary education. Thus business and technical education was introduced at secondary school level as an extension of the general education curriculum, with subject kits distributed to schools lacking in workshop facilities. Each school has different specialties, such as automotive, civil, building, electrical, mechanical, or production engineering; agriculture; printing; graphic arts; teaching; business education; technology; science; mass communications; library and information science; computer science; hotel management; commerce, and adult education. Each school's main purpose is to equip graduates with effective job skills to create a trained workforce comprised of

	<p>individuals eager to help the economy by working or starting a small business.</p> <p>The standards of tertiary education has drastically deteriorated in the last 2 decades. This is mainly due to the harsh economic climate Zimbabwe is experiencing. Where students were given study grants by the government, it has since been phased out. Parents cannot afford the tuition and accommodation fees being asked by the institutions. Sadly some female learners have resorted to prostitution in order to raise money for their education.</p>
Issues with the Education System	<p>Private schools are well resourced. Students are provided with everything they need during their academic years.</p> <p>Government schools are not well resourced. There is a shortage of text books for students and students have to share text books. Science laboratories are not well equipped if at all. Writing candidates face a huge challenge of not having done any experiments in their academic years.</p> <p>Rural schools are the worst affected as they are not only inadequately resourced like the government schools, but some do not even have classrooms for students to have their lessons in. Students sit under trees despite the rough weather conditions experienced. Zimbabwe is very hot in summer and also that's the rainy season too. Winter is cold and very windy so having lessons outside is harsh in all seasons of the year. There are no chairs and desks so students sit on the ground during lessons. Some classes do not have blackboards and priority is mainly given to candidates sitting for their exams. Hot sitting is also very common in both rural and government schools and you can have a class with over 50 students. This is exhausting to the teachers and affects their work performance.</p>
Academic Calendar	<p>Early January to early April</p> <p>Early May to early August</p> <p>Early September to early December</p>
SAT Test Centers	Prince Edward School in Harare and Christian Brothers College in Bulawayo
ACT Test Centers	Prince Edward School in Harare and Christian Brothers College in Bulawayo
IELTS/TOEFL	Teaching and examinations are carried out in English except for some rural and government schools though they also onclude English when teaching, though foe students to understand better, they use the vernacular language.
Best time for Admissions Officers to Visit	Students complete their O'Level and A'Level local and international examinations in November, so the best time would be January and February and also then during school holidays which is May and August.
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