



MINISTRY OF PRIMARY & SECONDARY EDUCATION



“SCHOOL-BASED LIFE SKILLS EMPOWERMENT & SUPPORT PROGRAMME” STRATEGIC PLAN 2020-2025

“Informed, Responsible, Self-Reliant Learners
with Physical & Mental Competencies for life & Work”



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ZIMBABWE

School - Based Life Skills Empowerment and Support Programme Strategic Plan 2020-2025

Ministry of Primary and Secondary Education , Zimbabwe

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Acknowledgements

The Ministry of Primary and Secondary Education acknowledges, with appreciation, the coordination role of the National AIDS Council in mobilizing technical support from UNFPA and UNESCO for the development of this strategy.

Under the policy guidance of the Chief Director of the Ministry's Learner Welfare, Psychological Services and Special Needs Education Department, Ms Kwadzanai Nyanungo, the team from across all other departments worked closely with stakeholders towards a quality output by the Consultants.

This strategy owes its practical focus to the different implementation levels at Provincial, District and School levels of the Primary and Secondary Education structure, as well as the learners themselves who participated in Focus Group Discussions, Interviews and other data collection exercises led by the consultants.

The UNFPA is hereby acknowledged especially for its singular role in availing the resources for the realisation of this key document.

Definition of Terms

Capacity building- A process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do their jobs competently.

Gender Sensitivity- Aim of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life.

Gender- Socially constructed characteristics of women and men such as norms, roles and relationships of and between groups of women and men.

Health- A state of complete, physical, mental, spiritual and social well-being and not, merely the absence of disease or infirmity (WHO, 1948)

Inclusivity- The practice/policy of including people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of disadvantaged groups.

Life skills- Abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life" (WHO, 1993).

Sexual abuse- Is unlawful sexual activity, with perpetrators using force, making threats or taking advantage of victims who are below the age of consent or, if above the age of consent, have not agreed to the activity.

Sexuality- Is a principal aspect of being human, encompassing sex, gender identities and roles, cultural norms and values that define acceptable expression of, eroticism, pleasure, intimacy and reproduction, guided by the National Constitution as the supreme law of any particular country.

Social Justice- The fair and proper administration of the National Constitution and laws conforming to the natural law that all persons, irrespective of ethnic origin, gender, possessions, race, religion, are to be treated equally and without prejudice.

Wellness- A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity

Acronyms and Abbreviations

ART – Anti-Retroviral Treatment

BEM/GEM – Boys Education Movement/ Girls Education Movement

CIET – Commission of Inquiry into Education & Learning

CSTL – Care and Support for Teaching and Learning

DRR – Disaster Risk Management

DSI – District Schools Inspector

ECD – Early Childhood Development

EMIS – Education Monitoring or Information System

ESA – East and Southern Africa

G&C – Guidance and Counselling

HIV – Human Immune-deficiency Virus

AIDS – Acquired Immune Deficiency Syndrome

HOD – Head of Department

HQ – Head Quarters

HR – Human Resources

LOP – Life-skills Orientation Programme

MoPSE – Ministry of Primary and Secondary Education

MoPSLSW – Ministry of Public Service, Labour and Social Welfare

MoHCC – Ministry of Health and Child Care

NAC – National AIDS Council

NFE – Non Formal Education

NGOs – Non Governmental Organisations

SADC – Southern Africa Development Community

SDCs – School Development Committees

SDGs – Sustainable Development Goals

SPS – Schools Psychological Services

SRH – Sexual Reproductive Health

STI – Sexually Transmitted Illnesses

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNFPA – United Nations Population Fund

VFU – Victim Friendly Unit

WASH – Water, Sanitation and Hygiene

WHO – World Health Organisation

ZDHS – Zimbabwe Demographic and Health Survey

ZRP – Zimbabwe Republic Police

Executive Summary

Introduction

Following the expiry of the Life Skills, Sexuality, HIV and AIDS Education Strategy (2012-2015), the development of a successor strategy became necessary. Evolving events and milestones since the 1999 Presidential Commission of Inquiry into Education and Training (CIET) informed the development of the School based Life Skills, Empowerment and Support Programme which is in fulfilment of the SADC Care and Support for Teaching and Learning (CSTL) and the Eastern and Southern Africa (ESA) Commitment of December 2013.

Relevant Education Policies

In addition to ratifying global and regional treaties, Zimbabwe domesticated provisions on the right to education with its Constitution (No. 20) Act 23. The Education Act of 2006 also calls for the right to school education for every child in Zimbabwe, making primary education compulsory. Zimbabwe's Access to Education Policy Framework is reflected in the vision and mission of the Ministry of Primary and Secondary Education (MoPSE) and the Education Sector Strategic Plan, all of which highlight issues of quality, equity and relevance of education as espoused in the Competence Based Curriculum Framework. Several policies are in place to ensure access to quality, equitable and inclusive education. For example, the Non-Formal Education Policy which provides a second chance to those who dropped out of school is complimented by the re-entry policy that allows girls who fall pregnant to be re-enrolled after delivery. In 2014 Early Childhood Development (ECD) for the 4 year olds (ECD A) and the 5 year olds (ECD B) became a mandatory and integral part of the education system as was recommended in the CIET report (1999).

The Zimbabwe School Health Policy

The Zimbabwe School Health Policy was officially launched in June 2018 as a collaboration framework for the Ministry of Primary and Secondary Education and the Ministry of Health and Child Care to deliver a comprehensive eight-component school health package, with room for other ministries, stakeholders, including private sector players to contribute to its implementation success.

The SADC Care and Support for Teaching and Learning (CSTL) Policy Framework

The strategy (2020-2025) focuses on the fulfilment of the SADC CSTL Policy Framework and ESA commitment. The CSTL framework ascribes an essential package for care and support for learners which has 12 key elements, of which Zimbabwe has prioritised the following six elements for the first phase of implementation; (1) safety and protection, (2) nutrition, (3) leadership and structures (4) infrastructure, (5) material support, and (6) water and sanitation.

On 27 June 2019, the Zimbabwe National CSTL model was officially launched by the First Lady of the country.

The Guidance and Counselling – Life Skills Orientation Programme (LOP)

In line with the CIET report (1999), schools should provide appropriate Guidance and Counselling to all learners as a strategy to produce individuals who can boldly face the rapid changes in the socio-economic environment without losing their identity and integrity, while the Competence Based Curriculum promotes character building and helps learners develop characteristics that typify

Unhu/Ubuntu/Vumunhu. Joint monitoring visits registered both achievements and gaps that this strategy seeks to address.

The competence-based curriculum includes the syllabi on Guidance and Counselling and on Life Skills Orientation Programme. Life skills are defined as “psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills, that is, cognitive skills for analysing critical thinking and using information; personal skills for developing personal agency and managing oneself; and inter-personal skills for communicating and interacting effectively with others.”¹

Guidance and Counselling-Life Skills Orientation Programme Syllabus Objectives

Guidance and counselling is an intensive process of helping individuals discover and develop their educational, vocational and psychological potential in a structured way to facilitate making choices and decisions that enable them to achieve their goals holistically.

Objectives of the Guidance and Counselling – Life-Skills Orientation Programme:

- I. Exhibit Unhu/Ubuntu/Vumunhu which will help learners to interact meaningfully with others in society
- II. Apply the knowledge, skills and understanding needed to manage their environment
- III. Familiarise themselves with the world of work through work related learning leading to the selection of businesses that match their inclinations
- IV. Develop critical thinking, individual initiative, interpersonal, enquiring and problem solving skills
- V. Develop an awareness of children's rights and their responsibilities
- VI. Practice health habits that will prepare them for responsible family, community, national, regional and global life
- VII. Demonstrate patriotism, volunteerism and celebration of human diversity²

The School Based Life Skills, Empowerment and Support Programme in Fulfilment of the SADC Care and Support for Teaching and Learning Policy Framework and ESA Commitment (2020-2025)

Based on the above policy curriculum and field monitoring trends, the strategy has been developed with a strong practical focus.

THEME

The theme of the strategy is *“Informed, Responsible, Self-Reliant Learners with Physical and Mental Competencies for Life and Work”* and if well implemented, its impact should be, *“Empowered Learners, Including Children with Special Needs, with a Conducive, Safe and Healthy Environment for Equitable inclusive, quality 21st Century learner exit profiles for all”*. This will be achieved through the achievement of five outcomes that fall under each of the 6 pillars as shown below;

¹ UNICEF, https://www.unicef.org/lifeskills/index_7308.html

²Ministry of Primary and Secondary Education. (2015). Life-Skills Orientation Programme Syllabus

GOAL: The goal of the strategy is to have “Empowered Learners, Including Children with Special Needs, with a Conducive, Safe and Healthy Environment for Equitable inclusive, quality 21st Century learner exit profiles for all”

The strategy is developed around 6 strategic pillars as listed below:

Pillar 1: Coordinated School- based psycho-social support services and multi-sectorial linkages

Pillar 2: Learner-friendly school environment with WASH facilities, Guidance and Counselling rooms, Affordable hostels, gender and disability targeted interventions

Pillar 3: Capacity building of teachers on Guidance and Counselling at cluster level

Pillar 4: Supervision, Monitoring and Evaluation by the Inspectorate, Primary, Secondary and Non-Formal Education, including joint monitoring support visits with stakeholders

Pillar 5: Workplace Wellness, HIV and AIDS Programme

Pillar 6: Zimbabwe School Health Policy, School Nutrition and Health resource

Guiding Principles of the Strategy

The Guiding Principles of this strategy are fully aligned to the Education Sector Strategy, the School Health Policy and the CSTL as outlined below;

- *Unhu/Ubuntu*: This is the Pan African philosophy of humanism which nurtures respect for human dignity and promotes values such as empathy, honesty, fairness, good neighbourliness and hard work, among other virtues.
- *Equity and Inclusivity*: Understanding, identifying, addressing and eliminating the biases, barriers and power dynamics that limit prospects for learning, growing and fully contributing to society.
- *Gender Sensitivity*: Promoting and educating learners and staff on gender related practices that affect young boys and girls. The strategy will ensure that the needs and concerns of boys and girls are an integral part of the strategy implementation, monitoring and evaluation.
- *Adherence to Principles of Social Justice*: Ensuring that the rights of all learners are considered in a fair and equitable manner, including marginalized and disadvantaged learners irrespective of geographical location, cultural, religious or socio-economic status of the school.
- *Partnerships, Networking and Alliance building*: MoPSE will partner with key stakeholders and provide a platform for regular networking meetings for purposes of sharing experiences and establishing partnerships with non-traditional partners. The Ministry will also forge collaboration between different Ministries, NGOs and the private sector, for effective service delivery.
- *Public and Private Sector Partnerships*: Creating partnership with partners who have an interest in components of this strategy and in health, safety and education of learners.
- *Learner Participation*: Learners will actively participate in the implementation of the strategy including collection of monitoring data as appropriate.

- Best Interest of the Learner: The interest of the learners will take precedence in deciding the interventions that best address the issues that affect learners including learners with special needs.
- Evidence Based and Outcome Focused: Implementation of this results based strategy will need to be evidence based and outcome focused with systematic monitoring of progress towards the strategy outcomes and ultimate impact.
- Accountability: Different levels of MoPSE, other sector Ministries and stakeholders are accountable for the achievement of expected results by making effective contribution to the successful implementation of this strategy.
- Harmonization: Alignment of policies with the SADC CSTL policy framework

1.0 Introduction and Background

The Ministry of Primary and Secondary Education (MoPSE) developed and implemented its first Life Skills, Sexuality, HIV and AIDS Education Strategic Plan for the period 2012-2015; through the coordination of the National AIDS Council (NAC). Whereas the 1999 Presidential Commission of Inquiry into Education and Training (CIET) was a key trigger to the development of that strategy, evolving events that took place before, during and post that period, continue to impact the lives of learners and influenced the development of a successor to the 2012-2015 strategy.

Its successor is a Strategy that seeks to address the shortcomings of the former by focusing mainly on practical implementation modalities for an effective ‘School Based Life Skills, Empowerment and Support Programme.’

1.1 Key events and milestones

The development of the strategy took into consideration key events and milestones that include; Sustainable Development Goals (SDGs) and the Zimbabwe Constitution (2013), among other key milestones as presented in Table 2:

Table 2: Key Milestones and Key Highlights

Key Milestone	Key Milestone Highlights
Report on Education and Training (1999)	Highlights the philosophy that brings relevance to the education system i.e. Unhu/Ubuntu/Vumunhu, education system to be less exam focused
Life Skills, Sexuality, HIV and AIDS Strategic Plan 2012-2015	HIV and AIDS: Prevention, Care, Treatment and Support
National Policy on HIV and the Extended Zimbabwe National HIV and AIDS Strategic Plan (2015-2020)	Developed to promote and guide present and future responses to HIV and AIDS in Zimbabwe. Strategic plan highlights disturbing news on an increase in HIV infections among adolescents and youth.
Constitution of Zimbabwe 2013	Emphasis on values of non-discrimination, respect, human rights, recognition of the equality of all human beings, and gender equality
MoPSE Education Act (Chapter 24:04)	The Education Act was aligned to the Constitution to ensure the Act’s consistency and validity. Emphasis was on inclusiveness, the best interest of the child, positive and safe learning environment, and continuous assessment of the education curriculum.
Zimbabwe Demographic Health Survey (2015/16)	Data on infants, adolescents and young people with respect to HIV prevalence, testing, ART, violence against young people
Competency Based Curriculum Framework (2015-2022)	Character building, <i>Unhu/Ubuntu/Vumunhu</i> , positive values that promote health, equity, and skills, including emphasis on respect for others, prepares learners for life and work, strengthening the School health service provision, Guidance and Counselling, Disaster Risk Reduction (DRR) programme, personal development and health, work and enterprise skills; promotes awareness of heritage, history, culture and traditions and prepares learners for critical thinking, problem solving and inculcates leadership skills, good communication skills, team building, and technological skills among others including achievement of the Life Skills Orientation Programme (LOP) objectives.
Adolescent and Youth Strategy (2016-2020)	Access to quality and relevant learning for all including a strong life skills component and a focus on learning outcomes through learner support services
Sustainable Development Goals (2016-2030)	Emphasis on the promotion of human rights including gender equality, quality education, good health and wellbeing, as well as clean water and sanitation. The strategy will contribute to and report on the achievement of SDGs3, 4,5 and 6.
The Zimbabwe School Health Policy 2018	Spelt out 8 components of the School Health Package i.e. school health and nutrition services, school health services, support facilities and services for learners with special needs, health promotion for school staff, competency-based health, psychosocial support services, safe and sanitary school environment and disaster risk management; with emphasis on strengthening inter-ministerial linkages and stakeholder coordination

Table 1: Key Milestones and Key Highlights

These key milestones reflect the changes that have occurred and provide the basis for alignment of the Strategy that focuses on School Based Life Skills, Empowerment and Support Programme in Fulfillment of the SADC Care and Support for Teaching and Learning (CSTL) Policy Framework and ESA commitment to national priorities.

