

**Universal Periodic Review**  
**(26<sup>th</sup> session, October-November 2016)**  
**Contribution of UNESCO to Compilation of UN information**  
**(to Part I. A. and to Part III - F, J, K, and P)**

**Zimbabwe**

**I. BACKGROUND AND FRAMEWORK**

**Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO**

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	State party to this Convention	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	State party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	16/08/1982 Ratification	NA	N/A	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	30/05/2006 Acceptance	NA	N/A	Right to take part in cultural life
Convention on the Protection and		NA		

Promotion of the Diversity of Cultural Expressions (2005)	15/05/2008 Ratification		N/A	Right to take part in cultural life
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## **II. INPUT TO PART III. IMPLEMENTATION OF INTERNATIONAL HUMAN RIGHTS OBLIGATIONS, TAKING INTO ACCOUNT APPLICABLE INTERNATIONAL HUMANITARIAN LAW TO ITEMS F, J, K, AND P**

### **Right to education**

#### **1. NORMATIVE FRAMEWORK**

##### **1.1. Constitutional Framework**

1. The [Constitution of Zimbabwe Amendment \(No. 20\) Act 2013](#) enshrines the right to education in **Article 75**, which provides:

- i. “(1) Every citizen and permanent resident of Zimbabwe has a right to—
  - a. a basic State-funded education, including adult basic education; and
  - b. further education, which the State, through reasonable legislative and other measures, must make progressively available and accessible.
- ii. (2) Every person has the right to establish and maintain, at their own expense, independent educational institutions of reasonable standards, provided they do not discriminate on any ground prohibited by this Constitution.
- iii. (3) A law may provide for the registration of educational institutions referred to in subsection (2) and for the closing of any such institutions that do not meet reasonable standards prescribed for registration.
- iv. (4) The State must take reasonable legislative and other measures, within the limits of the resources available to it, to achieve the progressive realisation of the right set out in subsection (1).”

2. Article 27 on Education, adds that:

- i. “(1) The State must take all practical measures to promote—
  - a) free and compulsory basic education for children; and
  - b) higher and tertiary education.
- ii. (2) The State must take measures to ensure that girls are afforded the same opportunities as boys to obtain education at all levels.”

3. **Article 19** on Children states:

- i. “(1) The State must adopt policies and measures to ensure that in matters relating to children, the best interests of the children concerned are paramount.
- ii. (2) The State must adopt reasonable policies and measures, within the limits of the resources available to it, to ensure that children—

- a. enjoy family or parental care, or appropriate care when removed from the family environment;
  - b. have shelter and basic nutrition, health care and social services;
  - c. are protected from maltreatment, neglect or any form of abuse; and
  - d. have access to appropriate education and training.
- iii. (3) The State must take appropriate legislative and other measures—
- a. to protect children from exploitative labour practices; and
  - b. to ensure that children are not required or permitted to perform work or provide services that—
    - i. are inappropriate for the children’s age; or
    - ii. place at risk the children’s well-being, education, physical or mental health or spiritual, moral or social development.”
4. **Article 20** on Youths adds:
- i. “(1) The State and all institutions and agencies of government at every level must take reasonable measures, including affirmative action programmes, to ensure that youths, that is to say people between the ages of fifteen and thirty-five years—
    - a. have access to appropriate education and training; [...]
  - ii. (2) An Act of Parliament may provide for one or more national youth programmes.
  - iii. (3) Measures and programmes referred to in subsections (1) and (2) must be inclusive, nonpartisan and national in character.”
5. With regard to persons with disabilities, **Article 22** states:
- i. “(1) The State and all institutions and agencies of government at every level must recognise the rights of persons with physical or mental disabilities, in particular their right to be treated with respect and dignity.
  - ii. (2) The State and all institutions and agencies of government at every level must, within the limits of the resources available to them, assist persons with physical or mental disabilities to achieve their full potential and to minimise the disadvantages suffered by them.[...]”
6. Regarding freedom of conscience, **Article 60** enounces that:
- i. “[...] (3) Parents and guardians of minor children have the right to determine, in accordance with their beliefs, the moral and religious upbringing of their children, provided they do not prejudice the rights to which their children are entitled under this Constitution, including their rights to education, health, safety and welfare.
  - ii. (4) Any religious community may establish institutions where religious instruction may be given, even if the institution receives a subsidy or other financial assistance from the State.
7. **Article 3** on Founding values and principles states that:
- i. “(1) Zimbabwe is founded on respect for the following values and principles—
    - a. [...] (c) fundamental human rights and freedoms;
    - b. (d) the nation’s diverse cultural, religious and traditional values;
    - c. (e) recognition of the inherent dignity and worth of each human being;
    - d. (f) recognition of the equality of all human beings;
    - e. (g) gender equality; [...]

- ii. (2) The principles of good governance, which bind the State and all institutions and agencies of government at every level, include—
    - a. [...] (i) recognition of the rights of—
    - b. ethnic, racial, cultural, linguistic and religious groups;
    - c. persons with disabilities;
    - d. women, the elderly, youths and children;
    - e. veterans of the liberation struggle [...]"
8. Furthermore, **Article 56** on Equality and non-discrimination provides that:
- i. "(1) All persons are equal before the law and have the right to equal protection and benefit of the law.
  - ii. (2) Women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres.
  - iii. (3) Every person has the right not to be treated in an unfairly discriminatory manner on such grounds as their nationality, race, colour, tribe, place of birth, ethnic or social origin, language, class, religious belief, political affiliation, opinion, custom, culture, sex, gender, marital status, age, pregnancy, disability or economic or social status, or whether they were born in or out of wedlock.
  - iv. (4) A person is treated in a discriminatory manner for the purpose of subsection (3) if—
    - (a) they are subjected directly or indirectly to a condition, restriction or disability to which other people are not subjected; or
    - (b) other people are accorded directly or indirectly a privilege or advantage which they are not accorded.
  - v. (5) Discrimination on any of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair, reasonable and justifiable in a democratic society based on openness, justice, human dignity, equality and freedom.
  - vi. (6) The State must take reasonable legislative and other measures to promote the achievement of equality and to protect or advance people or classes of people who have been disadvantaged by unfair discrimination, and—
    - (a) such measures must be taken to redress circumstances of genuine need;
    - (b) no such measure is to be regarded as unfair for the purposes of subsection (3)."
9. Regarding gender balance, **Article 17** provides:
- i. "(1) The State must promote full gender balance in Zimbabwean society, and in particular—
    - (a) the State must promote the full participation of women in all spheres of Zimbabwean society on the basis of equality with men; [...]
  - ii. (2) The State must take positive measures to rectify gender discrimination and imbalances resulting from past practices and policies.
10. Furthermore, the Constitution establishes the Zimbabwe Gender Commission (Article 245) and lists its functions (Article 246), among them:
- "(a) to monitor issues concerning gender equality to ensure gender equality as provided in this Constitution;

