



# ZIMBABWE ACCELERATED LEARNING PROGRAMME (ZALP)

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**Giving Out-of-School Children a Second-chance**



*"I dropped out-of-school after losing both my parents. Things were very difficult and we found it hard to make ends meet, but life had to go on. I moved to town and stayed with my 21 year-old-sister, and to put food on the table I sold airtime. I had to assume the role of a breadwinner at age 13. My hopes and dreams to continue to go to school were shattered because of financial hardships. But then in 2013, a programme that allowed me to enter a primary school for free came right to my doorstep. It felt so good to be back in school after a long time. I felt like a child again! I am now at school together with other children. I feel at peace and safe knowing I am off the streets." (ZALP student, age 16)<sup>1</sup>*

## I. OVERVIEW

Between 2013 and 2015, World Education's Bantwana Initiative (WEI/B), with support from UNICEF and in partnership with the Ministry of Primary and Secondary Education (MoPSE), piloted a two-year Zimbabwe Accelerated Learning Programme (ZALP). ZALP aimed to identify out-of-school learners and prepare them to 'catch-up' to their peers through accelerated learning approaches, in order to re-integrate them into the formal school system.

WEI/B sought to document the ZALP processes and outcomes across the life of the programme to determine whether the piloted model is a sustainable approach for providing second-chance education to out-of-school children across Zimbabwe. To this end, extensive project monitoring data was collected and documented throughout the two-year implementation period. In addition, in March 2015, researchers interviewed more than 60 stakeholders, visiting districts and schools where the ZALP programme was being successfully implemented.<sup>2</sup>

This information is presented in this document to offer a narrative and evidence base with regards to how the ZALP model has worked to date. The intention is to share information on the key elements of implementation, its successes and achievements, and to capture promising practices. It outlines lessons learned and provides strategic and forward-looking recommendations for expanding the provision of second-chance education in Zimbabwe.

## II. SECOND-CHANCE EDUCATION IN ZIMBABWE

Zimbabwe's education system, once considered a model for other African countries, has been steadily declining over the last decade. The Education Medium Term Plan (EMTP) 2011-2015 states that, due to a number of complex challenges facing the country, there is a need for the Ministry of Primary and Secondary Education (MoPSE) to 'strengthen support to those learners with greatest need' and to initiate 'catch-up' and 'second-chance education' programmes.

Widespread poverty, the recent economic crisis, limited financing of the education sector, as well as school fees and levies that parents and guardians struggle to afford have all been identified as significant barriers both to enrolment and to regular school attendance among school children in Zimbabwe. Hence, over the past decade, Zimbabwe has seen a reduction in primary school enrolment rates, an increase in school dropout rates, and a decline in transition rates to secondary school.

MoPSE statistics indicate that: 10-15% of Zimbabwe's children have never attended primary school; the pass rates for Grade 7 examinations declined from 70% in 2006 to less than 40% in 2009; and, only 68% of children who complete primary education successfully transition to secondary school. It is estimated that hundreds of thousands of learners are now out-of-school.<sup>3</sup> Moreover, the government has recognized that if this decline in education enrolment and retention persists, Zimbabwe is at risk of not achieving the goal of Education for All (EFA) or meeting the Millennium Development Goal 2 (MDG2), which targets Universal Primary Education (UPE) by 2015.

<sup>1</sup>Throughout this document the reader will find quotes from participants in the field research conducted for this case study in March 2015.

Names are omitted to protect participants' privacy.

<sup>2</sup>The visits to the schools and districts considered to be implementing ZALP successfully were decided upon jointly by the main implementers of the program: WEI/B, UNICEF, and MoPSE. This was based on monitoring data and previous visits to the ZALP sites by project team members.

<sup>3</sup>The EMTP (2011-2015) estimates that 300,000 to 350,000 school age children and young people are currently out-of-school. Latest statistics from the draft National Assessment on Out-of-School Children (2014), however, indicate a much higher estimate of 832,000 children aged 3-18 years being out-of-school.

In 2009, in response to the already high and increasing numbers of out-of-school children, along with the call for action laid out in the Education Medium Term Plan, WEI/B, in collaboration with OSI-SA, GIZ, and curriculum experts within the MoPSE, developed and piloted an innovative model for second-chance education called Out-of-School Study Groups (OSSGs). WEI/B worked with the Government Primary Correspondence School to develop a group-study mechanism and standardised set of lessons that could be administered by community volunteers and had strong links with the formal primary school curriculum. The learning materials developed were based on an already existing nonformal education programme, the Zimbabwe Adult Basic Education Course (ZABEC), a primary school programme designed mainly for adults aiming to take the Grade 7 national examinations.

This newly-designed study group mechanism offered second-chance education to children and youth through an accelerated learning programme and supported the re-integration of out-of-school learners into primary schools. In addition, a small pilot of the accelerated learning programme was carried out in six primary schools, which leveraged the same accelerated learning programme curriculum, but worked through teachers and existing school district structures. The lessons learned from this pilot, as well as through the OSSG sites, provided critical information and experience towards the development of a national second-chance education programme - ZALP.

In 2015, as a result of evidence developed under the ZALP project, Zimbabwe launched its first nonformal education (NFE) policy, marking the culmination of five years of advocacy by WEI/B with MoPSE. Prior to the WEI/B pilot of the OSSG model for out-of-school children in 2009, there was no national recognition of the magnitude of the number of out-of-school children in Zimbabwe. The overwhelming number of primary school-aged children that responded to community sensitization meetings for the project indicated the urgent need to capture and re-integrate this potentially 'lost' generation into the education system. The OSSG model effectively became the first tool to flush out these out-of-school children and offer them affordable and accessible second-chance education. In 2014, following the implementation of the ZALP project, WEI/B and the Zimbabwe Farmers' Union were invited by MoPSE to contribute to the development of the Nonformal Education policy. This policy was finalized and launched in March 2015, in a ceremony led by The Honourable Lazarus Dokora, Minister of Primary and Secondary Education.

### III. ZIMBABWE ACCELERATED LEARNING PROGRAMME (ZALP) MODEL

*"The reason why this programme [ZALP] has succeeded is because the problem—out-of-school children—is such a reality here in Zimbabwe. Despite the lack of exact statistics, it is evident that many children are not attending school, so it was easy to convince people to take it on board. When planning the best approach to use to get kids back to school, we looked at other countries' models. Accelerated learning became the center stage. This programme offers a second-chance at life to a number of children whose lives were condemned to poverty, and these kids [in the programme] are proving to be very good students!" (WEI/B, Education Manager)*

ZALP is an accelerated learning model designed for out-of-school learners and is carried out within the broad mandate of MoPSE's Nonformal Education Division. It is implemented by WEI/B through a strategic partnership with a consortium of partners (See Appendix 1) that covers the entire country.<sup>4</sup> The goal of ZALP was to identify at least 30,000 out-of-school learners, and to prepare them to 'catch-up' to their peers through accelerated learning approaches for re-integration into the formal school system.

WEI/B designed strategies and activities to achieve four main objectives:

