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Primary & Secondary Education

Budget Brief



Primary and Secondary Education 2018 Budget Brief

Key Messages and Recommendations

- ❖ **Despite being top government priority, overall public investments in primary and secondary education is inadequate.** At 15.8% of the 2018 total budget, the primary and secondary allocation is 6 percentage points lower than the 22% SADC benchmark. Hence the need for government to increase the adequacy of public resources in education, in line with improvement in overall fiscal space.
- ❖ **The education non-wage programs, (learning materials and education infrastructure), are significantly underfunded, accounting for only 6.3% of the total sector budget in 2018.** This has been the historical trend, which has had a negative effect on the quality of education, hence the need for a gradual rebalancing of the expenditure mix to address the funding gaps in infrastructure and learning material for better education outcomes.
- ❖ **Addressing inequalities across and within levels of education should be a key priority for the government.** Only 21% attend Early Childhood Development (ECD), whilst 43% of children completing primary school fail to complete secondary education. Hence, the key considerations for public investments in the sector should focus on: (i) addressing bottlenecks to ECD and net intake in Primary School; (ii) improving transition rates from primary to secondary school; and (iii) supporting improved secondary school completion rates.
- ❖ **Prioritizing ECD remains a key step towards better education outcomes and improved returns on education investments.** However, ECD is allocated 26.7% of the total sector budget for 2018. In light of the critical importance of early childhood education for the overall socio-economic development of the country, and on learning outcomes, education completion of learners, Zimbabwe needs to commit adequate resources towards ECD.
- ❖ **Actual expenditures on education vary from the approved budgets, particularly for non-wage expenditures, which recorded execution rate of below 30% in 2017.** The actual expenditure mix is in itself a source of inefficiencies. Hence, an improved expenditure mix, coupled with better disbursements and enhanced efficiency of expenditures, especially the non-wage component, should be a key policy priority for the Government.
- ❖ **Off budget donor dependency for non-wage expenditure remains the 'Achilles heel' of the government.** On average, donors have consistently provided 4 times more than the government budget for non-wage spending in education. Government would, therefore, need to ramp-up domestic resource mobilisation, including promoting joint ventures and diaspora engagement in education infrastructure improvements.
- ❖ **On account of gaps in public funding, the system is increasingly relying on fees and levies, with implications for equity and quality.** In light of the declining government expenditure on operational costs, schools have been forced to rely heavily on student fees and levies to continue operations. This contributes to disparities as communities that cannot raise fees cannot raise adequate resources.

1. Introduction

This Budget Brief is one of five Briefs that seeks to unpack the 2018 National Budget and its implications for improved child outcomes. The Brief explores the extent to which the education budget allocation, addresses the educational needs of children in Zimbabwe. The Brief analyzes the size and composition of the budget allocations for fiscal year 2018 as well as offer insights into the efficiency, effectiveness, equity and adequacy of past spending in primary and secondary education. The main objective is to synthesize complex budget information so that it is easily understood by stakeholders, and put forth key messages to inform financial decision-making processes and programming for improved education outcomes. The Brief, therefore, focuses on the budget for the Ministry of Primary and Secondary Education (MoPSE), which is mandated to provide basic education in Zimbabwe.

Overview of Sector Performance

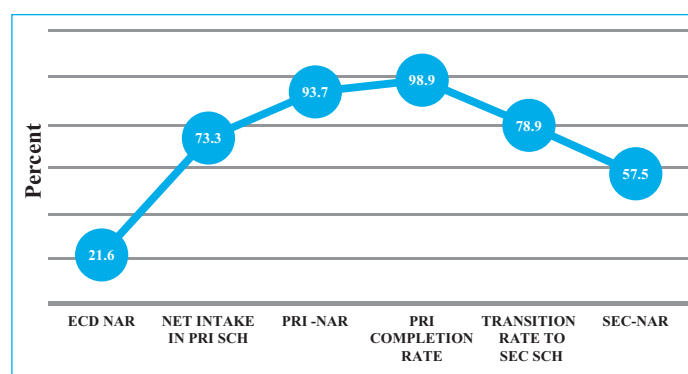
The main thrust for the education sector in 2017 was on reorienting the sector to meet the demands of the new curriculum. The new curriculum places emphasis on science, mathematics as well as technical vocational disciplines across primary and secondary education levels. The adoption and successful implementation of the new curriculum is expected to prepare learners for the challenging and everchanging work environment, whilst at the same time sustaining the quality of learning outcomes.

Following years of sustained investments by government, donors and parents, the sector has recorded commendable improvements in the key education indicators. For instance, in line with the government efforts and commitments towards basic education, the country has achieved high attendance and completion rates, in primary education, of 93.7% and 98.9%, respectively, (MICS 2014).



However, despite this progress, more still needs to be done, particularly on the adequacy and quality of public investments in the sector. Enrolment in secondary schools is yet to reach its full potential at 56.4% in 2016, whilst the transition rate from Grade 7 to lower secondary has averaged 75% over the recent past. Investments in Early Childhood Development (ECD) has been low, translating in lower ECD attendance rates of 21.6% in 2016, (Figure 1).

Figure 1: Key Education Indicators



Source: Multiple Indicator Cluster Survey (MICS), 2014

Inequality Situation

Inequalities persist across the three levels of ECD, primary and secondary education. The impressive primary school indicators have not been matched by corresponding outcomes at both ECD and secondary level owing, in part, to the skewed government investments towards primary education (as shown in Section 3.2). Hence, the key considerations for public investments in the sector should focus on:

- (i) addressing bottlenecks to ECD and net intake in Primary School;
- (ii) improving transition rates from primary to secondary school; and
- (iii) supporting second chance education for the out-of-school child. Addressing these issues will help the country not only achieve inclusivity by guaranteeing every child an opportunity to learn, but also improve the returns on primary level investments.