- (b) to investigate possible violations of rights relating to gender;
- (c) to receive and consider complaints from the public and to take such action in regard to the complaints as it considers appropriate;
- (d) to conduct research into issues relating to gender and social justice, and to recommend changes to laws and practices which lead to discrimination based on gender; [...]"

11. "The Zimbabwe Human Rights Commission.

12. The Zimbabwe Human Rights Commission was established in 2009. This was through Constitutional Amendment No. 19. The following are its functions:

- i. Investigates any organisation or person where it is reasonably suspected or alleged that any rights in the Declaration of Rights have been violated.
- ii. Recommends to the Legislature ways of promoting human rights and freedoms.
- iii. Promotes human rights awareness and respect for the same among all Zimbabweans.

13. The Office of the Protector

14. This office is enshrined in the Constitution under Section 107. Its functions are:-

- i. To investigate any authority or individual working for an organisation established under an Act of Parliament. Such a person or authority is investigated on any allegations of injustice in circumstances where there may be no sanction in the courts of law."<sup>1</sup>

## **1.2. Legislative Framework**

15. Some of the Provisions of the 1960 UNESCO Convention [against Discrimination in Education] were incorporated in the [Education Act \[Chapter 25:04\] of 1987](#) as amended by Act 2 of 2006 and Act 2 of 2008.

16. Section 4 of the Act (Children's fundamental right to education) stipulates:

- i. (1) Notwithstanding anything to the contrary contained in any other enactment, but subject to this Act, every child in Zimbabwe shall have the right to school education.
- ii. (2) Subject to Subsection (5), no child in Zimbabwe shall –
  - a) Be refused admission to any school; or

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<sup>1</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 8-9

b) Be discriminated against by the imposition of onerous terms and conditions in regard to his admission to any school; on the grounds of race, tribe, place of origin, political opinions, colour, creed or gender.

17. Subsection (5) referred to above takes as defence in criminal proceedings for a person who contravenes sub-section (2) on the following grounds:-

- i. Where the school reserves admission of children of one gender and the aggrieved child is the other gender; or
- ii. Where admission is refused in the interests of defence, public safety or public morality; or
- iii. Where refusal of admission is justified in view of physiological differences between children of different gender; or
- iv. On the basis of creed where the school concerned accords preference in admission to members of that religious organisation or adherents of a particular religious belief.”<sup>2</sup>

18. Section 5 (Compulsory) of the Act states: “It is the objective in Zimbabwe that primary education for every child of school-going age shall be compulsory and to this end it shall be the duty of the parents of any such child to ensure that such child attends primary school.”

19. Section 6 (Minimum fees for education) adds that “It is the objective that tuition in schools in Zimbabwe be provided for the lowest possible fees consistent with the maintenance of high standards of education, and the Minister shall encourage the attainment of this objective by every appropriate means, including the making of grants and other subsidies to schools”.

20. The legislative framework also includes:

- i. “The Manpower Planning and Development Act 1996 [Chapter 28:02] which authorises the establishment of higher and tertiary institutions.
- ii. The Zimbabwe Council for Higher Education Act [Chapter 25:27] which ensures compliance with standards set for universities.
- iii. The Administrative Justice Act [Chapter 0:28] which allows aggrieved parties to lodge complaints through the administrative structures.
- iv. The Children’s Act [Chapter 5:06] which provides for protection, adoption and custody of all children.
- v. The Criminal Procedure and Evidence Act [Chapter 9:07] which provides for a victim friendly court to all vulnerable witnesses who are called upon to give evidence in court.
- vi. The Disabled Persons Act [Chapter 17:01] which provides for the welfare and rehabilitation of disabled persons.

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<sup>2</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 9-10

- vii. The Legal Age of Majority Act now in the General Laws Amendment [Chapter 8:07] which was enacted to rectify the cultural gender imbalances by giving majority status to women.”<sup>3</sup>

21. The reported as challenges in Zimbabwe’s national report for the Eighth Consultation:

- i. “The challenge in the Constitution with regards non-discrimination in education is that it is not specific. There are no special provisions on education except for the freedom of conscience which is quite specific on education and religion (Section 19 sub-section (2)).
- ii. There is no legislation in Zimbabwe that binds the state, parents or guardians to ensure that children must attend school and this is why children of school going age are seen on the streets during school time.
- iii. According to the Education Act [Chapter 25:04], there should be no discrimination in the provision of primary education in Zimbabwe. But as the Marist International Solidarity Foundation noted, the Act fails to articulate the provision of education to persons with disability. This is left to be addressed in the Disability Act.
- iv. However the new Draft Constitution, if adopted, seems to address some of the concerns raised above.”<sup>4</sup>

22. The **Education Act No. 5/1987** as amended on 1<sup>st</sup> October 2004<sup>5</sup> sets out general principles and objectives on school education: the abolition of all forms of racial discrimination in education; compulsory primary education; provision of State support for non-formal, adult education and literacy programmes; decentralizing the management and administration of the education system; and expanding teacher education so as to release more trained teachers into the school system.