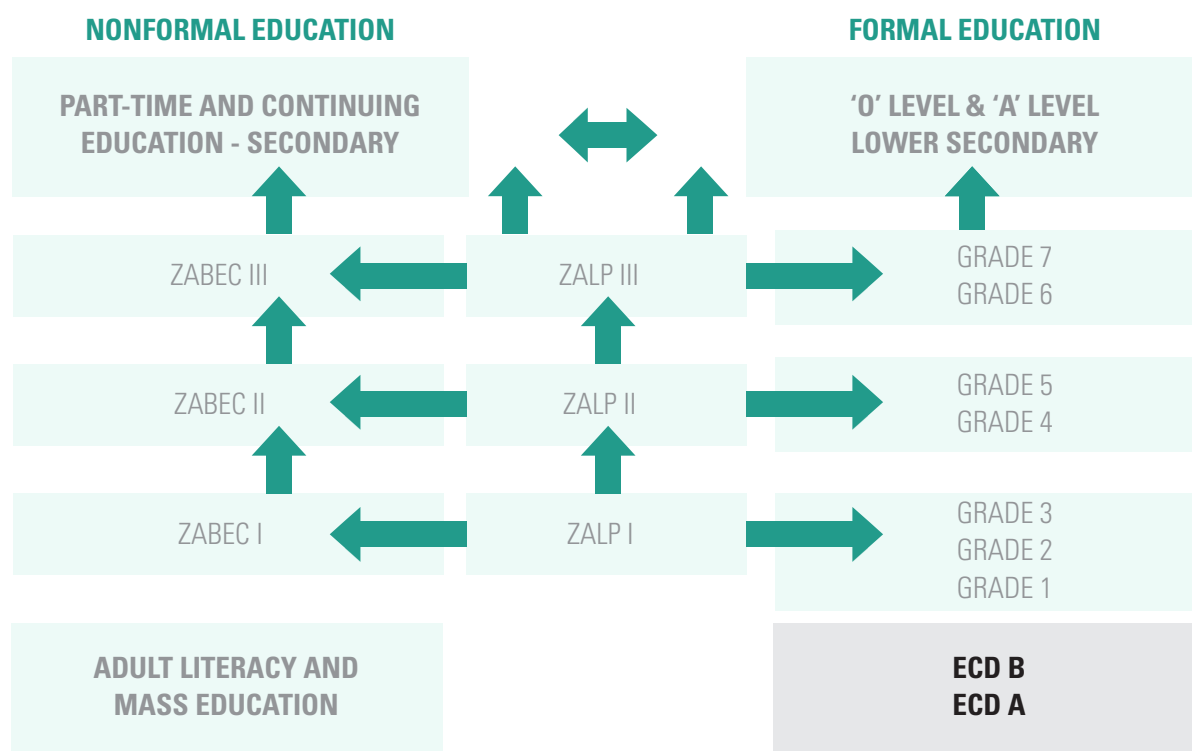
- Build capacity of schools to re-integrate 30,000 out-of-school learners
- Strengthen nonformal education delivery to support second-chance education
- Expand nonformal basic education opportunities that link to formal delivery structures
- Test and finalise the ZALP curriculum and link it to MoPSE Curriculum Development Unit (CDU) standards and guidelines

Implementing NFE programmes for out-of-school learners and using accelerated learning methods are not new to Zimbabwe. Government-initiated NFE programmes that equip learners with basic education as well as technical skills, have been going on for several years.<sup>5</sup> However, ZALP is unique in that it specifically targets young children (ages 9-18) and enables learners of the right age to 'catch-up' and re-join learners of the same (or near) age group in the formal

<sup>4</sup>ZALP consortium partners: Mavambo Orphan Care (Mavambo), Northern Region; Chiedza Child Care Centre (Chiedza), Central Region; Family AIDS Caring Trust (FACT) Mutare, Eastern Region; WEI/B Bulawayo and Organization of Rural Association for Progress (ORAP), Southern Region

<sup>5</sup>NFE programmes include: Zimbabwe Adult Basic Education Course (ZABEC) - a primary school programme for adults leading to Grade 7 examinations; Part-Time Continuing Education (PTCE) - afternoon or evening classes offered for those pursuing secondary education; Open and Distance Learning (ODL)

## ZIMBABWE ACCELERATED LEARNING PROGRAMME (ZALP) IN CONTEXT



*ZALP model: As learners complete different Levels (I, II, and III) they are either reintegrated into formal schooling*

primary education system. Other NFE programmes in Zimbabwe, while offering basic education for youth, have not aimed specifically to bring children back to school with their peers. Indeed, one of the most significant findings from the ZALP pilot programme, as viewed by both education officials and beneficiaries, is the positive impact that linking out-of-school children to the formal school system has had on students, schools, and communities.

*"A real benefit of ZALP is that we see these learners participating in all school activities and some ZALP learners are even given leadership positions in the school. It shows that if given a chance they can perform well, and not just in academics but they learn how to behave and socialise. Their moral development is enhanced at school and our facilitators talk a lot about this. With ZALP, the opportunity to mix and share the same facilities, books, and to participate in school programmes, like sports, is very different from other NFE programmes."* (District Education Officer)

*"We feel part of the school because we use the same classrooms, wear the same uniform, are taught by the same teachers and go for sports as the other formal children at our school. It is great to be in school!"* (ZALP Learner, Level 3)

### ZALP CONTEXT

The commencement of the ZALP programme coincided with the national elections (July 2013), which resulted in some delays in programme implementation. One ZALP-identified province (Matebeleland South) conducted the first provincial launch of the programme as a community sensitisation and buy-in strategy. An estimated 2,300 people, 1,500 of whom were children, attended the launch.<sup>6</sup> This provincial launch of ZALP was seen as a sign of the commitment of all stakeholders within the province to contribute to government efforts towards Education For All by 2015.

Implementing partners across the country conducted a series of provincial-level meetings with the Provincial Education Directors (PEDs), District Education Officers (DEOs), Provincial Education

<sup>6</sup>The launch was attended by representatives from several government ministries; community leaders including chiefs; caregivers, church members, teachers and district officials; and children.

*"To me, a senior official in the Ministry, ZALP has shown us that we need to be humane through and through. We needed to realise there are kids out there who need and want to be in school, and they all need to be looked at the same."*

*"We had learned about ZALP through our partner, and we had thought about it, and talked to our communities about it, and we knew we were ready to run with it. So we lobbied for the launch [of ZALP] to be here in our province."*

*"The incredible support we had, and the number of people who came to the launch surprised everyone. They recognized the value of the program then."*  
(Deputy Provincial Education Director)

Inspectors (PEIs), District Literacy Coordinators (DLCs), and other education officials and stakeholders. This regional buy-in approach enabled the programme to be implemented effectively, thanks to various stakeholders who embraced the programme and supported implementation locally.

## ZALP STRATEGIES

ZALP capitalised on using existing materials, infrastructure and human resources as a key strategy for achieving 'catch-up' learning. ZALP sites were established in existing primary schools, which provided ZALP learners with access to textbooks, incumbent teachers, classrooms/learning space and other learning materials used in the formal education system. ZALP students participated in the 'catch-up' classes at the formal schools, in afternoon sessions for two hours per session.<sup>7</sup>

ZALP Core Principles (at right) guided the direction of the project, and provided facilitators and administrators with a framework within which to provide second-chance education.

ZALP uses a compressed syllabus/curriculum, which divides the current seven-year primary cycle into three levels, namely Level 1 (Grades 1 to 3), Level 2 (Grades 4 and 5) and Level 3 (Grades 6 and 7). The main teaching and learning materials are the standard approved textbooks already in schools; however, the methods used by ZALP teachers are significantly different, as the programme/curriculum is accelerated.

## ZALP CORE PRINCIPLES

- Use placement tests in order to group the learners into appropriate levels of learning
- Offer a flexible time table and use learner-centred, participatory teaching/learning approaches to accommodate learners with varying abilities, different levels of attainment, different ages as well as those learners with special learning needs
- Offer counseling and support where necessary
- Involve the school and the wider community in extra-curricular activities for ZALP learners
- Re-integrate the learners into mainstream classes as soon as possible (using continuous assessment and progress tests)
- Arrange for learners between the ages of 9 and 18 years, who may not re-integrate into schools, to continue their studies and write the Grade 7 examinations

ZALP engages existing government primary school teachers and heads, who go on to be trained in accelerated learning and teaching methods. Trained teachers and supervisors are compensated through a monthly allowance.

Given the divergent backgrounds and skill levels of ZALP learners, the need to standardise ZALP teaching skills and to prepare teachers and supervisors to effectively manage the educational and psychosocial needs of these children was recognised from the outset. Hence, WEI/B developed a draft ZALP Teachers' Handbook and ZALP Master Trainers' Guide to provide ZALP teachers with the requisite knowledge, skills, and teaching techniques to effectively oversee and manage multi-level classrooms.

ZALP's vision to use the compressed syllabus and guide students by using trained facilitators allowed for students to engage in an accelerated learning programme in which they could proceed at their own pace. When it was considered that they had successfully reached their age appropriate grade levels (essentially, that they

<sup>7</sup>However for schools with hot-sitting (hot-sitting is a practice when different children share the same desk or chair in the morning/afternoon class sessions), sessions were alternated with the teacher's formal lessons, hence in some cases ZALP classes were also conducted in the morning.

had 'caught-up'), every attempt was made to re-integrate them into mainstream school classes. Those unable to enter formal primary school classes (e.g. because they were too old, could not afford the educational costs, or for other personal/social reasons) had the opportunity to complete the primary cycle of education in the ZALP classes and to write the Grade 7 examinations. See Appendix 3 for Selection Criteria.

