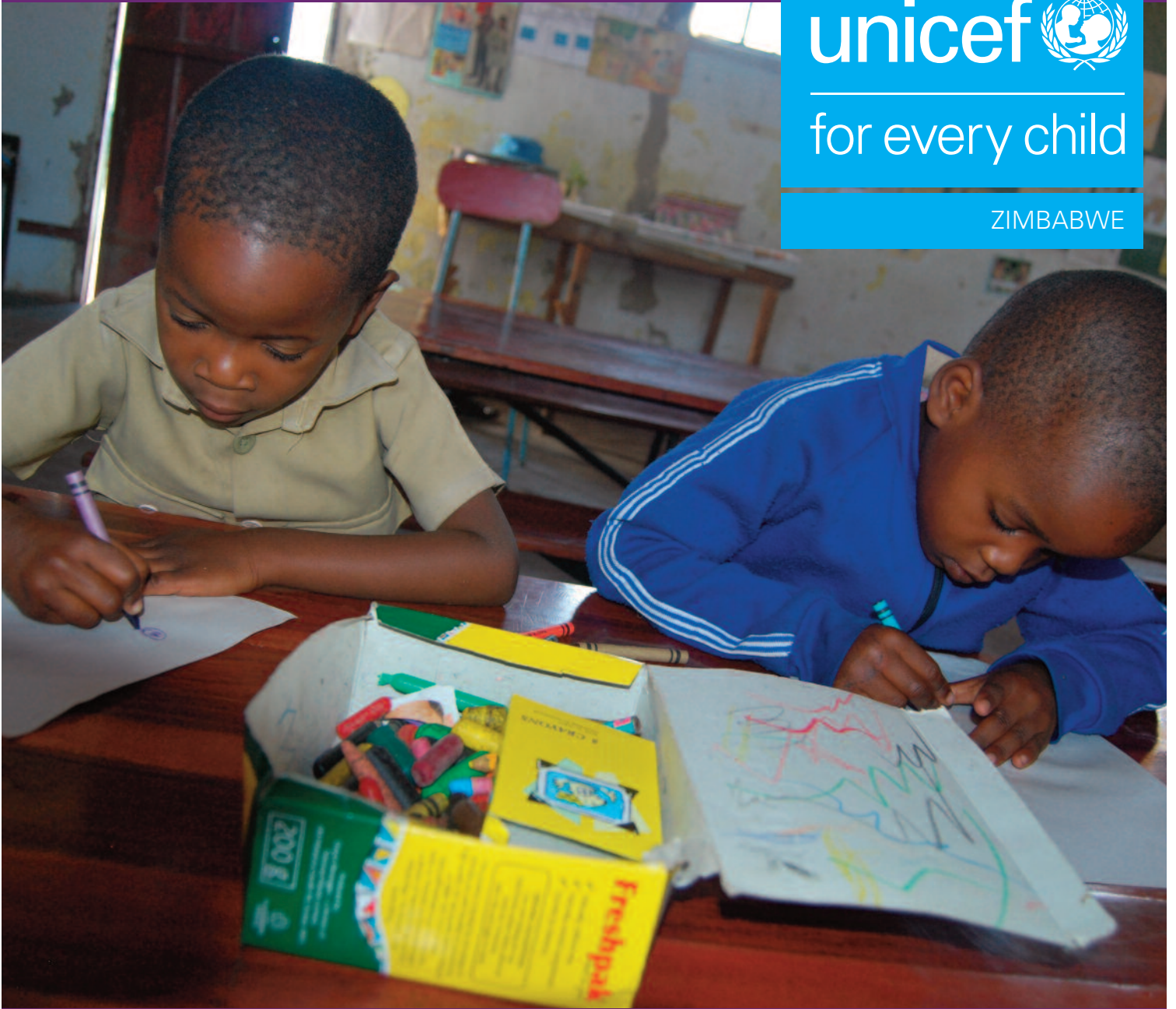


unicef 
for every child

ZIMBABWE



2020 Education Budget Brief

2020 EDUCATION SECTOR BUDGET BRIEF¹

Key Messages and Recommendations

- ❖ Whilst NAR has improved for lower secondary school from 54.9% in 2014 to 59.5% in 2019², it has declined for primary school. Similarly, although the NAR for ECD has increased from 21.6% to 28.4%, the proportion of children of primary school entry age entering the first grade has dropped. **Government is therefore called upon to pay attention to the areas that have regressed and maintain momentum for those that have had positive results. Rolling-out the free basic education is key to address some of these areas.**
- ❖ Government education spending has significantly shrunk from an average of US\$832 million over the period 2013 - 2016 to US\$397 million in 2020. This spending level is relatively lower than its regional comparators and the Dakar Education for All target. **To achieve better results, Zimbabwe should thrive to upscale education spending to recommended global thresholds, meanwhile focus should be on proper planning, prioritization and improved utilization of the available resources.**
- ❖ The capital budget's underperformance by an average of 63% over the period 2017-2019 is evidence of weak budget execution. **Timely release of funds by the Ministry of Finance and enhanced implementation capacity of the MoPSE through strengthening infrastructure project planning, prioritisation and contract management will assist to improve budget execution.**
- ❖ With 94% of the US\$12 million education devolution funds allocated to rural schools, there is risk of neglecting urban schools which may result in increased spending inequalities in the long run. **Although urban schools have traditionally been better funded than their rural counterparts, there is need to increase the allocation as this is still lower compared to the infrastructure deficit for schools.**
- ❖ There is a general decline in Development partner support to education. With increased financing needs as a result of the promulgation of the Education Amendment Act, **Government should develop a sustainable education sector financing mechanism, with more bias to innovative domestic financing sources.**

¹ Adjustment of figures into US\$ for comparability was done using the IMF Article iv Report Exchange rates of ZWL\$1.3 for 2017, ZWL\$2 for 2018, ZWL\$8.5 for 2019 and for ZWL\$21.5 2020 per USD

² MICS 2029

1. INTRODUCTION

This Budget Brief explores the extent to which the approved 2020 education budget addresses the needs of children in Zimbabwe. It gives an analysis of the size and composition of the education budget, provides a synopsis of critical issues related to adequacy, allocative efficiency, effectiveness and equity of the current and past education spending. The Brief also looks at the available sources of financing for the education sector, mainly focussing on sustainability. Furthermore, the Budget Brief proffers some recommendations to the Government of Zimbabwe, on possible ways to improve public spending on education.

