



**Report on the Fifth Consultation of the  
Implementation of the Recommendation  
concerning Education for International  
Understanding, Cooperation and Peace and  
Education relating to Human Rights and  
Fundamental Freedoms in Zimbabwe.**



**February 2013.**

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## Acronyms

<i>AU</i>	<i>Africa University</i>
<i>BEAM</i>	<i>Basic Education Assistance Module</i>
<i>MHTE</i>	<i>Ministry of Higher and Tertiary Education</i>
<i>MOESAC</i>	<i>Ministry of Education, Sport, Arts &amp; Culture</i>
<i>MSU</i>	<i>Midlands State University</i>
<i>NASS</i>	<i>National Strategic Studies</i>
<i>UNESCO</i>	<i>United Nations Educational, Scientific and Cultural Organization</i>

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## **INTRODUCTION AND BACKGROUND INFORMATION**

This report was compiled in response to a questionnaire on the national implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. UNESCO monitors the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the Organization's General Conference at its 18th session in 1974.

At attainment of political independence in 1980, the Government of Zimbabwe democratized education and expanded the system to accommodate all children who previously could not access education. Since then, the government has always regarded education as a basic human right and continues to view the promotion and facilitation of high quality, relevant and inclusive education as a top priority. To this end, government allocates a high percentage of the national budget to the two ministries of education.

Although the curriculum at basic education, does not treat peace, human rights and fundamental freedoms as separate subjects, the topics are integrated within subjects such as Civic education, Social Studies, Language, Religious and Moral education. However, some universities in Zimbabwe offer Peace and Human Rights as separate subjects at degree level.

In a bid to further enhance education for peace, human rights and fundamental freedoms, Zimbabwe has put in place various laws and policies which provide a framework for promoting education for peace, human rights and fundamental freedoms in line with UNESCO recommendations. This report, therefore, highlights the various successes and challenges encountered in implementing policies developed to advance the fundamental principles, notably those of equality of educational opportunity, access to education and solidarity.

In order to come up with this report, wide consultations were made with Government Ministries, civil society, NGOs as well as UN agencies who work in the field of education.

## 1.1 Information about the respondent

**Date** : 20 March 2013

**Responsible Institutions:** Ministry of Higher and Tertiary Education and Ministry  
of Education, Sport, Arts and Culture

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## 1.2 Responses to the issues in the Questionnaire

The report highlights some of the initiatives implemented by Zimbabwe in line with the Recommendations concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by UNESCO. The report is arranged so as to respond directly to the questionnaire. Where specific answers are given to questions in the questionnaire, the numbers to these answers correspond to the questions being responded to.

## **2. COMPONENTS OF EDUCATION FOR PEACE AND HUMAN RIGHTS**

### **A. Specific information on the legislative, judicial and administrative measures taken by the State at national level**

1.1 Since independence, Zimbabwe has introduced various policy strategies to advance the key elements of the UNESCO recommendations. Underpinning these policy strategies is a legal framework to safeguard the right to education and remove discrimination and other barriers to participation in education and training, especially for children from poor socio-economic backgrounds and the girl child. The key measures adopted by Zimbabwe also arise from the country's participation in multilateral and regional bodies including the United Nations and the Southern Africa Development Community (SADC). The right to compulsory and free primary education has been recognized in Articles 26 and 28 of the Universal Declaration of Human Rights (UDHR) in 1948 and is enshrined in various other binding international treaties to which Zimbabwe is a signatory including:

- the International Covenant on Economic, Social and Cultural Rights (ICESCR, Articles 13 and 14);
- the Convention on the Rights of the Child (CRC, Articles 28 and 29), adopted by the UN General Assembly in 1989;
- the African Charter of Human and Peoples' Rights (Articles 17(1) and );  
the African Charter on the Rights and Welfare of the Child (Article 13);
- Article 10(f) of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which seeks to safeguard the right to education for girls and women.
- Article 5(3) of the Southern Africa Development Community (SADC) Protocol on Education and Training, which urges member states to provide universal basic education providing for at least nine years of schooling
- Article 5(4) of the SADC Protocol on Education protocol, which seeks to promote access to education for socially disadvantaged groups through special support in admission to basic education in order to balance access to education.

Under these statutes, the right of the child to quality education is recognized. With a view to progressively achieve this right and on the basis of equal opportunity, the state is obliged to make education available, accessible, acceptable, and adaptable in order to encourage individual attendance.

At the domestic level, Chapter 2, Section 34 of the Constitution of Zimbabwe, on the Domestication of international instruments, compels the state to "ensure that all international conventions, treaties and agreements to which Zimbabwe is a party are incorporated into domestic law." This clause gives force to the agreements enshrined in various binding international treaties to which Zimbabwe is a signatory. Further, the right to education is provided for in the Constitution and the Education Act [Chapter 25:04]. The following clauses within the Constitution of Zimbabwe safeguard the right to education as defined in the recommendations:

- Chapter 1, Section 6, part 4 recognizes, and promotes the use of all local languages spoken in Zimbabwe, including sign language, and must create conditions for the development of those local languages.
- **On NATIONAL OBJECTIVES (Chapter 2, Section 19 and 20 on Children and Youth, , the state is compelled to adopt** policies and measures to ensure that in matters relating to children, the best interests of the children concerned are paramount. Specifically, the State must ensure that children **have access to appropriate education and training. Article 27, on Education compels the State** to take all practical measures to promote free and compulsory basic and higher and tertiary education for children and also ensure that girls are afforded the same opportunities as boys to obtain education at all levels.
- **On DECLARATION OF RIGHTS, Chapter 4, Section 60 on the Freedom of conscience,** (3) protection of **the rights of parents and guardians of minor children to determine, in accordance with their beliefs, the moral and religious upbringing of their children, provided they do not prejudice the rights to which their children are entitled under this Constitution, including their rights to education, health, safety and welfare. Subsection (4) promotes plurality in the education system by safeguarding the rights of any religious community to establish institutions where religious instruction may be given, even if the institution receives a subsidy or other financial assistance from the State.**
- **Section 75 on the Right to education,** outlines the bill of rights on education. The section compels the state to ensure that every citizen and permanent resident of Zimbabwe has a right to- (a) a basic State-funded education, including adult basic education; and (b) further education, which the State, through reasonable legislative and other measures, must make progressively available and accessible.
- In addition, the law protects the right of every person, “ to establish and maintain, at their own expense, independent educational institutions of reasonable standards, provided they do not discriminate on any ground prohibited by this Constitution.” In order to maintain standards, subsection (3) compels the government to enact a law that provides for the registration of educational institutions referred to in subsection (2).
- **Section 81, Subsection (1) Article (f) on the Rights of children, further ensures that** every child, boy or girl under the age of eighteen years, has the right to education, health care services, nutrition and shelter;
- **In Section 83 (e) and (f) on the Rights of persons with disabilities,** the “State must take appropriate measures, within the limits of the resources available to it,

- to ensure that persons with disabilities realise their full mental and physical potential, including measures (e) to provide special facilities for their education; and (f) to State-funded education and training where they need it.”
- Further, the following clauses within the Constitution of Zimbabwe safeguard the right to education:
  - The Constitution of Zimbabwe-Revised Edition 1996 Chapter 3 Paragraph 2 states that any person in Zimbabwe is entitled to fundamental rights and freedoms.

In order to give effect to the constitution, Section 4(1) of the Education Act [Chapter 25:04] states: “every child in Zimbabwe shall have the right to school education.” It is also the objective of Zimbabwe to make primary education for every child of school-going age compulsory (Section 5).

- Section 6 of the Act recognizes the need to keep school fees at the minimum. It states the duty of the Minister of Education to “encourage the attainment of [compulsory primary education] by every appropriate means, including the making of grants and other subsidies to schools.”
- Section 8 of the Act places the duty on local authorities in Zimbabwe to establish and maintain primary and secondary schools as may be necessary for all children in the area under its jurisdiction “for the purpose of ensuring a fair and equitable provision of primary and secondary education throughout Zimbabwe...”