1.2 Education Policies and the Education Sector Strategic Plan (2016-2020)

The country's educational policies have also had their fair share of influence in shaping the direction of the new strategy. Besides ratifying both global and regional treaties, Zimbabwe has made headway in domesticating provisions on the right to education; with its Constitution (No. 20) Act 2013 providing for the right to education in terms of availability and accessibility. The provisions of the Education Act of 2006 call for the right to school education for every child in Zimbabwe and state that primary education for every child of school-going age shall be compulsory. The Act gives parents the duty of care.

The access to education policy framework is also reflected in the vision and mission statements of the Ministry of Primary and Secondary Education, together with the Education Sector Strategic Plan (2016-2020), all of which go further to highlight issues of quality, equity and relevance as espoused in the competence-based curriculum framework.

The goals are as follows:

- i. Increased access at ECD & enrolment rates at all levels especially for the vulnerable
- ii. Improved completion rates
- iii. Improved learning outcomes
- iv. Excellence in teacher professional capacity and capability
- v. Adequate and appropriate infrastructure
- vi. A responsive and quality focused Non Formal Education programme
- vii. Effective and efficient school leadership and governance systems (school, community, District, Province and National)

Below are the MoPSE Thematic programming focus Areas:

- i. Education, research & development
- ii. Infant learning
- iii. Junior learning (including NFE)
- iv. Secondary learning (NFE)
- v. Learner support services
 - ? Learner Welfare Services
 - ? Special Needs Education
 - ? Schools Psychological Services (SPS)
- vi. Administration

For those who dropped out of school for one reason or another, (such as marriage or failure to pay school fees, among others) the Ministry developed the Non Formal Education (NFE) Policy, with the intention of providing a second chance to those who dropped out. The stated goal is stated as *"to promote provision of high quality, relevant and inclusive Non-Formal Education, increase access to education through the Non-Formal Education route, and provision of functional skills to adult*

*learners, youths and out-of-school children*³. This policy reaffirms the Government's commitment to increasing access to education for all Zimbabweans as enshrined in Section 75 of the Constitution of Zimbabwe. The Ministry's policy Circular Number P35 provides for the discipline and welfare of learners and the re-entry of girls who fall pregnant, to continue with their school. Upon return, after delivery of their babies, such girls are allowed back to school. This provides such girls with a second chance to pursue their education, bringing about gender equity. This has the potential to increase the completion rates for the girl child.

In 2014, the Ministry introduced 2 years of early childhood education as part and parcel of the primary school cycle under the infant school model. MoPSE also put in place policies meant to retain children in school as well as promote their safety and protection. These include (i) Secretary's Circular no. 49 of 2007 in response to increasing bullying in schools, (ii) Secretary's Circular no. 19 of 2018 in connection with Fire Precautions and Procedures, (iii) Secretary's Circular no. 27 of 2008: compulsory establishment of child abuse prevention and management reporting structures at every educational institution under the purview of the Ministry of Primary and Secondary Education, (iv) Secretary's Circular 5 of 2019 on the Home Grown School Feeding Programme, (v) Secretary's Circular no. 17: low cost secondary boarding schools to combat illegal and 'bush' boarding.

1.3 Care and Support for Teaching and Learning (CSTL)

It is the avowed wish of every nation to provide education of good quality to all its learners, regardless of their different circumstances. However, a plethora of threats and impediments stand in the way of equitable access and meaningful teaching and learning. Among others, these include poverty and various other vulnerabilities that embrace socio-cultural and socio-economic realities. The SADC Care and Support to Teaching and Learning initiative, initiated in 2008, provides the framework within which meaningful response can be provided. The purpose is to ensure that "*children and youth in SADC realize their rights to education, to safety and protection and to care and support, through an expanded and strengthened education sector response*".

CSTL carries an essential package of 12 pillars, as illustrated in Figure 1:

³ Non-Formal Education Policy, MOPSE



Figure 1: SADC CSTL Pillars

After joining the CSTL phase 2 in 2014, Zimbabwe participated, alongside other SADC countries in supporting laboratory schools before launching the programme nationally in 2019 with priorities placed on the 6 pillars of: safety and protection, water, sanitation and hygiene, leadership and structures, infrastructure, material support and nutrition and health support. These were jointly expected to address access, quality and equity impediments. Needless to say, these areas align with a combination of learning and life skills areas.

1.4 The Guidance and Counselling – Life Skills Orientation Programme

The CIET report (1999), recommended that schools should provide appropriate Guidance and Counselling to all learners as a strategy to produce individuals who can boldly face the rapid changes in the socio-economic environment without losing their identity and integrity.

In line with this and the evolving socioeconomic landscape of Zimbabwe, the MoPSE developed a Competence Based Curriculum Framework that is relevant to the national socio-economic needs of the country and equips learners with life skills, promotes character building and helps learners to develop characteristics that typify *Unhu/Ubuntu/Vumunhu*.

Life skills can be generally defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills, that is, cognitive skills for analyzing critical thinking and using information; personal skills for developing personal agency and managing oneself; and inter-personal skills for communicating and interacting effectively with others.

All this is covered under the Guidance and Counselling – Life Skills Orientation programme which is an integral part of the school's core business and provides educational career as well as social and personal guidance and counselling. The delivery vehicle of the programme is the Guidance and Counselling Syllabus, supported by the Heritage Studies, the languages and literature, Family, Religious and Moral Education as well as the technical and vocational learning areas.

1.4.1 Achievements of the Guidance and Counselling – Life Skills Orientation Programme

- Developed a quality and inclusive Guidance and Counselling syllabus covering 2015 to 2022, one for infants and Junior Primary schools and the other for Secondary level,
- Developed Teachers' Training manuals for Guidance and Counselling,
- Developed integrated Supervision Instruments that enable all school inspectors to monitor and supervise the Guidance and Counselling programme,
- Developed and distributed (to schools) the Circular on Guidance and Counselling,
- Enabled periodic joint monitoring visits involving MoPSE, NAC and Development Partners,
- Laid the groundwork for development and launch of the School Health Policy, which immediately saw orientation of the MoPSE Senior Management on the same for cascade training and orientation at provincial, district, cluster and school level,
- Paved way for the launch of the CSTL initiative,
- Introduced a two-way delivery approach for Guidance and Counselling in line with the competence based curriculum framework: (i) through a dedicated Guidance and Counselling period per week delivered by the Guidance and Counselling teacher, and (ii) through integration of Guidance and Counselling into the general education and pathway subjects,
- In some schools, Guidance and Counselling departments and counselling spaces, with well-equipped sick bays and Guidance and Counselling resource rooms were set up.

1.4.3 Gaps in delivery of Guidance and Counselling - Life Skills Orientation Programme

The gaps presented below were identified in the joint monitoring report⁴that reviewed implementation of the Life Skills, Sexuality, and HIV & AIDS Education Strategy (2012-2015):

- Some schools especially private schools are not implementing the Guidance and Counselling programme.
- Guidance and Counselling committees are not fully functional in some schools,
- Guidance and Counselling performance indicators are not clear for most schools. Also, the Supervision Instruments are very lean on the supervision, monitoring and evaluation of Guidance and Counselling which needs more detailed guidance for supervisors.⁵
- Criteria for selecting Heads of Departments for Guidance and Counselling is not standardized across schools and in some schools the Guidance and Counselling Department Heads and teachers are members of the disciplinary committee (causing possible role conflict). In some cases, Guidance and Counselling is manned by teachers who have limited teaching loads,
- Insufficient teacher training: This leads to lack of teacher confidence and competence in delivering some key Guidance and Counselling thematic areas worsened by the absence or insufficiency of suitable teaching and learning materials in all schools,
- It is difficult to see whether and how effectively Guidance and Counselling is integrated across the career subjects or learning areas,
- Limited investment in Guidance and Counselling issues at school level as a result of competing demands placed on the school curriculum and timetable. Guidance and Counselling related

⁴ Guidance and Counselling Joint Monitoring Report, MoPSE et al, 2017

⁵ Teacher Professional Standards: Supervision Instruments, MoPSE, 2016

policies and circulars are either kept in the head's office or not used or in some cases not available in the schools.⁶ Some secondary school heads have less interest and knowledge on what transpires in the implementation of the Guidance and Counselling program and are less supportive of the program than primary school heads.

⁶ G&C Joint Monitoring Report, MoPSE et al, 2017

2.0 Methodology

The strategy review and development process was undertaken in close consultation with relevant stakeholders, of which the Ministry of Primary and Secondary Education was the prime. Others included NAC, United Nations Population Fund (UNFPA), United Nations Educational, Scientific and Cultural Organisation (UNESCO). Diverse approaches, with a hugely qualitative slant, were used to collect and put together data that formed the basis for the new strategy; including review of relevant literature, Key Informant Interviews and Focus Group Discussions.

Whereas documents were provided by the Ministry of Primary and Secondary Education, the review was undertaken by Empowerment for Career Development Consultants. Knowledgeable people (School Heads, Guidance and counselling teachers, parents and learners) participated in Key Informant Interviews and Focus Group Discussions. A total of 120 key informant interviews (with a focus on school heads and Guidance and counselling teachers) and 82 focus group discussions (targeting parents and learners separately) were carried out in 80 schools in 18 districts across all 10 provinces. Sampling of districts and schools within all the 10 provinces was undertaken in close consultation with MoPSE to ensure the different school categories and locations were taken care of.

After tools were approved and passed for ethical considerations during inception processes, field work commenced in the selected schools. This was undertaken by a total of 20 experienced data collectors that were divided into four teams, each of which visited at least two provinces. Data collectors were drawn from MoPSE, NAC, EMCAD, and other sister Ministries.

Equipped with a set of tools and notebooks, each data collector compiled detailed notes from interview sessions and Focus Group Discussions. At the end of fieldwork processes, each data collector compiled a comprehensive report of the data collected, which became the basis for analysis and report writing.

The key source of practical implementation detail to be addressed by this Strategy was the data collected through the Joint Monitoring Visits that the Ministry began in 2017 as a mechanism for impact assessment, in partnership with its partners, with the aim of enhancing the relevance of interventions at school level.

Essentially, this Strategy is the result of field observations on what is actually happening in schools across the ten provinces of Zimbabwe.

3.0 Major Findings from the Joint Monitoring of the Implementation of the Guidance and Counselling – Life Skills Orientation Programme in Schools

In order to address the practical implementation gaps at school level, the major source of data for this strategy were the joint monitoring visits conducted in all the 10 provinces of Zimbabwe. Annex 1 contains the monitoring tool used for this exercise.