2. BACKGROUND AND SITUATIONAL ANALYSIS

2.1. Legal and Institutional Framework

The Constitution and the Education Amendment Act [2020] provide the legal framework that guide the education sector in Zimbabwe. The promulgation of the Education Amendment Act has strengthened the legislative framework and opened vast opportunities for advancing children's rights, including free basic education, free state funded sanitary wear as well as abolishment of corporal punishment. The Act places the duty on the State to progressively fund basic education within the limits of resources available. This will improve access to education as many households could not afford the high school fees and levies. Figure 1 below, gives a summary of the legal and institutional framework that guide the sector.

The Transitional Stabilisation Programme (TSP)³ and the Education Sector Strategic Plan (ESSP) outlines the strategic framework, out of which sector priorities are drawn from, as well as guide the formulation and execution of the education budget. The FY2020 marks the final year of implementation of both the TSP and the ESSP. As the country crafts the successor development plan for the period 2021-2025, National Development Plan I (NDP I), it is

critical to take stock of the progress thus far towards achieving the set targets and milestones in the TSP and the ESSP. This will inform the priorities of the NDP I and the successor sector plan. The 2020 Education Budget becomes a critical tool in addressing the remaining gaps in achieving target milestones set in the TSP and the ESSP, thus create a strong foundation upon which the NDP will build upon.

2.2. Overall Sector Performance

Several challenges continue to negatively impact on the education sector's performance. Like any other sector, the education sector is not being spared from the difficult operating environment, which has seen the country's GDP contract by an estimated 6.5% in 2019⁴. The challenges at the macro-level include acute foreign exchange shortages, continuously depreciating local currency and hyperinflation⁵, which led to a significant erosion of the education budget and real incomes for teachers. Prices of basic goods and services, including school fees, teaching and learning materials increased significantly beyond the reach of many, particularly the poor and the marginalised households. In addition, severe power outages and intermittent fuel supply continue to hamper service delivery and the monitoring of learning and teaching services, a critical component for quality assurance.

Figure 1: Strategic Framework for Education: Key Policies, Strategies and Plans that Guide the Sector

| | 2016 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 2030 |
|-------------------------------|---|----|----|----|---|----------------------------------|----|----|----|--|----|----|----|----|------|
| Legal Framework | Constitution of Zimbabwe, Education Amendment Act | | | | | | | | | | | | | | |
| National Vision | Vision 2030 | | | | | | | | | | | | | | |
| Development Plan | Transitional Stabilisation Programme | | | | National Development Plan I (Being developed) | | | | | National Development Plan II (To be developed) | | | | | |
| Strategic Plan | Education Sector Strategic Plan | | | | | Successor ESSP (being developed) | | | | | | | | | |
| | Curriculum Framework for Primary and Secondary Schools, 2015 - 22 | | | | | | | | | | | | | | |
| Other Related Policies | Zimbabwe School Health Policy | | | | | | | | | | | | | | |

³ The TSP is the national development plan for the period October 2018 – December 2020.

⁴ Ministry of Finance estimate. The IMF in its Article IV Report estimate -8.3% growth in 2019.

⁵ Since the introduction of the interbank foreign exchange market in Feb 2019, the ZWL\$ has depreciated by 620% as at end-February 2020. The IMF estimates the annual average inflation to be 255% for 2019 and 221% as a forecast for 2020.

Cyclone Idai and the El Nino compounded the situation, with the affected districts still struggling to recover. Furthermore, the continued threats of industrial action by personnel in the education sector citing poor working conditions and pushing for a review of salaries that are indexed to exchange rate movements, continues to pose a significant risk to sector.

Despite the above challenges, progress has been made in some areas. As shown in Table 1, which gives a comparative analysis of the 2014 and 2019 MICS results, school readiness improved from 86% to 92%, ECD and lower secondary Net Attendance Ratios improved, Out-of-School children for primary school improved from 6.6% to 4.7% and there is gender parity in primary education. However, the percent of children of primary school entry age entering the first grade dropped from 73% to 68%. The Net Attendance Ratio and completion rate for primary education declined from 93% to 90% and 98.5% to 89% respectively. The Out-of-School children for secondary education which worsened from 21% to 28%, while there is significant disparities in secondary education.

Table 1: Education Sector Performance, Selected Indicators

| Indicator | 2014 | 2019 | |
|--|------|------|---|
| School Readiness | 86.2 | 92.3 | ↑ |
| % of children of primary school entry age entering grade 1 | 73.3 | 67.6 | ↓ |
| ECD Attendance | 21.6 | 28.4 | ↑ |
| Net Attendance Rate (Primary) | 93.3 | 90.5 | ↓ |
| Net Attendance Rate (Lower Secondary) | 54.9 | 59.5 | ↑ |
| Out of School (Primary) | 6.6 | 4.7 | ↓ |
| Out of School (Lower Secondary) | 20.6 | 23.6 | ↓ |
| Completion rate (Primary) | 98.9 | 89 | ↓ |
| Transition to secondary school | 83.9 | 70.4 | ↓ |
| Gender Parity Index (Primary) 1/ | 1.01 | 1.02 | ↑ |
| Gender Parity Index (Secondary) 1/ | 1.18 | 1.19 | ↓ |

1/. Gender Parity Index (GPI) in education based on adjusted net attendance ratios. According to UNESCO there is gender parity when the GPI is between 0.97 and 1.03.