In addition to these provisions of the Education Act and the Constitution, the government of Zimbabwe has over the last few years issued various administrative policy circulars to give effect to both the Education Act and the constitutional provisions. Specifically, the issued circulars protect the right of children to an education by instructing schools not to send away primary school children who cannot afford tuition fees, but to hold the parents or the legal guardians of learners or children accountable. Further, the government revises examination and tuition fees based on a scale that makes it possible to cater for children from various social and economic backgrounds.

Furthermore, the Education Act (Chapter 25:04) revised May 2006 deals with children’s fundamental right to education. It stipulates that no child shall be refused admission to any school, or be discriminated against by the imposition of onerous terms and conditions in regard to admission, on the grounds of one’s race. To this end, schools in Zimbabwe are expected to be child friendly. The Children’s Protection and Adoption Act (Chapter 5:06) Revised 1996 and Amendment No.23 of 2001 Section 7 outlaws ill-treatment and neglect of children and young persons.

The Criminal Law (Codification and Reform) Act (Chapter 9:23) No. 23/2004 which came into operation in July 2006, recognizes both boys and girls as potential victims of sexual abuse. It prohibits trafficking of persons for purposes of prostitution and imposes stiff penalties for violations. The Act also prohibits wilful transmission of sexually transmitted infections including HIV and AIDS. It prohibits marital rape primarily to protect women against HIV and AIDS. It compels all sexually related cases with criminal inclinations to be reported to the police immediately in terms of Section 65 to 70. Part V

of the Act further criminalizes harmful practices, including the pledging of female persons as compensation for the death of relatives or other purposes.

The Manpower and Development Act Chapter 28:02 (Revised 1996) guides access to education and training in Zimbabwe. It provides for the establishment, maintenance and operation of technical or vocational institutions, universities, teachers' colleges and vocational training schemes and provides for and promotes the research, planning and development of human resources. The National Manpower Advisory Council (NAMACO) established under this Act provides for the training of apprentices and the certification of skilled workers.

## **B. Methods introduced to draw attention to various authorities in the country with respect to recommendations and the countering of possible obstacles**

### B.1. Development of materials

Zimbabwe has for some time striven to ensure that the teaching of human rights is strengthened at all levels of the education system. In pursuit of this goal, Zimbabwe was part of a regional initiative through which materials for the teaching of human rights education were developed and printed in readiness for distribution to schools. Zimbabwe has currently embarked on a curriculum reform process that, among other things seeks to ensure the strengthening of civic education in the curriculum which to a large extent enhances the teaching of peace education, international relations and issues of human rights and fundamental freedoms. At the onset of independence, the black majority government redressed imbalances of the colonial era by democratizing education and expanding the system to accommodate all children.

### B.2. Provision of education

The signing of the Global Political Agreement (GPA) in September 2008 and the subsequent formation of the Inclusive Government in February 2009 brought an end to hyperinflation and improved prospects for education. Evidence suggests that some of the 20,000 teachers who left the system during the crisis in 2007 and 2008 began to return to their posts following a 2009 government directive to give amnesty to teachers who had absconded without officially resigning from their posts. Government has also developed strategic plans to guide its provision of education. In addition, it established coordination mechanisms for the development partners, and the Education Transition Fund, which provides a vehicle for external investors in education to align with the strategic vision of the MOESAC and provide key teaching and learning materials.

The tables and graphs below illustrate the expansion of schools, enrolment as well as number of teachers in both primary and secondary schools from 1979 (before independence) to 2012.

**Table 1: Number of Primary and Secondary Schools by Year (1979- 2012)**

	1979	1980	1990	2000	2010	2012
<b>Primary</b>	2,401	3,161	4,530	4,741	4,895	5,753
<b>Secondary</b>	177	197	1,512	1,555	1,748	2,312
<b>Total</b>	2,578	3,358	6,042	6,296	6,643	8,065

Source: MOESAC

Table 1 above shows the expansion of both primary and secondary schools from 1979 (pre-independence ) to 2012. This saw the number of both primary and secondary schools increasing by 139.6% and 1206.21% respectively. The total increase of both primary and secondary schools in 2012 was 212.84%.

**Table 2: Primary and Secondary Enrolment by Year (1980- 2012)**

Year	1980	1990	2000	2010	2012
<b>Primary</b>	1,235,994	2,119,881	2,460,669	2,662,384	3,019,397
<b>Secondary</b>	74,321	672,656	844,183	863,526	936,734
<b>Total</b>	1,310,315	2,792,537	3,304,852	3,525,910	3,956,131

Source: MOESAC

Table 2 above shows the expansion in primary and secondary enrolments in 10 year periods from 1980 to 2010. It also shows enrolments as per the latest statistics in 2012.

**Figure 1: Primary School Enrolment by Year**

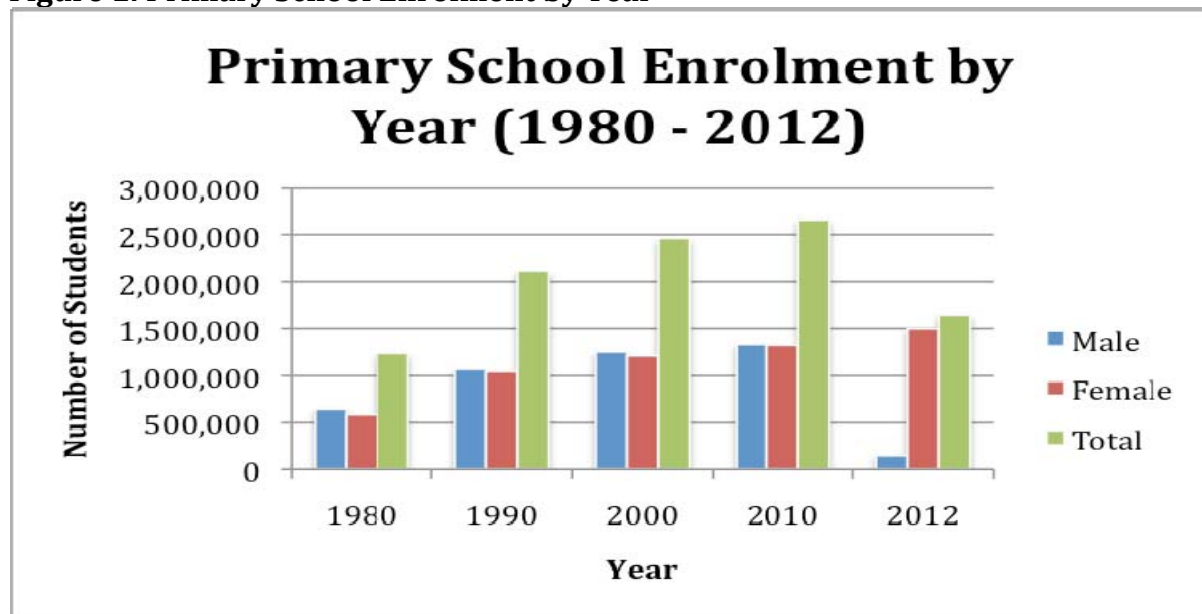
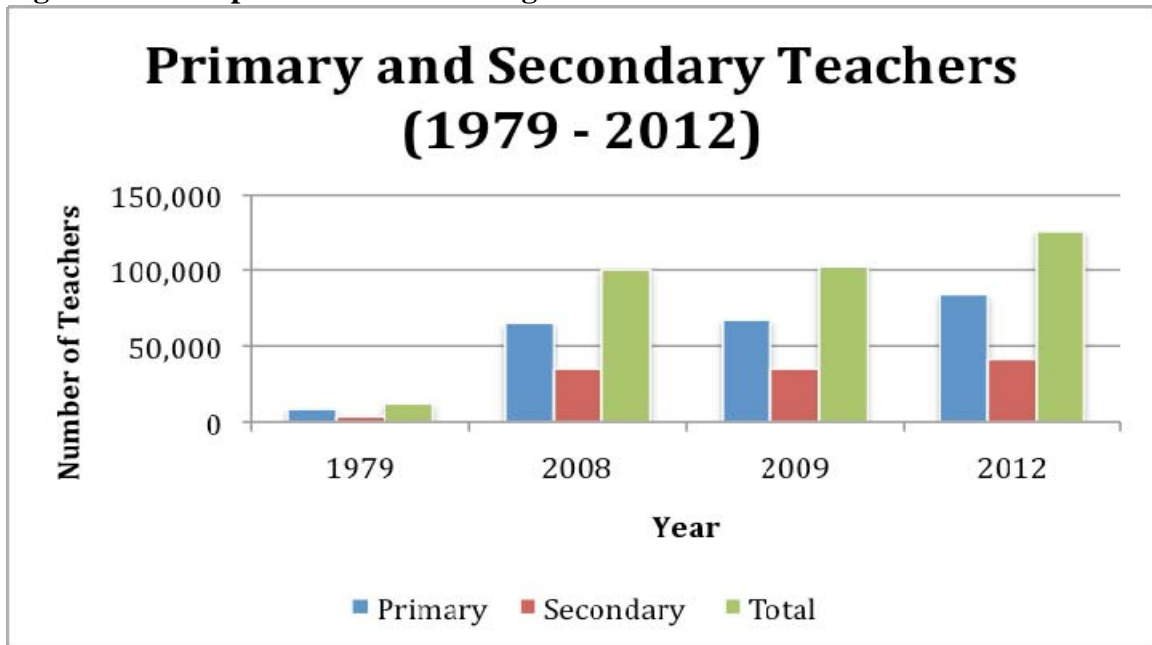