23. It clearly states in *Part II concerning Fundamental Rights and Objectives of Education in Zimbabwe* that “subject to this Act, every child in Zimbabwe shall have the right to school education.” It adds that “No child in Zimbabwe shall be refused admission to any school; or be discriminated against by the imposition of onerous terms and conditions in regard to his admission to any school; on the grounds of his race, tribe, place of origin, national or ethnic origin, political opinions, colour, creed or gender.”

24. In the *part concerning Compulsory Education (Section 5)*, the Law provides that “It is the objective in Zimbabwe that primary education for every child of school-going age shall be compulsory and to this end it shall be the duty of the parents of any such child to ensure that such child attends primary school.”<sup>6</sup>

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<sup>3</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 8

<sup>4</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 11

<sup>5</sup> [http://www.kubatana.net/docs/legisl/edu\\_act\\_041001.pdf](http://www.kubatana.net/docs/legisl/edu_act_041001.pdf)

<sup>6</sup> International Bureau of Education, Profile of the education system of Zimbabwe, <http://www.ibe.unesco.org/en/access-by-country/africa/zimbabwe/profile-of-education.html>

25. Education is not free as *Section 6* establishes Minimum fees for education by setting that: “It is the objective that tuition in schools in Zimbabwe be provided for the lowest possible fees consistent with the maintenance of high standards of education, and the Minister shall encourage the attainment of this objective by every appropriate means, including the making of grants and other subsidies to schools.
26. Moreover, according to *Section 13 on Prescribing of fees at Government schools*:
- i. (1) The Minister shall, in consultation with the Minister responsible for finance, from time to time prescribe the fees which shall be payable for
    - (a) instruction at Government schools; and
    - (b) accommodation at Government hostels, and may prescribe different fees for accommodation at different Government hostels.
27. (4) The head of a Government school may, subject to the directions of the Secretary, refuse to admit to that school any pupil in respect of whom any fees payable in terms of this section or section *fourteen* have not been paid.

### **1.3. Policy Framework**

#### **i) General information**

28. In 2005 government developed the **National Action Plan of Zimbabwe (NAP)**, Education for All Towards 2015.<sup>7</sup>
29. [National youth policy 2013](#) in which education and skills development is one of the key areas

#### **ii) Inclusive Education**

30. The [National Action Plan for Orphans and Vulnerable Children of Zimbabwe phase II 2011-2015](#) has for goal and strategy a Pillar called: “Access to basic services “Increase access of all orphans and vulnerable children and their families to **basic education**, health and other social services, including:
- i. primary education support to at least 750,000 of the country’s poorest children, including those living with disabilities per year;
  - ii. secondary education support to at least 200,000 of the country’s poorest children per year; and
  - iii. medical support to children from at least 25,000 of the country’s poorest households per year;
  - iv. facilitating access to basic services through birth registration of children.”

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<sup>7</sup> Education For All 2015 National Review of Zimbabwe p.15 accessible at:  
<http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>



### **Students from rural or remote areas**

#### **31. *The Government Correspondence Primary School:***

According to the Ministry of Education, Sport, Arts and Culture (Director's Circular Number 5 of 2011), the school is there mainly to increase access to education to any children of primary school going age in the following categories:

- i. Children who live more than five kilometres from the nearest registered primary school;
  - ii. Children who live in scattered and isolated communities such as farms, estates, mines, research and training stations and national parks;
  - iii. Those in rehabilitation, transit and other temporary centres; children, who for geographical reasons do not have access to a school; children with health problems, namely: disabled persons; children requiring long periods of hospitalisation; children suffering from chronic illness prohibiting them from attending formal schools; children of parents whose jobs make them mobile; and
  - iv. Children who for any other reason are unable, in the opinion of the Secretary for Education, Sport, Arts and Culture, to attend a formal school.
32. The Correspondence Primary School, which follows the Grades 1 to 7 primary curriculum in use in the formal education system, uses distance teaching and learning materials, radio programmes and any approved means available. The learning materials are written by trained teachers and the school is also run by qualified teachers.
33. The advantages of the Correspondence school are numerous. It mitigates the distance factor and allows for children to learn within a secure and familiar environment. Children from the school can transfer to the formal system if and when their circumstances change.<sup>8</sup>

### **Student from lower income families**

34. *The National Action Plan (NAP)* falls under the auspices of the Child Protection Fund whose objectives go beyond the education sector. However, one of the Child Protection Fund's main objectives is to 'facilitate improved access to basic education for poor orphans and other vulnerable children.' To this end therefore NAP can be regarded as promoting access and participation in education to the poor and vulnerable children.<sup>9</sup>
35. "*Cadetship Scheme*: The scheme is an initiative of the government which is meant to cushion students in public institutions who are from disadvantaged backgrounds. The scheme is run by the M.H.T.E. but students apply through their institutions where they undergo a means test. Successful candidates receive tuition fees from the Treasury. [...]"
36. There has been a general increase in the number of students who access higher and tertiary education with assistance from the cadetship scheme. The number has risen from 5 714 in 2009 to 32 857 in 2011 marking a staggering 575 per cent increase in just 3 years."<sup>10</sup>

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<sup>8</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 16

<sup>9</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 20

<sup>10</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 23

37. Table 5 Number of Students on the Cadetship scheme by year and type of institution

38. Year	39. Universities	40. Polytechnics	41. Teachers', Colleges	42. Total
43. 2009	44. 3 486	45. 800	46. 1 428	47. 5 714
48. 2010	49. 8 714	50. 2 000	51. 3 572	52. 14 286
53. 2011	54. 7 843	55. 1 800	56. 3 214	57. 12 857
58. Total	59. 20 043	60. 4 600	61. 8 214	62. 32 857

Source: Ministry of Higher and Tertiary Education

### Students from minority groups

63. The national minorities can carry out their own educational activities provided such activities fall within the parameters of the Constitution of Zimbabwe, the relevant Education Acts and any statutory instrument or policies issued by the respective Ministry or Authority. While the Ministry of Education, Sport, Arts and Culture provides that English, Shona and Ndebele should be taught in all schools on an equal basis, minority languages are also taken on board and children can be taught in their mother tongue from grade 1 to grade 3. Syllabi and books for minority languages are currently being developed by the Ministry which intends to have them taught up to 'O' and 'A' level.<sup>11</sup>

### iii) Teachers

64. The conditions under which teachers are operating are generally good. However there is need to improve the **salaries which are still below the poverty datum line**. The reason for this state of affairs is because of the poorly performing economy which sees the country failing to secure enough financial resources to meet decent salaries for teachers who contribute more than 67 per cent of government employees. Currently the salaries of all government civil servants with the same qualifications are generally the same. Differences occur when one gets a post that is promotional or when one is a teacher at university.