Key Takeaways

- Following years of sustained investments in education, more still needs to be done, particularly on the adequacy and quality of public investments in the sector.
- Inequalities persists across levels, hence the need for improved, equity focused public investments focusing on addressing low enrollment rates at ECD, transition to secondary and net attendance at secondary level.

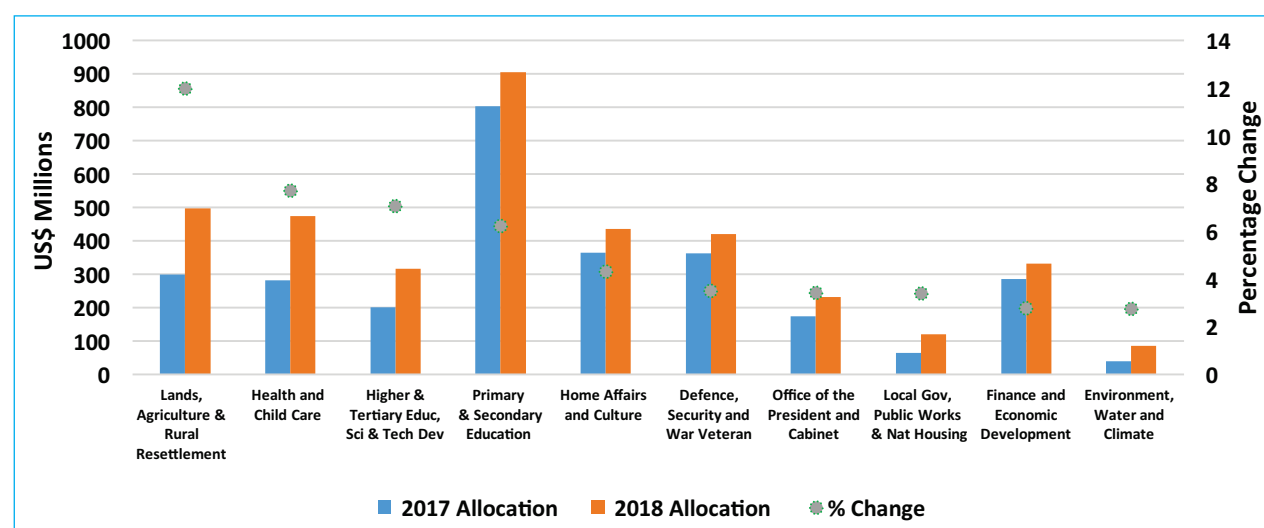
2. The 2018 Education Budget

Size of Allocation

As has always been the case, the MoPSE was allocated the largest share of the National Budget. The MoPSE's allocation for 2018, amounting to US\$905.6 million, (Figure 2). This represents a nominal increase of 12.7% from the US\$803.7 million allocated in 2017. In real terms, the 2018 allocation translates to US\$907.1 million, ~ 9.4% increase from the 2017 allocation. The biggest gainers from the overall budget include Lands, Agriculture and Rural Resettlement (12.0%), Health (7.7%), Higher and Tertiary Education (7.1%), whilst Primary and Secondary (6.2%), completes the top five movers.



Figure 2: Top 10 Priority Allocations to Ministries (2017 Vs 2018)

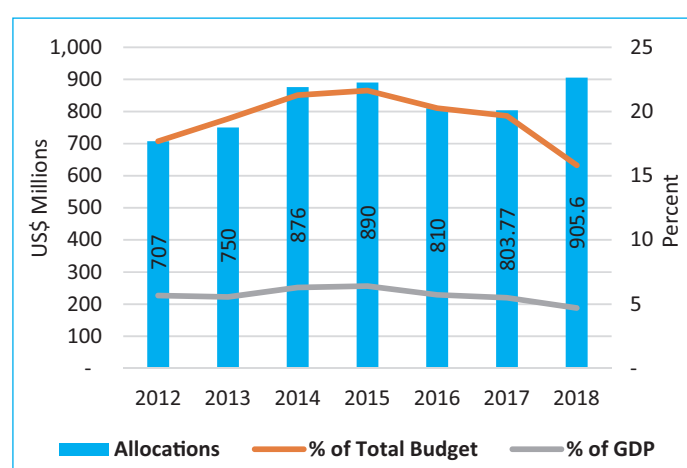


Source: Budget Estimates for the Year Ending December 2018

The nominal increase in the MoPSE allocation was much lower than the increase in the overall budget. Hence, as a share of total expenditure, the allocation for Primary and Secondary Education of 15.8% was lower than the 19.7% in 2017, (Figure 3). Similarly, the 2018 allocation, representing 4.7% of Gross Domestic Product (GDP) is lower than the 5.5% of GDP in 2017.

The sector's 2018 allocation is mainly consumptive and overlooks the infrastructure investments, key in improving the learning environment and hence education outcomes. With US\$848.8 million (93.7%) having been allocated towards the sector's employment costs, only 6.3% (US\$56.8 million) of the budget will be spent on non-wage expenditures including teaching and learning materials.