Source: MICS 2014, MICS 2019

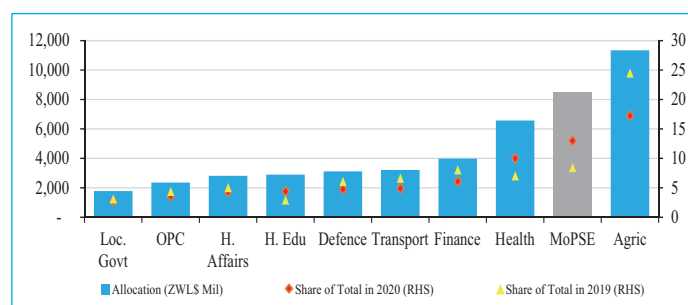
Key Takeaways

- **The education sector is facing several challenges largely emanating from the difficult operating macroeconomic environment. In the outlook shortage of foreign currency, power outages and intermittent fuel supply, depreciating ZWL\$ and increasing inflation will continue to hamper performance of the sector. These downside risks require continuous monitoring which will reduce impact on the education budget.**
- **Transition into secondary school, primary school completion rates and lower secondary out of school rates continue to be a challenge for Zimbabwe. These are areas that need more effort and support to ensure better outcomes for children.**

3. SIZE OF EDUCATION SPENDING

The MoPSE was allocated US\$397 million (ZWL\$8.5 billion) out of the total national budget of US\$4.1 billion (ZWL\$65 billion) which represents 13% of the national budget. Compared to 2019, the education budget has increased by 121% from the 2019 allocation of US\$179 million (ZWL\$1.5 billion)⁶. At the date of budget presentation, the education budget was equivalent to US\$535 million out of the total budget of US\$4.1 billion⁷. Figure 2 shows budget allocations for the top 10 Ministries for 2019 and 2020.

Figure 2: Budget Allocations to Top 10 MDAs



Similar to 2019, the MoPSE was given the 2nd highest budget allocation, taking up 25% of the total government budget. Although the Ministry of Agriculture still has a disproportionately high allocation of 17% of the total budget, it was reduced from 25% in 2019. The share of the education budget to total budget has increased from 8% in 2019 to 25% in 2020. This is a positive development, nonetheless there is need to consider allocative efficiency within the MoPSE budget itself.



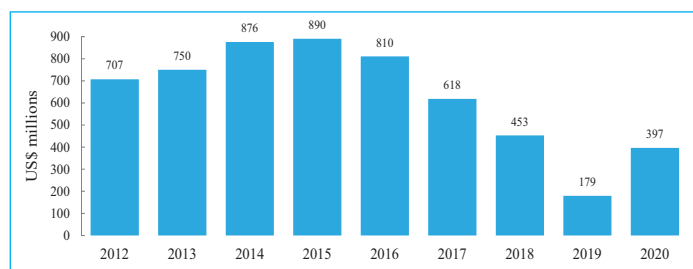
⁶ The ZWL1.5 billion is a revised budget in the 2019 Mid-Term Budget. The original budget allocation was US\$1.16 billion.

⁷ The National Budget was presented on 14 November 2019 and the ruling exchange rate at that day was US\$1:ZWL\$15.93. However, the ZWL\$ has since depreciated in value since then.

4. EDUCATION SPENDING TRENDS

The education budget has shrunk significantly, averaging US\$412 million over a 4-year period running 2017-2020 compared to US\$832 million for 2013-2016. Government education spending peaked in 2015 at US\$890 million and was at its lowest in 2019 when it was reduced to US\$179 million (Figure 3). Compared to the period prior to 2016, government education spending has significantly declined. However, with the coming in of free basic education and free sanitary wear programmes as provided for under the Education Amendment Act, financing requirements have increased. Government together with its partners need to develop a sustainable financing framework, including innovative financing from domestic sources. The private sector has been providing ad hoc support to the sector, however, there is need to devise ways to come up with structured facilities.

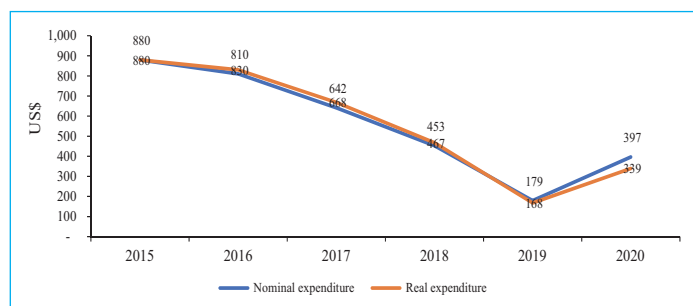
Figure 3: Education spending trends, 2012 - 2020



Source: Various budget statements and Author calculations

Similarly, real education spending has sharply declined, reflecting the impact of depreciating local currency and increasing inflation⁸. In local currency terms, nominal expenditure increased by 459% from ZWL1.5 billion (US\$179 million) in 2019 to ZWL8.5 billion (US\$397 million) in 2020. In real terms, the education budget increased from US\$168 million in 2019 to US\$339 dollars (Figure 4). As shown in Figure 3, both real and nominal education spending has been declining since 2016. In 2020, real expenditure is projected at US\$339 million compared to US\$810 million in 2016, which is a huge decrease of the education budget.