65. There is room for improving the conditions of work for teachers living in rural areas with regards to such issues as infrastructure and housing. The construction of more schools to remove the phenomenon of double sessions or 'hot sitting' would also go a long way to improve the conditions of teachers in the affected schools. This is mainly in urban areas.

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<sup>11</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 30

66. Measures being taken to improve the living and professional conditions of teachers are:-

- i. Paying housing and transport allowances.
- ii. Affording loans to teachers so that they can build or buy houses and cars.
- iii. Reviewing teachers' salaries in line with the performance of the economy.”<sup>12</sup>

67. “In Zimbabwe, teacher pay plummeted, as a result of dire economic conditions and hyperinflation, from around US\$500 per month in the 1990s to US\$2 per month in early 2009. Although an allowance of US\$150 per month was awarded in 2009, teachers were still paid well below the country's poverty line of around US\$500 that year. Schools are often expected to supplement low teacher salaries through fees, but parents cannot always afford these costs, especially in rural areas where poverty is high. This has contributed to the wide inequality in teachers' income between urban and rural areas, adding to the difficulty of attracting teachers to rural areas (Zimbabwe Ministries of Education Sport Arts and Culture and Higher and Tertiary Education, 2010).”<sup>13</sup>

68. Zimbabwe recognizes the crucial importance of teachers in any education encounter. “This is why part of the targets set in NAP involve the training and in-servicing of teachers for ECD classes. The target numbers set for training by 2015 were 5,000 and 10,000 respectively. The Ministry of Education, Sport, Arts and Culture now known as the Ministry of Primary and Secondary Education (MoPS) and the Ministry of Higher and Tertiary Education now known as the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESD) working in collaboration with other stakeholders embarked on teacher preparation for ECD classes. In 2004, one of the teachers' colleges, Seke, started training teachers for ECD. It started with an enrolment of 145. Now all the 11 primary teachers' colleges except Madziwa are training teachers for ECD. (...) Due to the unavailability of suitably qualified ECD teachers most ECD centres in both urban and rural areas are manned by under-qualified personnel called para-professionals.”<sup>14</sup>

69. The Ministry of Primary and Secondary Education stipulates the ratio of 1 teacher for every 40 pupils. The period 2009 to 2012 has witnessed encouraging progress in teacher numbers with an increase of 8.3%. In 2012 the teacher to pupil ratio was 1 to 36.4. This was as result of the increase in the number of teachers by about 6000 from 2009. It is important to note that not all these are trained teachers.”<sup>15</sup>

70. Unattractive working conditions and poor remuneration have greatly contributed to brain flight from the teaching service especially at the height of the economic decline from 2006 to 2009. The period was characterized by teacher absenteeism, strikes and low esteem for

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<sup>12</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 28-29

<sup>13</sup> EFA GMR 2013-2014, p 256 <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

<sup>14</sup> EFA National Review 2015 Zimbabwe p.17-18 accessible at:  
<http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

<sup>15</sup> EFA National Review 2015 Zimbabwe p.30-31 accessible at:  
<http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

education among children. It is incumbent upon government to work in collaboration with teachers' organizations so as to address the inadequate remuneration and unsatisfactory working conditions. Teachers are a vital cog in the delivery of quality education and therefore their professional status must be upheld for the betterment of the children."<sup>16</sup>

71. "Enrolments in primary teachers' colleges have shown an upward swing in the intake of females for several years now. The 2014 percentage is in favour of females. The challenge is to ensure male participation in the training of teachers through balanced enrolments."<sup>17</sup>

#### iv) Quality education

72. In several countries, textbook shortages have even become more acute over the past decade. Between 2000 and 2007, Zimbabwe registered an increase of at least 10 percentage points in the proportion of students who either had no textbook or had to share with at least two other pupils.<sup>18</sup>
73. In the 2000s, to make books more widely available, countries liberalized textbook provision and moved away from centralized procurement and distribution systems. A few sub-Saharan African countries, including Zimbabwe, still depend entirely on state agencies to produce textbooks (...)<sup>19</sup>
74. "Infrastructure and facilities, including furniture have been unsatisfactory and remain so in 2014. At ECD level, as most classes have been attached at existing primary schools, this has meant that most ECD children use infrastructure and facilities, including sanitary facilities, designed for older children. The Ministry of Primary and Secondary Education has through circulars [(Ministry of Education, Sport and Culture, Secretary's circular No 2 of 2001; circular No 14 of 2004; circular P 77 of 2006; circular no. 3 of 2006 )] been urging that providers observe standards recommended for infrastructure and facilities. Also, private ECD operators have not been adhering to recommended standard facilities, prompting the issuance of Director's circular No 48 of 2007 which, among other things, urged that "education officers ... should assist communities in establishing quality ECD centres ... All ECD centres shall have and use national ECD syllabuses". Similarly, there have been concerns about unsatisfactory infrastructure at primary and secondary schools, in particular at the satellite schools established in resettlement areas, especially in the schools in the areas resettled during the land reform programme. It has been common to find children learning huddled on mud benches and on the floor in sheds and disused old farm buildings. Living conditions for teachers in these areas are no better, with some staying in make-shift huts. Moreover, the "mother schools" to which satellite schools and ECD classes are attached are probably bedevilled by lack of maintenance and unsatisfactory facilities for quality learning to occur. Compounding the problem are the long distances some young children have to travel to and from school. The distances exceed those recommended by the Ministry of Primary and Secondary Education, i.e., 5 kilometres for ECD children, and 7 kilometres for primary school children, and 10 kilometres for secondary school pupils. In the case of some secondary schools, the schools are over 10