Figure 3: Trends in Budget Allocations to Pri & Sec Education



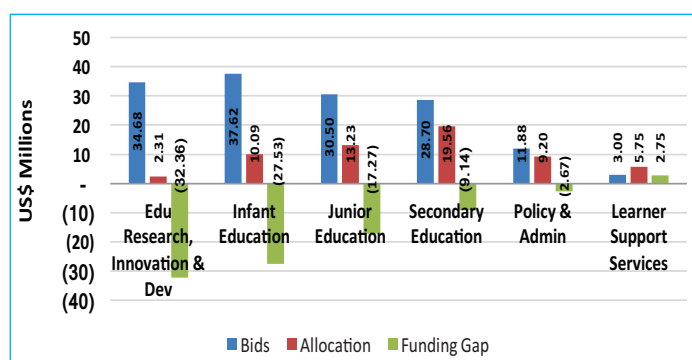
Source: Various Budget Estimates for Year Ending 2012- 2018

This notwithstanding, there has been a significant improvement in the allocation for non-wage programming. Total allocations for non-wage increased from US\$14.8 million in 2017 to US\$56.8 million in 2018. This trend was observed across other Ministries, hence what remains is for the government to translate this commitment into actual and timely disbursements.

However, with a non-wage allocation of US\$56.8 million, the MoPSE's ranking drops from 1 to 11th out of 35 ministries and departments. Therefore, with an estimated total of 8000 schools, and 4 million school children, excluding ECD, the US\$56.8 million allocation translate to US\$2,368.00 per school per term and US\$4.74 per child per term – a slight improvement of US\$1.27 per child per term. Such little investment into areas which contribute to the qualitative aspects of education is worrisome. In view of this, the government is simply transferring the funding burden to community contributions via school development fees/levies.

Furthermore, a significant funding gap remains, despite the increase in non-wage allocation. The non-wage funding gap for 2018 is estimated at US\$86.2 million, representing a 58.9% shortfall. Whilst teacher welfare is an important cog in the delivery of quality education, it needs to be complemented by adequate investments in infrastructure and learning materials. The major funding gaps are in Education Research, Innovation and Development (93.3%), Infant Education (73.2%) and Junior Education (56.6%), (Figure 4). This, inevitably, pose a massive challenge on the part of the Ministry in discharging its mandate and implementing the new education curriculum, therefore undermining the quality of education.

Figure 4: Estimated Non-wage Funding Gaps in Primary and Secondary Education



Source: Portfolio Committee on Education, 2018 Pre-Budget Consultation Report

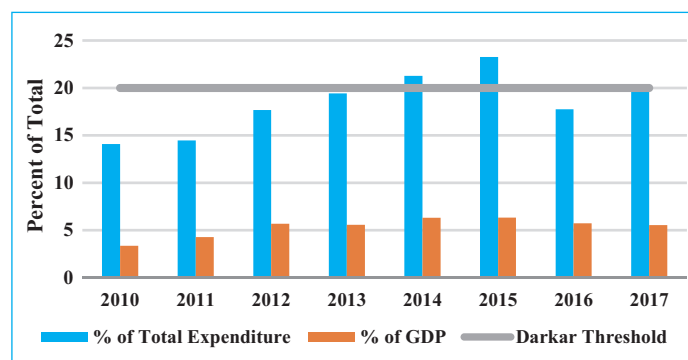
Spending Against Other Countries

The 2018 education allocation falls significantly below international spending thresholds. Despite the increase in allocation, the 2018 commitment falls short of the 20% benchmark set by the Dakar Framework for Education, as well as the 22% Southern African Development Community (SADC) benchmark. Zimbabwe's actual spending in education only exceeded the 20% Dakar Threshold in 2014 (21.2%) and 2015, (23.3%), (Figure 5). However, this notwithstanding, the country is among the biggest spenders in education, with regional countries such as South Africa spending an average of 19.1%, Malawi – 17.2% and Mauritius 15.7% of their total expenditures on education, between 2009 and 2017. As a share of GDP, over the period 2010-2017, average education spending in Zimbabwe amounted 5.3%, compared to South Africa (6%), Malawi (4.5%) and Mauritius (3.8%). However, concern remains on the quality of the spending as over 95% of this actual spending is wage related costs.

Key Takeaways

- The sector's 2018 allocation is mainly consumptive and overlooks the infrastructure investments, calling on the government to improve the expenditure mix towards infrastructure investments for improved learning environment and hence education outcomes.
- Increased non-wage allocation is welcome, but needs to be matched by actual and timely disbursement to achieve the intended education targets.
- Overtime, government would need to increase the size of investments, particularly towards closing the funding gaps in research and development and infant education.
- Public investments in education falls below key spending thresholds, a priority which the government should thrive to achieve.

Figure 5: Trends in Actual Public Spending in Education



Source: Various Budget Estimates for the Year 2010 - 2017

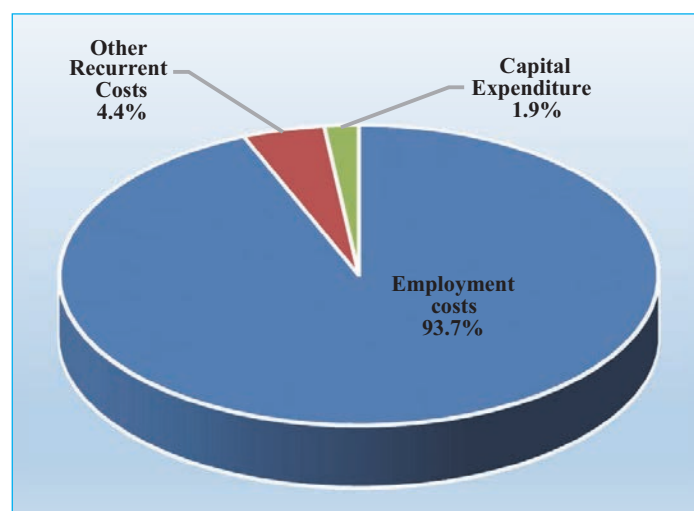
3. Analysis of the Budget by Classification