Figure 2 above shows the attempt Zimbabwe has made in the attainment of universal access to primary education as more children of school going age are now accessing primary. In 1980 very few children accessed education mainly because there were a limited number of schools for the blacks. Children had to travel long distances to reach the nearest school, the expansion of schools enabled to reduce

some of those anomalies. This massive expansion corresponds to the developments in the expansion of the teaching force as illustrated in Figure 3 below.

**Figure 2: Development in the Teaching Force**



Source: MOESAC

**Table 3: Development of 'A' Level Education Schools**

	1979	2008	% increase
No. of 'A' level schools	58	711	1125.86

The availability of 'A' level classes was very limited in the then African Education system. It can be observed from the table above that there were only 58 'A' level classes in 1979 before the attainment of independence. This figure rose to 711 in 2008.

3. The Government of Zimbabwe has intensified the democratisation of Higher and Tertiary Education and Training for all communities by;

- Broadening post secondary education and training opportunities for school leavers through establishing new institutions and upgrading existing ones.
- Apprenticeship programmes have been expanded
- Creating policies and structures on Open Distance Learning (ODL) to meet the needs of people intending to further their education outside conventional mode of training.
- Adopting Inclusive Education as a practice which seeks to democratise the teaching and learning processes by meeting the diverse needs of learners and breaking barriers to effective learning.

According to the Presidential Commission (1999) there are centres that train disabled students in the country, for example: Ruwa Training Centre, Lowdon Lodge Training Centre (Mutare) Tsanga Lodge (Nyanga) and there are two production centres called sheltered workshops employing persons with disabilities, such as RESCU (Harare) and Disabilities (Bulawayo). Formal full time training for Special Education teachers in Zimbabwe is being done at the United College of Education in Bulawayo. The training is mostly for primary school teachers. Other colleges, namely, Mkoba (Gweru) and Mutare Teachers' College teach aspects of Special Education to their trainee teachers in an ad hoc manner. Efforts are also being made to introduce inclusive education that integrates the disabled into normal schools.

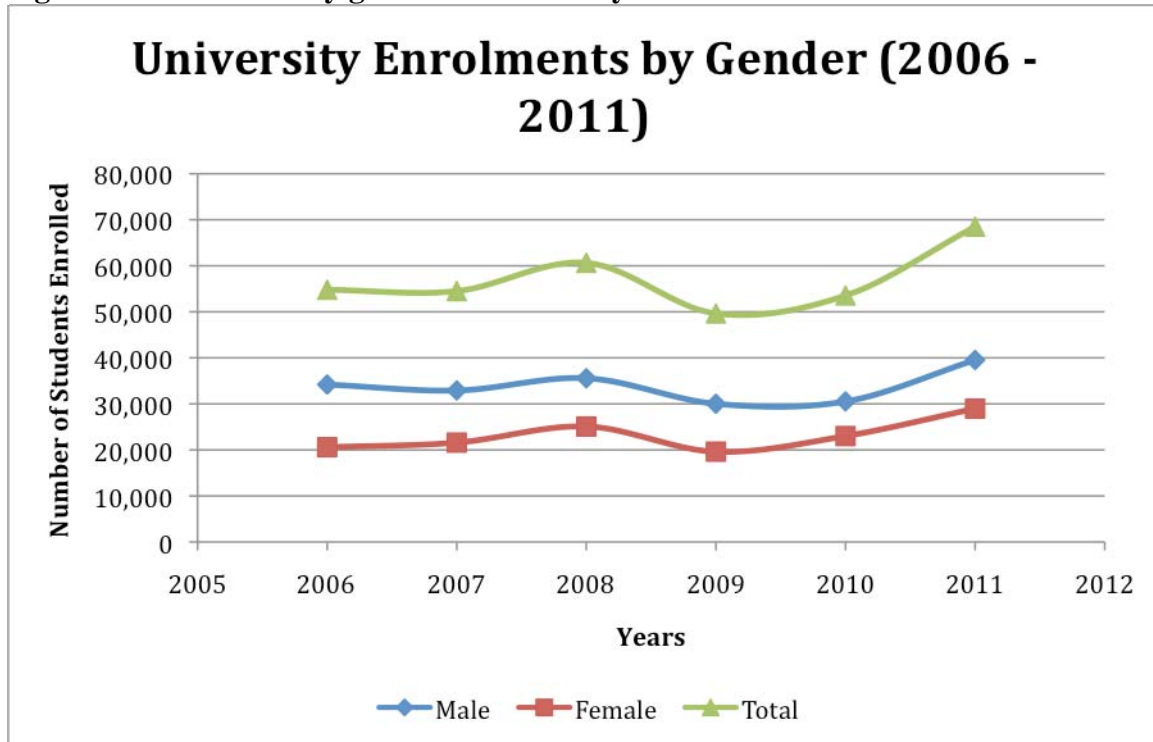
The tables below show the massive expansion of universities, Polytechnics and Teachers' Colleges, thus increasing enrolments in institutions of higher learning from 2009-2012. This expansion gave greater access to higher learning especially for girls and women.

**Table 4: Increase in number of institutions of higher learning**

	<b>1979</b>	<b>2013</b>
Universities	1	15
Polytechnics	2	8
Teachers' Colleges	6	14

The number of universities increased as shown above from 1 in 1979 to 15 (10 state and 5 private) in 2013, while teachers colleges increased from 6 to 14 (11 state and 3 private) and state Polytechnics increased from 2 to 8 during the same period.

**Figure 3: Enrolments by gender in University Education**



Source: MHTE

Fig. 4 above shows the massive expansion of enrolment in universities by gender. The graph however shows that female enrolments are lower than male enrolments.

**Table 5: Teacher Education Enrolments by Gender (2006 - 2011)**

	2006	2007	2008	2009	2010	2011
<b>Male</b>	8,159	7,517	5,893	3,539	3,603	4,142
<b>Female</b>	10,138	10,151	9,700	8,035	8,154	8,683
<b>Total</b>	<b>18,297</b>	<b>17,668</b>	<b>15,593</b>	<b>11,574</b>	<b>11,757</b>	<b>12,825</b>

Enrolment patterns in Teacher Education have shown some decline from 2006 to 2010. This may be attributed partly to the economic turn down the country went through during those years and also to the low remuneration of teachers. However, the sector attracted more females than males. This could be because females enjoy this profession because of its caring nature and flexible working hours while males want to take up more challenging professions. . It should be noted that more females were taking up teaching careers than males as mentioned above.