### ZALP PARTICIPANTS

Eleven percent of the primary schools in Zimbabwe (602 of 5,690 primary schools) were established as ZALP sites. A total of 1,805 teachers participated in the ZALP classrooms, of which 1,792 received ZALP training (997 M, 795 F). 609 supervisors (437 M, 172F) were also trained. By the end of the programme, 32,301 out-of-school children, from nearly half of the educational districts across the country (32 out of 73 districts), were enrolled in ZALP.<sup>8</sup> These learners were all considered vulnerable and from a demographic typically unable to attend conventional classes.

WEI/B supported local partner organizations to assist schools in identifying and enrolling children into the ZALP programme. The enrolment process consisted of registering, profiling and pre-testing all identified children.<sup>9</sup> See ZALP Beneficiaries Demographics below.

## IV. ZALP IN ACTION: SUCCESSES AND CHALLENGES

During the two-year project period, information was gathered and documented through extensive monitoring and evaluation activities. In addition, a research exercise that aimed to garner the various perspectives of different stakeholders and highlight where these perspectives covered common ground was carried out. A review and analysis of all data gathered revealed four key elements that contributed significantly to the success of ZALP. These elements are essentially *promising practices* and can be used to inform expansion or replication of ZALP. In addition, two on-going challenges emerged that should be addressed in expanding second-chance education.

### ZALP: ELEMENTS OF SUCCESS

#### 1. Raising Profiles: Bringing attention to out-of-school children and NFE

*"ZALP is a beautiful project in that it opened avenues and it opened our eyes and it feeds into our nonformal education. It brought training in multi-grade teaching, and great materials. So we have learned a lot from it. I see ZALP more as a [kind of] research that informed policy. ZALP provided us with some evidence of the magnitude of a problem and it helped us develop a national policy."* - (Director of NFE)

## ZIMBABWE ACCELERATED PROGRAMME STATISTICS

### Profile of Zimbabwe Accelerated Programme Beneficiaries

Analysis of the data in the ZALP database showed that 15.49% and 22.31% were double orphans and single orphans, respectively. However, 63.2% of the EDF programme beneficiaries had both parents alive, but are vulnerable. This could be an indication that most of the double and single orphaned children were being targeted with educational support through BEAM and other education related programmes, making them less likely to fall out of the education system. However, children with both parents alive are often not considered for support programmes, despite their apparent need, and eventually drop out due to financial and other challenges. The pie chart to the right details the vulnerability profile of ZALP learners.

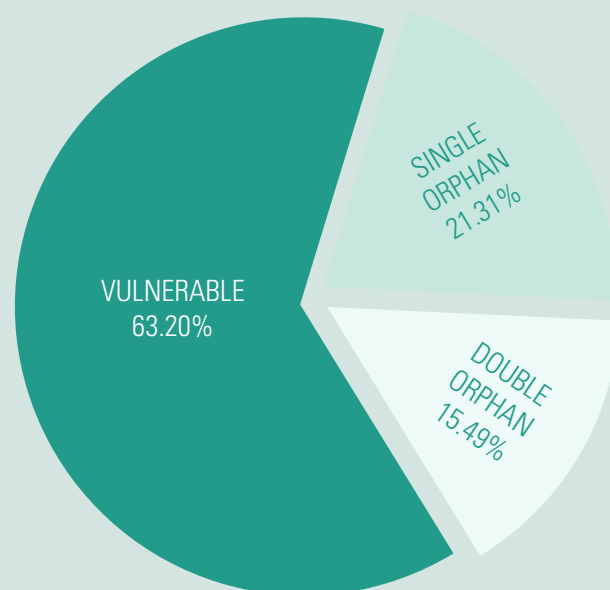
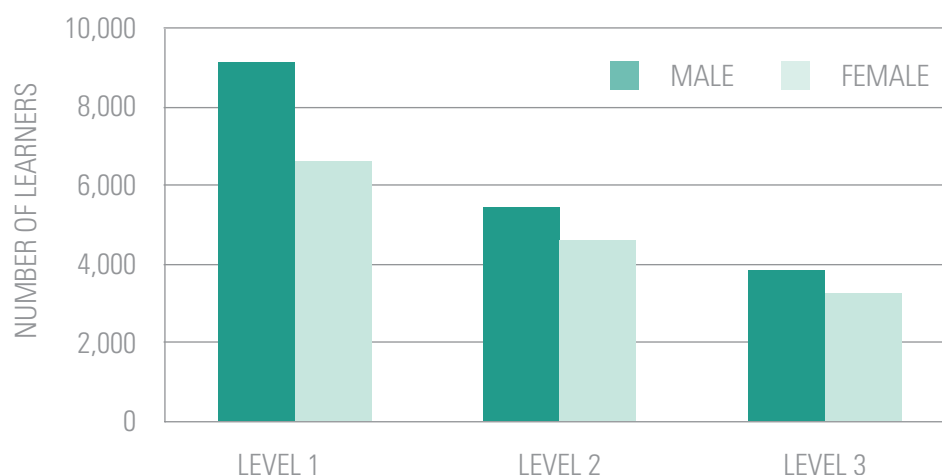


Figure 1: Vulnerability profile of ZALP learners

<sup>8</sup>Only children who were screened during the profiling process and found eligible according to the selection criteria were pre-tested for placement. Each of the registered children wrote the same pre-test, which was developed in collaboration with the MoPSE. In addition, as part of the program, ZALP schools were provided with stationery such as exercise books and pens (for the learners), registers, manila paper, chalk and markers.

Figure 2: Distribution of ZALP learners by Level and Gender

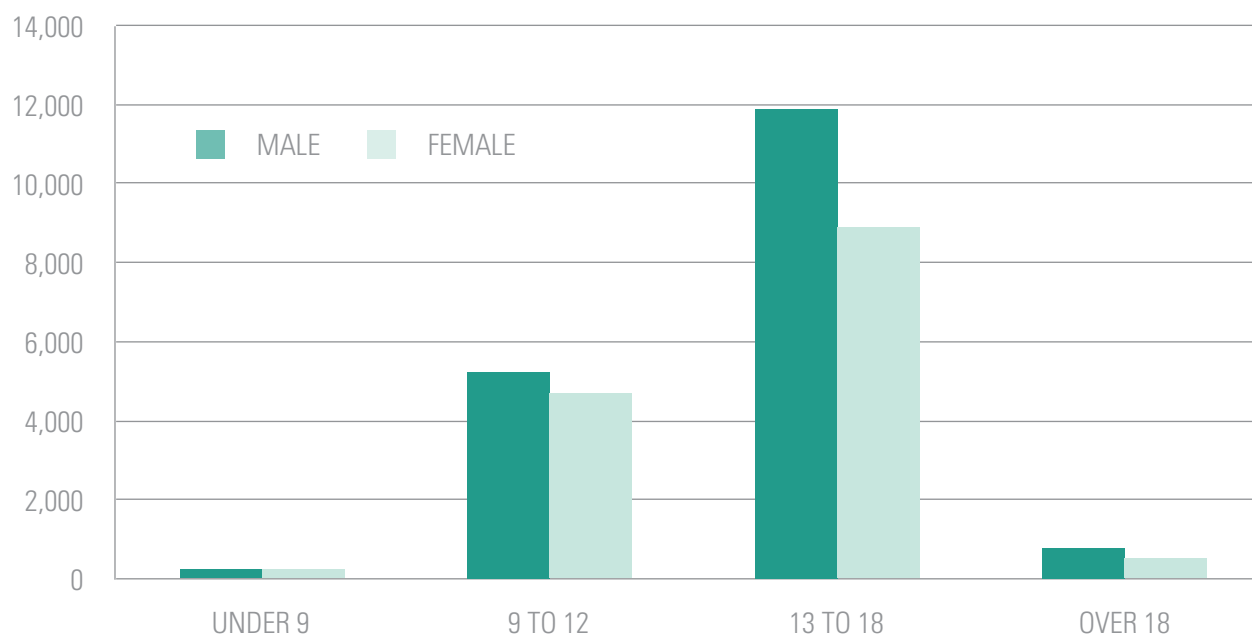


A cumulative total of 32,301 learners (18,088 males and 14,213 females), from 602 schools in 32 districts were enrolled in ZALP during the 2-year project period. Figure 2 above shows the distribution by level and gender.

In terms of distribution by ZALP level, most (48.3%) of the learners were placed in Level I. As Figure 2 demonstrates, there was a steady decrease in enrolment as the ZALP levels increased; there were progressively fewer learners with each successive level. This is because most of the learners were placed in Level 1, and could not proceed to the next level because they were not academically ready. Some ZALP students seasonally dropped out of ZALP to pursue

farming or income generating activities. When they returned, they were placed in Level 1. Hence, Level 1 always had more learners than other levels. ZALP reached more boys than girls, as there are more boys who are out-of-school than girls. Over the past ten years, government and NGO partners have invested in promoting access to education for girls as part of efforts to address historical gender imbalances. This inadvertently resulted in boys being neglected and in more boys falling out-of-school. The majority of the learners (64.3%) were between the ages of 13 and 18 years. The second language age group is the 9 to 12 years group, which comprised 30.5% of the total ZALP enrolment.