Composition of the Budget by Economic Classification

Allocative efficiency in Zimbabwe's public expenditure system remains low, particularly in the education sector wherein, the largest share of the resources are channeled towards wage cost. Allocative efficiency entails the capacity to identify key priorities and allocating more resources towards programs that support the overall welfare and the strategic objectives and goals of public spending within a sector. In this instance, allocative efficiency helps answer the question whether the current allocation formula can guarantee the provision of quality education or can a reallocation of resources make the sector more efficient. The analysis below shows that an improvement in the education expenditure mix can help achieve better outcomes for the sector.

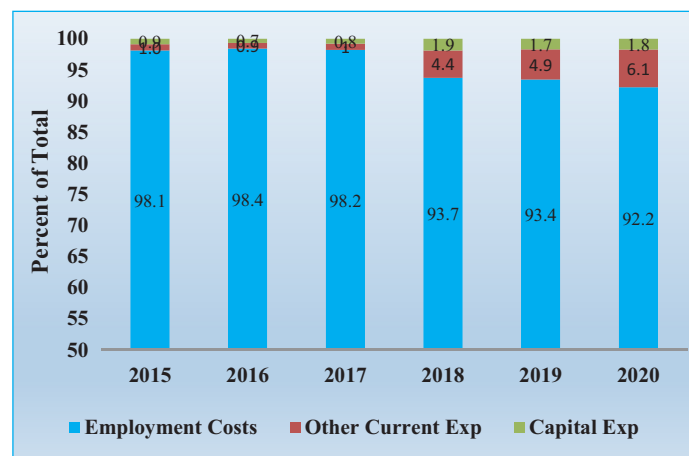
Wage expenditure typically is the largest cost driver within the government budget and worse still, for the education sector. As has always been the case, the 2018 primary and secondary allocation is significantly skewed towards recurrent expenditure, with employment costs accounting for 93.7% of the total allocation, whilst other recurrent and capital expenditures account for 4.4% and 1.9%, respectively, (Figure 6a).

Figure 6a: Composition of the Pr & Sec Education Allocation



Source: Various Budget Estimates for the Year Ending 2015 - 2018

Figure 6b: Trends in the Composition of the Education Allocation

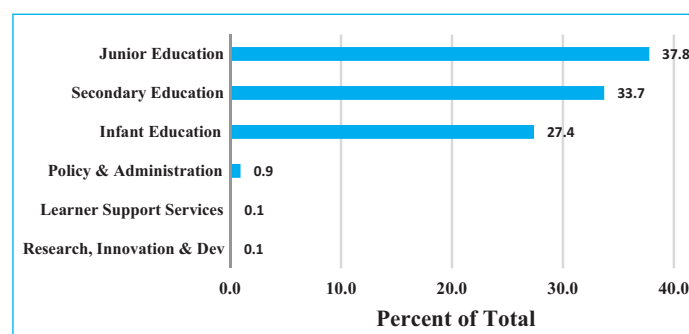


Source: Various Budget Estimates for the Year Ending 2015 - 2018

Whilst there has been a slight improvement in the non-wage allocation, risks to the sector remain high, (Figure 6b). The persistent under-funding of the capital budget has resulted in dilapidation of the school infrastructure and a deficit of 33,636¹ classrooms and 2000 schools nationwide, severely impacting on education outcomes, as children are forced to 'hot-sit' (double sessions), and often, overcrowded. This is further fueling the deprivations and inequities that Zimbabwean children face.

Further exploring the distribution of the employment costs shows that Junior education (grades 1-7) accounts for a disproportionately high share of the sector's employment costs. Employment costs for Junior Education of US\$320.6 million accounts for 37.8% of the sector's total wage costs, (Figure 7). This is mainly given the fact that primary schools constitute 68.4% of the 8,832 schools in Zimbabwe. Secondary education and infant education, accounts for 33.7% and 27.4%, respectively. The remaining 1.1% of the employment costs will be incurred in research, innovations & development, Learner support and policy administration, (Figure 7).

Figure 7: Distribution of Employment Costs Allocation by Program in 2018



Source: Budget Estimates for the Year Ending December 2018

¹ Education Sector Strategic Plan (2016- 2020)

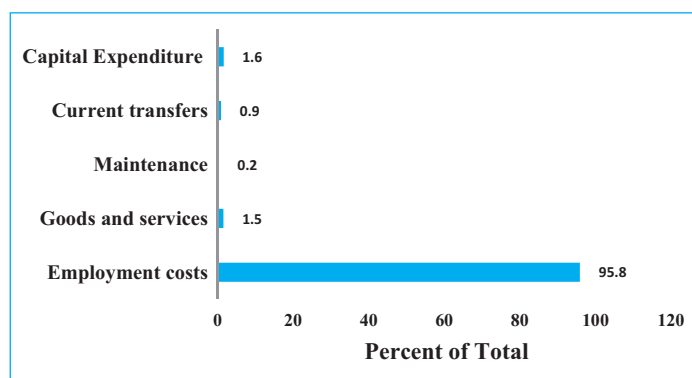
Despite wage expenditure accounting for almost the entire budget, the sector faces a staffing gap of 9,909 teachers, most of which are at the ECD level. This can be attributed to measures put in place by the government to contain total wage costs by enforcing a freeze on the recruitment of staff. The net effect of this has been over-crowding, with the teacher-pupil ratios exceeding the target across all grades. For instance, the student classroom ratio in government schools averages 45 for primary and secondary levels, against national targets of 40 and 35 pupils per teacher, respectively.