**Table 6: Polytechnics Enrolments by Gender (2006 - 2011)**

	2006	2007	2008	2009	2010	2011
<b>Male</b>	9,101	7,663	7,880	7,364	7,888	9,808
<b>Female</b>	5,260	5,377	4,975	5,853	4,916	7,187
<b>Total</b>	<b>14,361</b>	<b>13,040</b>	<b>12,855</b>	<b>13,217</b>	<b>12,804</b>	<b>16,995</b>

**Source: MHTE**

Table 6 above shows enrolment in Polytechnics from 2006 to 2011 by gender. The table shows that more males than females enroll in Polytechnics. The discrepancies in male and female enrolments in polytechnics may be attributed to the fact that females view professions in those colleges suitable for males. Female students in most cases do not want to take up Mathematics and Science subjects which in most cases gain them entry to polytechnic colleges.

### B.3 Safety Nets

The Government further increased access of vulnerable pupils/students by introducing the Basic Education Assistance Module (BEAM) and Cadetship Scheme for basic and higher and tertiary education respectively.

**Figure: 4: Cadetship Beneficiaries by Year**

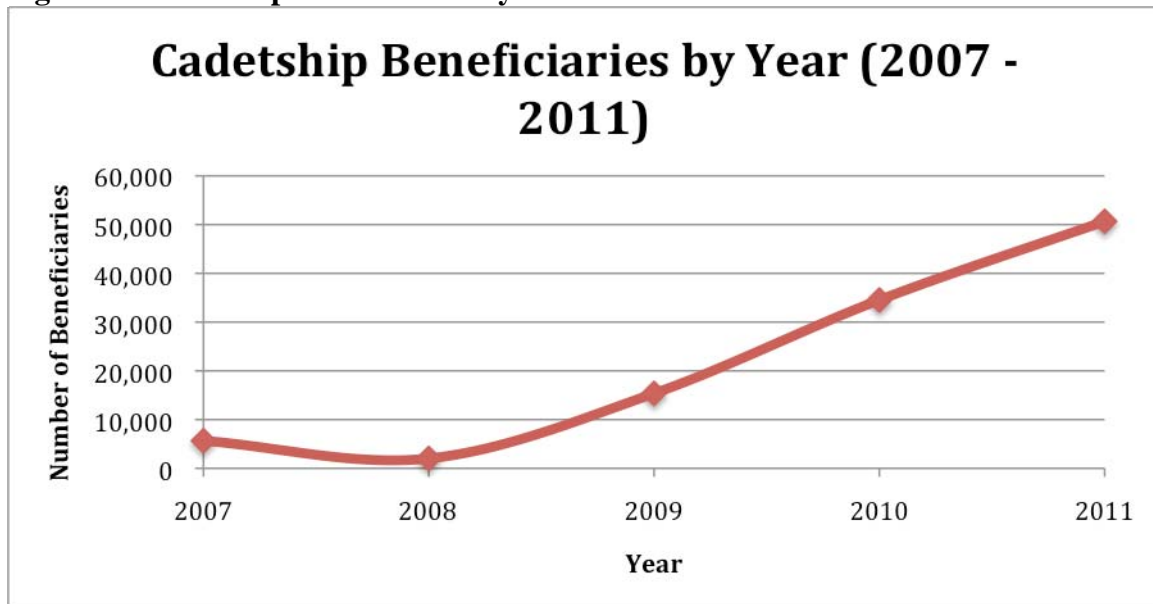


Fig. 7 above shows the number of cadetship beneficiaries (MHTE) from 2007 to 2012. The number of cadetship beneficiaries rose from less than 10000 in 2007 to 50000 in 2011.

In its 2012 statistical report, the MoESAC also indicated that there were 1 141, 141 children classified as orphans and vulnerable children (OVC) in all the ten provinces of Zimbabwe. Of these 46.5% got assistance under BEAM. This left 53.5% OVCs not covered. These could have been catered for under different support schemes.

#### B.4 Curriculum and other issues

The curriculum also contains cross cutting issues to raise awareness of the Recommendation in such subjects as History, Social Studies, Civic Education, Religious and Moral Education as well as cultural values in local languages. Examples of concepts include Living Together in the Social Studies syllabus. The RME and Civic Education syllabi inculcate issues of tolerance, understanding, peace, and respect for human rights.

The Organ for Peace and Reconciliation established at the time of the Government for National Unity (2009) has put in place various structures to cascade messages of peace down to district levels.

### **3. The main issues that need to be resolved in order to implement the provisions of the Recommendation in the country include the following:**

3.1 Zimbabwe's protracted political, economic and social challenges over the last decade had adverse effects on the country's capacity to accomplish its development goals. In the education sector, budget cuts and hyperinflation became a serious threat to access, quality and equity, especially for children from poor socio-economic backgrounds. At country level, budget cuts reduced the capacities of Ministry of Higher and Tertiary Education (MHTE) and Ministry of Education, Sport Arts and Culture (MoESAC) to plan, implement policies and monitor the education system as a whole.

3.2 The impact of the crisis manifested itself through shortage of teaching and learning materials which was severe and pervasive. Staff salaries dropped significantly, forcing some teachers to leave the sector and in some cases the country. Infrastructures deteriorated while schools found it difficult to operate under a constrained economic environment. In addition, schools and colleges have had to increase fees to compensate for budget cuts from Central Government and this reduced access for children from financially constrained backgrounds.

3.3 Government expenditure on education, although still high relative to other sectors, is severely inadequate in part because of an overall reduced national budget in real terms. *Total government expenditure (recurrent and capital) on primary and secondary, Higher and Tertiary Education* has increased in real terms. Significant gaps, however, exist between the amounts of allocations and releases for education owing to unpredictable government revenues. Zimbabwe now relies on a cash budget system, and the Ministry of Finance only disburses resources depending on how much is collected during that period.

3.4 Although Government has put in place a policy to vocationalise the curriculum right from primary level, resources which include financial, human and material continue to hamper effective implementation of that policy.

## **C PROCESS FOR THE DEVELOPMENT AND IMPLEMENTATION OF NATIONAL POLICIES**

### **4.0 Incorporating education for peace and human rights in national plans and strategies in Zimbabwe**

4.1 The Government has put in place National Policy Frameworks which led to the introduction of HIV and AIDS education, Life Skills education, Religious and Moral Education, Civic Education, and Cultural policies to address issues of peace and human rights.

4.2 National Plans for Education for All (EFA) In 2005, the Government developed the National Action Plan for the achievement of EFA. The National Action Plan focuses on the six EFA goals as given in the Dakar Framework for Action. These are:

- i) Early Childhood Education
- ii) Primary education
- iii) Life-skills
- iv) Adult literacy, basic and continuing education
- v) Gender equity in education and
- vi) Quality of education

4.3 The plan of action matrix is also provided up to 2015. The main targets to be reached by 2015 are as given below:

- Increase intake of 6 year olds into Grade 1 from 50% to 70%
- Increase Net Enrolment Ratio (NER) at primary level from 94% to 100% ( to capture about 160 000 children)
- Increase the completion rate for the primary cycle from 75% to 90%
- Reduce drop-out rate in Grade 1 from 12% to 5%
- Reduce drop-off rate at primary level from 6% to 2%
- Increase transition rate into Form 1 from 70% to 90%
- Increase percentage of trained teachers from 90% to 100%
- Achieve a textbook: pupil ratio of 1:2 and
- Increase adult literacy rate from 87% to 100%

4.4 National Policy Frameworks as part of the Decade for Education for Sustainable Development (2005-2014) - The Ministry of Environment and Natural Resources has put in place the National Environment Policy as well as the National Environment Education Policy and Strategies. The Ministry of Higher and Tertiary Education has a curriculum and methodology for teacher educators on environment for sustainability and equitable distribution of resources.

The Ministry's Five Year Strategic Plan (2011-2015) is reviewing the curriculum at all levels to ensure that it is supportive of sustainable development. In addition the Ministry will mobilize resources for the mainstreaming of sustainability principles into Higher and Tertiary Education and Training.