<sup>16</sup> EFA National Review 2015 Zimbabwe p.32 accessible at: <http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

<sup>17</sup> EFA National Review 2015 Zimbabwe p.48 accessible at: <http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

<sup>18</sup> EFA GMR 2015 (2000-2015) p.203 <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

<sup>19</sup> EFA GMR 2015 (2000-2015) p.204 <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

kilometres, forcing pupils to resort to what is called in popular parlance “bush boarding”. “Bush boarding” is a phenomenon where pupils lodge where they can during the week, at times in temporary dwellings. The pupils at satellite schools have to endure living under such conditions at “mother schools” for the duration of the examinations, since the satellite schools are not examinations centres. This has been exposing the pupils to all sorts of abuses, with the females being the more vulnerable than the males.”<sup>20</sup>

## v) Curriculum

75. The curriculum is an important vehicle for instilling positive attitudes among pupils. A gender sensitive curriculum therefore lays a good and strong foundation to change the values, beliefs, attitudes and stereotypes that are promoted by the male dominant gender ideology which was the main cause of gender inequity and inequality. The perception of males as leaders, family heads, breadwinners and bosses at work was heavily reflected in the textbooks in use in school from primary to secondary. The use of “he” and examples glorifying men were the order of the day. According to stereotypes, domains of subjects were labelled male and female domains. For example, mathematics, physics and chemistry were regarded as ‘hard’ and therefore suitable for male students whereas subjects such as home economics, food and nutrition, religious studies, etc., were regarded as “soft” and these were relegated to the girl child. Recognizing the under-representation of women in sciences, mathematics and technology the Dakar Framework for Action encouraged member states to put in place policies that ensure girls’ access to these disciplines.

76. To redress the situation government has done the following:

- i. organized mathematics and science camps for girls during school vacation;
- ii. adopted policy of affirmative action where females with slightly lower points than boys would be accepted into traditionally male dominated disciplines;
- iii. ensured the provision of gender sensitive teaching and learning materials. Through the leadership of the Curriculum Development Unit, authors, evaluators, publishers of teaching learning materials and the media were brought together in the review of curricula and syllabi to ensure that materials produced was gender sensitive;
- iv. the establishment of a post for a gender focal person in the ministry helped in ensuring gender mainstreaming in all activities of the ministry including curriculum review.
- v. in teachers’ colleges gender studies and courses on gender issues were introduced in the pre-service curriculum.”<sup>21</sup>

77. “There has been interest to improve curriculum relevance at all levels. At ECD level a national curriculum has been put in place. However, implementing it has been difficult because of lack of trained teachers, learning materials and funding. The lack of trained teaching staff has put facilitation of play and learning at ECD centres in the hands of para-professionals and other unqualified personnel. The former underwent short training courses at teachers’ colleges under UNICEF sponsorship. The position with regards to the availability of trained teachers has been improving since 2004. In 2014 ten primary

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<sup>20</sup> EFA National Review 2015 Zimbabwe p.49-50 accessible at:

<http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

<sup>21</sup> EFA National Review 2015 Zimbabwe p.47 accessible at: <http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

teachers' colleges and some universities are enrolling trainees for ECD and infant school compared to 2004 when one primary teachers' college did so. However the intakes for the ECD programmes have ranged from 100 to 200 at each college. The drawback with the programmes has been that of providing teaching practice, especially for ECD - A classes. This is so because there are only a few ECD – A classes. The colleges have had to improvise ways to ensure the trainees undertake teaching practice. At primary education syllabi have been revised and initiatives taken to improve the relevance of educational programmes. The revision of the syllabi and the recent inclusion of agriculture among examination subjects at Grade 7 signify the interest to push towards practical learning. The interest in practical learning has been unabated since the early years of the decade beginning in 2000 when various circulars have been issued concerning improving the relevance of education, in particular secondary education through the inclusion of technical and vocational subjects. As already referred to, recently, the Ministry of Primary and Secondary Education has begun activities towards a comprehensive review of the curriculum.”<sup>22</sup>

## **vi) Financing of education**

### **Grants for Schools**

78. “Assistance granted by Government to education institutions is reflective of the historical imbalances in the education system.
79. The assistance is in form of per capita grants, tuition grants and building grants. The schools are categorised according to geographical location. The categories are three, namely P1, P2 and P3 for primary schools and S1, S2 and S3 for secondary schools. In each case, 1 denotes schools found in the affluent, low density suburbs in urban areas while 2 is for those in high density suburbs in urban areas and 3 is for schools found in rural areas. The most disadvantaged – the rural schools, receive the greatest preferential treatment while those in the 1 category receive the least assistance. This ‘positive discrimination’ is meant to redress the imbalances of the past thus enhancing access and equal opportunities to all.”<sup>23</sup>

### **“The Basic Education Assistance Module (BEAM)**

80. The Basic Education Assistance Module was launched by government to ensure that vulnerable children had access to education and were retained in the system. The programme, which temporarily ceased to function some years after its inception in 2000, was revitalised in 2009. Government sought and entered into partnership with the United Nations Children’s Emergency Fund (UNICEF) and the international donor community. The Ministry of Labour and Social Welfare administers the fund together with the Ministry of Education, Sport, Arts and Culture (MoESAC). BEAM assists disadvantaged children with the payment of tuition and examination fees and levies. According to MoESAC, the four education categories of people who receive assistance are:-

- i. Children in school but failing to pay or having difficulties in paying levies and fees.

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<sup>22</sup> EFA National Review 2015 Zimbabwe p.50-51 accessible at:

<http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

<sup>23</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 11

- ii. Children who have dropped out of school due to economic reasons.
- iii. Children of school going age who have never been to school due to economic reasons.
- iv. Other types of social vulnerability for instance child-headed families, children living on the streets and children with special needs.