Composition of the Budget by Level of Education

Infant Education

Allocations towards infant education have been increasing over time. Infant education was allocated US\$242.6 million, a 13.1% nominal increase from US\$214.4 million in 2017. This represents 26.7% of the total primary and secondary budget allocation. Almost the entire budget will be spent on teaching and learning material (US\$241.3 million), of which employment costs accounts for 95.8%, (Figure 8). The capital budget catering for ECD infrastructure was allocated US\$3.7 million from US\$690,000.00 allocated in 2017. This will support the construction of age appropriate infrastructure as well as rehabilitation of existing infrastructure, focusing on underprivileged Communities.

Figure 8: Composition of the Infant Education Allocation by Economic Classification for 2018



Source: Budget Estimates for the Year Ending December 2018

Despite this increase, more resources are still required to address the infrastructure and human resources deficit at ECD level. Currently, 46.1% of the class room deficit nation-wide is attributed to ECD. In addition, only 35% of the schools have age appropriate furniture for ECD, whilst only 27% have purpose built ECD classrooms.

Equally important is the need to address the human resources gap in ECD. The 2018 National Budget indicated that government will not be recruiting the required additional 5,907 teachers for ECD. Whilst this would-be a saving of US\$36 million, on the government, the burden of providing ECD schooling services will be borne by parents and communities, hence further excluding children from the vulnerable families, who may not afford the cost of ECD.

The underfunding of ECD will only serve to widen inequalities and negatively affect school readiness and overall education outcomes for children. MICS 2014 noted that only 21.6% of children aged 36-59 months attended an organised ECD programme. By not adequately investing in ECD, the government and in deed the country will miss out on the returns to ECD investments. There is substantial international evidence that suggests investment in ECD generates a higher return on investment than the same spending on primary or secondary education, (Heckman and LaFontaine (2007)). It is thus critical that the country maintains its commitment to early childhood education, for better outcomes for the children and country through better returns from quality human capital.

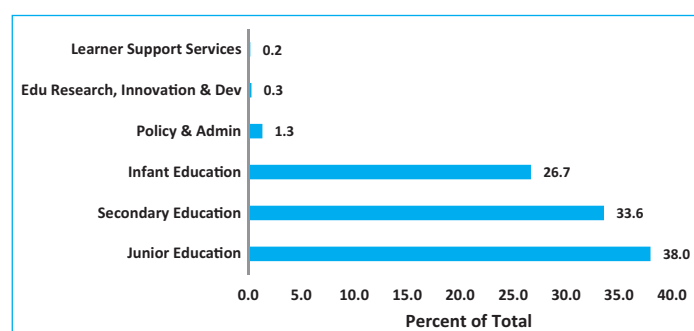


Junior Education

Junior Education remains the most funded of the MoPSE subsectors. Junior Education (grades 1-7) was allocated US\$333.9 million~ 36.9% of the Ministry's total budget. The sub-sector, will also benefit from US\$9.2 million in retained funds-collected at the school level, hence total resources of US\$343.1 million. Priorities for Junior Education in 2018, included the implementation of the new Curriculum, with an allocation of US\$12.1 million towards the procurement of teaching and learning materials. A further US\$6.3 million was allocated towards the rehabilitation and construction of schools in newly resettled areas and new urban settlements. Of the allocation, 99.7% will be spent on teaching and learning materials with employment costs accounting for 93.5% of total resources.

On a programme basis, Junior education receives the highest allocation of 38% of the total budget (Figure 9). Given that 93.7% of the primary and secondary budget is consumed by employment costs, the high allocation towards junior education is a mere reflection of the size of teaching and administration staff within the sub-sector. Thirty four percent of the education budget was allocated towards Secondary Education, whilst Infant Education account for 26.7% of the sector allocation.

Figure 9: Pri & Sec Education 2018 Budget Allocations by Programmes



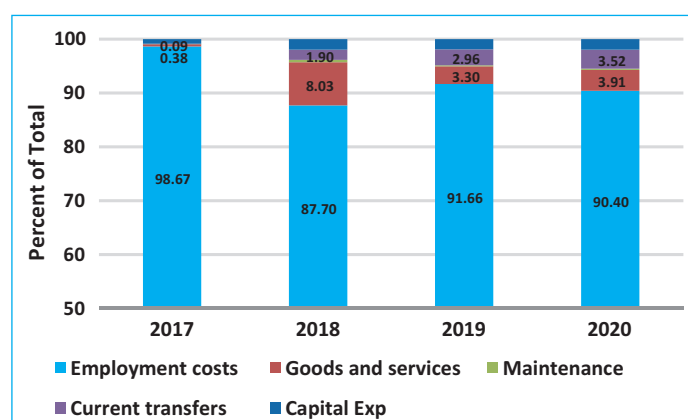
Source: Budget Estimates for the Year Ending December 2018

The high employment costs inevitably, crowding out critical investments that contribute to improved learning environment for children and hence outcomes. For instance, by end-2017 only 20% of schools used ICTs for learning, the average teacher pupil ratio remains at a high of 1:45 whilst the pupil-textbook ratio is at 1:3². The textbook-pupil ratio is based on the old curriculum and could have worsened with the new requirements for new textbooks under the new curriculum, making the provision of textbooks a major priority for the Government, particularly the poor schools.