- 4.5 National sectoral plans for basic education

MoESAC is the Ministry responsible for basic education in Zimbabwe that is from ECD to 'A' Level. In its sectoral plans the Ministry focused on the following objectives for the period 2011-2012:

- i) To restore education service delivery to all eligible children and revitalize the quality of learning;
- ii) To reinvigorate school and system governance and management;
- iii) To focus resources on those with greatest need to restore equity;
- iv) To revitalize sport, arts and culture in Zimbabwe

4.6 The MHTE focuses on Human Capital Development for the nation and ensuring quality and relevance to the needs of the nation.

- National human rights plans. This is demonstrated by way the policies have managed to bring girls and women into the sector. Zimbabwe is one of the few countries in Africa that can boast of gender parity in primary education.

4.7 National poverty reduction strategies and other development plans-

- The Government has put in place BEAM and the Cadetship Scheme mentioned earlier on to cushion disadvantaged and vulnerable pupils/students in primary, secondary, tertiary and university. More than 600,000 children now benefit from the BEAM programme ensuring that many of the vulnerable children continue to be assured of accessing educational opportunities. The government also enters into bilateral agreements to afford more access to educational opportunities in the field of higher learning. Feeding Schemes have also been put in place to ensure that no child is unable to attend school due to hunger.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

- Yes

5.1 Within the Ministry of Education, Sport, Arts and Culture there is the Curriculum Development Unit that has the responsibility of developing the curriculum, writing of syllabi and development of teaching and learning materials. It promotes the implementation of peace and human rights in such disciplines as civic education, religious studies, history, Social Studies, language and culture.

5.2 The Better Schools Programme which operates under MoESAC promotes quality education and raises awareness among schools on best practices.

5.3 Some universities like Africa University, Midlands State University and Solusi University and civil society institutions like Arrupe, Trinity and Christian College of Southern Africa offer degree programmes on Peace and Democracy. The civil society organizations also produce publications on peace and human rights for public consumption. The Centre for Research and Development Trust focuses on research and

advocacy in resource management and civic education to promote peace and sustainable development in communities among some of its activities.

5.4 The University of Zimbabwe holds a UNESCO Chair on Human Rights and Democracy. The Herbert Chitepo UNESCO Chair on Human Rights, Democracy, Peace and Governance was established in 1998. Its major objective among others is to promote an integrated system of research, training, information and documentation activities in the field of human rights, peace, democracy, tolerance and international understanding.

5.6 Since 1993, the government has also instituted the inter-ministerial committee on human rights, which brings together senior officers in government to highlight various human rights issues pertaining to the role of government.

5.7 In addition government has an MOU with civil society including ZimRights and Justice for Children Trust, to promote, monitor and implement programmes related to education for peace and human rights.

6. The Government of Zimbabwe targets the following groups in its national policies described above:

- Preschool, early childhood
- Primary school
- Secondary school
- Higher education
- Technical Vocational Education and Training
- Teachers
- Civil society, non-formal education

7.0 The extent to which the plans and strategies for education for peace and human rights have been integrated into the formal education components in Zimbabwe.

7.1 The curriculum for education for peace and human rights is mandatory, subject based, cross-curricular and integrated into History, Social Studies, RME, Civic Education, Languages and Culture, Art, Sport and Recreation, at all levels from primary, secondary and tertiary levels.

The 1999 Presidential Commission of Inquiry into Education and Training also emphasized on peace and human rights education where it advocated for the inclusion of unhu/ubuntu into education curriculum at all levels.

7.2 Education for peace and human rights is clearly spelt out in the MHTE's strategic plan where it aims to produce a unique brand of a teacher with norms and values consistent with the philosophy of unhu/ubuntu. The Ministry developed mechanisms that paved the way for:

- Curriculum review that takes cognizance of patriotism and integrity, incorporating cultural and heritage studies

- Producing a teacher who is gender sensitive
- Promoting the spirit of Pan-Africanism in learners
- Teaching children's rights and responsibilities in pre-service training through such subjects as Guidance and Counselling.

### 7.3 Training of teachers and other personnel

Capacity development courses on peace and human rights for head teacher training and in-service are included under the Better Schools Programme. Teacher Education curriculum for pre-service training also incorporates such aspects.

### 7.4 Teaching and learning processes

These are learner centred and encourage active participation of the learner.

Teachers are encouraged to pay heed to individual learner needs in a mixed ability setting as well as offering them opportunities for remedial learning. In addition, there are opportunities for assessment to identify and mitigate against challenges facing learners. There are initiatives to provide a learner centred pedagogy, which has the best interests of the learner at the forefront using adequate and appropriate learning and teaching materials.

### 7.5 The learning environment

The Better Schools Programme which operates under MoESAC promotes quality education and raises awareness among schools on best practices.

Aspects in the learning environment that promote values and principles such as peace, human rights, democracy, tolerance, non-violence and respect are implemented as follows:

- Every school in Zimbabwe has a set of rules and regulations that discourage fighting, bullying and such other anti social activities and learners are counselled if they encounter any of these antisocial activities.
- The Child Friendly School concept has several dimensions addressing issues of peace and human rights such as inclusivity, by catering for the less privileged, equity and gender responsiveness, effective teaching and learning, a safe, healthy and protective environment, school governance and effectiveness.

## 8. Institution responsible for the implementation, and the partners with which it cooperates (e.g. teacher training institutions, national curriculum development institutions, etc.)?

8.1 The national curriculum development institutions are responsible for designing curriculum which incorporates peace and human rights education. Schools and colleges implement the curriculum with the cooperation of civil society organizations. They have the responsibility of emphasizing values and beliefs that promote peace and human rights

8.2 Universities although autonomous are also made to contribute to the teaching of peace and human rights. For example, Africa University, Bindura University of Science

Education, Solusi University and Midlands State University offer Peace and Governance studies.

8.3 The Schools Psychological Services under MOESAC (SPS) offers counselling and in-service to teachers especially in identifying various learner needs. The efforts of the Government are complimented by civil society organizations like the Justice for Children Trust, Mavambo and Child line among others.

8.4 The whole education system promote child and teacher friendly schools and colleges. Promotion of child and teacher friendly schools, in which students partake in the making of rules, the design of physical environment to accommodate all children as well as putting in place various mechanisms to protect children and teachers.

9. Is a specific budget allocated to the implementation of the policies?

• **Yes**

9.1 A state budget is allocated to the two Ministries of education. The budgets are stipulated in the Treasury Book as presented in the table 2 below. Zimbabwe experienced hyperinflation from 2000 to 2008 which led the Government to adopt the US\$ currency at the signing of the Global Political Agreement in 2009. It was therefore possible to present the budget allocation from 2009-2013 in US dollars as it was difficult to estimate the exchange rate during the hyperinflationary period.