Table 3 summarises the status of the Guidance and Counselling program in all the provinces. Findings are presented against priority areas of the Guidance and Counselling – Life Skills Orientation Programme namely;

- Guidance and Counselling – Life Skills Orientation Programme as a Learning area
- Provision of Guidance and Counselling - Life Skills Orientation services to learners in schools
- School leadership and attitude towards Guidance and Counselling - Life Skills Orientation services
- Schools with positive Guidance and Counselling - Life Skills Orientation Programme implementation
- Performance indicators for the Guidance and Counselling - Life Skills Orientation Programme
- Selection criteria for Heads of Departments for the Guidance and Counselling – Life Skills Orientation Programme
- Learner Discipline and Guidance and Counselling – Life-Skills Orientation, is there any role conflict
- Compliance with Circular P35 on learner discipline
- Range of learner discipline and welfare cases reported by schools
- Learners in informal boarding settings (bush boarding)
- Supervision of the Guidance and Counselling – Life-Skills Orientation programme
- Resources required for effective Guidance and Counselling – Life-Skills Orientation services
- Strategic Capacity Enhancement
- Support for Learners with special needs
- Health and Nutrition
- Learner school environment

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
<p>Guidance and Counselling as a Learning Area</p>	<ul style="list-style-type: none"> Guidance and Counselling – Life Skills Orientation Programme stands out as an important learning area if the desired learner values are to be inculcated. However, evidence on the ground shows that the Guidance and Counselling – Life Skills Orientation Programme as a learning area was not being prioritised in some schools. The 2017 joint monitoring report noted that some Harare schools were not implementing the Guidance and Counselling – Life Skills Orientation programme on the grounds that it was not among the elective subjects of the curriculum. This finding was corroborated by Secretary's Circular 2 of 2017, which noted that some schools had dropped Guidance and Counselling altogether, giving the updated curriculum as an excuse. By the time of the 2018 strategy development field work, the perception and practices of Guidance and Counselling – Life Skills Orientation programme as a learning area varied from school to school. Its omission from the school timetable persisted, especially at unregistered colleges (Manicaland), in Mashonaland West and Masvingo Provinces, Guidance and Counselling - Life Skills Orientation Programme subject was not being taught in some schools. One of the reasons cited as the cause of its non-teaching was that Guidance and Counselling - Life Skills Orientation Programme teachers were overwhelmed with other school commitments for example in Bulawayo Province, Mzilikazi district. It was noted that by 2018 there was a shift in attitude in some areas whereby some schools were now teaching G & C. For example, Harare Urban where Guidance and Counselling - Life Skills Orientation Programme teachers were making use of creative arts such as drama, role plays as well as counselling to teach G & C. At other schools, they invite external resource persons such as VFU and Child-line while another lot of schools have special assemblies to discuss learner welfare issues. In Matabeleland North Guidance and Counselling - Life Skills Orientation 	<p>Create model schools for other districts to emulate and follow up to ensure schools have something to relate to</p> <p>Closely monitor schools in teaching of Guidance and Counselling - Life Skills Orientation Programme (time table and teaching)</p> <p>Give Guidance and Counselling - Life Skills Orientation Programme equal status in matters of deployment and reward teachers for effort & innovation</p>	<p>MopSE National level policy guidelines and enforcement by district level officials</p> <p>District Office inspectorate</p> <p>School Heads</p>	<p>By beginning of 2020 school year</p> <p>During routine supervision and monitoring visits to schools</p> <p>At staff deployment and teaching load allocation time that mainly happens at beginning of year but reviewed on an ongoing basis</p>

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<p>Programme learning activities are conducted through film and newspaper cuttings for example in Hwange District</p> <ul style="list-style-type: none"> In provinces such as Mashonaland Central in Mazowe District, Guidance and Counselling - Life Skills Orientation Programme is well taught. In Mashonaland East in Marondera District, Guidance and Counselling - Life Skills Orientation Programme is not only well taught in some schools but it is part of the timetable and peer educators are used to educate other learners In Matabeleland South Guidance and Counselling - Life Skills Orientation Programme is not on the timetable but teachers are briefed to enable them to conduct Guidance and Counselling - Life Skills Orientation Programme sessions (Mangwe District). <p>The foregoing clearly shows prevalence of attitudinal issues that characterise non-delivery of Guidance and Counselling - Life Skills Orientation Programme programme in schools. A shift in mind-set has to be enforced to guarantee recognition of the value addition that comes from the programme</p>			
Provision of Guidance and Counselling Services to Learners in the Schools	<p>Findings on provision of Guidance and Counselling services are based on the two visits undertaken in 2017 (Joint Monitoring Report) and 2018 (Strategy Development process visit). There are two performance categories around provision of provision of counselling services – schools doing well in terms of provision and schools that provide the services.</p> <p>Provision of Counselling Services and some good practices</p> <ul style="list-style-type: none"> In Bulawayo (Umguza District) and Midlands Province (Kwekwe District), counselling sessions are done or provided by all the school teachers and at some schools counselling is also done by patrons and peer educators. In some schools in Matabeleland North (Hwange District), Counselling sessions are handled by qualified teachers who have degrees in counselling. In cases where the situation has gone out of hand (extreme cases), cases are reported to the police and in Matabeleland South for example in Matobo District counselling 	<p>Avail adequate material resources to teachers to equip them with the tools for conducting the services</p>	<p>District MoPSE offices to follow up on availability and use.</p> <p>Heads to avail resources received to relevant staff and avail local training to the same</p> <p>School Heads and Guidance and Counselling focal persons</p>	<p>Immediate and as part of routine monitoring</p> <p>On-going support required for the teacher provider</p> <p>On-going efforts</p>

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<p>services are done through the Guidance and Counselling - Life Skills Orientation Programme focal person and staff at the clinic. Some schools in Mashonaland West, Chegutu District the school engages health service providers to provide counselling services.</p> <ul style="list-style-type: none"> o Across the 10 provinces, it was noted that counselling services are provided by schools with viable Guidance and Counselling programmes including (i) Mashonaland East (Marondera District) where some schools make use of group counselling, (ii) Mashonaland Central in Zimba District where the Guidance and Counselling - Life Skills Orientation Programme department provides counselling services and (iii) In Manicaland (Mutare Urban) where counselling services are conducted in some schools. <p>In spite of the good efforts noted above, counselling services remain inadequate</p> <ul style="list-style-type: none"> o Counselling spaces are generally not available in schools (Joint monitoring report, 2017) to avail safe and confidential counselling services. This was found to be still the case during the 2018 visits. Besides, resources such as textbooks were in short supply across the 10 provinces. o Although effort has been made to disseminate these resources, some teachers and some heads were not aware of the G&C Policy and existing circulars to support provision of the service. Where there have been received, their use is intermittent as they are kept 'locked up' in the school head's office thereby limiting access and use of the resources by teachers. o Parental support, a critical component of the delivery of Counselling services, is inadequate. The situation was found most prevalent in Harare Urban District 2017 and 2018 visits. This was exacerbated by employment commitments of parents and guardians who find little time with children, migrating to foreign countries in search for better economic opportunities, etc. Some schools visited in Masvingo and 	<p>Provide for Guidance and Counselling - Life Skills Orientation Programme as part of the compulsory care and support package for every learner</p>	<p>MoPSE District level support to improve prevailing the current policy initiative</p>	<p>On-going process</p>

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
<p>School Leadership and Attitude Towards Guidance and Counselling Services</p>	<p>Manicaland province were not providing counselling services to learners.</p> <p>Given the issues highlighted in this section, key gaps for attention include the need to ensure that resources are available in the right place and at the right time to support teachers and other staff tasked with provision of counselling services. There is also need to harness the community as a resource to support delivery of counselling services.</p> <ul style="list-style-type: none"> • School leadership is an important facet in the planning (allocation of time, selection of G&C teacher), implementation and monitoring of Guidance and Counselling; hence their commitment and positive attitude is essential to the programme. • Findings in 2018 indicate that there were some school heads that were passionate towards the G&C programme and rightfully indicated on their schools being noted as high performers. Such heads ensured that G&C features on the timetable and was taught. • G&C was better prioritised in primary schools than secondary schools. Primary schools visited in Masvingo Province had their administration full in support in implementation of G&C than secondary school administrations. Primary schools had G&C allocated on the timetable in all provinces visited. • In some schools visited in Mashonaland Central and Harare provinces, there were some schools where the Head, deputy head and senior teachers supervise lessons of the Guidance and Counselling - Life Skills Orientation Programme program and the HoD does not teach any other subject other than G & C. • In one school in Umguza district, the headmaster talks to the children about Guidance and Counselling - Life Skills Orientation Programme at school assemblies and HOD then holds sessions with learners during their free periods. 	<ul style="list-style-type: none"> • Recognition of school heads who do well in G & C • Reduce G & C teachers load • Closely monitor that Guidance and Counselling - Life Skills Orientation Programme is one of the key result areas • Sensitization of the new strategy with emphasis on their role and the importance of G & C • MoPSE to continue monitoring the Guidance and Counselling - Life Skills Orientation Programme program in schools 	<ul style="list-style-type: none"> • MoPSE • PEDs • School heads • HOD G&C • DSIs • Guidance and Counselling - Life Skills Orientation Programme Teachers 	<p>Jan 2020</p> <p>Ongoing</p>

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<ul style="list-style-type: none"> • Predominantly in many schools visited (especially secondary schools), Guidance and Counselling was still not prioritised. • In 2017, there were some heads of schools that were unaware on the necessity and importance of the G&C programme in schools. • There were some schools where G&C was not on the timetable, but in some schools where it is on the timetable, still G&C was not taken seriously. In some schools visited in Murehwa, Mangwe, and Matobo G&C lessons would not be taught even if it is on the school timetable. • In 2017, findings showed that in some schools, G&C was taught by a teacher who is fully loaded with other teaching subjects. The situation had not changed in 2018, where it was noted that G&C was taught by teachers who are overwhelmed by a busy teaching schedule. • During the 2018 field visit it was noted also that, school heads do not have time to supervise Guidance and Counselling - Life Skills Orientation Programme as was in the case in select schools in Chegutu, Mazowe and Chipinge. • During the 2017, monitoring visit it was highlighted that there was no formal feedback to school staff after Guidance and Counselling workshops attended by heads and Guidance and Counselling Heads of Departments. There was also limited time given for meaningful information sharing after Guidance and Counselling staff development sessions. In addition, Guidance and Counselling teachers were not given time to cascade the information they will have obtained from workshops. • In some schools, G&C is just afforded time for short per talk within other subjects for example in Matobo, Matebeleland South. 	<ul style="list-style-type: none"> • Engage development partners to support the Guidance and Counselling - Life Skills Orientation Programme program • Provide feedback and share Guidance and Counselling - Life Skills Orientation Programme development staff meeting minutes 		

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
<p>Schools with Positive Guidance and Counselling Programme Implementation</p>	<ul style="list-style-type: none"> • Visits in 2017 and 2018, reflected on some schools having functional G&C programmes. Although they might not be perfect, they had been making efforts to improve. In addition to the schools listed in the Joint Monitoring report of 2017, strategy field visits of 2018 also noted schools that have positive G&C programme implementation as listed below: <ul style="list-style-type: none"> Mashonaland Central: <ul style="list-style-type: none"> • Mazowe Citrus Secondary School-Strong partnership with the Community -Effective counselling services yielding positive results e.g. Addressing SRH challenges -Increased learner visits to Counselling rooms -Learners more open to report abuse and share their experiences on STIs • Mazowe Boys High School- <ul style="list-style-type: none"> -Organizing comprehensive Life Skills camps Mashonaland West- <ul style="list-style-type: none"> • Knowe Community College-School Head effectively supervises G&C attending lessons and advising on areas of improvement <ul style="list-style-type: none"> -A safe and healthy environment including for learners with disabilities, -Provides emergency sanitary wear for girls -Effective selection of G&C teachers Mashonaland East- <ul style="list-style-type: none"> • Wadilove High School - a dedicated G&C room • -G&C done once a week for all classes - Care and Support for HIV positive learners - Income generating projects eg. eggs, cattle e.t.c. 	<ul style="list-style-type: none"> • Document and disseminate good practices and lessons learnt from the Guidance and Counselling programme. • Identify more such schools and use them as models for other schools • Invite schools doing well to workshop platforms where they can share their experiences with other schools on how they are managing the program. • Exchange programs between schools struggling and those doing well 	<p>MOPSE</p> <p>MOPSE and Stakeholders</p> <p>DSIs and Cluster Heads</p> <p>Provincial and District Inspectors</p>	<p>End 2020</p> <p>Mid-2020</p> <p>End 2020</p> <p>2020</p>

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<p>Bulawayo</p> <ul style="list-style-type: none"> • Founders High School – Strong partnership with service providers e.g. VFU, Childline and other external resource persons. • Amaveni Primary School-regular counseling services • Hamilton High School- Effective individual counseling services • David Livingstone Memorial Secondary School – involving learners in contributing to the school feeding programme <p>Midlands</p> <ul style="list-style-type: none"> • Dambudzo Primary School-strong school-community partnership • Gare Secondary School effective learner participation, learners research on different topics and present at assembly point. -G&C taught at all levels from ECD to Grade 7 • St Georges Christian College -Provision of counselling services <p>Mat north</p> <ul style="list-style-type: none"> • Ingagula Primary school- effective school feeding programme -No abuse cases at schools • Lukosi Secondary School-Qualified counsellor in charge of G&C -Head monitors the G&C programme -Reduced teenage pregnancies • Madlenyoni Primay school-School Head effectively monitors the G&C programme -Well-maintained nutritional garden -Safe school environment with enough toilets <p>Mat South</p> <ul style="list-style-type: none"> • Empandeni Girls high school- Provision of counseling services and referrals 	<ul style="list-style-type: none"> • Allocation of more time in G&C. 	Heads	Ongoing

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<ul style="list-style-type: none"> • Samathonga Primary School-effective school-feeding programme with a borehole for nutritional garden • St Francis High School- Effort being made to stop corporal punishment <ul style="list-style-type: none"> -reduced teenage pregnancies -care and support to learners heading families <p>Masvingo</p> <ul style="list-style-type: none"> • Ndarama High School-provision of counselling services <ul style="list-style-type: none"> -effective coordination between disciplinary Committee and the G&C Committee <p>Harare</p> <ul style="list-style-type: none"> • Allan Wilson High School - G&C lessons held 3 times a week <ul style="list-style-type: none"> -Head and Deputy supervise and monitor G&C • Use of creative arts and videos for G&C well-maintained grounds. • A Full time G&C teacher 			
<p>Selection Criteria for Heads of Department for the Guidance and Counselling Programme</p>	<p>Leadership of Guidance and Counselling is a key determinant of the delivery effectiveness of this important area. A key question is how Heads of Department are selected in the school system.</p> <p>The 2017 joint monitoring report shows that the selection method varied from one school to another, depending on, among other reasons, resources available. The following were noted as the selection criteria for Guidance and Counselling - Life Skills Orientation Programme teachers;</p> <ul style="list-style-type: none"> • Maturity and character (Matabeleland North, Masvingo and Harare) • Having qualifications needed for guidance and counselling (Bulawayo, Manicaland and Mashonaland Central) • Passion, positive attitude, mature character, tolerant, patient and role model. (Mashonaland East, Mashonaland West, Bulawayo and Harare) 	<p>Define selection criteria for HODs for guidance and counselling, cascade to district and school level</p> <p>Train school heads in the use of criteria for selecting HODs for Guidance and Counselling and supervise implementation</p>	<p>MopSE(National). If standards already in place, ensure their implementation in all schools.</p> <p>MopSE district level staff (DSI and Inspectors)</p>	<p>Annually</p> <p>Ongoing and at every opportunity alongside other Ministry programmes</p>