Figure 4: Nominal and Real Expenditure Trends, 2016 - 2021

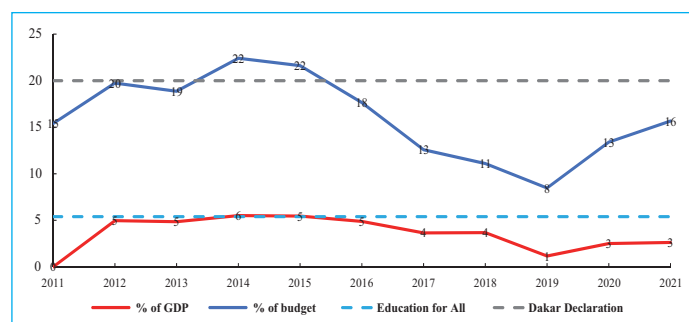


Source: Various budget statements and Author calculations

⁸ To convert the Zimbabwe Local Currency to US\$ an implied exchange rate of US\$1: ZW\$21.50 was used (IMF Article IV Report, 2020)

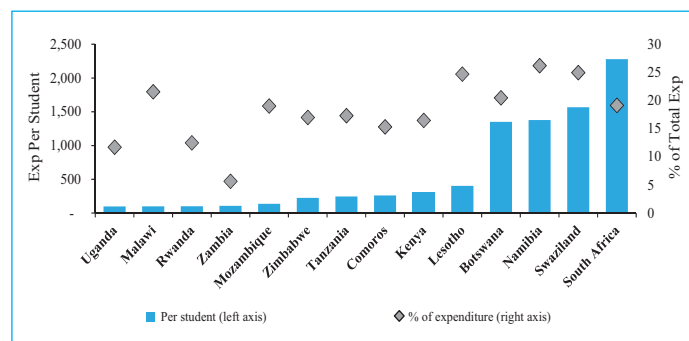
Education budget has slightly increased but is still far short of international spending targets. As a share of total budget, the education sector spending continued a declining trend from the peak of 22% in 2014 to 13% in the 2020 allocation, some 7 percentage points lower than the Dakar target for education financing. Similarly, as a share of GDP, the education allocation has fallen from the peak of 5.4% of GDP in 2014 to the revised 3% in 2019. Figure 5 shows expenditure on education as share of total government expenditure and GDP compared to international spending targets.

Figure 5: Education Spending Trends against international trends



The 2020 education budget allocation falls significantly below its major regional comparators. Based on purchasing power parity (PPP), which allows for comparison across countries once accounting for national price differences, Zimbabwe’s spending in PSE at 17.0% of total expenditure in 2018 and US\$226 per student falls short of regional upper middle-income economies such as South Africa, Botswana, and Namibia, (Figure 6). The Government expenditure per student (in PPP terms) gives an indication of the adequacy of government spending on education, which for Zimbabwe underscores the need for increased investment to meet the educational commitments of its children.

Figure 6: Education spending in Select African Countries



Source: UNESCO Education Indicator Database

This level of funding is inadequate to ensure quality education for children and progress towards the SDG targets for education. This calls upon stakeholders to explore options for sustainable financing of the sector to ensure that the provisions of the Education Amendment Act are met and that all Zimbabwean

children have access to better quality education. The current level of funding is inadequate to ensure quality and inclusive education for children and progress toward the SDG targets for education. In view of the Education Amendment Act which obligates the government to provide free basic education (Infant to O’Level), there is need for stakeholders to explore options for sustainable financing model rather than rely on appropriations. However, Government is commended on its concerted efforts to start implementing the Education Bill, even before its enactment, through the Learner support services and Tuition in Aid grants.

Key Takeaways

- *Zimbabwe’s public investments in education remains relatively low compared to regional comparators, a priority which the government should thrive to achieve, particularly with the aim of achieving its vision of an upper middle-income economy by 2030.*



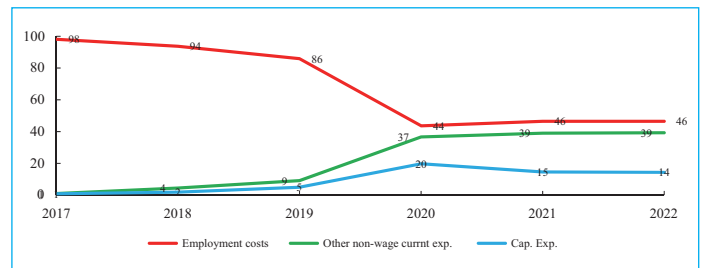
5. COMPOSITION OF EDUCATION SPENDING

The 2020 education budget focuses on construction and rehabilitation of school infrastructure, accelerated internet connectivity, formulation of the regulations for the Education Amendment Act and realignment of other related Statutory Instruments, teacher development, provision of teaching and learning materials and strengthening of quality assurance by provision of suitable and reliable vehicles.

Composition by Economic Classification

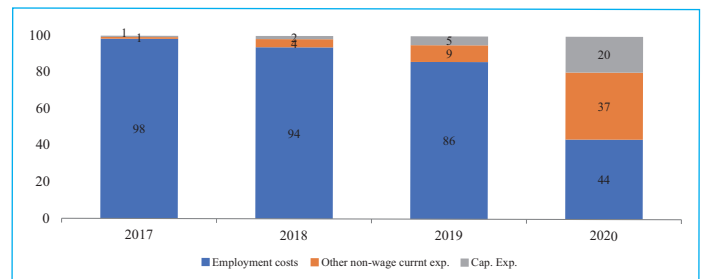
There is huge wage compression which poses serious risk to the delivery of quality education services. Compared to 2019, employment costs as a share of the total education budget have been reduced by 42 percentage points from 86% in 2019 to 44% in 2020 (Figure 7). This is explained by the government fiscal consolidation policy thrust which targeted mainly wage bill cuts. However, considering the current wage increase demands, this massive decline may not be realistic, especially if inflation continues to soar and exchange rate depreciates.