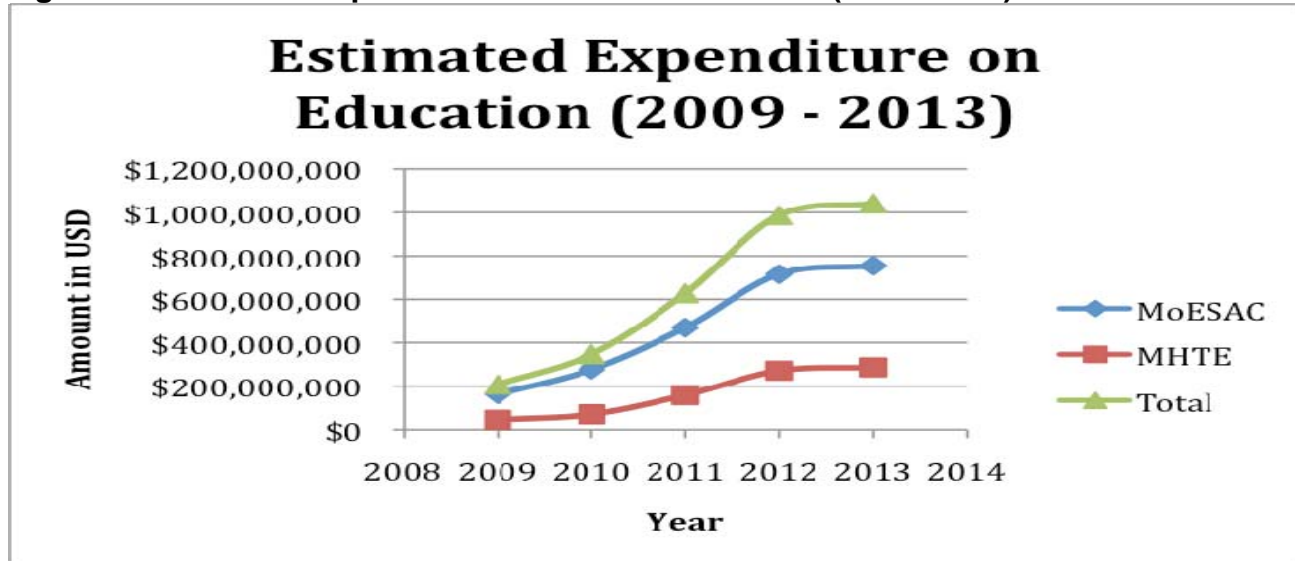
Table 7 below shows the budget allocation for each of the two Ministries of Education from 2009-2013.

**Table 7: Estimated Expenditure on Education in USD (2009- 2013)**

	2009	2010	2011	2012	2013
MoESAC	\$162,428,560	\$276,753,000	\$469,420,000	\$715,798,000	\$754,937,000
MHTE	\$44,811,117	\$70,264,000	\$158,695,400	\$271,230,000	\$286,781,000
Total	\$207,239,677	\$347,017,000	\$628,115,400	\$987,028,000	\$1,041,718,000

Source: Ministry of Finance

**Figure 5: Estimated Expenditure on Education in USD (2009- 2013)**



Source: Ministry of Finance

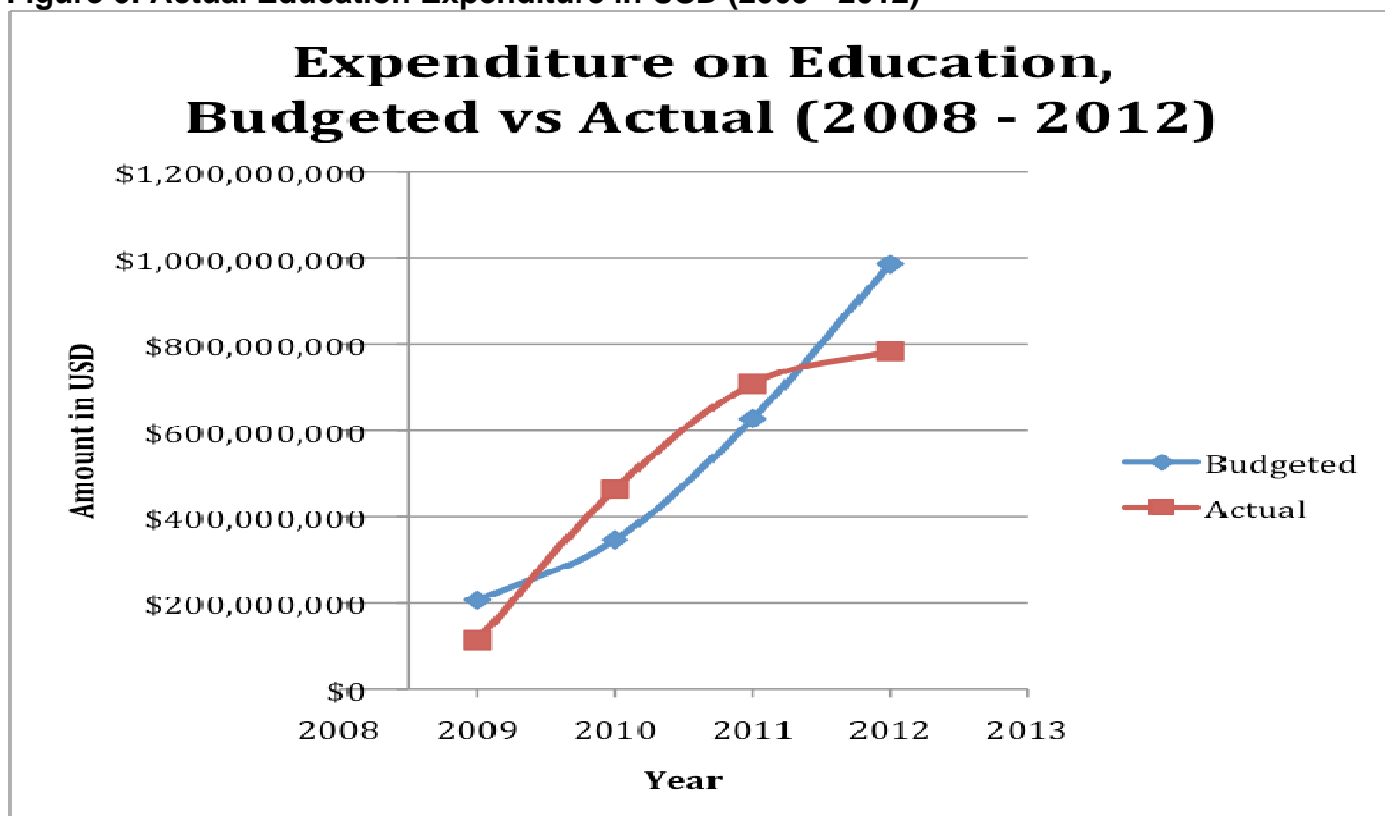
The figures shown in Table 7 and Fig. 6 above show the amounts budgeted for each year. The economic situation and the current cash budget system, however, mean that there is a variance between the budgeted and actual amount spent on education as shown below.

**Table 8: Actual vs Budgeted Education Expenditure in USD (2009 - 2012)**

Year	2009	2010	2011	2012
Budgeted	\$207,239,677	\$347,017,000	\$628,115,400	\$987,028,000
Actual	\$114,373,628	\$465,444,124	\$708,959,136	\$784,865,168

Source: Ministry of Finance

Figure 6: Actual Education Expenditure in USD (2009 - 2012)



Source: Ministry of Finance

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

• **Yes**

10.1 The Government of Zimbabwe has put in place a systemic mechanism to ensure implementation of policies. There is Statutory Instrument 1 of 2000 as amended by S.I No.58A of 2001 (Public Services Regulations), which stipulates the code of conduct of members of the Public Service. The following members monitor policy implementation:

- Ministry of Education, Sport, Arts and Culture established the inspectorate at district, provincial and national levels.
- The Zimbabwe Council for Higher Education supervises and accredits universities.
- The Department of Teacher Education at the University of Zimbabwe monitors and certifies Teacher Education institutions.
- In the MHTE there are departments which monitor standards and quality assurance. These are SDEQA, MPID, University Education and Finance and Administration.
- The Public Service Commission also established inspectors at provincial and national levels to monitor policy implementation by all members of the civil society including education personnel.

- Church institutions are also governed by the respective church's secretariat for education, which coordinates with both government and other institutions to promote education as well as abide by government policies and regulations.
- 
- **D. CONTENTS OF THE NATIONAL IMPLEMENTATION OF EDUCATION FOR PEACE AND HUMAN RIGHTS**
- **11. Themes, questions and topics related to the 1974 Recommendation that are integrated into the education of Zimbabwe (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).**

The following themes in the education curriculum relate to the 1974 Recommendation:

- Governance, Peace,- (Social Studies, Civic Education, Languages and Culture)
- Patriotism (National Strategic Studies, Social Studies, Civic Education, Languages and Culture)
- Moral and ethical values (Religious and Moral Education, Civic Education, Languages and Culture)
- Unhu/ubuntu (An African philosophy which is grounded in good character building and respect for human diversity) (Civic Education, Religious and Moral Education, Languages and Culture )
- HIV and AIDS- (Civic Education, Religious and Moral Education, Languages and Culture, HIV and AIDS, Social Studies)
- The Secondary School syllabus Forms 1-6 contain general themes and topics on relationships, conflict and conflict resolution, abstinence and HIV/AIDS, religion, responsibility and accountability, child protection, abuse, and substance abuse among others.