Figure 3: Distribution of ZALP Learners by Age and Gender



In the process of identifying the student participants and beneficiaries for ZALP, the troubling issue of out-of-school children was brought into the spotlight. The sheer numbers of this group shocked many key educational decision-makers, and highlighted the magnitude of the problem. As one Provincial Education Inspector explained, *“It was a real revelation that there were so many out-of-school children out there. An initial enrolment [in ZALP] of 900 learners for one district was a testimony in itself. We even realised enrolments of over 200 in one urban school.”*

Many provincial and district-level officials indicated that, overall, the MoPSE did not have precise statistical data on out-of-school children, which made it challenging to plan for extensive nonformal education programming for this group. Despite the absence of a national assessment at the time, from their perspective, the recognition of the problem, as evidenced by the huge numbers of children who turned up during ZALP registration, helped these officials to openly discuss the issue and to seek solutions. As one district official noted, *“ZALP identified these kids, offered them access to education, which is our [MoPSE] key objective, and so ZALP helped us move towards achieving our Millennium Development Goals and objectives.”*

The significance given to the project by the provincial and district MoPSE teams, in turn, helped motivate schools to recognize the importance of the ‘second-chance’ education programme being offered in their communities. Testimony provided from all levels of leadership, in the Ministry as well as from traditional leaders and caregivers within communities, suggests that ZALP had a considerable impact on raising the profile of out-of-school learners. Several individuals interviewed were quick to point out that ZALP had *“flushed out so many children who were not in school”* and *“allowed the Ministry to recognize and address a huge issue that needed attention.”*

In addition, ZALP, as recognized by education officials, helped raise the profile of nonformal education programming, and put it back on the national agenda. ZALP triggered a push for more prominence to be given to the NFE department. As one Deputy Provincial Education Director noted, *“MoPSE is now different from what it was before ZALP. Now there is more advocacy for nonformal education to be an independent department and there is more advertisement for more nonformal education posts.”* A District Education Officer pointed out, *“With ZALP there has been much sensitization on the issue [of out-of-school children] and this is helping with upgrading the nonformal education sector. There is now a campaign to get more nonformal classes for adults too. ZALP is helping to resuscitate ZABEC.<sup>9</sup> And there are now more discussions about modalities to get allowances for teachers of nonformal education.”*

*“It pains me that thousands of children stay idle at home because their parents cannot afford the \$80 to join the school... The ZALP programme was positively accepted by the community... my team of facilitators, children and caregivers were very excited about the programme because they understand that education is the only thing that can help them break the ongoing poverty cycle. ZALP was indeed a blessing to the community because out-of-school children can now come to school, be educated and learn to read and write... We can even note remarkable transitions in the children’s behaviors because they have found a place they belong and are morally supported to pursue their dreams.”*  
(School Head and ZALP Supervisor)

## 2. Engaging Communities: Changing attitudes and practices

For ZALP to be successful, it was critical that communities accept and take ownership of it. Extensive community sensitisation efforts were an intentional part of the programme. The aim was to try to help communities realise there are children who are not in school—but should be—and that, in the long run, these out-of-school children would be a disadvantage to the entire community. As a WEI/B staff member explained, *“We wanted to get them to feel a ‘collective responsibility of community’ to support the disadvantaged. And to let them know that all hope is not lost, there is a way to address the problem of out-of-school youth, and this project is an opportunity.”*

A variety of techniques were employed to inform communities. These efforts included consultations with Provincial Education Directors (PEDs) and district officials, local community leaders such as chiefs and local headmen, and holding community sensitisation meetings to inform community members about the project. These sensitisation meetings were conducted by district teams.<sup>10</sup> In addition, school heads who were ZALP supervisors were responsible for ensuring on-going interactions with parents and school development committee members about ZALP. Some schools leveraged community gatherings, such as church services, to further sensitise communities and enhance their capacity to respond to the educational needs of out-of-school children. In general, community sensitisation meetings resulted in an increased buy-in from local leadership who publicly expressed their support for the programme to their communities.

It was imperative from the outset to involve members of the community for information sharing and dissemination. It was anticipated that a more engaged educational community would become involved in finding educational solutions for their out-of-school

<sup>9</sup>Zimbabwe Adult Basic Education Course – NFE programme offered by MoPSE to adults for completion of primary education.

<sup>10</sup>District teams included a District Education Officer, a District Literacy Coordinator, a Remedial Tutor and a District Social Services Officer.

children. Indeed, evidence from a number of ZALP sites suggests that once communities embraced the value of education, they began to take collective responsibility for the issues within their communities.

Through ZALP, communities became aware of the numbers of out-of-school children and the huge challenges these children faced. In many communities, this knowledge and understanding led to an attitude shift. Slowly, communities were moving from the negative mind-set of 'we have a problem in our community with these delinquent kids' to the more positive mind-set of 'how can we find a solution to identify and get these children in school'. The quote below exemplifies the positive response by many communities in this regard.

*"Our communities accepted the programme as they quickly noted positive behavior changes in the children involved. These children were loitering but they changed as they entered the learning programme, and communities became very appreciative. Some of us thought these kids had dropped out because they did not want to learn, but we have learned that if given a second-chance they will take it. Communities are now talking about sustaining it because they see them as 'their students.'"*  
(Deputy Provincial Education Director)

### Finding Solutions

The project was most successful where communities moved along the entire continuum of behavior change: from a starting point of learning about the programme (knowledge gain), to valuing education and supporting the programme (attitude change), to ultimately taking action to ensure its continued implementation (behavior change). Community members and those in a position of power or influence played a pivotal role in sustaining ZALP in schools. Their active involvement was critical in ensuring that out-of-school children were identified, enrolled, and attended ZALP classes.

With community support, several schools have started income generating projects (IGPs) to foster the sustainability of the re-integration of ZALP learners. IGPs contribute to the payment of school fees and the purchase of uniforms for re-integrated learners, who cannot afford these costs. WEI/B and partners have sensitised communities on the value of IGPs and leveraged other programmes to engage caregivers in IGPs. Community leaders worked to ensure that community members were engaged in 'finding solutions' to address the educational needs of children in their communities.

*"After a provincial meeting, where we had invited all traditional leaders, one rural council chairman went back to his council and said that all primary schools should implement ZALP. In his own ward, they started 2 projects to support ZALP (goat and poultry raising projects). He gathered council members and got all of them to donate a cock and a hen! I personally was very excited and I asked the chairman to invite us (from the provincial education office) to come on the day the hens and cocks would be donated. I told him we will go there with the media so the whole country can see how we can expand this [ZALP] program!"* (Provincial Education Inspector)

For example, in one district, a local chief, who was part of the community sensitisation team, urged his communities to send children to ZALP sites. He stipulated that any member of the community found with children of school-going age at home would be liable for prosecution.<sup>11</sup> The chief also followed up with schools to ascertain if children were actually reporting to the sites for school. In another district, community members successfully sourced uniforms for all ZALP learners. Visits to several ZALP sites provided evidence that several communities were also making efforts to raise funds to support the programme through projects such as chicken rearing and other IGPs.



*ZALP facilitators standing in front of the school tuckshop, one of Malalume Primary School's Income Generating Activities*

<sup>11</sup>Prosecution would apply in the case of a community member who has been sensitised on accessing ZALP and still keeps the child at home. Moreover, the term 'prosecution' here does not imply incarceration. Rather it refers to the culprit paying a fine in the form of a goat or some chickens whilst measures are taken to enrol the child in a ZALP site.