Secondary Education

The Secondary subsector was allocated the second largest share of the MoPSE allocation. Secondary Education was allocated US\$305.8 million~ 33.8% of the Ministry's total budget. With an additional US\$20.6 million retained funds-collected at the school level, total resources for secondary education will amount to US\$326.4 million. Key priorities for Secondary Education included the procurement of requisite teaching and learning materials for the new curriculum at US\$12.1 million, infrastructure improvements, including specialist rooms for technical and vocational subjects, (US\$5.8 million) and promotion of science subjects under the STEM initiative (US\$27.5 million). Of the total secondary education allocation, 99.5% will be spent on teaching and learning materials. Of this, employment costs will account for 87.7%, from 98.7% in 2017, (Figure 10).

Figure 10: Trends in the Allocations to Secondary Education



Source: Budget Estimates for the Year Ending December 2018

The quality of secondary education remains low. Whilst the country has done well at A'Level, where passrates average 91%, a lot still needs to be done at O'Level, with a passrate of 32% in 2017. In addition to overcrowding at secondary level, it is worth noting that the average textbook- pupil ratio stood at 1:8 at O'level. Additional public resources would thus be needed to address the twin deficit of infrastructure and textbooks.

Learner Support Services

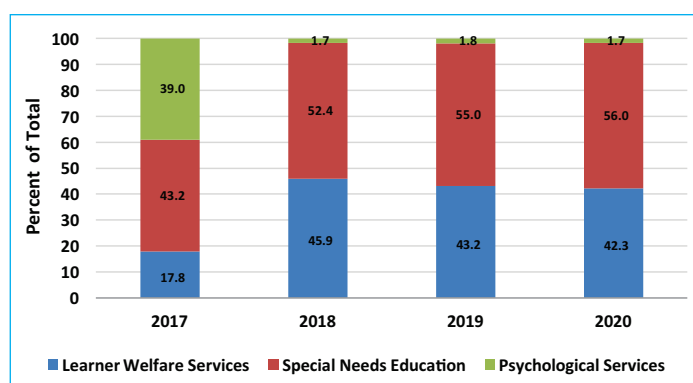
In line with the increased Ministry budget, Learner Support allocation for 2018 is higher than 2017. Learner support programme was allocated a total of US\$6.7 million~ 0.7% of the Ministry's total budget. As a share of the Ministry's total budget, this represents a 0.5 percentage point increase from the US\$1.4 million allocated in 2017. Of the US\$6.7 million allocation, US\$5.7 million will be channeled towards the procurement of hearing aids and braille support services to learners with visual

² 2018 Estimates of Expenditures page 227

impairment; development of sign language and braille teaching and learning resource materials; provision of psychological services; and provision of supplementary feeding programmes. A combined US\$98.3 million will be used on Learner Welfare Services and Special Needs Education, (Figure 11), whilst 82.8% of the budget will be spent on goods and services, with employment costs accounting for 13.9%, (Figure 11). An important program aiming to increase inclusive access, retention and achievement of academic and skills development of learners.

In addition to Learner Support, the government, through the Ministry of Labour and Social Services, provides funding for orphans and vulnerable children (OVC), through the Basic Education Assistance Module (BEAM). Beam was allocated US\$20 million to cater for 500,000 OVCs. This is discussed in detail in the Social Protection Budget Brief.

Figure 11: Composition of Learner Support Services Allocation



Source: Budget Estimates for the Year Ending December 2018

Key Takeaways

- Wage expenditure typically is the largest cost driver for the education sector, which is a major source of inefficiencies in the sector, hence the need for a gradual rebalancing of the expenditure mix.
- The improvement in the non-wage allocation still falls short of addressing the infrastructure deficit in the sector, further fueling the deprivations and inequities that Zimbabwean children face
- Equally important is the need to address the human resources gap in ECD. Continued underfunding of ECD will only serve to widen inequalities and negatively affect school readiness and overall education outcomes for children.

4. Budget Performance Against Commitments

2017 Budget Performance

Actual spending in the education sector has mainly reflected the government's wage expenditures in the sector. Given that the education budget is almost entirely consumed by employment cost and with government prioritizing the payment of wages and salaries, overall execution rate is high compared to other sectors. Whilst data for the full 2017 is not available, as at end-October 2017, 80.2% of the Ministry's budget had been disbursed. This is highly influenced by the employment costs, with a disbursement rate of 81.1%, (Table 1) of the allocated budget and 108.8% of employment budget for 9 months, for which the education sector had been paid.

Table 1: Budget Disbursements to MoPSE as at end September 2017

	2017 Allocation US\$ Millions	Expenditure to Sept 2017 UD\$ Millions	Execution Rate %	Share of Total (Act) %
Employment Costs	789.0	639.5	81.1	99.2
Goods and Services	5.9	2.8	47.9	0.4
Maintenance	0.9	0.3	38.3	0.1
Current Transfers	1.2		0.0	0.0
Capital Expenditure	6.8	1.7	25.1	0.3
Total	803.8	644.4	80.2	100.0

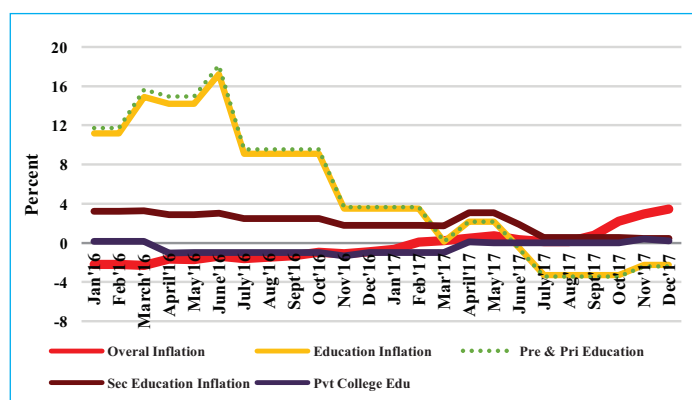
Source: Budget Estimates for the Year Ending December 2018