Figure 7: MoPSE Budget by Economic Classification (%)



Non-wage expenditures have significantly improved. On a positive note, to compensate for the wage bill compression, non-wage current expenditures have significantly increased from 9% in 2019 to 37% in 2020. Similarly, capital expenditure allocation was increased from 5% in 2019 to 20% in 2020 (Figure 8).

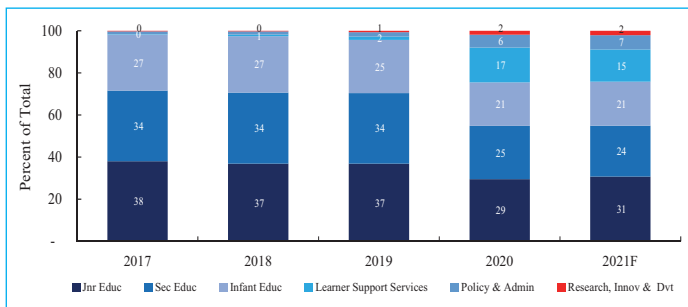
Figure 8: Composition by Economic Classification



Composition by Programmes

Figure 9 highlights the composition of the education budget by programme for the period 2017 to 2021, which is showing a structural shift towards Learner Support Services (LSS). This is a welcome development as it has direct and immediate benefit to learners. The LSS program comprises of the following 3 sub-programmes; Learner Welfare Services, Special Needs Education and Psychological Services. These have a which direct impact on the school child. The LSS as a share of the total education budget increased from 2% in 2019 to 17% in 2020.

Figure 9: Budget Allocation by Programme, 2017 - 21



The increased LSS budget is mainly earmarked for provision for free sanitary wear, free basic education and the school feeding programme. However, performance of this programme in 2019 indicate that as at end-September only 40% had been utilised. With the huge increase in the resources for this programme, there is need to ascertain the Ministry’s preparedness and capacity to efficiently utilise the resources. This is further compounded by the fact that two completely new activities, (free sanitary wear and free basic education) falls under this programme, and the Ministry has little or no experience in implementing them. Particular emphasis should be put on this programme, together with the perennially under-performing capital budget. Monitoring of these programme line items should



be strengthened to enhance budget execution, given that this programme is central to the implementation of the Education Amendment Act.

The Infant, Junior and Secondary education budgets as a share of the total budget have been reduced. Junior Education was allocated 29.5% of the total education budget which represents 7.4% percentage point decline from the 2019 allocation. Similarly, Infant and Secondary education declined by 8.2 and 4.6 percentage points respectively compared to 2019 allocations (Figure 3). The Policy and Administration and Research, Innovation and Development budgets were marginally increased. Box 1 below shows the nominal and real budget allocations for infant, junior and secondary education over the period 2017 -2020.

BOX 1: Nominal and Real Budget Allocations by Level of Education

Figure 10: 2020 Infant Education Allocation

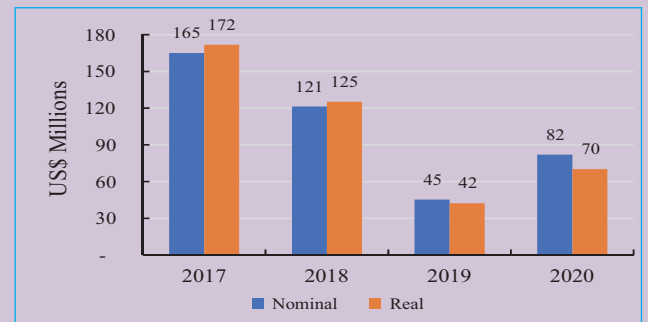


Figure 11: 2020 Junior Education Allocation

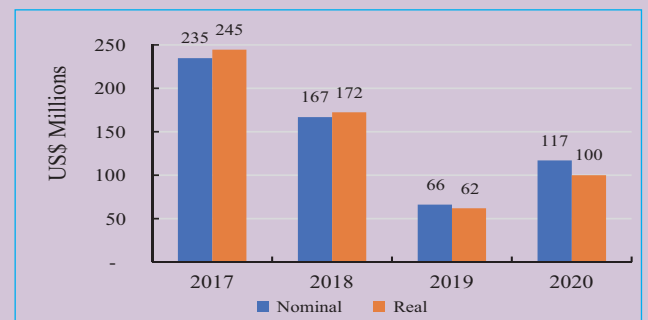
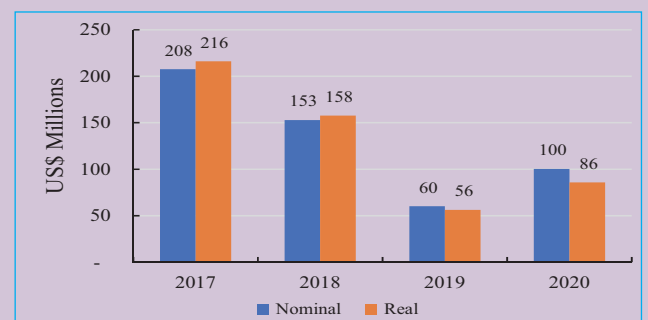


Figure 12: Secondary Education allocation



Source: Various Budget Statements

Composition by Sub-programmes

On average only 4% of the budget allocation to infant, junior and secondary education is earmarked for quality assurance and supervision. The budget set aside for quality assurance across all sub-programmes is inadequate. This is not in line with the MoPSE's 2020 thrust of strengthening quality assurance. As observed in Figure 9, despite the massive resources allocated to Learner Welfare Services, there are no funds set aside for quality

assurance. This will severely compromise implementation of activities and monitoring of those activities.