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Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<p>• Possession of leadership qualities (Manicaland, Masvingo, Matabeleland North and Mashonaland West)</p> <p>• Ability to work with stakeholders (Harare, Mashonaland Central and Masvingo)</p> <p>• Volunteers with the passion for the subject and learners (Manicaland, Bulawayo, Mashonaland East and Midlands)</p> <p>• Approachability by learners (Bulawayo, Manicaland, Mashonaland East, Matabeleland North and Matabeleland South)</p> <p>While the various criteria constitute credible grounds for selection, taking the situation on the ground into consideration, the lack of clear practice on the ground remains the major issue as selection could be based on subjective judgements. Findings of the 2018 visit found that the situation had not changed much and the practices persisted.</p>	<p>Consider Guidance and Counselling - Life Skills Orientation Programme on par with other subjects on staff load allocations</p>	<p>School heads and teachers</p>	<p>Beginning of year and whenever staff changes</p>
<p>Performance Indicators for Guidance and Counselling Programme</p>	<ul style="list-style-type: none"> Head of schools and G&C teachers in some schools including in private and unregistered schools, such as Great Achievers in Harare South, showed an understanding of the overall outcomes of the G&C programme that include improving attendance, participation, transition, and completion by assisting learners to reduce teenage pregnancies, bullying, drug abuse, school drop outs and improved discipline in schools. However, there did not seem to be a common understanding of the specific indicators against which to measure success in the implementation of the G&C programme across all the schools that were visited. 	<ul style="list-style-type: none"> Distribute performance indicators to all schools Track progress using performance indicators Schools to focus on the desired Guidance and Counselling - Life Skills Orientation Programme program outcomes of 	<p>MOPSE DSI</p> <p>Guidance and Counselling - Life Skills Orientation Programme HOD</p> <p>School Heads</p> <p>School Heads</p>	<p>End 2020</p> <p>Ongoing</p> <p>Ongoing</p>
	<ul style="list-style-type: none"> In schools where G&C was well implemented, there were positive reports of pupils, who had been empowered and gained confidence to report cases of abuse and bullying for example in Harare, reduced teenage pregnancies and drop outs for example in Hwange district. In some schools that were visited in Mashonaland East in Hwedza, cases of pre-marital sex, teenage pregnancies and school drop-out were reducing because of the G&C programme 	<ul style="list-style-type: none"> improving attendance, participation, transition and completion rates at all levels. Organise 5-day camps for learners e.g. after grade 7 examinations using a multi- 	<p>G&C HoD and G&C teachers</p> <p>Cluster Heads and School Heads</p>	<p>Year end, after Examinations</p>

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	<ul style="list-style-type: none"> However, cases of early sexual activity and sex parties in some provinces remain high among learners in some provinces for example in Mashonaland Central-Shamva and Matabeleland North-Ndabazinduna and Umguza districts as well as Bulawayo. G&C performance indicators are at their worst during and immediately after Examination time when learners have a lot of free time to the extent that some schools call upon the police to assist as and when necessary for example in Bulawayo-Mzilikazi. 	<ul style="list-style-type: none"> sectoral approach involving other relevant Ministries. Career guidance sessions. 		
<p>Learner Discipline and G & C, is there any role conflict</p>	<ul style="list-style-type: none"> Interaction with School Heads and G&C teachers revealed some level of confusion on their understanding of the concepts, “discipline” and “counselling services” and how they relate, with some schools equating counselling to the warning that a learner gets before disciplinary action is taken for example in Matabeleland South province-Gwanda district. Most schools visited in 2018 have disciplinary committees, often chaired by Deputy Heads and in some cases, the G&C teacher is part of the disciplinary committee but his or her special role is not specified or clear resulting in role conflict for the G&C teacher, as a counsellor and also as a disciplinarian. This confusion was noted when some schools reported that using counselling to discipline learners is not satisfactory for example in Mashonaland West-Chegutu district. Some schools in Mashonaland Central-Guruve district reported that their Disciplinary Committee was responsible for providing counselling services and corporal punishment would be administered by the School Head in the event that the Disciplinary committee fails to resolve the issue. In some schools where G&C teachers are given a special role in the Disciplinary Committee, they are tasked to moderate on the disciplinary measures to ensure fairness and consideration of the learner’s 	<ul style="list-style-type: none"> G&C Committee to have input for Guidance and Counselling - Life Skills Orientation Programme committee or teachers before any disciplinary action for advice for them to come up with solutions in the best interest of the child or learner Staff development to build collaborative, working relationships between Guidance and Counselling - Life Skills Orientation Programme teachers and the disciplinary committee 	<p>G&C Committee</p> <p>MoPSE LWSPSSNE Department</p> <p>SPS, Cluster heads and School Heads for cascade training</p>	<p>End 2020</p> <p>Mid-2020</p> <p>Mid 2020</p>

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	<ul style="list-style-type: none"> circumstances or just as an observer. From the schools that were visited in 2018, there was no evidence of referrals being made from the Disciplinary Committee to the G&C Committee/teacher. Some schools demonstrated a lack of understanding of the positive relationship that should be established between discipline and counselling services or between the Disciplinary Committee and the G&C Committee/teacher. This was partly because these schools equate discipline with harsh punishment for example corporal punishment and not as positive discipline that helps learners to get a deeper understanding of their behaviour so that they can self-correct in future. Equating discipline with harsh punishment was noted in several schools where corporal punishment is still rampant e.g. in Mashonaland Central-Chegutu district. Insufficient documentation of cases in all schools visited in 2018 	<ul style="list-style-type: none"> Capacity building on positive discipline measures for a better understanding of the relationship between discipline and counselling services Referral from discipline to Guidance and Counselling (no coordination in some schools) Strengthen record keeping of cases 	<p>DSI,S school heads, HODs</p> <p>DSI,S school heads, HODs</p>	<p>Immediate</p> <p>Immediately</p>
Compliance with circular No P35 on learner discipline	<ul style="list-style-type: none"> In the joint monitoring report of 2017, some schools expressed that corporal punishment was no longer being used in schools. However, during the 2018 field visits, it was noted that some schools still use corporal punishment. A few incidences were reported, where discipline in the form of corporal punishment was used in extreme cases or as a last resort and administered by the School head or deputy head using broom sticks or fan belts for example in Mashonaland Central and Matabeleland North. Some schools reported that offering counselling services is not working and so they have to resort to corporal punishment. However, it should be noted that some schools have stopped using corporal punishment for example in Mashonaland West-Marondera. Most schools are making an effort to replace corporal punishment with manual labour as a form of punishment for example picking litter, watering the garden, cleaning toilets and classrooms, digging holes, closing potholes, carrying stuff, watering gumtrees, working on the farm carrying sand etc. for example in Hwedza, Mzilikazi and Zvimba districts 	<ul style="list-style-type: none"> Staff development for school leadership on positive discipline standardisation of procedures in the best interest of the child according to the Constitution through strengthened monitoring and enforcement of policy implementation Capacitating teachers on alternatives to corporal 	<p>MoPSE HO</p> <p>Schools</p> <p>Discipline Division</p> <p>Training Division</p> <p>PEDs</p> <p>DSIs</p> <p>LEPS</p> <p>Schools</p>	<p>On-going</p>

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Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<ul style="list-style-type: none"> The school uses the disciplinary committee and the G&C department but corporal punishment is used at home, Hwedza, Mashonaland west) Most schools involve parents for disciplinary action for extreme cases for example some schools in Mashonaland Central and Matabeleland North 	<p>punishment</p>		
Range of Learner Discipline and Welfare cases reported by schools	<ul style="list-style-type: none"> Issues of drug and substance abuse, physical abuse, high sexual activity, verbal abuse and bullying continue to be central to learner discipline as was noted in the 2018 field visit as well as in the 2017 joint monitoring visit. In some schools, sexual relationships and sexual activities for example hugging, kissing and sexual intercourse are common within the school setting for example in Mashonaland Central in Mazowe and Bulawayo Mashonaland East in Hwedza. Learners are reported to engage in early sexual activities starting from as early as 10 years old due to lack of proper parental guidance, limited accommodation whereby parents sleep in the same room with their children exposing them to sexual activities, separation of parents, poverty and the effect of gold panners for example in Mashonaland Central in Guruve, Mazowe and Shamva districts. One teacher in Mashonaland Central noted that the society in general is not setting a good example because it values sex and has high sexual activity. Learners in some schools are having sex on their way home and teenage pregnancies are very common among learners. Teachers reported that learners engage in early sex due to peer pressure and the desire to experiment after watching pornography. Verbal abuse by both teachers and learners and bullying among learners is common in most of the schools that were visited. For example in Matabeleland South in Matobo district; Harare, Mashonaland East-Hwedza and Marondera districts as well as Mashonaland Central in Mazowe district. Bullying is at its worst by form fours and Grade 7 learners after their examinations. 	<ul style="list-style-type: none"> Strengthen community school linkages Improve linkages with service providers e.g. VFU, Childline and Law courts Schools to make a follow up on reported cases Involvement of parents, other stakeholders in all cases Close supervision of teachers in the teaching of G&C Awareness campaigns at school level and community levels involving partners Strengthen BEM/GEM clubs in schools Parental and community involvement in advocacy and awareness campaigns against child marriages/teenage pregnancies, drug and substance abuse 	<p>Schools</p> <p>G&C Teachers</p> <p>School heads</p> <p>Training Division</p> <p>PEDs</p> <p>DSIs</p> <p>LEPS</p>	<p>On-going</p>

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Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<ul style="list-style-type: none"> • Drug and substance abuse are common learner discipline issues in some schools, especially among boys for example in Harare-Chitungwiza district . Some of the substances used by learners include “bronco”, glue and “nyaope”. • Girls co-habiting with boys is common in some schools in Harare province leading to high rate of teenage pregnancies. • Learner Welfare issues that were reported in some schools during the 2018 field visit include sexual abuse, emotional abuse and learners having to walk long distances to school risking different forms of abuse for example in Mashonaland East- Marondera and Hwedza. • The 2018 fieldwork revealed that there are high rates of school dropouts in search of employment in South Africa (especially in Plumtree and Chiredzi districts) for boys whilst for girls school dropouts are due to child marriages and teenage pregnancies. This is also due to peer pressure which was also identified as a challenge in the 2017 Joint Monitoring exercise. • Some schools reported that learners come to school showing signs of emotional abuse from home for example, being denied access to food, physical abuse sexual abuse and other forms of abuse for example in Matabeleland North. • An increase of learners staying alone without parents and guardians because of various reasons (child headed families) and these are now being reported as centres for sex parties. Bulawayo 	<ul style="list-style-type: none"> • Awareness campaigns with parents and conduct trainings with learners 		
Learners in informal boarding settings (bush boarding)	<ul style="list-style-type: none"> • There are a number of bush boarding schools, and the 2017 joint monitoring exercise showed greater numbers in Manicaland, Bulawayo and Masvingo. Some districts e.g. Chiredzi have no boarding schools except only one which is quite inaccessible. • The main reason is that the cost of conventional boarding schools is beyond their reach, hence these residential arrangements. • Findings from the 2018 field visits revealed stories that highlighted the vulnerability of girls as well as boys living under these circumstances. 	<ul style="list-style-type: none"> • Scale up low cost boarding schools which has already been started by the Ministry • Continue to sensitize learners to prevent and protect themselves from potential risks 	MoPSE HQ Guidance and Counselling - Life Skills Orientation Programme teachers	

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	<ul style="list-style-type: none"> It was noted that bush boarding are characterised by the following: <ul style="list-style-type: none"> Physical abuse, sexual abuse- for example Chiredzi and Chipinge Districts Girls live in classrooms, therefore due to lack of supervision there was an unresolved conflict which led to one girl learner to commit suicide within the school premises. The joint monitoring report of 2017 also revealed that: <ul style="list-style-type: none"> Safety, sanitation and water shortages were seen as a big problem in some of the bush boarding. Wild animals posing danger to student's daily movement. The effect of weather conditions such as flooded rivers leading to seasonal informal bush boarding arrangements 	<ul style="list-style-type: none"> More attention to and regular updates on learner safety in informal boarding settings Roles and responsibilities on learner welfare to be clearly defined. Performance management system to ensure the protection, safety and well-being of learners is a Key Result Area for every School Head and all teachers Schools Psychological Services to focus more on supporting schools to do more preventive work and reduce on such cases. Engage the community, local stakeholders to come out with local solutions e.g. engaging matrons and security guards from the community Schools to apply to construct low cost boarding which can be subjected to regular inspection to ensure that standards are controlled. 	<ul style="list-style-type: none"> FAHRD PRD PSNE PEDs DSIs Heads of schools, other relevant government sectors SDCs- Chiefs, headmen, councillors, kraal heads, responsible authority, district water and sanitation subcommittees Partners eg business community NGOs to be actively 	