Employment cost overruns, crowded out non-wage spending resulting in lower spending of the non-salary items. Capital expenditures, only realized a meagre 25.1% disbursement rate, accounting for 0.3% of total disbursements. Hence, with regards to per capita non-wage actual spending amounts to US\$0.61 cents, per child per term, working against the need to achieve better education outcomes. This expenditure mix is in itself, a source of inefficiencies, hence the need to re-balance the expenditure mix. There is scope to improve both allocative efficiency (*doing the right things*) and technical efficiency (*doing things right*), within the sector and allocations of the overall budget. For instance, by September 2017, the government had spent US\$43.5 million on foreign travel alone, (9 folds the education non-wage expenditure). The government needs to demonstrate results for this huge travels expenditure, which could be channeled to education.

Cost of Education Services

Education inflation outstripped overall inflation in 2016 and the first half of 2017. This means on a Year on Year (YoY) basis, the costs of education materials were increasing at a much higher rate averaging 10.5% compared to -1.6% for overall inflation, (Figure 12). The major driver of the high and volatile cost of education has been due to price increases from pre-and primary education materials and fees. This can be a major deterrent to access at pre-and- primary education, as parents will be required to fork out more to support the education of their children, which most vulnerable families may not be able to afford. Whilst schools are not allowed to send children away for failing to pay fees, the associated trauma and lack of books, examination fees or uniforms, may force children to quit school.

Figure 12: Trends in Education Inflation



Source: ZIMSTAT Monthly Inflation Updates, 2016 - 2017

However, education inflation has been trending downwards since June 2016, because of the declining pre-primary and primary education inflation, which fell from the peak of 18.1% in June 2016 to -2.4% in December 2017. Secondary education and private college inflation has remained relatively stable averaging below 2% in 2017, (Figure 2). The overall downward trend in education inflation is a positive development in improvement in access to education, particularly among the poor and marginalized children.

Key Takeaways

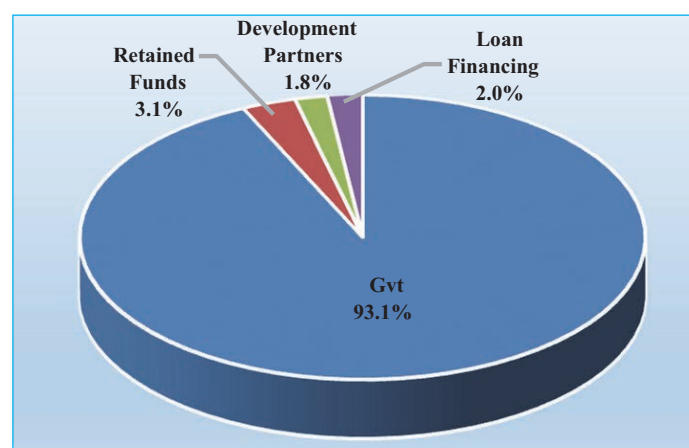
- Employment costs overruns continue to crowd-out non-wage spending resulting in lower spending in non-salary items. There is great scope for government to improve both allocative and technical efficiency for better education outcomes.
- Declining education inflation helps creates a conducive environment for improved access, including the vulnerable children, to adequate learning materials and uniforms.

5. Education Sector Financing

Public Resources

Total resources for education increased in 2018 compared to 2017. The 2018 Budget estimates total resources for primary and secondary education at US\$973.1 million, a 16.6% increase from the US\$834 million in 2017. Of the US\$973.1 million, 93.1% will be financed from the budget, whilst 3.1% will be sourced from retained statutory fees collected by departments within the sector, loan financing and development partners will weigh in with 2% (US\$19.6 million) and 1.8% (US\$18 million), respectively, (Figure 13).

Figure 13: Composition of Total Resources for Education



Source: ZIMSTAT Monthly Inflation Updates, 2016 - 2017

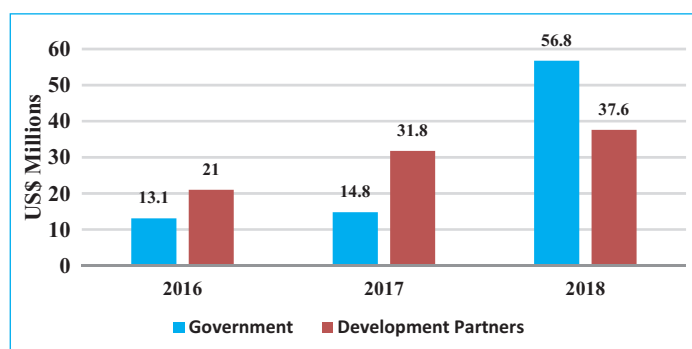
Development Partners Support

It is worth noting that development partners have been playing a key role in supporting the education sector and other social sectors, particularly with regards to non-wage spending. Most funding for the sector, by partners has not been channeled direct to programs and hence is not reflected in the country's Public Financial Management System (PFMS). However, work is underway to activate the grants module within the PFMS to be able to record and report on development partner support even those going directly to programs. UNICEF, along with other development partners, is supporting this process.