Within the Learner Welfare Services there is huge structural shift with respect to the allocations to the various components within that program. Compared to 2019, the Special Needs Services allocation as a percentage of the total Learner Welfare service was significantly reduced from 27% in 2019 to 5% in 2020 (Figure 4). Box 2 (Figure 13-16) shows the decomposition of the various programmes by sub-programmes.

BOX 2: Budget Allocation by Sub-programmes: 2017 - 2020

Figure 13: Composition of Learner Support Services (%)

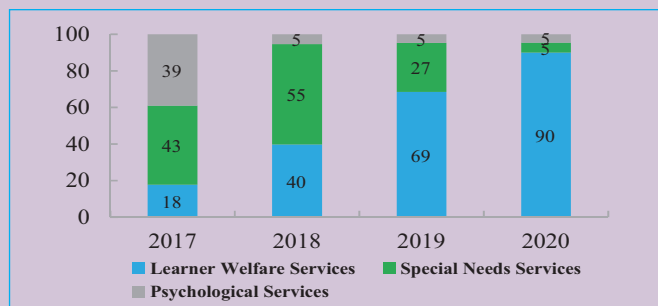


Figure 14: Infant Education

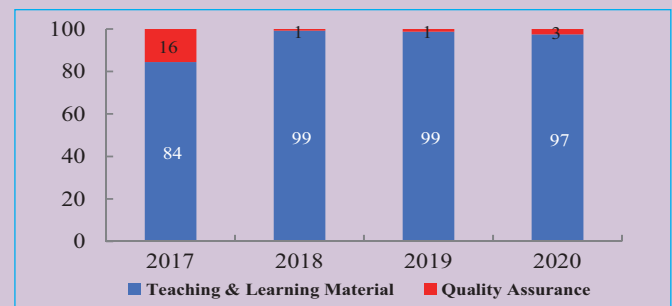


Figure 15: Junior Education (%)

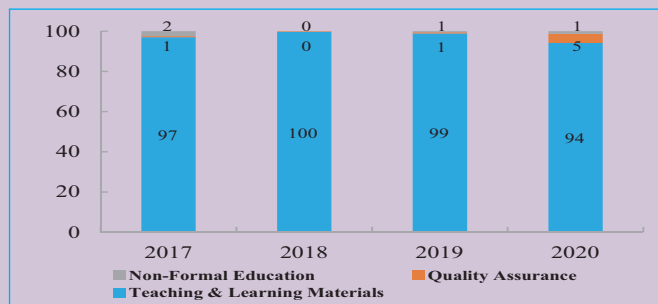


Figure 16: Secondary Education



Source: Various Budget Statements and Author Calculations



Key Takeaways

- **Non-wage expenditure has significantly improved constituting 57% of the total education budget, of which 20% is earmarked for capital and 37% for operations. However, there is huge wage compression which poses serious risk to the delivery of quality education services, with employment cost dropping from 86% in 2019 to 44% in 2020. If not addressed this could potentially result in low morale and disruption in teaching services.**
- **To ensure quality education services, Government should consider increasing the quality assurance budget. On average only 4% of the subprogram me budgets is allocated to quality assurance and supervision.**

6. BUDGET CREDIBILITY AND EXECUTION

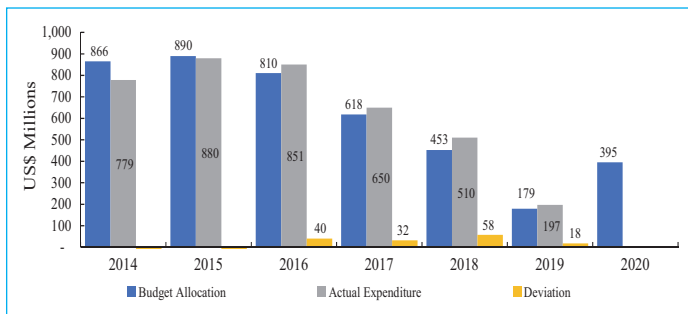
In 2019, US\$197 million was spent against an approved budget of US\$179 million, representing a 23% budget overrun. This is an indication of weak budget planning and execution. As inflationary pressures mounted, and exchange rate depreciated, government was forced to overrun the approved budget. The over-expenditure is largely attributed to the budget overruns in employment costs and the operational budget. Figure 18 shows the deviation of actual education spending from the approved budget by economic classification.

Wages and salaries have persistently overshoot the approved budget, increasing from 6% in 2017 to 27% in 2019. For the period 2017 -19, employment costs have exceeded the approved budget by an average of 17%. The employment costs budget has always over-performed given its non-discretionary nature and has the first charge on the budget. This will however affect other non-wage expenditures, i.e. investment and the operation budget.