### 3. Involving Committed Educators: Motivating and Upgrading Teachers' Skills

*"I have been supervising teachers for many years. Not all teachers, of course, are the same. Our selection of the ZALP teachers was thorough. We got ones keen to talk and interact with students and really get to know them. They got excited about the accelerated programme and that they could use what they learned (in ZALP) in their own classrooms as well. These progressive teachers learned a lot from their ZALP students."* (Deputy Provincial Education Director)

WEI/B, with its extensive experience implementing nonformal education projects in and out of Zimbabwe, knew from the beginning that careful selection of teachers would be important. As one WEI/B staff member explained, *"We knew to zero-in on quality teachers who had a passion for teaching. We knew this programme needed a certain type of teacher."* The programme demanded that ZALP teachers embrace a number of new teaching and learning approaches, psychosocial supports skills, and the ability to develop multi-grade teaching skills to compensate for the challenges and disadvantages faced by ZALP learners. Potential ZALP teachers participated in an intensive hands-on training course designed to help them understand and practice accelerated teaching and learning techniques; the programme included training to enable teachers to motivate ZALP learners to learn faster and efficiently.<sup>12</sup> An initial training-of-trainers was carried out at the provincial level, and these trainers were responsible for cascading the training to the district and school level teachers and supervisors.

*"ZALP has really benefited our teachers. It has taught them to deal with composite classes, and this is something that most could not do. They were trained and learned how to do this well, and their competency levels have increased greatly. They have learned responsibility. And I have witnessed that they are motivated."* (District Education Officer)

Efforts made to select and train motivated teachers proved worthy as field data later revealed.<sup>13</sup> School heads had been instrumental in identifying these teachers. Discussions with all stakeholders confirmed that ZALP teachers needed to have a "mature understanding and empathy for ZALP learners."

Trained ZALP teachers also were able to use their new skills in their formal classrooms. In some instances ZALP teachers took on the

role of a teacher-trainer, unwittingly cascading the training methodology further to teachers who were not ZALP trained, thereby building capacity within the school as a whole.

*"I (ZALP supervisor) and my teachers trained by ZALP, have learned a lot, including record keeping and syllabus interpretation. But one thing I have realised is that the level of commitment that the individual teachers put in means a lot. Our teachers are very committed to this programme. It is interesting to note that they are using their skill of multi-grade teaching in their formal classes too. They have also enhanced their record keeping skills and actually share their experiences with non ZALP teachers."* (Primary School Head/ZALP Supervisor)

*"Our Head said he was looking for teachers who were mature and had a lot of patience. Three of us were selected and we were trained as ZALP teachers. The district has workshops to update us and continue teaching us. So we get some prestige. We are now able to teach composite classes, and we have skills in counseling and syllabus interpretation. And we needed to then mobilize the non-ZALP teachers, and help them to understand these things and to motivate them to help as well, because the ZALP learners will be integrated into their classes."* (ZALP Teacher)

### 4. Linking to the Formal School System: Initiating a Sense of Belonging

A key strategy to link ZALP learners to the formal school system was to encourage ZALP schools to provide opportunities for interaction between mainstream students and ZALP learners through extra-curricular activities. In line with this approach, the project provided each ZALP hosting school with a small 'school support fund' of \$110 to promote such activities depending on the school's needs. For example, several ZALP sites purchased sporting equipment with the school support funds. Some ZALP learners participated in athletics and even represented their schools at district, provincial and national level competitions.<sup>14</sup>

Evidence gleaned from a number of ZALP sites strongly suggests that schools actually employed numerous strategies to provide ZALP learners with a real sense of belonging to the school. Many ZALP learners were observed not merely studying for two hours every afternoon, but also joining formal school classes, such as computer studies and home economics classes; others participated in school agricultural activities such as starting and maintaining school vegetable gardens; and some partook in af-

<sup>12</sup>ZALP teachers were trained in strategic teaching methodologies for composite (multi-grade) classes, syllabus interpretation, counseling techniques, and identification for re-integration. They were also provided with administrative skills in individualized education planning; record keeping, reporting, lesson development and supervision.

<sup>13</sup>Some schools that were not as careful in their selection experienced high turnovers among their ZALP teachers, and as a result these schools struggled to retain ZALP learners.

<sup>14</sup>One female ZALP learner (at Mabvazuva Primary School in Makoni district) excelled at national level and won two bronze medals in track and field.

ter-school and extra-curricular activities such as sport, culture, and art.

Project data reveals a number of impressive examples of efforts carried out by schools to involve ZALP learners in the broader life of the school. At one of the primary schools visited, very proud School Development Committee members were pleased to show off two nearly-finished, new classrooms they were building for the school. They explained their efforts of inclusivity with regard to the ZALP learners: *"We decided to support the building of computer and home economics classrooms because these are very hands-on subjects, and we recognized that ZALP students are often very talented at these subjects and so these new classrooms would benefit them as well."* (SDC member, ZALP Primary School)

The numerous positive benefits of involving ZALP students in the daily life of the school was witnessed by project staff during technical support visits to schools; school staff at many ZALP sites were also enthusiastic. Several school heads, as well as ZALP and non-ZALP teachers, acknowledged that the involvement of ZALP learners in various sporting activities and other mainstream school events greatly motivated these learners to continue coming to school. Also, ZALP learners, as one provincial level official

explained, benefitted from wrap-around services offered at the school: *"We don't treat ZALP students differently from our other students. So if, for example, a health programme comes along for the school, all students will get it and benefit from it."* (Provincial Education Inspector)

*"In Bulilima District, the best district soccer player was a ZALP learner and he was selected for super league trials. It was because of this second-chance education programme that his great talent was identified."*  
(Deputy Provincial Education Director)

Community members and caregivers also noted that involving ZALP learners in school activities helped the children to not feel ostracized. Some ZALP learners and their caretakers expressed concern that coming to school in the afternoon labeled them as 'the poor kids,' but involving ZALP learners in mainstream activities helped reduce this stigmatization, resulting in their acceptance by peers and staff. Although their academic lessons only began in the afternoon, schools claimed that many ZALP learners came to school early in the morning with their formal school counterparts. Finally, some school heads and education officials asserted that the ZALP students' achievements in extra-curricular activities helped identify talent and even raised the profile of many of the schools.

*ZALP learners at Dikwindi Primary School celebrating the end of the term.*



## VOICES OF ZALP PARTICIPANTS

### ZALP Learners

#### Voice of Takudzwa

*"After attending the first few lessons and realising the seriousness with which the facilitators were treating the lessons, I realised there was an opportunity for me to excel and do better than my classmates. I was further motivated by the news that it was possible for me to join others in the formal school if I excelled in my studies. True to their word, I am now in a Grade 7 class together with other children in the formal system. My grandparents now appreciate me attending school. They no longer assign me household chores that had kept me out-of-school."*

The above quote is from 15-year-old Takudzwa, a boy who lost both his parents and was being raised by his grandparents. He was forced to drop out-of-school at age 10 as his grandparents could not afford to send him to school. He entered ZALP in Level 2 at age 13, and is now successfully re-integrated into school. He is, according to his teachers, 'outperforming his counterparts' in his class. Takudzwa says that nothing will stand in his way to achieving his long-time dream of becoming a teacher.

#### Voice of Annatoria

*"I like going to school and being with other children my age. ZALP has helped me a lot as I am more confident in what I do. I look forward to excelling in school and getting to number 1 out of 50 in my class."* (Annatoria, age 12)

*Annatoria proudly showing off her third place Athletics National Finals Certificate at her homestead in Mabvazuva, Rusape alongside her family.*



#### Voice of Annatoria's Mother

*"The [ZALP] programme is very accommodating to those that are disadvantaged. It is a good programme overall as it not only supports the child, but also the parent and the family as a whole. People are facing challenges; hence the programme must go on and expand to other areas. I hope all parents who are in a similar predicament to mine learn about ZALP and the importance of education in life."*

When Annatoria was 10 years old, her father abandoned the family leaving her uneducated and unemployed mother as the sole breadwinner. Annatoria was forced to drop out-of-school and started doing part-time jobs, working as a housemaid for over a year.

A Child Care Worker (CCW) who had been trained on the ZALP programme during a district sensitisation campaign, encouraged Annatoria's mother to enrol her children in the ZALP programme at a nearby primary school. Annatoria and her three younger brothers were enrolled.

Annatoria's ZALP supervisor and teachers noticed this 'bright and active student' so they involved her in extra-curricular activities. Annatoria began to learn javelin throwing and discovered a talent for the sport; indeed, she excelled and progressed from zonal to provincial level. A parent well-wisher from the school lent Annatoria a tracksuit and a non-ZALP teacher donated school shoes for Annatoria to wear. ZALP site staff members made personal contributions to help her get a passport, which was a requirement if she was to compete further. Annatoria progressed to the National Finals where she came third in her age group.

Annatoria's performance impressed the Mabvazuva Primary School SDC, as her achievements improved the school's visibility at national level. The SDC proposed that as soon as she was able to, she should be enrolled into mainstream school, receiving BEAM support. Annatoria is now enrolled in Grade 5 and the staff at the school have made contributions towards her first-term's school fees.