12.0 Examples of actions/practices undertaken in the following strands with focus on major initiatives that are considered successful and innovative.

12.1 Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

In order to promote celebration of diversity in the country, the following activities are undertaken:

- Cultural festivals are held at the school, district, provincial and national levels celebrating different Zimbabwean cultural dances e.g. mbakumba, amabhiza, muchongoyo etc. As part of these competitions, children are given a different dance from a region, to research and perform at the festival. These festivals

enhance a sense of unity among diverse ethnic groups in the country inculcating tolerance, peace and understanding among people.

- The Religious and Moral Education syllabi emphasize the multifaith approach. The syllabi at all the levels from ECD, primary, secondary and tertiary recognize religions that are found in the country namely, African Tradition Religion, Christianity, Islam, Buddhism, Hinduism, and Judaism. The interfaith dialogue is promoted for the purposes of developing tolerance and understanding among the various ethnic and religious groups. The Africa University campus is ecumenical, catering for people of all faiths. In addition, Ecumenical Peace Observation Initiative in Zimbabwe (EPIOIZ) was launched by a group of Christian Churches. It is an initiative towards peace building and promotion of human rights by different churches coming together.
- Local, regional and international schools cultural exchange programmes for example, the exchanges between Zimbabwe and the following countries: China, Germany, Algeria, Japan and Korea, among others.
- Youth games are also encouraged between schools, provinces and countries within the region. Through these games, students from various regions have to work as one team.

## 12.2 Bilingual and multilingual education

The Founding Provisions, Chapter 1, Section 6 and part 4 of the Constitution of Zimbabwe, on Languages recognizes and compels the state to promote, advance and create conditions for the development and use of all languages used in Zimbabwe, including sign language.

The Constitution of Zimbabwe and the Education Act also spell out the freedom of establishment of schools in any language. Local languages being taught and written are Tonga, Xichangana, Sotho, Nambya, Venda Kalanga, Shona, Ndebele and English. In some schools and higher education colleges languages like French, German, Portuguese and Chinese have been introduced in addition to the main local languages of instruction. Students at Africa University for example come from 28 English, French and Portuguese speaking African countries.

## 12.3 Promotion of Gender-sensitive education

The Government of Zimbabwe has gone a long way in addressing gender equality in the education system. The following are some of the indicators:

- There is now parity in the primary education system. In the secondary education system attempts are being made although parity has not yet been achieved.

- Ministry of Higher and Tertiary Education through its teacher education colleges has introduced Gender Responsive Pedagogy. Trainee teachers are expected to cascade this to schools and communities.
- The Curriculum Development Unit evaluates textbooks for gender sensitivity before they go into schools.
- Science, Mathematics and Technology camps are organized for girls and for boys in secondary schools to encourage them to participate in these subjects.
- Higher education institutions are guided by gender sensitive policies and have revised the curricular of their programmes to reflect appropriate gender issues.
- Universities initially put in place Affirmative Action plans that allowed girls to be enrolled with lesser entry points than their male counterparts. Today, however, universities are receiving female applicants who are equally qualified, which has reduced the need for affirmative action in some fields such as law, medicine, and pharmacy.
- The Ministry of Finance introduced gender budgeting – so that the budget should be responsible to the needs of every sector in government.

#### 12.4 Prevention of racism, discrimination and violence

The Education Act Part II No.4 states that every child in Zimbabwe shall have the right to education and no child shall be discriminated on grounds of race, place of origin, national or ethnic origin, political opinions, colour, creed or gender.

Ministries of Education with the assistance of development partners, including UN agencies and NGOs such as VVOB have introduced the concepts of Child Friendly Schools and Student Friendly Colleges which basically addresses issues of human rights and violence. Aspects enshrined in the Domestic Violence Act, to reduce domestic violence, are being incorporated into the school curriculum. Furthermore, the new Draft Constitution outlaws corporal punishment. Victim Friendly courts have also been set up to assist mostly victims of rape.

#### 12.5 Civic engagement of youth

The Ministry of Youth Development, Indigenization and Empowerment, the two Ministries of Education and Church organizations play a major role in the engagement of the youth. Churches augment government efforts by initiating workshops for the youth, disseminating publications as well as sermons. The following are some of the social teachings incorporating peace, tolerance, understanding, corporation and human rights that the church advocates among the youth:

- Freedom
- Equality
- Justice
- Love for neighbour

- Peace
- Common Good
- Subsidiarity

The government of Zimbabwe also has instituted Child Parliament. The Child Parliament is a recognized entity, which debates diverse issues of economic, social, environmental, and political nature. Issues raised in the Child Parliament go a long way in influencing policy formulation.

### 13.0 UNESCO Associated Schools Project network (ASPnet)

13.1 UNESCO Associated Schools reflect UNESCO's motto which says, 'since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be built.' In addition to promoting peace ASP's other aim is to contribute to quality education. This is promoted through various activities which include the following among others:

- Teacher capacity building and lifelong learning;
- Staff and student exchange programmes;
- World Heritage Education through school study visits to World Heritage Sites; and
- Cultural Huts, Cultural Dances, drama and songs.

In Zimbabwe there are more than 500 schools that have joined the UNESCO Associated Schools Project Network (ASPnet) becoming part of the more than 8000 schools worldwide. As a way of promoting peace, understanding and international cooperation the Zimbabwe ASPNET have managed to undertake the following projects in a number of provinces countrywide:

- Water harvesting
  - Herbal garden projects
  - Celebrating United Nations Observances
  - Partnerships with national and international, non-governmental and parastatal organizations for the acquisition of ICT equipment
  - Promotion of e-learning in schools
  - Establishment of Internet Cafés for capacity development agendas as well as for income generation
  - Sharing experiences of successes and challenges on joint projects through twinning of schools locally and internationally at all levels of education
- i) Student and staff exchange programmes. Students and teachers have so far gone on exchange visits to Norway, Swaziland, Kenya, Germany and Namibia.

### 13.3 Non-formal education

The largest number of children not in school is among the youth who have either failed to make the transition from primary into secondary school or who have dropped out and are now too old to be incorporated into the schooling system. Various programmes that run a number of public and private institutions have a long history in Zimbabwe. The MoESAC has a division of non-formal education. The non-formal education programmes comprise

Basic literacy for those adults who want to learn numeracy and literacy skills. Zimbabwe Adult Basic Education Course (ZABEC) caters for those adults who would have mastered numeracy and literacy skills and would like to proceed to do primary education. Because they are adults they do the ZABEC a seven-year primary course in only three years. Then there is the Part Time Continuing Education (PTCE) for those who would want to attain a secondary education after failing to make it in the formal school system or the adults who would have succeeded in the ZABEC. In order to ensure access by every child in Zimbabwe regardless of the geographical location or any other circumstance, Zimbabwe runs a Correspondence School for those children who live in isolated places like Parks, mines, or have been hospitalized for long periods.

The table 9 below shows the number of learners in the various categories listed above

**Table 9: Non-Formal Learners by Institution**

Institution	Female	Male	Total
ZABEC	5,321	3,910	9,231
Adult Education	7,769	6,096	13,865
PTCE	6,096	6,190	12,286

Source: MOESAC

13.4 The MHTE in conjunction with other line Ministries such as the Ministry of Youth Development and Empowerment, the Ministry of Small and Medium Enterprises Labour and Social Services and Public Service implement the Integrated Skills Outreach Programme (ISOP). The programme equips unemployed youths with short term, demand driven technical skills so that they actively contribute to the country's economic development. ISOP is categorized as an informal micro enterprise programme as it is meant to generate self-employment through income generating activities that foremost serve survival purposes. Implementation of ISOP is as follows:

- Twinning of existing polytechnics to provincial training centres;
- Incorporating National Strategic Studies and Entrepreneurial Systems/Enterprise Creation within the skills training curriculum, through short courses ranging from 5-90 days;
- Certification by the MHTE;
- Use of 'Mobile Workshops' and/or provision of 'Skills Supermarkets' at Growth Points, where youths can access skills for survival enterprises.