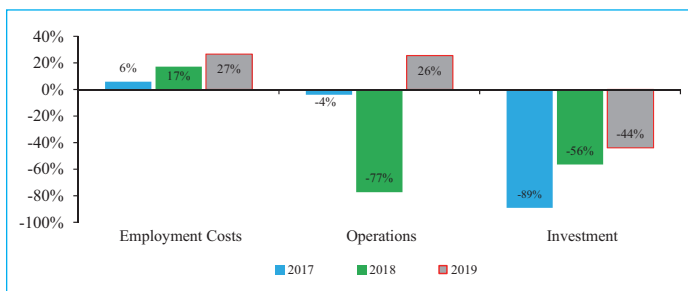
Despite the huge infrastructure gap, execution of the capital budget is very weak, with an average under-performance of 63% over the period 2017-2019. Though gradually improving from 11% in 2017 to 56% in 2019 utilisation rate of the capital budget is a cause of concern. Some of the challenges contributing to the weak capital budget execution include, limited capacity in project planning and prioritisation, and delays in release of funds by the Ministry of Finance. Delays in the procurement process has also been cited as one of the major challenges, emanating from the lack of appreciation of the new procurement legislation and guidelines.

Figure 17: Budget Allocation and Actual Expenditure, 2014 - 19



Source: MoFED Fiscal Outturns and Author Calculations

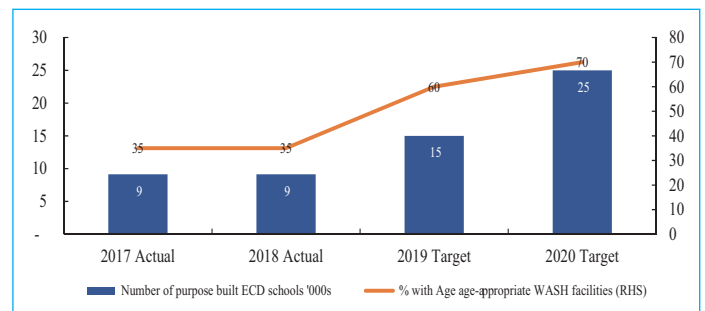
Figure 18: Budget Credibility by economic classification, 2017 - 19 (Deviation from Budget Allocation)



Source: MoFED Fiscal Outturns and Author Calculations

The operation budget (goods and services) which under-performed by 77% in 2018 due to limited fiscal space, improved significantly, though overshooting the approved budget by 26%. The operating environment is making it difficult to stick to the approved budget. Budget planning and execution is difficult in an inflationary environment. Addressing the macroeconomic fundamentals will go a long way to improve budget credibility.

Figure 19: Infrastructure Gap in Infant Schools



Source: 2020 Budget Statement

The infrastructure deficit in the education sector is severe with many satellite schools that do not meet the minimum standard as prescribed by the MoPSE for them to be formally registered and recognised as an examination centre. As shown in Figure 19, there is a huge infrastructure gap in ECD schools, with only 35% having age-appropriate WASH infrastructure in 2018. Failure to implement capital projects exposes children to harsh learning conditions, including the risk of contracting diseases.

Key Takeaways

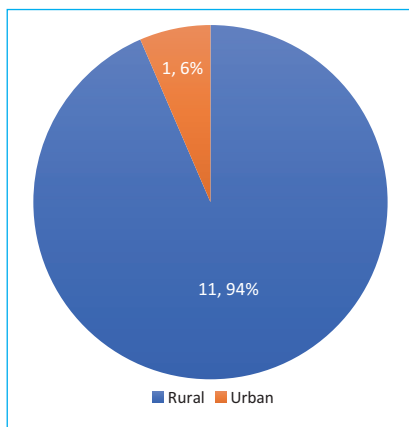
- **To improve budget execution, there is need for timely release of funds by the Treasury to the MoPSE and strengthened procurement capacity will improve utilisation of the education budget.**
- **Budget planning, execution and monitoring should be strengthened. Diligent monitoring of risks in a volatile macroeconomic environment and planning will assist to maintain the value of the education budget.**

7. EQUITY OF EDUCATION SPENDING

The 2019 MICS data shows a serious urban-rural and income divide. Disparities are also pronounced amongst girls and boys. In addition to the MICS data, the 2015 Education Sector Analysis provided evidence that equity issues emerging from the variations in access, quality and financing should be addressed. The Free Basic Education programme, by prioritizing the poor and marginalised children provides a platform to address these inequality fault lines along income, geographic and gender dimensions. The 2020 national budget has set aside ZWL\$400 million (US\$18.6 million) for free basic education.

Government is taking measures to address inequalities in the education sector through prioritizing the rural areas under the Inter-governmental Fiscal Transfers. The 2020 budget set aside US\$12 million for transfers to Local Authorities earmarked for various interventions in the education sector, with special focus on infrastructure. As shown in Figure 20, 94% (US\$11 million) of devolution funds earmarked for education will be channeled to rural areas, with only 6% going to urban areas. The bias towards rural areas is a welcome development as it will address the existing inequalities between urban and rural learners. Moving forward the IGFT is a critical tool for achieving SDG target 4.5 which seeks to eliminate gender disparities in education, ensure

Figure 20: Education Transfers to Subnational Governments for 2020



equal access to all levels of education, including persons with disabilities and children in vulnerable situations. As such government should strengthen implementation of the IGFT. The IGFT must prioritize poorer regions, focused at improving the quality of education, improve attendance in rural areas, address gender disparities and the rural urban divide.