*Mrs. P Nherera, an enthusiastic Level 3 ZALP facilitator, happily shares her experience of preparing her ZALP students for Grade 7 national exams.*

### ZALP Teacher

#### Voice of Mrs. P Nherera

*"We are educating the girl child, and if she is educated, well you know what that means! I never thought this programme would give us such good learners who participate in co-curricular activities. I thought it would just be academic but it is not, they participate in everything! I had also thought it was basic reading and writing but now we realise they can and should continue on to secondary. I teach Level 3 and we chose 10 students who we thought could prepare for the Grade 7 national exam. I taught them with all my spare time. I even came in on holidays, using my own money."*

Mrs. P. Nherera, a dedicated Level 3 ZALP facilitator, claims that a high level of commitment from ZALP facilitators is vital. She further noted, *"We enrolled pupils who were just sitting home because of poverty, but now they have shown great achievements. I welcome it [ZALP] very much, but we must have wonderful results, not with such limits [of getting Grade 7 graduates into Secondary School]. Let's keep these students going and all the communities will admire it."*

### ZALP Supervisor

#### Voice of Mr. Mhlanga

*"I greatly appreciate that ZALP, a fruit of the Education Development Fund, was an eye opener for us to see that poverty should not deprive a child of education. The enthusiasm of these once out-of-school learners is palpable, and as a school we are doing all we can to capacitate them."*

Mr. Mhlanga is a very well-liked and respected school head who is active in leading his school and community in a number of activities, all designed to support the ZALP learners at his school. Mr. Mhlanga is praised by teachers, community leaders, and ZALP caregivers for carrying out several community sensitization activities to gain support for the ZALP programme. Mr. Mhlanga, however, is quick to give the credit for the successful ZALP programme at his school to the *"dedicated teachers and highly active community leaders"* all of whom as he says *"have come forward to work together in the fight to bring out-of-school children back to school."*

The school now has several ongoing income generating projects including a poultry project, a tuck shop, and a garden project, which are all designed to support the programme at school-level. Mr. Mhlanga proudly noted, *"the status of the school is changing. Having these ZALP kids is great. There are so many positives coming out of this!"*



*Mr. Mhlanga, ZALP supervisor, feeding chickens—one of Malalume Primary School's income-generating projects.*

## ZALP CHALLENGES

### Lack of Systematic Solutions for Re-integrating ZALP Learners

Interviews with various stakeholders exposed a general feeling that numerous re-integration issues were not anticipated or well thought-through during the project design. The re-integration process had no guidelines and there was no time frame for its implementation. As the ZALP learner profiles revealed, the overwhelming majority (96%) had initially dropped out of formal school for financial reasons, and so it was logical that even when learners 'caught up' to their peers through participation in ZALP, caregivers were still not in a position to provide financial support to send these children to formal school (i.e. their financial situation had not changed for the better). Caregivers of ZALP learners essentially took advantage of a free programme that got their children back to school. Evidence suggests that the programme increased caregivers' understanding of the importance of education, but the harsh reality was still there: they simply could not afford to pay for their children to go to school.

The main objective of the programme was to prepare 30,000 learners for re-integration into the mainstream school system at the appropriate grade level, but the pilot programme did not have the resources to completely facilitate the re-integration process. WEI/B and its partners, however, worked to advocate and mobilise resources for re-integration of ZALP learners into the formal school system. At the community and school levels, partners worked closely with School Development Committees (SDCs), teachers, and community members to support ZALP beneficiaries. Private-sector partnerships were even established.<sup>15</sup> However, since the programme was only designed to *prepare* learners for re-integration, a two-year implementation period proved too short to fully understand if re-integration is possible on a large scale.

Transitioning into secondary school is also challenging for ZALP learners who pass the Grade 7 national exam, as this often means joining a new school, which is not a ZALP school; there are no teachers and other students familiar with the programme. Moreover, the ever-present issue of school fees means caregivers cannot afford to pay for secondary school. Schools and individual teachers felt a sense of deflation as they supported and worked with children to bring them to the requisite level, only to feel like they were leaving these children hanging. Now that funding for the project had come to an end, and it is not certain whether the Ministry has the capacity or resources to fully support the programme, many schools and communities, although informed

*"It was really sad for us that a ZALP learner who attained nine points for his Grade 7 exam could not proceed to secondary education because of financial adversities."*  
(Primary School Head / ZALP Supervisor)

of the duration of the project from the start, were frustrated, left with a feeling that many students were 'brought back' for this time period, but will be pushed out once again.

To facilitate re-integration, schools and communities were asked to leverage other safety-net programmes, and to develop creative local solutions, including running income-generating projects. Supervisors and facilitators were also encouraged to ensure that learners who were unable to re-integrate into the formal primary school system or transition to secondary school, could continue in the ZALP sites or be absorbed into other nonformal education programmes for older students, such as Part Time and Continuing Education (PTCE)<sup>16</sup>, or Zimbabwe Adults Basic Education Course (ZABEC). It was assumed that ZALP learners ready for re-integration would receive support from caregivers or from existing interventions, such as the Basic Education Assistance Module (BEAM) and School Improvement Grants (SIG). While SIG and BEAM, in theory, offer viable financing options for vulnerable children and families, several respondents, including district and provincial level education officials, admitted that these two safety net programmes are currently 'maxed-out.'

*"We don't have a solid programme to accommodate all these kids to re-integrate at this point. We try many different mechanisms but a lot are still left out. We do projects, various IGPs, at school level to help but most of them are in the infancy stage. But it is encouraging that people are trying all sorts of things! The whole idea is to have ownership although there are constraints, but it is clear that there is a will."*  
(District Education Officer)

On a positive note, evidence gathered from both schools and communities clearly illustrates the incredible will and earnest efforts by caregivers, schools, and communities to develop short-term solutions despite the lack of a clear and comprehensive re-integration plan. Yet, some schools also cautioned that these efforts are not viable long-term solutions for the large numbers of out-of-school children, and if schools make too many exceptions to accommodate ZALP learners to re-integrate (i.e. waive their levies) this can create tensions with other formal, school-going students' parents.

The ZALP model has not yet been able to fully respond with

<sup>15</sup>A public-private partnership with First Mutual Holdings (FMH) was established, with FMH pledging support for 110 children.

<sup>16</sup>The Part Time Continuous Education (PTCE) is a WEI/B pilot programme funded by Open Society Institute for Southern Africa (OSISA) to provide children who did not transition, or who dropped out of the formal schools at the primary level, with an opportunity to continue their secondary education.

systematic solutions with regard to re-integration. Solutions are needed in order to define the optimum conditions for re-integration.

### Limited Multi-Sectoral Coordination

*"We recognised that education was the main ingredient missing, but there are so many other aspects – the general welfare of the child needs to be taken into account, and that is why it is so important to involve others to have a coordinated approach that can link children with other services. But we had to start with the model for education..."* (WEI/B staff person)

The need to have a multi-sectoral approach, in order to address the general welfare issues of out-of-school learners, was recognised from the outset of the project. Activities were included in the project design, but implementing them in a timely manner proved challenging within such a short project period. Nevertheless, concrete efforts to establish multi-sectoral coordination mechanisms were launched during the second year of the project.

Also during the project's second year, the project supported a national level workshop on second-chance education. The workshop aimed to create linkages between ministries and to highlight the need for a multi-sectoral approach to strengthening the education system, as well as identify specific roles for each ministry and other stakeholders. At the workshop, the Permanent Secretary for MoPSE underscored the need for second-chance education as an important tool to fulfill all children's right to education; she explained that second-chance education programmes were a MoPSE mandate. She also emphasised the need for the ministry to finalise and share the new NFE policy and to ensure that all ministries had the same understanding of, and appreciation for, NFE and prioritise it in budgets. This workshop was an important step toward enhancing coordination for nonformal education programmes like ZALP.

In further support of multi-sector engagement, the project instituted District Forum Meetings. These district-level meetings brought various stakeholders within a district together and aimed to ensure linkages for better coordination of programmes; meetings sought to streamline resources to ensure maximum benefits to vulnerable children.