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Issues	Key Observations	Action to be Taken	Responsible Person	By When
Supervision of the Guidance and Counselling programme	<p>The joint monitoring report of 2017 highlighted that:</p> <ul style="list-style-type: none"> Provincial level inspectorate for Guidance and Counselling had been seen in schools, but not on their core function without giving much attention to G & C There is poor record -keeping on issues pertaining to well- being of learners. During the 2018 field visit, it was noted that there is limited supervision and monitoring of the programme particularly from the district and provincial level. No supervision of Guidance and Counselling - Life Skills Orientation Programme teachers in unregistered schools for example in Harare South; Chiredzi and Marondera. In 2017, Heads from the schools visited in the different provinces reported that they do monitor the implementation of G&C with majority of them doing it once a term in most secondary schools and monthly in some primary schools. In 2018, the situation was not any different for example: <ul style="list-style-type: none"> The head supervises the Guidance and Counselling -Life Skills Orientation Programme teachers in cluding the teachers in the Guidance and Counselling - Life Skills Orientation Programme. Guidance and Counselling - Life Skills Orientation Programme teachers are supervised by the school head or the deputy head for example Guruve District. 	<ul style="list-style-type: none"> Health masters and village health workers to be engaged to guide these low cost arrangements 	<p>engaged ZRP VFU, Child Protection Committees, Ministry of Women's Affairs Gender and Community Development</p>	Ongoing
		<ul style="list-style-type: none"> Ensure regular monitoring & evaluation of Guidance and Counselling - Life Skills Orientation Programme in schools at provincial and district level Supervision by head and cluster heads Mainstream Guidance and Counselling programme supervision in existing tools used by the Inspectorate and school leadership at Infant, Junior and Secondary school levels <p>MOPSE Education Inspectors responsible for G&C to</p>	<p>DSI SI G&C Cluster heads and School heads</p> <ul style="list-style-type: none"> PSNE Schools Inspectorate DSIs LEPS EO Guidance and Counselling Schools 	Ongoing

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
Resources required for effective Guidance and Counselling - Life Skills Orientation Programme services	<ul style="list-style-type: none"> The head or the teacher in charge supervises Guidance and Counselling - Life Skills Orientation Programme teacher performance and the DSI come and inspect once a term for example Kwekwe District At almost every school visited in 2018, the need for reference material, text books and other resources to enrich the guidance and counselling programme for learners and to empower teachers with enhanced knowledge, was highlighted. Some schools for example in Matobo, Guruve and Umguza districts reported that they only have the G&C syllabus and manual expressing that they needed more varied resources. Some unregistered schools in Harare South reported that they did not have the syllabus or any related policy documents. Several schools, for example in Harare Urban, Hwedza and Zvimba districts expressed the need for specialised and qualified counsellors to provide G&C services and that ordinary teachers need extensive training for them to effectively deliver G&C or alternatively introduce it as a special subject at Teachers Colleges However, some of the Harare schools particularly in the Harare urban district were becoming innovative and making use of creative arts e.g. drama, role plays as well as music to teach G & C. In the same district some schools invite external resource persons for example VFU and Child-line for selected G&C sessions or have special assemblies to discuss learner welfare issues. In some schools in Matabeleland North Guidance and Counselling - Life Skills Orientation Programme learning activities are conducted through film and newspaper cuttings for example in Hwange District Waddilove High in Mashonaland East is commented for having textbooks for G&C. Head very supportive. In some schools visited in Manicaland and Matabeleland, school feeding program is only implemented in primary schools while secondary schools do not have the school feeding program. There were some schools especially primary schools were they faced no challenges pertaining the 	<p>visit each school at an average of twice or once a term</p> <ul style="list-style-type: none"> Create spaces for Guidance and Counselling - Life Skills Orientation Programme Distribute Guidance and Counselling - Life Skills Orientation Programme materials to all schools And monitor the equitable distribution of resources. Schools to be innovative and improvise as much as they can, learning from other schools for example use of creative arts. 	<p>School</p> <ul style="list-style-type: none"> MoPSE HO 	<p>End 2019</p> <p>1st Term 2020</p>
Health and Nutrition	<ul style="list-style-type: none"> In some schools visited in Manicaland and Matabeleland, school feeding program is only implemented in primary schools while secondary schools do not have the school feeding program. There were some schools especially primary schools were they faced no challenges pertaining the 	<ul style="list-style-type: none"> Schools to implement income generating projects/ begin farming in some free space in the school yard. 	<p>School Heads</p>	<p>Mid 2020</p>

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<p>school feeding programme. "No challenges are faced in delivering the school feeding programme". - Samathonga Primary School and ECD Centre and "The learners eat mangai or sadza with chunks"- Mkhalipe Primary School.</p> <ul style="list-style-type: none"> One school in Hwedza is supported by CAMFED, and learners receive, tea and potatoes, sadza and vegetables from the garden and at times are given Maheu. St Giles has a vibrant school feeding programme, where they have a cooking facility and a nutrition diet table for the programme. Schools are being supported with maize from the Social Welfare department and that has made it possible to have a school feeding programme in most schools. The challenge that most schools have met is shortage of relish, so they have opted to serving boiled maize (manga) or samp to learners. Some schools visited in Mashonaland East have however stopped running the feeding programme because of failure to source for relish. Some schools implemented the school feeding programme for a long time and stopped the program in 2018 due to economic challenges Some Schools visited in Masvingo province were requesting parents to pay for relish as they supply the maize. That has met some resistance from the parents sometimes because they could not afford the rather meagre requests of sometime \$2 at the time of the monitoring visits in 2018. Parents have been volunteering their services with cooking at some local schools, but their attendance had dwindled at the time before the visits. 	<ul style="list-style-type: none"> Schools should consider having nutritional gardens for relish 		
Support for Learners with special needs	<ul style="list-style-type: none"> Some schools have trained special needs teachers, which assist them in taking care of special needs learners. The deputy head of one school visited has a degree in special needs so they are able to deal with special needs cases. Some schools have no teacher trained to deal with special needs. 	<ul style="list-style-type: none"> Distribute more assistive devices for learners with special needs Develop infrastructure that accommodates learners with special needs e.g ramps 	MoPSE HQ	End 2020

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
Strategic Capacity enhancement	<p>Some schools have classes for learners with special needs covering mental, physical and hearing impairment. This was more dominant in special needs schools like St Giles, but in conventional schools the situation was different. Other schools have resources for special needs but are not adequate to cater for all learners with special needs. A school visited in Mzilikazi district in Bulawayo had a resource unit for learners living with disability but they can only accommodate a few learners.</p> <ul style="list-style-type: none"> One school has learners with special needs but the environment is not accommodative and the school does not have assistive devices for example Guruve district A great number of schools visited had no ramps to accommodate learners with disabilities. This makes it difficult for a learner in a wheel chair to move around the school. <p>The importance of enhancing the capacity of staff for delivery of Guidance and Counselling - Life Skills Orientation Programme cannot be over-emphasised. The entire system needs capacitation in order to enhance delivery. Essentially, apart from those already qualified, the needs are met through workshops that can be held at various levels, including the school level.</p> <p>Guidance and Counselling - Life Skills Orientation Programme Workshops</p> <ul style="list-style-type: none"> According to the 2017 Joint Monitoring Report, Guidance and Counselling workshops were conducted and attended by school Heads and/or teachers. However, the trainees were not effectively implementing the programme. The 2018 strategy field visits observed that Guidance and Counselling - Life Skills Orientation Programme teachers from some schools in Midlands province had not received training, a situation that constrains implementation of the programme. In the remaining nine provinces, teachers were taking turns to attend Guidance and Counselling - Life Skills Orientation Programme workshops. 	Intensify training by including all categories within school system (District Officers, School Heads, Teachers, HODs)	MoPSE HQ MoPSE District Schools Partners	January 2020

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<ul style="list-style-type: none"> Refresher training - This has been availed through the Ministry with coordination such as invitations being handled through NAC. Content includes training HIV/AIDS issues, policy documents. However, only coordinators are afforded the training opportunity, and not the school heads. Further evidence from across districts shows varied positions: taking turns to attend, the workshops (Gumbonzavanda High, Hwedza, Mashonaland west). Others as frequent as twice per term (some schools in Mashonaland west). The cluster was a platform for such trainings for heads targeting supervision the Guidance and Counselling - Life Skills Orientation Programme teacher. The last refresher training was last done in 2016 (school in Zvimba District, Mashonaland West). In one school in Umguza district, only one teacher out of 6 teachers had been trained about Gand C. <p>In terms of numbers of teachers trained on G& C, visited schools in Matabeleland North and Bulawayo province have reported the following:</p> <ul style="list-style-type: none"> All 22 teachers (Nhlambabaloyi Secondary school, Umguza district) All 3 teachers (Muntu primary school, Umguza district) 16 teachers out of 39 (Mpumelelo Primary school, Mzilikazi district) All teachers trained by Plan Zimbabwe (Mbuyazwe Secondary school, Mzilikazi district) 3 teachers trained (Lukosi Secondary School-Hwange district) 3 teachers trained out of 82 teachers (Founders High school - Mzilikazi district) <p>School level staff development</p> <ul style="list-style-type: none"> Cascading of Guidance and Counselling - Life Skills Orientation Programme training at school level has been minimal though there are cases where HODs had cascaded to other teachers at wards and school levels (St Phillips, Guruve District, Mashonaland Central). 	<p>Conduct refresher trainings on Guidance and Counselling - Life Skills Orientation Programme for DSIs, school heads and Guidance and Counselling - Life Skills Orientation Programme teachers.</p>	<p>MoPSE HQ MoPSE District Schools Partners</p>	<p>On going</p>
		<p>Enforce cascade of information acquired at trainings within the school</p>	<p>Heads of schools and teachers at the school level</p>	<p>As and when any training occurs</p>
<p>School Learning Environment</p>	<p>The school environment is characterised by issues of infrastructure, health and sanitation as well as safety and security which, collectively or individually, impact on learners' ability to concentrate and learn. The environment could also focus on issues of protection that entail freedom from harassment and abuse, bullying from teachers and other learners. An assessment of the</p>	<p>Distribute CSTL model to all schools and sensitise schools on the same</p>	<p>MoPSE National</p>	

Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

Issues	Key Observations	Action to be Taken	Responsible Person	By When
	<p>availability and adequacy of the various school learning environments undertaken during the 2017 Joint Assessment and the 2018 field visit. The following were the main findings:</p> <p>Infrastructure</p> <ul style="list-style-type: none"> Some schools have broken sewer drain covers and sewer is leaking, infant learners play in sewage water and there are inadequate toilets (Chitungwiza and Harare Urban Districts). Some schools have inadequate toilets and they are not well cleaned for example in Chiredzi District and Kwekwe Districts <p>Security issues</p> <ul style="list-style-type: none"> In some schools there are no security fences for example (Mhondoro District-Mashonaland East Province, Chiredzi District- Masvingo Province, Zvimba District-Mashonaland West Province, Guruve District-Mashonaland Central Province, Chipinge District-Manicaland Province and Hwange District- Matabeleland North Province. <p>Water and sanitation</p> <ul style="list-style-type: none"> In some schools it was noted that there is no water and adequate toilets for example in Mhondoro District- Mashonaland East Province and in Gwanda District, Matabeleland South Province. Some school learners come to school with water in bottles- Guruve District, Mashonaland Central Province. 	<p>Enforce compliance with CSTL model in all schools</p> <p>Provide conscious attention to all facets of school environment for sanitation and security</p>	<p>MoPSE District level staff</p> <p>School Heads and School Development Committees</p>	<p>During monitoring visits and other routine spot check</p> <p>In accordance with School Development Plans (SDPs)</p>

Table 2: Status of the Guidance and Counselling – Life Skills Orientation Programme in all the 10 Provinces

4.0 Analysis and Discussion of Key Findings

The section highlights issues that present as key concerns, as distilled from literature perused, findings of joint monitoring visits conducted from 2017 to 2019 and stakeholder consultations undertaken during field visits. One of the main concerns of the 2020 -2025 strategy is to address these issues.

Guidance and Counselling – Life-Skills Orientation Programme, as a learning area

Given the values it seeks to inculcate, Guidance and Counselling/ Life –Skills Orientation is an important learning area. However, the general sentiment in many schools, is that this learning area is not being accorded the same status as other learning areas in the curriculum; hence its absence from school timetables. Even in cases where it is time-tabled, it does not necessarily translate into practice. Arguments are that, it is not examinable and, besides, it is denied adequate space by pressure of new school curriculum as well as lack of in-school capacity to handle the learning area. The finding is harmonious with the Joint Monitoring Report conclusion to the effect that some schools, especially private schools, were not implementing the Guidance and Counselling programme.

Literature is awash with reports that, in many countries (including those in the SADC region), Guidance and Counselling/ Life–Skills Orientation Programme is introduced with the genuine hope of addressing problems that young people face in their day to day lives, especially within school settings. Its fate is sealed by its design that denies it features that other learning areas have. As a result, it is not accorded the status other subjects are given. It appears logical that the new strategy should find ways of creating interest in the learning area, including rewarding schools that are doing well.

Whereas the general tone was one of negativity, there were pockets of good practice in schools scattered across the country. Significant positive changes continued to manifest between 2017 and 2019 visits in the areas of presence on timetable, actual commitment to teaching supervision of the programme by school leadership and post-training sharing mechanisms within the school system. Needless to say, such schools must be commended and supported to uphold the high standards while being used as models that others can visit and learn from. This was attributed to leadership innovativeness. With relentless support from the Ministry thorough resource provision and careful deployment and supervision at the school level, the programme should find its feet with time.