Development Partners have continued to rely on pooled funding mechanisms such as the Education Development Fund (EDF) to support the education sector. For example, in 2017 estimates show that government non-wage spending in primary and secondary education amounted to US\$14.8 million compared to the combined US\$31.8million under EDF and the

GPE, (Figure 14). In 2018, development partners through EDF, GPE and OPEC Fund will contribute a combined US\$37.6 million to the US\$56.8 million for non-wage education expenditures. The OPEC fund financed the construction of 11 primary and 6 secondary schools. It is estimated that there are more donor resources going direct to programmes US\$40-50 million³ annually, but not being accounted for in the Government budget, making it difficult to quantify such. A strategy to improve accountability, transparency and donor coordination would be needed as a matter of urgency to help account and report on all resources to the education sector.

Figure 14: Trends in Non-wage Spending in Pri & Sec Education



Source: Budget Estimates for the Year Ending December 2018

User fees

Parents and communities have, over a long time, demonstrated commitment to complement Government efforts to provide education services. According to the 2014 EMIS, the median school fee paid by households is US\$40 per year per primary pupil, and US\$95 per year per secondary pupil. This amount varies widely, however, based on the type and location of the school. The reliance on private fees has grown in recent years, putting additional pressure on households unable to afford these payments. Moreso, with the recent move by the government to reduce funding for ECD, this heightens the risk of students dropping out of school.

Total private resources for education are quite substantial and have helped sustain the education sector in Zimbabwe, particularly the non-wage expenditures. Whilst recent data is not available, estimates show that in 2014 total private financing reached US\$779 million, compared to US\$787 million from national budget. Whilst this, together with development partner support, has helped sustain improved education outcomes, reliance on off budget financing remains a big risk for Zimbabwe's education sector.

Key Takeaways

- Donor funding has historically accounted for the majority of non-wage spending in the education. However, the tide is quickly turning, and there is urgent need to identify domestic resources to cover the growing gap.
- Most funding from development partners is going direct to programs, precluding government channels, mainly on account of weak public financial management systems. Therefore, Zimbabwe needs to strengthen its public financial management to improve direct budget support for better outcomes through improved targeting of resources.
- The reliance on private fees has grown in recent years, putting additional pressure on households unable to afford these payments. Moreso, with the recent move by the government to reduce funding for ECD, this heightens the risk of students dropping out of school, thereby widening inequalities.



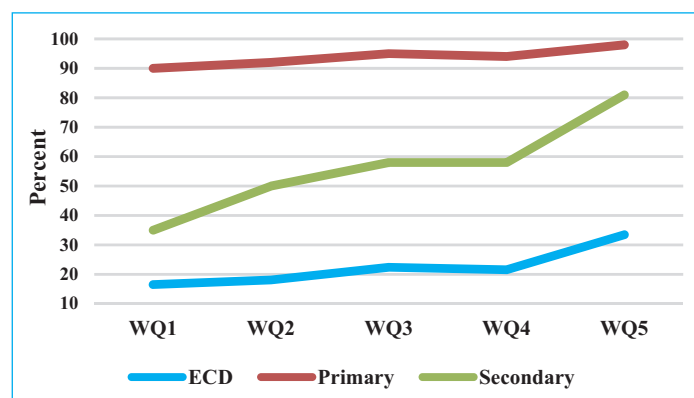
³ Zimbabwe Public Expenditure Review, Vol 4 Primary and Secondary Education 2017, jointly prepared by Government and World Bank

6. Equity Considerations in Education Spending

Achieving equality in education should be a key priority of any government. However, Zimbabwe's budgeting system is centralized, making it difficult to view the budget by province or individual districts. It would thus be important for the MoPSE to have its budget allocations disaggregated at district level, to facilitate equity analysis.

Zimbabwe has made considerable progress for its children in education, though there are significant equity gaps. Inequalities are evident across levels and within levels of education. For instance, there are high Net Attendance Ratio (NAR) at primary compared to both ECD and Secondary levels, (Figure 15). Put simply, the chance to be enrolled in primary education is almost the same for every child, across the different income groupings. This is however not the same at ECD and secondary levels. At ECD, the NAR for the poorest is 16.5% compared to 33.5% for the richest quintile, (Figure 15).

Figure 15: NAR at Different Levels of Education in 2014



Source: MICS 2014

For secondary education, there are high inequalities, which is an indication of the economic imbalance in access to secondary education in Zimbabwe. NAR for secondary for the poorest quintile is 35% compared to 81% for the richest quintile. Rightly so, the secondary education dropouts are concentrated in the poorer wealth quintiles. In many parts of the country, access to education is affected by inadequate infrastructure, particularly at both ECD and secondary level, who suffer significant deficits with regards to classrooms - 30% compared to 23% for primary, whilst ECD constitutes the remainder. Therefore, addressing the infrastructure gap through increased public financing would be key in addressing inequalities faced by the children.

Key Takeaways

- Achieving equality in education should be a key priority of any government. However, inequalities are evident across levels and within levels of education, calling upon the need for equity focused public investments in education.
- It would be important for the MoPSE to have its budget allocations disaggregated at district level, to facilitate equity analysis"

List of Acronyms

BEAM	Basic Education Assisted Module
ECD	Early Childhood Development
EDF	Education Development Fund
EMIS	Education Management Information System
GDP	Gross Domestic Product
MICS	Multiple Indicator Cluster Survey
MoPSE	Ministry of Primary and Secondary Education
NAR	Net Attendants Ratio
OVCs	Orphans and Vulnerable Children
YoY	Year on Year

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