Finally, project implementers realised the need for more deliberate collaboration between MoPSE and District Social Services officers in order to ensure that ZALP learners receive wrap-around services such as counseling, legal assistance, birth registration, nutrition support, etc. The project supported districts to carry out

stakeholder mapping and networking exercises. As one District Education Officer emphasized, *"All organisations dealing with children in our district should see to it that they meet to share information on their areas of operation and the best possible opportunities for teaming up. Much more progress can be achieved if concerted efforts are made by all organisations and there is a need for stakeholders to complement each other in their line of activities."*

## V. KEY LESSONS LEARNED & WAY FORWARD

The four ZALP successful practices, described in the previous section, illustrate that open recognition of a problem can lead to positive changes in attitude, practices and relationships. ZALP worked within existing government structures and with education officials at all levels to raise the profile of out-of-school children, and this triggered the development of a national policy for NFE. ZALP carried out activities that engaged communities, and these active communities continue to play a pivotal role in sustaining ZALP in schools.

ZALP motivated and energized schools and teachers by providing incentives and professional development opportunities. Schools that demonstrated the most success in motivating and retaining ZALP learners were the ones where the supervisors and teachers remained committed, embraced the new teaching methods learned in ZALP trainings, and showed empathy towards their ZALP learners. Finally, it was gratefully recognised by all stakeholders that ZALP's design to link a nonformal education programme to the formal school not only got an impressive number of out-of-school children to come back to school to learn, but also allowed these children to acknowledge their talents beyond the classroom, socialize with their peers, and feel a secure sense of belonging.

### KEY LESSONS

The ZALP successes and challenges help to highlight three key lessons learned:

**Ongoing efforts to foster project ownership is necessary, at all levels.**

At government level, some Provincial Education Directors (PEDs) and Provincial Education Inspectors (PEIs) were enthusiastic about participating in and expanding ZALP in their areas. District Education Officers increasingly took ownership of the ZALP programme and facilitated district forum meetings, which provided a constructive platform for stakeholders to review the programme and

share activities being undertaken by the education department. In addition, the district forum meetings provided an opportunity for stakeholders to discuss the roles and responsibilities of key players in the education sector, which, in turn, identified ways that these players could contribute to the success of ZALP. The potential for multi-sectoral coordination at this level is immense.

Further, the importance of buy-in from community leaders cannot be overstated. The substantive influence from community leaders ensured community involvement from the project's inception, leading to communities working toward a positive outcome to support the project's sustainability, including efforts to raise funds through IGPs.

Schools were proud of the achievements of ZALP students, both in and out of the classroom, and were vocal in their praise. They took the time to select the best teachers for training in ZALP methodology and reaped the rewards as their teachers often shared their newly acquired skills and knowledge with colleagues—benefitting the entire school community.

### **Sustained efforts to link nonformal learners with the formal school system benefits all.**

The close links established by ZALP with the formal school system allowed learners to integrate into the daily life of the school and to take part in many extra-curricular activities, which, in turn, gave them a sense of belonging. This was a motivating factor for ZALP learners.

Schools and individual teachers committed themselves to ensuring ZALP students felt part of the school community. In return, many ZALP students responded to the welcome and performed exceptionally well both academically and out of the classroom. Their efforts brought added “kudos” to the schools, which were quick to acknowledge the contributions of the ZALP students. Education officials recognized the benefits of the second-chance education programme, which had brought children back to school.

Several officials noted that ZALP helped *“address a problem that had been neglected by us [Ministry] because we lacked the capacity and resources.”*

### **Sustainability strategies should be put in place at the project's inception.**

ZALP was conducted without a national-level survey to establish actual numbers of out-of-school children. The widespread reach and acceptance of the programme highlighted the magnitude of the plight of out-of-school children and youth. This, in turn, fuelled a demand for NFE.<sup>17</sup> The implementation period was extremely short (two years) and, as the project had no re-integration strategy, many learners, who could not be re-integrated into the formal school system, were left without concrete progression routes.

Re-integration into the formal school system is clearly an area which needs to be more considered. There are very encouraging signs at all levels that communities are willing to work hard to ensure that ZALP participants succeed. Everyone involved in the programme understands that re-integration requires financial obligations that many ZALP students and their families cannot meet. Many communities have come forward with IGPs, as well as individual offers of financial or material support to ensure learners can progress with their education. Additionally, alternative exit strategies are needed that respond to the range of students completing ZALP. Vocational training could form a part of this.

Most communities and stakeholders recognised that without more systematic support (e.g. linking re-integrated learners to other safety net programmes, including income savings and lending groups) it will be challenging for ZALP learners to continue with formal education.

### **WAY FORWARD**

The ZALP programme identified, recruited, and provided education to more than 30,000 out-of-school children. The project was implemented over a two-year period, yet the critical need to provide out-of-school children with second-chance education will continue well beyond the project.

In feedback meetings from MoPSE officials, community members, and other stakeholders at district and provincial level, it was noted that ZALP was a unique and new approach implemented within MoPSE structures. The ZALP review of 2014<sup>18</sup> found the programme to be highly relevant in providing access to education for children who had either dropped out-of-school or who had never enrolled despite attaining school-going age.

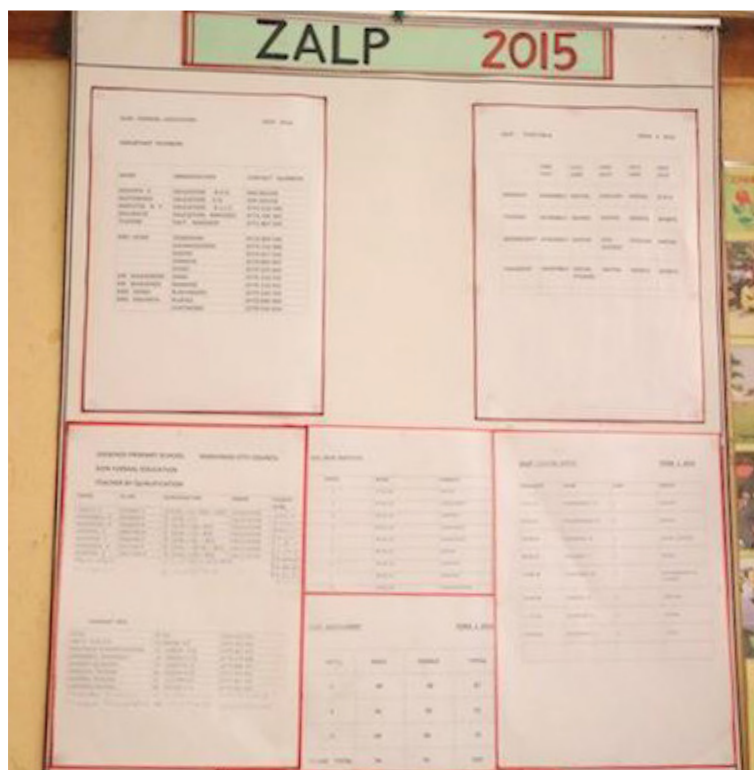
<sup>17</sup>Discussions with education officials in some districts revealed that some schools not involved in the project have initiated ZALP programmes on their own.

<sup>18</sup>Performance Assessment of Second Chance Education Programme; “Accerleated Learning Programme (ALP) “ Implemented by World Education Incorporated (WEI) FINAL REPORT. Isaac Chaipa and Pheneas Jasi. September 2014.

*"We feel it was too early for the project to come to an end because of donor funding withdrawal. Just at the point where we were realising the unimaginable benefits of this accelerated learning initiative, we are left to sustain the programme on our own."* (SDC Member, ZALP Primary School)

### Need for a Transition Period

A strong, multi-sectoral approach toward supporting the general welfare of the child is critical. Coordination mechanisms should be in place to facilitate this. To ensure sustainability of second-chance education programmes like ZALP, WEI/B proposes the implementation of a hybrid project involving MoPSE as the central partner, in order to ensure capacity to continue the programme independently. Specifically, a transition period is recommended to continue to strengthen systems and explore viable financing strategies to provide ongoing second-chance education to out-of-school children.



*Dinkwindi School Principal proudly displays ZALP students' achievements on her office wall*

### Strengthen Systems

Systems strengthening is core to ZALP roll out. By working through government systems, structures, and personnel, the project can further support MoPSE to take full ownership of the ZALP model, while strengthening the overall nonformal, second-chance education delivery system. Indications from the district offices note that there is a continued, high demand for second-chance education.

Though an NFE policy has been put in place, Ministry officials still feel the need for further information. Specifically, they wish to define delivery and implementation structures, clarify roles and responsibilities and provide continuous training and support for staff at the Ministry, district, community, and school levels. A training toolkit could be developed in order to aid information dissemination at the district level, as well as teacher training in schools.