Provision of Guidance and Counselling services within schools

Sound ethical values are as much about good teaching of the subject as it is about provision of essential Guidance and Counselling/ Life–Skills Orientation services. Although these services have always been provided in one form or another, a number of challenges have come to characterise their delivery. These challenges include lack of confidential counselling spaces and in-house skills for the provision of the services. These challenges are not unique to Zimbabwe as studies have shown this to be an area of concern in the entire Africa and SADC regions that are characterised by resource constraints. In order to circumvent these challenges, some schools have hired skills from external providers who are brought into the school to provide the services. Referrals to external providers are also an option that some schools have tried in the case of specialised counselling services. While such diversity should be celebrated, it is necessary to ensure that the service is available all the time, as and when needed. This is why CSTL made it a requirement and mandatory for Ministries of Education to develop and/or strengthen policies to ensure the systematic provision of psychosocial support

services (PSSS). The range of available options include employment of professional school-based counsellors, trained teachers, peers, and/or referrals to external professional counsellors.

Role of family and community

While the school remains the central platform for teaching Guidance and Counselling/ Life–Skills Orientation as well as provision of related services, with teachers, peers and other service providers providing much of the support, the family remains an important arena for such support. However, the role of the family, an important component of the child's microsystem, is still low-key. It is important to bring the family into the fold in order to guarantee round the clock surveillance and support. It is widely recognised that the role of family and community is invaluable because of the need to ensure sustainable support in and outside the school system.

School Leadership and attitudes towards Guidance and Counselling Services

School leadership and attitude towards Guidance and Counselling/ Life–Skills Orientation Programme is an important determinant of its uptake, with consequences for its 'presence' in the school curriculum as well as how resources will be deployed. Overall, from the fieldwork undertaken across the country, leadership commitment showed a mixed picture with primary schools showing better disposition for Guidance and Counselling than secondary schools. While this is good for laying a solid foundation, it is regrettable that the foundation is then allowed to fade away. The implications are clearly affecting whether or not it shall be on the timetable, whether or not it is actually taught, who shall be deployed to lead and teach the subject, and how seriously capacity building shall be taken. These are areas that the various layers of the Ministry would do well to monitor closely and take appropriate interventions if this useful learning area and its attendant services will gain traction for the benefit of learners.

Selecting Head of Department Guidance and Counselling/Life-Skills Orientation Programme

At learning area level, the Head of Department plays a crucial role in directing and supporting day to day teaching and learning. The selection for such an important responsibility should, therefore, not be haphazard but done in accordance with certain laid down criteria. Findings from both the Joint Monitoring Visits and fieldwork discussions show that criteria for selecting Heads of Departments for Guidance and Counselling are not standardized across schools. While some schools do recognise technical knowledge of the area, in some schools, this role is assigned on the basis of seniority even though technical aspects of the areas are lacking. According to the joint Monitoring Report, Guidance and Counselling/ Life–Skills Orientation is manned by teachers who have limited teaching loads or are known non-performers in some schools. While it may be expecting too much in some schools without a single teacher trained in the subject, the selection process for teaching and, more importantly, for heading activities of the learning area calls for defining and adherence to well-articulated, consistent mechanisms that guarantee sound leadership based on professional grounds

Performance Indicators for Guidance and Counselling – Life-Skills Orientation Programme

What does it take to conclude that the programme is working well or otherwise? An analysis of field responses to this issue indicates the lack of a shared knowledge and understanding of the Guidance and Counselling - Life-Skills Orientation programme, largely arising from absence of common performance indicators in schools. The programme needs well-defined performance indicators that all schools should relate to and use. This is an area of grave concern as counselling performance indicators are not clear for most schools. Also, the Supervision Instruments are very lean on the supervision, monitoring and evaluation of Guidance and Counselling which needs more detailed guidance for supervisors. A new strategy would do well to strengthen those areas.

Learner Discipline and Guidance and Counselling – Life-Skills Orientation, is there any role conflict?

The thin line between counselling and discipline often results in one being confused with the other. As a result, this leads to a situation where some fail to appreciate the special role that counselling could play in disciplinary cases, especially when the Guidance and Counselling - Life Skills Orientation Programme teacher has to sit in the disciplinary committee. A key finding from the Joint Monitoring and strategy development fieldwork was that some schools have Guidance and Counselling/Life-Skills Orientation Department Heads and teachers as members of the disciplinary committee. It can be argued that there may be little choice where the human resources are already thin in both numbers and skills. However, there is no denying that there is role conflict. Whereas the two should have a mutually beneficial relationship, the lack of role clarity often becomes the undoing. Much effort is needed in establishing healthy working relationships between counselling and disciplinary efforts. Sensitisation of all involved needs to be taken as an issue of utmost priority.

Support for Learners with disabilities and other Special needs

The Children's Rights Charter (Article 23) upholds the rights of children with disabilities to equal access to education and other basic services. SADC Declaration and Treaty endorses these rights advocating that Member States shall not discriminate against any person on grounds of disability. The need to take care of children with special needs is a top priority for the Ministry of Primary and Secondary Education, with an entire Department for Learner Welfare issues.

While the Department is making conscientious efforts through training and supervision support, it is evident that the needs are far much in excess of available capacity. In addition, the situation in most schools is less than desirable as it is characterised by a number of challenges that include the lack of specialised teachers, lack of suitable facilities and, on the part of the learner, lack of assistive devices.

Learners in informal boarding settings

Long walking distances to school is a key factor that determines whether or not learners will continue attending school. Meanwhile, the cost of conventional boarding schools is much too high for most parents to afford. This has led to use of informal boarding facilities, a situation where children utilise available facilities closest to the school (such as shopping centres). However, this triggers several other challenges such as those of safety and protection. Resultantly, this has led to all sorts of disciplinary challenges where learners engage in illicit activities due to lack of supervision. The findings from fieldwork found pockets of areas where use of such facilities is common practice, especially in remote

areas where the distances to and from schools are too long to cover on a daily basis. The Ministry is coming up with interventions to ensure availability of alternative (low-cost) boarding facilities in areas of greatest need. Scale up of low-cost boarding facilities that ropes in community involvement will ensure the protection and safety of learners. Given the negativities that go with informal boarding, this is an area of utmost attention in developing any new strategy that hopes to promote acceptable values.

Strategic Capacity Enhancement

A key area of expressed concern is that of diminished capacity to implement the Guidance and Counselling/ Life-Skills Orientation Programme. There are still far too few personnel at all levels of the system with the requisite specialist knowledge in Guidance and Counselling/Life-Skills Orientation. Studies across SADC and beyond buttress this fact: that implementation of Life Skills Education programmes faces both technical, social and structural factors. A Malawian study identified inadequate teacher training, negative teacher attitudes, inadequate teaching and learning resources and use of inappropriate teaching methods as key barriers. The study notes that training of teachers in Life Skills Education has not been part of the teacher training curriculum in Universities and teacher training institutions. In essence, teachers who are expected to teach Life skills Education are not fully equipped with the relevant skills to handle the subject, thus rendering them ineffective in their delivery of subject content. Workshops (fresh or refresher) have become an important mechanism for capacitating implementers of the programme, especially teachers. However, findings show that the intensity varies by province, district or even school; prompting the need for enhanced support in order to ensure that it is both consistent and regular at both district (for inspectorate) and school levels (for school heads and teachers).

The point is made elsewhere that capacity goes beyond human skills but embraces all aspects required to make the learning and teaching experience useful to learners. Schools lack basic reference materials to support the programme, which diminishes the value of the programme especially when other learning areas are well supported. The absence of Guidance and Counselling Committees in schools, as Joint Monitoring found out, did not help an already weak situation.

Health and Nutrition

Health and nutrition pillars are critically important in promoting and guaranteeing meaningful learning. Zimbabwe was quick to adopt these for the first phase of implementation of the CSTL initiative. In 2018, the Ministry of Primary and Secondary Education (MoPSE), in collaboration with Ministry of Health and Child Care (MoHCC), developed and launched the Zimbabwe School Health Policy that provides a school health package made up of 8 components as follows: school health and nutrition services, school health-community health, support facilities and services for learners with special needs, health promotion for school staff, competency-based health, psychosocial support services, safe and sanitary school environment and Disaster Risk Management. Meanwhile, the school feeding programme is underway in all schools. However, this is affected by a number of challenges that include lack of relish, diminishing community support in food preparation and the general economic challenges that are affecting the country. A revisit to implementation aspects of these pillars and highlighting these in the new strategy will go a long way for continued support to learners.

School Learning Environment

The school learning environment is a key determinant of meaningful learning. This embraces, among other elements, adequate infrastructure and facilities, security and protection as well as health and sanitation perspectives. The school environment becomes conducive when all these are present. However, schools are often found wanting in one or more of these aspects, a reality that is found common across the SADC region where access to safe drinking water and adequate sanitation facilities are reportedly uneven and where corporal punishment is still widely practiced at schools in spite of injunctions to end it. Schools could benefit if the MoPSE were to enforce adherence to the SADC supported CSTL model, as well as other local efforts involving school and community.

5.0 Rationale for School - based Life Skills, Empowerment and Support Programme

After the expiry of the 2012– 2015 Life Skills, Sexuality, HIV and AIDS Education Strategic Plan, a successor results-based strategy was needed to address gaps noted in its predecessor in order to provide sufficient guidance to schools in the provision of life skills, sexuality, HIV and AIDS education. The successor strategy would also embrace changes in the global, regional and national context; necessitated by key milestones such as the Sustainable Development Goals (SDGs) (global level), the revised Education Act, the introduction of the Competency based Education Curriculum, the new School Health Policy and the launch of the CSTL initiative.

The 2017 joint monitoring exercise to evaluate the impact of the 2012-2015 Life Skills, Sexuality, HIV and AIDS strategy provided insights into the successes, challenges and opportunities of the Guidance and Counselling programme. Gaps identified will need to be addressed through the successor strategy.

5.1 Scope for School - based Life Skills, Empowerment and Support Programme

The findings of the 2017 joint monitoring exercise and review of the expired strategy helped to broaden the scope and content of the successor strategy by addressing identified gaps. These gaps included the provision of relevant psycho-social support, practical interventions into observed learner challenges and lack of personalized career guidance, as well as broad mentorship support for learners.

The broadened scope of the strategy helped to strengthen the joint monitoring instrument and the priority focus areas for targeted strategic interventions at national, provincial, district, cluster and school levels. This successor strategy is also expected to strengthen the school-based Guidance and Counselling support services, and cement the nexus between Guidance and Counselling and workplace wellness programme for teachers and ancillary staff to ensure the attainment of curriculum goals and the desired learner exit profiles.

6.0 Strategic Pillars

The 2020-2025 strategy aims to address gaps identified in the implementation of the 2012-2015 strategy through 6 strategic pillars which are explained in detail below;

Pillar 1: Coordinated School-based Psycho-Social Support Services and Multi-Sectorial Linkages

Through its policy framework on Care and Support on Teaching and Learning (CSTL), the SADC calls on Ministries of Education to develop and/or strengthen policies that ensure the systematic provision of psychosocial support services (PSSS) to learners through a wide range of strategies including employment of professional school-based counsellors, trained teachers, peers, and/or referrals to external professional counsellors.⁷

Pillar 2: Learner Friendly School Environment with WASH Facilities, Guidance and Counselling Spaces, Affordable Boarding Hostels, Gender and Disability Mainstreaming and Targeted Interventions

Safety and protection as well as water and sanitation are some of the pillars of the CSTL regional initiative. From an environmental health perspective, a sensitive environment such as a school tends to be where adverse health effects manifest themselves in the face of unsafe sanitary conditions.⁸

Pillar 3: Capacity Building of Teachers on School Health Programming, Guidance and Counselling, including the strengthening of the HIV and AIDS response and DRR preparedness through Cluster Level intervention entry points

Capacity building is the process by which individual and organizational capabilities are strengthened to enhance performance whenever these capabilities are perceived to be low. Often, the critical questions are: whose capacity? What capacity? In the current case, it is cluster and school level capacity, together with effective support from the District to deliver School based Life skills, Empowerment and Support programme in fulfilment of the SADC Care and Support for Teaching and Learning Policy Framework and ESA commitment.

Pillar 4: Supervision, Monitoring and Evaluation by the Inspectorate, Primary, Secondary and Non-Formal Education, including joint monitoring support visits with stakeholders

Supervision, monitoring and evaluation of teachers' performance in its general terms have tended to be neglected globally for decades. MoPSE has an elaborate joint monitoring instrument that is used for quarterly monitoring visits by a national team made up of MoPSE, NAC and Stakeholders. Follow up action on identified gaps is done immediately after the joint monitoring visits.

Pillar 5: Workplace Wellness, HIV and AIDS Programme for all Teaching and Non-Teaching Staff

In the context of delivery of the School based Life Skills, Empowerment and Support programme in fulfilment of the SADC Care and Support for Teaching and Learning Policy Framework and ESA commitment, staff at Head Office, Province, District and School levels are key drivers of the process and are responsible for the supervision and support functions.

⁷ SADC Policy Framework on Care and Support for Teaching and Learning, CSTL, 2015

⁸ Dr Berry, M.E. https://www.ciriscience.org/a_314-Healthy-School-Environment-and-Enhanced-Educational-Performance

Pillar 6: Practical Implementation of the Zimbabwe School Health Policy, School Nutrition and Health Resource Provision

Health and Nutrition are some of the 12 pillars of the CSTL initiative and were adopted by Zimbabwe for the first phase of implementation of the initiative. The MoPSE, in collaboration with MoHCC, developed and launched the Zimbabwe School Health Policy in Zimbabwe that provides a school health package made up of (i) the school health and nutrition services, (ii) school health – community health, (iii) support facilities and services for learners with special needs, (iv) health promotion for school staff, (v) competency based health, (vi) psychological support services, (vii) safe and sanitary school environment, and (viii) disaster risk management.