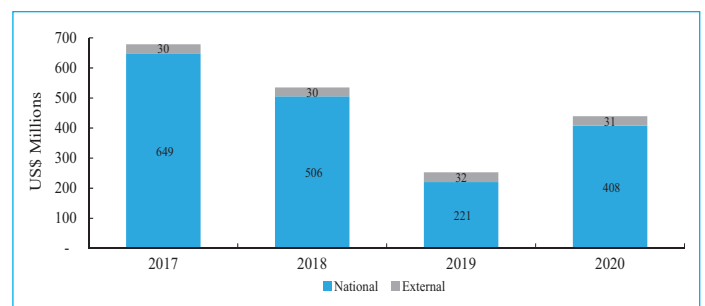
Key Takeaways

- **Significant inequalities exist along geographical, income and gender dimensions. Net Attendance and Completion rates are lower in rural compared to urban areas. The ZWL\$400 million for the Free Basic Education Programme and the ZWL\$253 million Intergovernmental Fiscal Transfers earmarked for education is central to addressing inequalities. Strengthening the MoPSE’s capacity and that of Local Authorities in budget planning and execution is critical for successful implementation of these interventions which seek to reduce inequalities and enhance equity in the education sector.**

8. FINANCING OF EDUCATION SECTOR

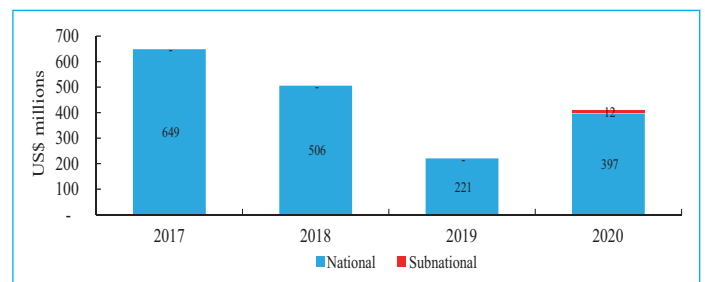
The total education sector financing for 2020, inclusive of the budget resources, devolution funds and Development Partners support amounts to US\$440 million. Of this amount 93% (US\$408 million) is coming from government⁹ and 7% (US\$31 million) from external sources (Figure 21).

Figure 21: Education Financing from National and External Sources, 2017-2020



Source: Budget Statement, MOPSE, UNICEF

Figure 22: National and Subnational Education Financing



Source: Budget Statement, MOPSE, UNICEF

Despite the 85% increase from US\$221 million in 2019 to US\$408 million in 2020, government financing has dropped significantly compared to 2017 levels. As indicated in Figure 22, Government will channel US\$12 million through the Inter-Governmental Fiscal Transfers (devolution funds) to subnational governments, which is equivalent to 2.9% of total education sector financing in 2020 or 2.7% of national resources. This represents 9.5% of the IGFT envelop amounting to ZWL\$2.7 billion or 2% of total education financing. The IGFT funds will mainly target infrastructure improvements in schools.

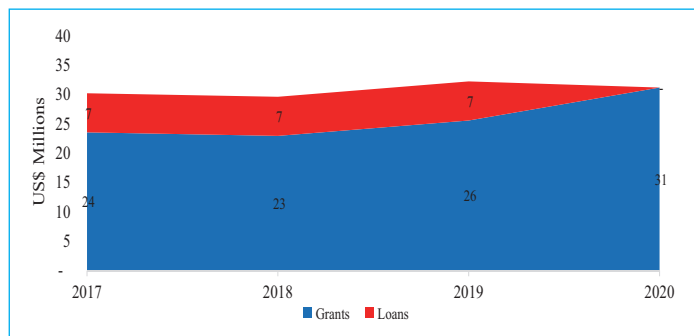
Development Partners support will account for 7% of the education sector financing, channelled through the Education Development Fund and the Global Partnership for Education.

Compared to 2019, development partner financing has increased by 22%, from US\$26 million in 2019 to US\$31 million in 2020

⁹ This is inclusive of both national and subnational governments

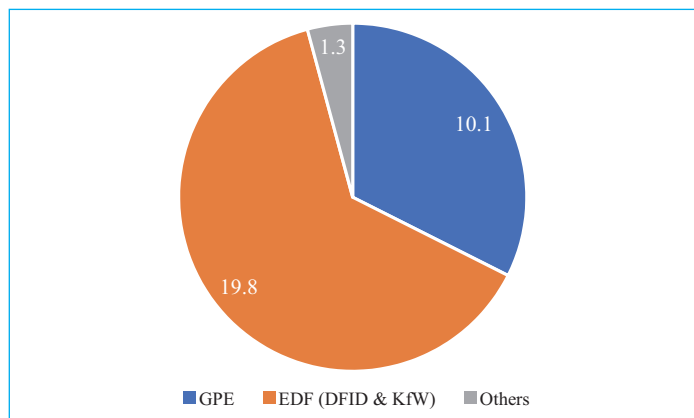
(Figure 23). As highlighted in Figure 22, there are no proceeds from loan financing in 2020, as the drawdowns under the US\$20 million loan financing under the First Education funded by the OPEC Fund for International Development (OFID) has been exhausted. Normalising relations with the international community and finalising the re-engagement process will unlock more resources from international financial institutions.

Figure 23: External Financing by Type, 2017-20



Source: Budget Statement, UNICEF

Figure 24: 2020 Education Donor Financing by Partner (US\$ Millions)



Source: Budget Statement, UNICEF

Confirmed commitments from Development Partners for 2020 amounts to US\$31.2 million. As indicated in Figure 24, the Education Development Fund (EDF) accounts for the 63.4% (US\$19.8 million), Global Partnership for Education (GPE), 32.4% (US\$10.1 million) and 4.2% from other donors.

Key Takeaways

- *Education sector financing has significantly reduced and is inadequate considering the sector needs. With the decline in Development Partner support, increased financing needs as a result of the promulgation of the Education Amendment Act, Government should develop a sustainable education sector financing mechanism, with more bias to innovative domestic financing sources.*
- *Government is also urged to expedite the finalization of the draft School Financing Policy.*





For further information, please contact:
Tawanda Chinembiri
Chief of Social Policy & Research
UNICEF Zimbabwe
Email: tchinembiri@unicef.org
Phone: +263 8677 020888

unicef 

for every child