81. While BEAM was initially meant to assist children at the primary level of education, in 2010 the programme was extended to cover children at the secondary school level. In 2009 the number of targeted schools was 5,407 and the number of schools that benefited was 5,055 with the number of children benefiting at 527,330 out of a target of 560,000. The guiding principle is that 50% of the beneficiaries should be girls.

82. In 2011 donor support for the programme was USD 10 million for primary and special needs schools. Government support for 2011 was USD 13 million for secondary schools. This fell short by USD 7 million from the USD 30 million wanted for the programme.

### *Government Scholarships*

83. The Government through Treasury allocates **money for scholarships** to help the disadvantaged children. Thus in 2011 Treasury allocated USD80 000 for scholarships covering forms 1 to 6. The scholarships cater for the complete educational cycle of the beneficiary, that is, 4 years for form 1 students, 3 years for form 2 students, 2 years for students in form 3 and 1 year for those in form 4 while those in form 5 have 2 years and those in form 6 have 1 year. According to MoESAC students who qualify for the scholarship should:-

- i. Have good academic performance.
- ii. Have parents/guardians from a poor background.
- iii. Consistently show good behaviour and conduct.
- iv. Be day scholars only, that means children attending boarding schools do not qualify.

84. In addition any other circumstantial factors admissible to the scholarship committee will be considered.”<sup>24</sup>

### *“School feeding programme (SFP)*

85. The school feeding programme is targeted at primary school level. The programme is meant to feed all children from disadvantaged schools. Over the years, SFP was mainly funded by intergovernmental and non-governmental organisations including the World Food Programme, Christian Care, Catholic Relief Services, Red Cross and World Vision. The Government stepped in, in 2009. In 2009, the Treasury allocated USD 100 000 for the

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<sup>24</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 18-19

purpose while in 2011 it allocated USD 1 million. The allocated moneys are released to the MoESAC depending on availability of funds.”<sup>25</sup>

86. **“Shortfalls and Emerging issues:**

- i. Increased allocation to the financing of education
- ii. While the national budget has given priority treatment to education, the review revealed funding as a major constraint to the achievement of EFA goals. Accordingly, there is need for increased allocation to the financing of education by government.”<sup>26</sup>

87. “[The] Government has adopted a collaborative approach to care and support for vulnerable children, with programmes coordinated through the Child Protection Committees at district, provincial, and national levels. (...)

- i. The Basic Education Assistance Module (BEAM), through which tuition fee, levy, and examination fee assistance is provided to vulnerable children.
- ii. The Education Transition Fund (ETF), which supports all schools in Zimbabwe with teaching and learning material.”<sup>27</sup>

**vii) Gender equality**

88. Challenges with regards gender parity is **the decline in female enrolments at the secondary school level** as one progresses from form 3 to form 6 and the **higher dropout rates for girls** generally.

89. The decrease in female students is also noticeably high among female students in polytechnics and universities. Remedial measures have been taken through affirmative action and various initiatives to bring the historically and culturally disadvantaged girl child at par with the boy child. At the higher and tertiary level the ever increasing number of female students is a positive and encouraging sign.”<sup>28</sup>

90. “Countries including Brazil, the Dominican Republic and Nicaragua have seen gender disparity in primary attainment at the expense of the poorest boys improve since 2000, while in countries including Haiti and Zimbabwe, wide disparities have emerged, with the poorest boys now less likely to complete primary education.”<sup>29</sup>

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<sup>25</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 20

<sup>26</sup> EFA National Review 2015 Zimbabwe p.63-64 accessible at:

<http://unesdoc.unesco.org/images/0023/002304/230412e.pdf>

<sup>27</sup> [National Action Plan for Orphans and Vulnerable Children 2011-2015](#) p.16

<sup>28</sup> Zimbabwe Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 23-24

<sup>29</sup> EFA GMR 2015 (2000-2015) p. 150 <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>



91. “Although limited, research suggests that in some poorer countries, girls face greater disadvantage in national examinations than boys, raising obstacles to their continued schooling. Even though girls in grade 6 scored higher than boys in the 2007 SACMEQ III learning assessment, girls’ pass rates in national examinations in Kenya and Zimbabwe were significantly lower than boys’ (Mukhopondhyay et al., 2012).”<sup>30</sup>
92. **The National Gender Policy (NGP) 2013-2017** replaces the first National Gender Policy of 2004. “This second National Gender Policy (...) seeks to **achieve a gender just society where men and women enjoy equality and equity and participate as equal partners in the development process of the country.** The policy goal is **“To eradicate gender discrimination and inequalities in all spheres of life and development.”** Eight priority areas were identified namely: Gender, Constitutional and Legal Rights; Gender and Economic Empowerment; Gender, Politics and Decision Making; Gender and Health; Gender, Education and Training; Gender Based Violence; Gender and Environment; and Gender, Media and ICTS. These thematic areas form the basis for the development of policy objectives and strategies for the period 2013-2017. This NGP is underpinned by principles of gender justice, equality, integration and inclusiveness. (...) Analysis of Specific areas: (...)”<sup>31</sup>
93. ***Gender in Education and Training:*** The right to education for all has been a long standing commitment for Zimbabwe. As such, Zimbabwe boasts of the highest literacy rates in the region. The commitment has been reaffirmed in the new Constitution’s Founding Principles Chapter 1.27.2 which asserts the need to ensure that girls are afforded an equal opportunity with boys. The Ministry of Education Sport and Culture (MoESAC), ZDHS 2010/11 statistics reveal that, overall, 94% of women and 96 % of men are literate with the 15-24 years age group recording 99.6% literacy. Zimbabwe has achieved gender parity at primary and secondary school levels in terms of enrolment and completion rates. The net enrolment ratio (NER) for both boys and girls reached parity at 91 percent in 2009.
94. However the outcomes at tertiary level are still below the parity target as shown by the university enrolments. According to Ministry of Higher and Tertiary Education 2011 statistics, although female university enrolment increased from 23% in 2006 to 41% in 2011, the figures fall below the targeted 50%.
95. The main challenge in sustaining these achievements is school drop outs. This needs to be addressed so that the current and future parity achievements in education are not lost. School dropout is caused by long distances travelled especially in newly resettled areas, incapacity to pay fees mostly due to orphan hood and unemployment of guardians, pregnancy and early marriage. Gender stereotyping of subjects in secondary school level, and courses at tertiary level, also presents challenges.<sup>32</sup> (...)