8.0. Coordination and Budgetary Requirements for Strengthened Implementation Capacity

There is a plethora of issues and interventions related to the strategy and their implementation cannot be left to chance. A harmonised, well-coordinated approach is of the essence, considering coordination as the establishment of harmony between different activities in such a way that overall objectives are achieved.

8.1 Coordination Structures

Coordination of different activities does not just happen. It takes efforts from those (groups and individuals) tasked with ensuring delivery of the strategy. The coordination will take three main pathways: the multi-sectoral committees and consultative groups and MoPSE intra-Ministerial coordination structure:

8.1.1 National Coordination Committee

Overall, coordination shall be in the hands of committees; the National Coordination Committee (NSC), constituted and tasked for the purpose. As the custodian of the School-Based Guidance and Counselling Support Programme: Life Skills, Sexuality, HIV and AIDS Strategy (2018-2022), the Ministry of Primary and Secondary Education (MoPSE) shall chair the coordination committee and provide secretarial services. The national coordination committee has structures at sub-national levels (provincial, district, cluster and school). The national coordination committee must be sensitive to opportunities that exist in the environment at each level.

The Coordination Committee has, among others, the following functions:

- ? Development of implementation and coordination guidelines
- ? Monitoring implementation,
- ? To mainstream Guidance and Counselling – Life Skills Orientation Programme into an exclusive curriculum implementation and CSTL programming
- ? Keep open communication channels for on-going feedback and provide upward feedback
- ? Provides periodic regular reports to relevant constituencies

8.1.2 Consultative Groups

This consultative group structure sits at every sub-national level (provincial level down to the school level) and serves to advise the relevant steering committee at their level, which in turn will feed into the national steering committee on matters related to the strategy. Figure 4 illustrates the relationship between the steering committees and consultative groups.

MoPSE intra-ministerial coordination structure

This is coordination of all the different MoPSE departments with the understanding that they have different contributions to make to the different strategy pillars;

8.2 Key Issues for Coordination

1. Importance of Communication: Communication is considered the cornerstone of coordination work. It must be two—way; vertically with within functional lines and horizontally across to facilitate integrative and harmonised delivery. Apart from group charts that are on-going, there should be regular formalised interactions through meeting platforms. The regularity of the meetings and their conduct should be specified in operational guidelines.
2. Involvement of children and young people: They are at the centre of this strategy. Their presence means we can deliver with them rather than for them. However, realise that there exist centres of influence around wherever they are found (school, community).

Given all the issues that have been identified as affecting the young people, MoPSE comes up with a new strategic response anchored on 6 pillars. The aim is to achieve the strategic outcome which, stated at the learner level: highly performing and participating learner with adequate health service and psycho-social support in a safe, healthy and sanitary environment.

3. Target/learner: The target is the central piece to the implementation approach. The strategic framework seeks to fully cater for the needs of the primary and secondary school learner as defined in the impact statement.
4. Layers of influence: The family, school and community: Even though the centre of implementation of the strategy is the school, it is necessary to acknowledge the existence of other 'layers of influence' that come to bear on the delivery process. These include the family, the community and the national and broader contexts that continuously interact and influence what goes on around the learner. As these environments interact, they come to influence the development of the individual in a positive or negative way.

9.0 Planning, Monitoring and Evaluation Framework for the Achievement of the Strategic Outcomes and Outputs of the MOPSE School-based Life Skills Empowerment and Support Programme :2020-2025

All programmes in schools are incorporated into the Education Sector Strategic Plan whose policy decision making is coordinated through the Education Coordination Group, chaired by the Minister of Primary and Secondary Education while implementation is headed by the Permanent Secretary for Primary and Secondary Education.

Within this framework this Strategy will be spearheaded by the Learner Support Services Thematic Working Group for the implementation of the Education Sector Strategic Plan, led by the Chief Director for Learner Welfare Psychological Services and Special Needs Education Department, under the supervision of the Accounting Officer, the Permanent Secretary for Primary and Secondary Education and with support from the National AIDS Council, Development Partners and Ministry-approved civil society and other stakeholders.

The table below summarises the key deliverables and budget requirements for the period from 2020 to 2025.

OUTCOME	Performance Indicator	OUTPUT	Estimated BUDGET (\$US) 2020-2025	TIMEFRAME
1. Mainstreamed 12 CSTL pillars at every school	Policy compliance levels (MER Framework)	cluster and district mapping of all organisations approved to support each pillar of the Zimbabwe national CSTL Model Termly CSTL plans and performance returns	Province=5 000.00 District=5 000.00 Cluster=7 000.00 School=10 000.00 Total=37 000.00	Ongoing
2. Gender-responsive Life Skills Orientation Programme	Gender mainstreaming indicators Inclusivity gender parity and equity	Curriculum coverage of Guidance and Counselling -Life Skills Orientation programme group sessions Statistics and qualitative reports on BEM /GEM activities	District=5 000.00 Clusters=10 000.00 Schools BEM/GEM Camps=500 000.00 Total=515 000.00	Ongoing
3. Improved implementation leadership and quality assurance	Proportion of internal supervision report covering learner support		Head Office=10 000.00 Province=15 000.00 District= 15 000.00	Ongoing

capacity among schools' inspectors, heads of primary and secondary schools and SDC	services and facilities in schools per cluster/district Proportion of external supervision reports covering Guidance and Counselling-LOP per cluster/ district		Cluster=30 000.00 School=10 000.00 Total =80 000.00	
4. Policy compliance	Quality of teaching and learning	internal and external supervision reports on Guidance and Counselling-LOP learning area and support services Joint Monitoring and Evaluation reports	Head Office=20 000.00 Province=30 000.00 District=20 000.00 Cluster =40 000.00 School=15 000.00 Total=125 000.00	Ongoing
5. Teacher competence on Guidance and Counselling- Life Skills Orientation curriculum content	Learning outcomes Learner exit profiles	Database of Teachers covered through in-service training	Teacher Trainings Head Office=10 000.00 Province=20 000.00 District=40 000.00 Cluster=50 000.00 School= 70 000.00 Total=190 000.00	Termly
6. Teacher effectiveness on Learner Support Services	Quality of teaching and Learning	Records of developed and distributed IEC materials for Guidance and Counselling-Life Skills Orientation Programme	Material development and distribution Head Office=200 000.00 Province=50 000.00 District=20 000.00 School =500 000.00 Total=770 000.00	Ongoing
7. Ethical conduct among learners, teaching, non teaching staff and partner organisations visiting schools	Policy compliance	National code of conduct for learners National code of Conduct for teaching and non-teaching staff Operational guidelines and code of conduct for partner organisations supporting the Guidance and	Head Office=20 000.00 Province=10 000.00 District= 5 000.00 School= 30 000.00 Total=65 000.00	Ongoing

		Counselling-LOP in schools		
8. Curriculum impact on Comprehensive Sexuality knowledge, values and behavioural attributes	Learning outcomes Learner conduct	Quarterly reports National conference Guidance and Counselling -Life Skills Orientation Programme	Head Office=15 000.00 Province=5 000.00 District=5 000.00 School=30 000.00 Total=55 000.00 Head office \$250 000	Ongoing
9. Value-added the National School Quiz competition	Participation by Infant, Junior Secondary learners, including LWD 50% practical school assessment mark for winning schools in 2019 50% actual school quiz competition mark of the final result	Practical implementation reports	Head Office=5 000.00 Province=10 000.00 District=15 000.00 Cluster=20 000.00 School=15 000.00 Total =65 000.00	Annual
10. Optimal coverage of career guidance and learner support in selecting curriculum pathways	Percentage learner coverage of career guidance activities at Infant, Junior and secondary education level per cluster per district	Career guidance teaching and learning materials IEC materials Directory(ies) of career guidance resource organisations, mentors and role models	Head Office= 100 000.00 Province=2 500.00 District=15 000.00 Cluster=100 000.00 School=40 000.00 Total=258 500.00	Ongoing
11. System for early identification and support for learners at risk	Percentage of non-readers/innumerate learners per grade Percentage change in the number of learners benefiting from the Remedial Programme Proportion of learner referred and	Remedial programme returns G&C service utilisation statistics	Furnishing of Learner Support Service Centres =1 000 000.00 Head Office=10 000.00 Province=20 000.00 District=20 000.00 Cluster=5 000.00 School=10 000.00 Learners=50 000.00 Total =1 115 000.00	Ongoing

	<p>receiving Psychosocial and mental health services</p> <p>Percentage of OVC learners benefiting from social Safety nets</p> <p>Number of partner organisations offering educational support and coverage per provider per district/cluster</p>	<p>per school/cluster and district</p> <p>OVC records</p> <p>Child Protection Committee performance records</p> <p>Termly renewed register of partner organisations and stakeholders</p>		
12. Strengthened school –based response under the Multisectoral Protocol on the Management Sexual Abuse and Violence in Zimbabwe	<p>Percentage change in reported cases of child abuse and neglect</p> <p>Percentage of concluded court cases and record of legal outcomes</p> <p>Percentage of rehabilitated, supported survivors of GBV</p>	Records of learners assisted	<p>Learner Support Services</p> <p>Province=10 000.00 District=10 000.00 School= 50 000.00</p> <p>Total=70 000.00</p>	Ongoing
13. Increased enrolments participation, transition and completion Infant , Junior and Secondary education levels and in Non Forma Education programme	<p>Enrolments</p> <p>Transition rate</p> <p>Completion rate</p> <p>Records of pregnant learners assisted to complete education</p> <p>Drop out rate</p>	EMIS annual report	<p>Data collection exercise</p> <p>Head Office=5 000.00 Province=2 000.00 District=1 000.00 Schools=500.00</p> <p>Total =8 500.00</p>	Annual
14. Increased flow of STEM candidates into higher and tertiary education	Disaggregated STEM participation rates	Girls Science and Maths Camp reports Boys Science and Maths camp reports	<p>Boys and Girls camps</p> <p>Cluster=200 000.00 School=150 000.00</p> <p>Total=350 000.00</p>	Annual

15. Higher primary to secondary transition for male and female learners	Transition rate	EMIS Annual report	Data gathering budget incorporated at activity 4	Annual
16. Disability-inclusive Guidance and Counselling-Life-skills Orientation Programme	Proportion of learners by type of disabilities covered	Sign language IEC Braille IEC Disability-friendly G&C-LOP activities	For development, procurement and distribution of materials Head Office=300 000.00 Province =10 000.00 District=5 000.00 School=100 000.00 Total=415 000.00	Ongoing
17. Support for learners with health conditions including those on ART	Records of learners identified and supported	Quarterly reports	Province =2000.00 District=1 000.00 School=50 000.00 Total=53 000.00	Monthly
18. Delayed sexual debut among under 18 year olds	Teen pregnancies STI among under 18s New HIV infections Records of pregnant learners assisted to complete education	EMIS HMIS	Province =2000.00 District=1 000.00 School=100 000.00 Total=103 000.00	Annual
19. Mainstreaming of all previous clubs and non-teacher run Lifeskills. SRH activities into the competence-based curriculum	Number of learners participating in teacher-led practical activities under carrier learning areas	Register of all approved G&C-LOP related clubs, activities coordinators and sponsors	Head Office=5 000.00 District=5 000.00 Province=5 000.00 School=30 000.00 Total=45 000.00	Ongoing
20. Economic empowerment competence development for learners	Financial literacy and livelihood competence among learners	Income generation and financial inclusion initiatives per district Database and performance returns	Income generating activities District=50 000.00 Cluster =100 000.00 School=200 000.00 Total=350 000.00	Ongoing
21. Practical provision of school health services	Proportion of learners covered through school health screening, assessment and treatment	Cluster school health calendars Minutes of National, Provincial, District MOPSE-MOHCC and	Head Office=15 000 Province=20 000.00 District=25 000.00 Cluster=30 000.00 Schools=100 000.00	Termly

	Proportion of School Health Coordinators trained	partner coordination meetings School health returns National school health activity information management system	Total=190 000.00	
22. School feeding and nutrition	Proportion of learners receiving at least one hot, balanced school meal a day Nutrition status indicator Healthy eating habits	Food safety standards Statistical returns of functional school feeding programme Training programme for food handlers Health screening records for school food handlers Growth monitoring records	District=50 000.00 Cluster=100 000.00 School=200 000.00 Total=350 000.00	Ongoing
23. Safe School environments	WASH ratios MHM indicators Low Cost boarding hostels DRR indicators	Database of adapted learner friendly infrastructure	Head Office=15 000.00 Province=20 000.00 District=50 000.00 School= 1 000 000.00 Total=1 085 000.00	Ongoing
24. Ethical conduct among learners, teaching, non-teaching staff and partner organisations visiting schools	Policy compliance	National code of conduct for learners National code of Conduct for teaching and non-teaching staff	Head Office=20 000.00 Province=10 000.00 District= 5 000.00 School= 30 000.00 Total=65 000.00	Ongoing
25. Child Online safety measures	Internet safeguards	School-based safety measures Training M&E	Head Office=20 000.00 Province= 5 000.00 District=20 000.00 Cluster =30 000.00 Learners=80 000.00 Total=155 000.00	Ongoing
26. Healthy Empowered personnel	Work attendance Morale Productivity NCD indicators	Annual staff wellness programme Participation records	Head Office=30 000.00 Province=20 000.00 District=10 000.00 Cluster=50 000.00 School= 70 000.00	Termly