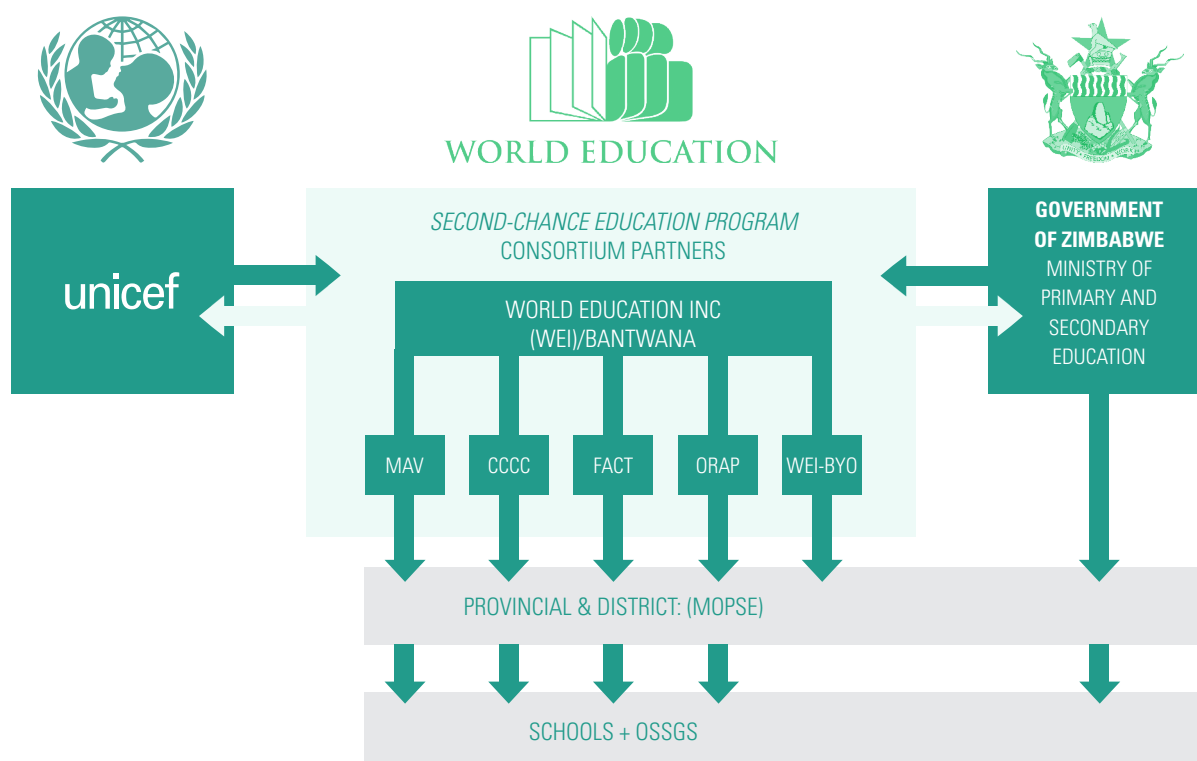
### Determine Viable Financing Strategies

As the ZALP pilot programme closed in May, 2015, government, communities, and cooperating partners collaborated to support the reintegration of ZALP learners into mainstream schooling. Financial support for ZALP learners transitioning either to the formal school system, to secondary education, or to alternative education paths is a critical consideration now and in the future. An ongoing ZALP programme will require resources to address these needs.

The new NFE policy states that *"every primary or secondary school shall be responsible for the establishment, administration and management of NFE programmes"* (NFE Policy, pg 12). The plan serves to provide out-of-school children with a pathway into the formal school system. It is also meant to strengthen MoPSE NFE system's capacity to provide and promote alternative pathways for those children who are unable to re-integrate into the formal school system. There is therefore a grave need to fund and develop alternative pathways for those ZALP learners who will not be able to re-integrate into formal school because of their age,<sup>19</sup> underperformance, or other socio-economic related factors.

<sup>19</sup>Current policy has set a restriction of 14 years as the ceiling for primary school re-integration. The current restriction denies children who dropped out-of-school access to re-integration into formal school.

## APPENDIX 1: PROJECT ADMINISTRATION

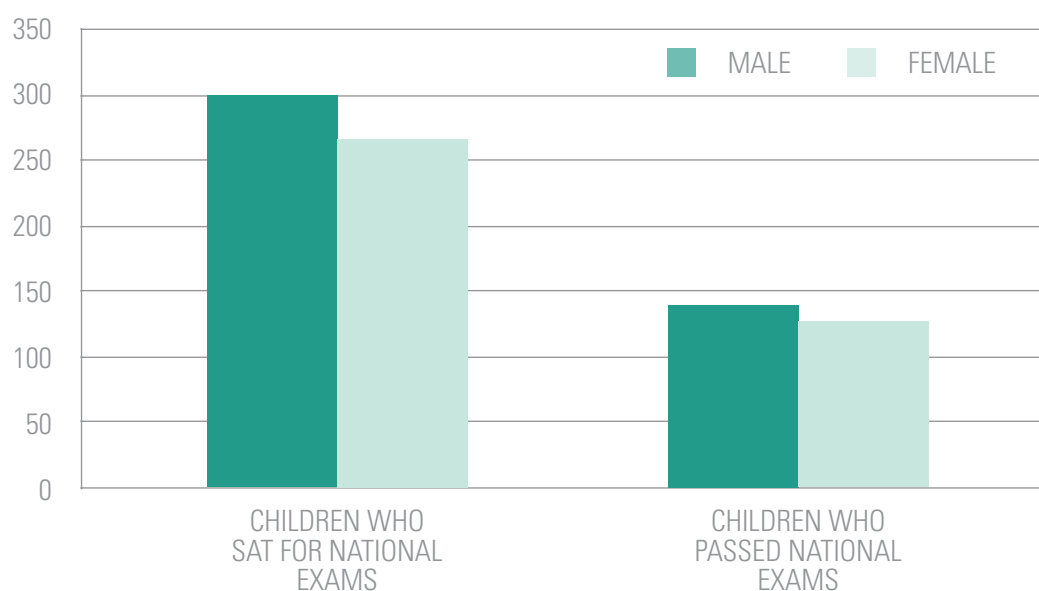


## APPENDIX 2: PROJECT OUTCOMES

Improved basic literacy and numeracy skills as demonstrated by Grade 7 results

A total of 561 ZALP students wrote the Grade 7 national examinations in October 2014. The results ranged from 4 units to 36 with the highest results recorded by Alpha Bricks Primary school in Zvimba district. A total of 271 children (142 M; 129 F) attained 4 to 24 units, with 4 being the best possible mark and 24 being the lowest pass mark. Figure 3 below shows the number of children who sat for and passed the national Grade 7 examinations. It is encouraging to have ZALP learners demonstrating good performance in their Grade 7 examinations (with pass rates ranging from 26% to 92%). This indicates the ZALP programme adequately prepared learners for formal schooling.

Figure 3: Grade 7 results analysis



## APPENDIX 3: SELECTION CRITERIA

# SELECTION CRITERIA FOR BENEFICIARIES, SCHOOLS & TEACHERS FOR ZALP

### 1. BENEFICIARIES' CRITERIA

- Those who have never been to school
- School-going age children and youth aged 9-18 years
- Those who dropped out-of-school without completing the seven years of primary education
- Dropped out-of-school for at least two years (where there is competition for places)
- Most vulnerable children who have been out-of-school for at least two years
- Orphanhood (double/single)
- Children and youth from child-headed households
- Children and youth with disabilities
- Children and youth from poor families
- Children with special needs (children living on the streets, illness)
- Children on the village register or signed off by local leadership
- Children receiving services through the National Case Management System

### 2. SCHOOL CRITERIA

- High numbers of out-of-school children within the catchment area
- District recommendation of the school
- High rate of dropouts and abuse prevalence
- Ability to accommodate children for afternoon classes
- Gender equity targeting especially girls – 52% to be girls and 48% to be boys
- Buy-in from the School Development Committees, BEAM School Selection Committees, and School Administration
- Can make use of the core text books for the ZALP classes
- Prepared to re-integrate these children
- Allows the ZALP classes to use other school facilities, e.g. sports grounds, library etc.

### 3. TEACHER'S CRITERIA

*A school-level committee made a selection of staff best suited to run the Accelerated Learning Programme, using the following criteria:*

- Teachers with a passion for assisting disadvantaged children and youth
- Individuals with a track record of successful classroom instruction, particularly where multi-grade instruction is involved
- Individuals who need little or no supervision in their work