### **Gender Education and Training**

96. Education remains a fundamental and universal human right and a pre-requisite for economic growth, human development and poverty reduction. The gender parity achieved in some areas in the education sector need to be sustained through addressing the factors

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<sup>30</sup> EFA GMR 2015 (2000-2015) p. 183 <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

<sup>31</sup> NGS 2013-2017 p.v

<sup>32</sup> NGS 2013-2017 p.4

that may reverse the status quo especially problems that result in school drop outs. At the same time, the new constitutional and the economic developments open to a broad spectrum of new opportunities for equal participation in the workplace, market place and governance structures. Increased attention to training and capacity building for all, particularly for women to enable them to fully take on these opportunities is imperative. These new gender related learning and skills development priorities have to be pursued through recasting gender policy and strategies.

97. **Policy Objective:** To ensure equal access to education for boys and girls and their retention at all levels of education; and to ensure access to training opportunities for men and women to make possible their equal participation in the workplace, marketplace and in governance structures.

#### 98. Policy Strategies

- i. Conduct training and capacity needs survey and support the implementation of capacity building programmes to actualise the constitutional provision for equal participation in all social, economic and political spheres.
- ii. Advocate for, and support efforts to design and implement programmes aimed at creating an enabling environment for the retention of girls at secondary school levels particularly in rural and resettlement areas.
- iii. Establish mechanisms to encourage women and girls to study stereotyped science subjects and to take up training in technical courses.
- iv. Lobby for affirmative action aimed at encouraging enrolment and retention of females in vocational training institutions especially in male domains.
- v. Promote equal access to ICT by both boys and girls, and men and women.
- vi. Support initiatives for training and skills development to achieve the objectives of women's economic empowerment and seek strategic partnerships to conduct training programmes to enhance the skills of women and girls in entrepreneurship, business leadership, self-confidence, advocacy, negotiation skills and financial literacy.
- vii. Advocate for and support in service training and capacity-building programmes to prepare women to advance to positions of power in the private and public sector institutions and in political and other governance structures."<sup>33</sup>

99. "According to the 2010/11 surveys, MMR [Maternal Mortality Ratio] for women with tertiary education was lower than for those who had no higher learning and that, in relation to the occupational status, pregnant women in domestic service are more likely to die from complications than women in professional positions. (...)"<sup>34</sup>

100. "Language barriers, sexual harassment, patriarchy, cultural norms, and lack of income, education and poverty among women prevent women from positively and optimally utilising media and ICT as a development tool. (...)"<sup>35</sup>

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<sup>33</sup> NGS 2013-2017 p.17

<sup>34</sup> NGS 2013-2017 p.7

<sup>35</sup> NGS 2013-2017 p.9

101. “Other underlying factors that perpetuate gender disparities in candidature in the electoral process and participation in public office such as lack of resources for the campaign process, lack of civic education, cultural perceptions, gender based violence and intimidation need a strong policy grounding to be effectively addressed. (...)”<sup>36</sup>
102. One of the objectives of “Gender, Media, Information Communication and Technology is also to: “iv. Develop programmes aimed at education and training on a variety of ICTs with special emphasis on enhancing access to, and effective application of, ICTs by women entrepreneurs in marginalised areas.”<sup>37</sup>

## 2. COOPERATION

103. Zimbabwe is **party** to the 1960 UNESCO Convention against Discrimination in Education since 30/05/2006.
104. Zimbabwe **reported** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Convention and Recommendation against Discrimination in Education within the framework of the:
- i. **Sixth Consultation** of Member States (covering the period 1994-1999)
  - ii. **Seventh Consultation** of Member States (covering the period 2000-2005)
  - iii. **Eighth Consultation** of Member States (covering the period 2006-2011) As Zimbabwe joined the Convention in 2006, it is the 1st report submitted for the implementation of the **Convention**.
105. Zimbabwe did not report to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the **Fourth Consultation** of Member States (covering the period 2005-2008). However, it reported within the framework of the **Fifth Consultation** of Member States (covering the period 2009-2012).
106. Zimbabwe did not report to UNESCO on the measures taken for the implementation of the 1976 UNESCO Recommendation on the Development of Adult Education within the framework of the **First Consultation** of Member States (1993). However, it reported within the framework of the **Second Consultation** of Member States (2011).
107. Zimbabwe is **party** to the 1989 UNESCO Convention on Technical and Vocational Education since 29/05/1991.

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<sup>36</sup> NGS 2013-2017 p.15