	Quality of teaching and learning Learning outcomes	TOT Health promotion seminars	Total=180 000.00	
27. Improved school-community linkages for optimal G&C-LOP impact	Participation by community	Database of community stakeholders Records of community linkages activities	Head Office=5 000.00 Province=10 000.00 District=15 000.00 Cluster=25 000.00 School=30 000.00 Total=85 000.00	Termly
28. Ministry -led coordination of non-Ministry stakeholder schedule of activities in schools		Operational guidelines and code of conduct for partner organisations supporting the Guidance and Counselling-LOP in schools Termly updated register of partner organisations	Head Office Authorisation Provincial Supervision and coordination District mechanisms for accountability, monitoring and reporting	Termly
29. Joint monitoring and evaluation, supervision of the G&C-LOP in schools	Quality teaching and learning	Joint monitoring reports Supervision reports	Head Office = 6 000 Provincial officials = 10 000 District = 3 000	Termly Termly Termly

10.0 Operational Framework for Non- Ministry of Primary and Secondary Education Partners Seeking to Support the Implementation of the Guidance and Counselling-Life Skills Orientation Programme

1. All partners intending to participate in the implementation of the programme will be issued with written authorisation, renewable upon submission of reports on activities conducted during each school term. All heads of schools shall maintain a file of the written approvals for accountability and compliance monitoring purposes.
2. A common code of conduct will guide the activities by all partner organisations and stakeholders supporting the Guidance and Counselling-Life skills Orientation Programme, School Health Initiatives and identified CSTL pillars.
3. In line with the competence – based curriculum, all practical activities under the Guidance and Counselling -Life Skills Orientation Programme in schools must involve every learner. Teachers will lead all school club activities. All non-teachers to participate in teacher-empowerment programmes and leave teachers to interact directly with learners in schools.
4. One coordinated District schedule of partners planning to visit schools shall be recommended by the Principal Educational Psychologist for the Province and approved by the District Schools Inspector before the beginning of each term.
5. Officers from the Provincial and district level will lead teams of partners on visits to schools and ensure meaningful value addition to curriculum implementation and the practical implementation of the Zimbabwe National CSTL I Model.
6. Ministry to encourage more partner and stakeholder activities to complement Guidance and Counselling - Life Skills Orientation programme through community engagement programmes that include capacity building of parents and community leaders as communities to support the life skills empowerment of all learners.
7. Ministry to coordinate partner and stakeholder support in order to eliminate duplication, overlap, double/multiple dipping and neglect of some geographical areas and elements of the Strategy.
8. Ministry officials and heads of schools should confirm the Curriculum Development and Technical Services endorsement of all resource materials that partners offer to schools.
9. All the 16 languages in the National Constitution of Zimbabwe shall be respected in the delivery of services to learners.

In all activities, the Constitution and laws of Zimbabwe shall be strictly observed together with the values of Unhu/Ubuntu.

Appendix 1

List of members of personnel who participated in the Joint Monitoring and Data Collection Exercise

2017 Joint Monitoring

Name	Designation	Organization	Provinces Visited
TEAM A			
K.R.L Nyanungo	Principal Director LEPS	Ministry of Primary and Secondary Education	Mashonaland Central
T. Chegovo	Research Officer	Ministry of Primary and Secondary Education	Mashonaland West
T. Chinhengo	Programme Analyst	UNFPA	Mashonaland East
D. Matongo	Youth Intern	National AIDS Council	
TEAM B			
H. Maisiri	Director LEPS	Ministry of Primary and Secondary Education	Bulawayo
E. Binza	Research Officer	Ministry of Primary and Secondary Education	Matabeleland North
N. Mashavira	Educational Psychologist	Ministry of Primary and Secondary Education	Matabeleland South
M. Nyamucheta	Programme Coordinator	National AIDS Council	
TEAM C			
L. Antonio	A/D/Director SPS	Ministry of Primary and Secondary Education	Manicaland
C. Chinamasa	Educational Psychologist	Ministry of Primary and Secondary Education	Masvingo
B. Nyamwanza	National Youth Coordinator	National AIDS Council	Midlands
L. Halimani	National Professional Officer	UNESCO	
Y. Mazomba	Youth Intern	National AIDS Council	

Schools Visited in 2017

Province	District	Schools Visited
TEAM A		
Mash Central	Bindura	Nyava Primary
	Bindura	Herman Gmaine
	Shamva	Enterprise Primary
	Shamva	Wadzanai High
Mash West	Hurungwe	Mwami Primary
	Hurungwe	Mwami High
	Makonde	Gudubu Primary
	Makonde	Gudubu Secondary
Mash East	Mudzi	Nyamapanda Primary
	Murehwa	Kotwa High
TEAM B		
Mat South	Mangwe	Marula Primary
	Matobo	Cyrene High
		Whitewater Secondary
		Minda High
		Kezi Primary
Mat North	Umguzha	David Livingstone Pri
		David Livingstone Sec
		Cameron Primary
		Sojini Secondary
	Lupane	Lupane Primary
		Mabhikwa Secondary
Bulawayo	Bulawayo Central	King George VI

	Khami	Tsetse Primary
TEAM C		
Manicaland	Mutare Urban	Murahwa Hill Primary
	Mutare Rural	Chitakatira High
	Buhera	Nechikowa Primary
	Buhera	Chabata High
Masvingo	Masvingo Urban	Ndarama High
	Masvingo Rural	Mukonde Primary
	Chivi	Masunda North Secondary
Midlands	Shurugwi	Msasa Primary
	Shurugwi	Shurugwi No 2 High
	Gweru peri-urban	Guinea Fowl High
	Gweru Urban	Matinunura High
	Gweru Urban	Jairos Jiri Special School

2018 Joint Monitoring

Name	Designation	Oganisation
TEAM A		
Mr. Mudawarima	Director Inspectorate	MOPSE
Mrs C. Chinamasa	Educational Psychologist	MOPSE
Mr.L.Magwere	HIV and AIDS Specialist	UNICEF
T.B Sango	A/Principal Educational Psychologist	MOPSE -Manicaland Province
Mr. P. Musara	A/Principal Educational Psychologist	MOPSE – Masvingo Province
Ms T. Chirara	Intern	NAC

Name	Designation	Organisation
TEAM B		
Mrs L. Antonio	A/D/Director -SPS	MOPSE
Mrs S. Gubi	Education Research Officer- Inspectorate	MOPSE
Mr P. Chinake	Education Research Officer- Non-Formal Education	MoPSE
Mr P. Makunzva	A/Principal Educational Psychologist	MoPSE- Mash East
Mrs P. Kasere	Programme Officer	UNFPA
Ms T. Wachenuka	Intern	NAC
TEAM C		
Mrs H. Maisiri	Director – LePS	MoPSE
Ms T. Chegovo	Education Research Officer- Junior Education	MoPSE
Mr Mashonganyika	Principal Human Resources Officer	MoPSE
Mr. M. Mache	Provincial Educ. Psychologist	MoPSE-Mat. North
Mrs S. Makove	Programme Manager	CAMFED
Mr M. Nyamuchetu	Programme Coordinator	National AIDS Council
TEAM D		
Mrs Sithole	A/D/Director -SNE	MOPSE
Ms O. Zava	Education Research Officer	MOPSE
Mr I. Sifelani	Provincial Educ. Psychologist	MOPSE- Midlands
Mr S. Mlambo	Material Production Officer (CDTS)	MOPSE
Mrs B. Nyamwanza	National AIDS Coordinator	NAC
Mr. L. Halimani	Education Manager	UNESCO

Schools Visited 2018

Province	District	Schools Visited
Manicaland	Makoni	St Joseph's High School
	Chimanimani	Nyanyadzi High School
		Tonhorai Primary
	Chipinge	Clear Waters Primary
		Chipinge Secondary
Masvingo	Chiredzi	Mwenje Secondary
		Mufakose High
	Bikita	Duma Primary
		BikitaFashu High
Mash East	Marondera	Eagle Tanning
	Goromonzi	Pagejo Rarubhi
		Nyameni High
	Murehwa	Kambarami
		Mukombami High
		Chemhondoro High
Mash Central	Shamva	Mutumba
		Wadzanai High
		Nzvimbo High
	Mazowe	Kakora
Mat. North	Bubi	Turk Mine Primary
		Mvundla Primary
		Inyathi High School
	Nkayi	Mpumelelo Sec.
		Guwe High
	Dimpamiwa Primary	
Mat. South	Beitbridge	Majini Primary
		Siyoka Secondary
	Gwanda	Mabheka Secondary

		Jahunda Primary
		Jahunda Secondary
Midlands	Gweru	Jairos Jiri Naran Centre
		Matinunura High
	Gokwe South	St. Paul's Gokwe
		Ganye
	Kwekwe	Fafi
		Kwekwe High
Mashonaland West	Kariba	Gunguhwe
		Sampakaruma High
	Zvimba	Sutton Mine
		TTC Karigamombe High

DATA COLLECTION TEAM

Name	Designation	Organization
Antonio L	A/D/D/Psychological Services	Ministry of Primary and Secondary Education
Bhebhe S	Director	Right Here Right Now
Chegovo T	Education Research Officer	Ministry of Primary and Secondary Education
Chinamasa C	Educational Psychologist	Ministry of Primary and Secondary Education
Chirara T	Youth Intern	National AIDS Council
Maisiri H	Director LEPS	Ministry of Primary and Secondary Education
Mashavire N	Education Psychologist	Ministry of Primary and Secondary Education
Matsikidze B	Labour Officer	Ministry of Public Service, Labour & Social Welfare
Mumba E	Monitoring & Evaluation Officer	National AIDS Council
Munjoma L	Administrative Officer	Ministry of Youths, Sport, Arts and Recreation
Munykwa M	Monitoring & Evaluation Officer	National AIDS Council
Njowa J	Programme Manager	My AGE Zimbabwe
Nyamucheta M	DREAMS Coordinator	NAC

Tshuma M	Provincial Facilitator	YPNSRHHN
Wachenuka T	Youth Intern	National AIDS Council

Table 3: List of Data Collection Team Members

SCHOOLS VISITED DURING DATA COLLECTION

PROVINCE	DISTRICT	SCHOOLS VISITED
TEAM A		
Mashonaland East & Harare	Harare	Prince Edward Sec
	North central	St Giles Primary
	Harare	Greater Achievers College
	Harare	Moffat Primary School
	Chitungwiza	Seke 1 High
	Chitungwiza	Chaminuka Primary
	Hwedza	Numwa Primary
	Wedza	Chizungu Primary
	Wedza	Gumbonzvanda high
	Wedza	St Marks-Goneso primary
	Marondera	Marirangwe primary
	Marondera	Waddilove high
	Marondera	Diggelfold Primary
	Marondera	Acturas High School
TEAM B		
Matebeleland North & Bulawayo	Hwange	Ingagula
	Hwange	Hwange High
	Hwange	Lwendulu
	Hwange	Lukosu Sec
	Hwange	Dampa
	Umguza	Muntu Primary
	Umguza	St James Primary
	Umguza	George Silundika High
	Mzilikazi	Founders High
	Mzilikazi	Amavene Primary
	Mzilikazi	Hamilton High
	Mzilikazi	Emmanuel Light College
	Umguza	Nhlambabaloyi Secondary
	Umguza	David Livingstone High
	Umguza	Mbuyazwe Seondary

	Umguza	Sibantubanye Primay
	Umguza	Mpumelelo Primary
TEAM C		
Mashonaland South & Midlands	Gwanda	Sabiwa Primary School
	Gwanda	Sabiwa Secondary School
	Gwanda	Mkhaliphe Primary School
	Gwanda	St Francis Tshitshi High School
	Plumtree	Empandeni Girls High School
	Matobo	Cyrene High School
	Matobo	Samathonga Primary School
	Mberengwa	Chomukonde Primary School
	Zvishavane	Dadaya High School
	Kwekwe	Mt Georges Christian College
	Kwekwe	Dambudzo Primary School
	Kwekwe	Rujeko Somalala High School
TEAM D		
Mashonaland West & Mashonaland Central	Mazowe	Nyachuru ECD Centre
	Mazowe	Mazowe Citrus Secondary School
	Mazowe	Mazowe High School
	Mazowe	Amandas Junior School
	Zvimba	Kutama College
	Zvimba	Hunyani Primary School
	Zvimba	Kawondera Primary
	Zvimba	Dalkeith Secondary School
	Zvimba	Sodbury High School
	Zvimba	Saruwe Secondary School
	Zvimba	Nkowe College
	Zvimba	Welfare Centre
	Zvimba	Dudley Hall primary
	Guruve	Mukaera Primary School
	Guruve	St Phillips primary
	Guruve	Empire College
	TEAM E	
Manicaland and Masvingo	Chipinge	Mount Selinda
		St Dominic
		Nandi

	Chiredzi	Uswaushava Sec
	Chiredzi	Dunuza Primary
		Ratidzo Primary
		Uswaushava
		Zona Primary
		Emerald ECD
		Nyawututu primary
		Mawizu ECD
		Ratidzo Primary
		Herentals

Table 4: List of Schools visited during Data Collection

Editing team

Name	Designation	Organization
Ms K. R. L Nyanungo	Chief Director for Learner Welfare, Psychological Services and Special Needs Education	MoPSE
Mrs V. Antonio	A/D/D/ Psychological Services	MoPSE
Mrs C. Chinamasa	Educational Psychologist, Head Office	MoPSE

Table 5: List of Editors

LEARNER EXIT PROFILE