### 13.5 Higher education institutions

Higher Education institutions are semi-autonomous organizations which have been given the leeway to start networking and collaboration partnerships through the broad umbrella of Public Private Partnerships (PPP). To this end, some institutions have established

partnerships with local, regional and international organizations which include UNICEF, UNESCO, VVOB, SIDA.

Government and Private partnerships offer scholarships. However, there is need for strengthening staff and student exchange programmes at higher learning institutions as a way of promoting international cooperation.

### 13.6 Interactions between schools, local governments, universities, civil society and the wider community

Interactions between schools involve the following:

- sports competitions at Zonal, Provincial, Inter Provincial and Regional level, in various sporting disciplines.
- Public speaking and quiz competitions, seminars and workshops in various subjects especially at 'A' Level are carried out.
- Junior Parliament debates, various children issues are debated.
- Open Days at universities are organized for school children.

### 13.7 International cooperation

The Government of Zimbabwe has signed Memorandum of Understanding with developmental partners for scholarships on peace education. These include among others Bi-lateral relations with regional and international countries. For example, Zimbabwe entered into an agreement with Namibia where it admitted Namibian students at Belvedere Technical Teachers' College. The Governments of Algeria and India have offered scholarships to Zimbabwean students to undertake studies in various disciplines in the respective countries.

### 14 Research that has been carried out with partners on education for peace and human rights, and the impact the research findings have on the policy formulation and education practices (e.g. UNESCO Chairs, universities, research institutions, teacher training institutions, adult education training centres, and NGOs) involved.

Examples of partners that have carried out research on education for peace and human rights are AU, BUSE and MSU. Those universities offer degrees in Peace and Governance. The Universities have conducted research into issues of gender, peace, leadership and governance. The results have been disseminated through workshops and conferences. The Universities' activities in this area are guided by the theme 'Peace and Development in Africa.'

### 15 The means by which the impact of education for peace and human rights on learners is evaluated in Zimbabwe

The impact of promotion of education and peace in Zimbabwe can be evaluated in society through the following attributes:-

15.1 The nation's ability to negotiate as reflected by the ability to dialogue, negotiate and agree on the political front in 1980 and 2008.

15.2 Celebrating cultural diversity- cultural festivals are organised throughout Zimbabwe by a parastatal of the Ministry of Education, Sport, Arts and Culture

15.3 National structures for the Organ for peace and reconciliation have been cascaded to district level for effective and universal implementation.

15.4 The Zimbabwean legal framework allows for non discrimination with respect to enrolment into schools and the establishment of those schools.

15.5 The peaceful negotiation of the new Constitution which will soon be the supreme law of Zimbabwe which has outlawed all forms of corporal punishment.

15.6 Institution of the Domestic Violence Act which also outlaws any violence with stiff penalties for offenders.

**16.0. The major lessons learned, difficulties and obstacles met in the area of education for peace and human rights and suggestions for further development and improvement at the national, regional and international levels.**

**16.1 Lessons Learnt**

When Zimbabwe acceded to the Recommendations in 1980 after the attainment of independence it put in place various reforms to the education system. These included among others the abolishing of a racially segregated education system, provision of equal education opportunities regardless of sex, race or ethnic origin. The reform of the curriculum at primary, secondary, tertiary and university levels of the education system also introduced new disciplines to promote education for peace and human rights as mentioned earlier on. These included among others the introduction of Civic Education in the primary and secondary curriculum and National Strategic Studies in higher education.

The Government of Zimbabwe has managed to curb dropout rates from the school system. As can be observed in the table below, dropout rate from both the primary and secondary school system has remained very minimal.

**Table 10: Dropout Rate by Reason**

<b>Reason for dropout</b>	<b>Primary</b>	<b>Secondary</b>
	%	%
Death	0.09	0.02
Expulsion	0.00	0.00
Marriage	0.02	0.14
Moved	1.36	0.48
Pregnancy	0.01	0.11
Fees	0.69	0.58
Other	0.54	0.24
<b>Total</b>	<b>2.57</b>	<b>1.70</b>

Source: MOESAC 2012 statistical report

The above table shows that the major reason why children dropped out from both primary and secondary schools in 2012 was lack of fees. This is attributed to the high

unemployment rate among the parents/guardians of these children and also because of the AIDS pandemic which has orphaned most children. While safety nets have been put in place they may not be able to cater for every child because of inadequate funds.

Bi-lateral agreements were entered between the Government of Zimbabwe and other countries to promote education. Local, regional and international NGOs as well as Church organizations contributed in various ways in promoting education for peace and human rights through the education system.

There has been evidence of political will on the part of the Government of Zimbabwe to uphold peace and human rights. The conflicts that arose in the early and later years of independence were eventually peacefully resolved. The signing of the Global Political Agreement in 2008 ushered in a new era in Zimbabwe and a Commission for Human Rights was established as well as the Organ for Peace and Reconciliation. Furthermore, Acts of Parliament were passed that upheld human rights. The brokering of a new Constitution and a peaceful referendum held were all evidence of political maturity brought about through education.

Therefore the lessons learned by Zimbabwe on the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms include the following among others:

- Peace building initiatives at various levels of society established;
- The reform of the education curriculum as a sustainable means of inculcating peace and human rights;
- Formulation of peace strategies that are rooted in local knowledge;
- Introduction of the concept of indigenisation as a guarantee of a people's human rights

### 16.2 Challenges

The economic meltdown experienced in the country since 2000 was the greatest obstacle in the implementation of positive reforms in education like the in-servicing of teachers, meeting the needs of people with disabilities by establishing user friendly facilities and providing specialised equipment. These were among some of the efforts being hampered by limited resources due to lack of funds. In addition, the country is still facing a challenge of providing adequate trained teachers especially in remote rural areas. This is impacting negatively in the provision of quality Education for All.

While Zimbabwe has made great strides in luring skilled manpower through its Homelink facility in the MHTE, which is a website created to advertise jobs for skilled manpower in the Diaspora for every economic sector. However, the country is still bedevilled with a serious brain drain in nearly every sector of its economy. Due to the economic meltdown of the Zimbabwe economy alluded to earlier on, the unemployment rate has short up drastically. This could be a source of conflict among the youth which needs urgent solutions.

### 16.3 Suggestions for Way Forward

The Government of Zimbabwe is putting in place measures to ensure adequate funding to facilitate training of personnel through various policies and also partnering with local, regional and international organizations. Efforts are also being made to impress upon various sectors the importance of equity, principles and values of peace and equal access to quality education.

The vocationalization of the school curriculum has been a step in the right direction taken to ensure that education provides the learners with life skills to enable them to be job creators instead of job seekers. This, it is envisaged will enhance peace since an idle mind is a source of conflict in society.

The Government is encouraging a participatory process in policy formulation by involving the youths and women.

However, it is strongly believed that the acquisition of learning and teaching materials on peace and human rights will further enhance the understanding and appreciation of peace and human rights issues amongst all our learners. Therefore there are plans to facilitate institutions to acquire the relevant learning and teaching materials.

### **17.0 CONCLUSION**

The Government of Zimbabwe views education as its top priority. Great strides have been made in the promotion of equal access to education. Zimbabwe remains one of the safest destinations in Southern Africa where peace prevails. Education has been one of the main pillars of maintaining and upholding peace, human rights and freedoms.

Zimbabwe boasts of a 97% literacy rate, the highest in Africa. This has been made possible because of the peaceful atmosphere prevailing in the country. Despite the economic challenges the country is going through, it has continued to ensure that the majority of its citizens from the youngest to the eldest are afforded quality education.