<sup>37</sup> NGS 2013-2017 p.20

## Freedom of opinion and expression

### 1. Constitutional and Legislative Framework:

108. Zimbabwe adopted a new Constitution in 2013, guaranteeing the protection of freedom of expression and freedom of the media (Article 61) as well as access to information (Article 62).<sup>38</sup>
109. The Zimbabwe Media Commission (ZMC) is a statutory regulatory institution whose chairman and eight other members are appointed by the President, as provide for under the Constitution (Part 5, Article 248-250).<sup>39</sup> Among its formal missions is to uphold, promote and develop media freedom and to enforce good practices, but it is also authorized to conduct investigations and inquiries into the conduct of the media and to take or recommend disciplinary action against media practitioners who are found to have breached any law or any code of conduct applicable to them (Article 249).
110. The Access to Information and Protection of Privacy Act<sup>40</sup> (AIPPA) formally guarantees the right to access information, to which unregistered media service, unlicensed journalist and broadcaster are not entitled.
111. The Act also provides for the regulation of the media, particularly the registration of media organizations and journalists. It confers the power to deregister a media house or a journalist if deemed necessary on aforementioned Zimbabwe Media Commission.
112. Part XI of the Act elaborates the abuses of freedom of expression. A person publishing maliciously falsified and fabricated information or statement that threatens the interest of the state, public order and morality, or personal reputation, shall be guilty. The penalty for such abuse of freedom of expression are fines (equivalent to USD 5,000) or imprisonment for a period not exceeding three years. Part XII of the Act regulates the profession of journalists declaring that State-registration is mandatory and that a journalist who abuses his or her journalistic privilege by publishing defamatory material is liable to a fine not exceeding level seven (equivalent to USD 400) or to imprisonment of a period not exceeding two years.
113. The Criminal Law Codification and Reform Act (CLCRA) further specifies that a person publishing or communicating a false statements prejudicial to the State in the manners descried in the act is liable to a fine up to or exceeding level 14 (equivalent to USD 5,000) or imprisonment for a period not exceeding twenty years or both (Chapter III, Article 31).<sup>41</sup>

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<sup>38</sup> [https://www.constituteproject.org/constitution/Zimbabwe\\_2013.pdf?lang=en](https://www.constituteproject.org/constitution/Zimbabwe_2013.pdf?lang=en)

<sup>39</sup> [https://www.constituteproject.org/constitution/Zimbabwe\\_2013.pdf?lang=en](https://www.constituteproject.org/constitution/Zimbabwe_2013.pdf?lang=en)

<sup>40</sup> <http://www.zimlil.org/zm/legislation/consolidated-act/10-27>

<sup>41</sup> <http://www.refworld.org/docid/4c45b64c2.html>

114. Internet is regulated by the Criminal Law Codification and Reform Act (CLCRA)<sup>42</sup> and the Interception of Communications Act.<sup>43</sup> The Government is in the process of introducing a cyber bill, which will allow the State unrestricted access to private online platforms when it is estimated necessary.<sup>44</sup>

## 2. Media Self-Regulation:

115. There is one self-regulatory body in Zimbabwe: the Voluntary Media Council of Zimbabwe (VMCZ). The VMCZ also provides for a Press Code of Ethics.<sup>45</sup>

116. It is noteworthy that Zimbabwe has no community radio stations and access to foreign stations on satellite platforms such as DSTV.<sup>46</sup> The Zimbabwe Broadcasting Corporation (ZBC)<sup>47</sup> operates radio works and is directly regulated by the government through the Ministry of Information, Media and Broadcasting Services.

## 3. Safety of journalists:

117. UNESCO recorded no killings of journalists in Zimbabwe.

## **III. RECOMMENDATIONS**

### **Right to education**

118. **Recommendations made within the framework of the first cycle of the Working Group on the Universal Periodic Review, considered on (please check the date on the following web site: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>)**

119. Latest observations reported on December 2011 - [view](#)

120. **The recommendations formulated during the interactive dialogue listed below have been examined by Zimbabwe and enjoy the support of Zimbabwe:**

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<sup>42</sup> <http://www.refworld.org/docid/4c45b64c2.html>

<sup>43</sup>

[http://www.vertic.org/media/National%20Legislation/Zimbabwe/ZW Interception of Communications Act.pdf](http://www.vertic.org/media/National%20Legislation/Zimbabwe/ZW%20Interception%20of%20Communications%20Act.pdf)

<sup>44</sup> UNESCO Field Office in Harare

<sup>45</sup> <http://www.vmcz.co.zw/index.php/news/87-vmcz-news/316-revised-code-of-conduct-for-zimbabwean-media-practitioners>

<sup>46</sup> UNESCO Field Office in Harare

<sup>47</sup> Official website: <http://www.zbc.co.zw/>

- i. 93.22. Continue with positive actions and programs aimed at guaranteeing universal education and health services of quality to its people as well as those aimed at reducing poverty (Cuba);
- ii. 93.25. Continue the work according to the National Action Plan II to focus on the situation of orphans and vulnerable children to ensure their access to health care and education (Norway);
- iii. 93.29. Intensify efforts to implement national programmes that promote the rights of its people, including in the field of the rights of Children and Women as well as rights of education, to health, to adequate water and to sanitation, through enhancing the capacity of the Government and cooperation with relevant stakeholders, including civil society, media and international community (Indonesia);
- iv. 93.34. Intensify its efforts to promote the status of women and continue its commitments to fulfil quality education (Myanmar);
- v. 93.56. Continue to take positive steps to enhance the enjoyment of economic, social and cultural rights, especially in the areas of education, health and the care of the disabled (Democratic People's Republic of Korea);
- vi. 93.61. Concentrate more resources for the assurance of economic and social rights and for the implementation of MDGs, in particular in the fields of education, healthcare and social security (Viet Nam);
- vii. 93.66. Address the issue of school drop-out rates of children and examine related issues of child malnutrition (Sri Lanka);
- viii. 93.67. Invest in education to provide education for all (Ethiopia);
- ix. 93.68. Continue the free access to education, notably for girls and vulnerable children (Morocco);
- x. 93.69. Reprioritize resources to increase the budget for basic education, including the provision of additional tuition assistance to orphans and vulnerable children (New Zealand);
- xi. 93.70. Continue its strong emphasis on ensuring access to education for all (Singapore);
- xii. 93.73. Continue to invest heavily in education at all levels, invest more in rural development where the majority of women live, and seek technical assistance in the area of fighting disease (Namibia);
- xiii. 93.78. Request necessary technical assistance in the education sector, particularly when it comes to teaching tools and technological and scientific material (Morocco);

121. Analysis:

Zimbabwe has enhanced and continued its effort toward improving gender equality through its **National Gender Policy 2013-2017**. Zimbabwe has also developed school financing programmes in line with national plans directed at vulnerable children (**National Action Plan for Orphans and Vulnerable Children 2011-2015**). Nevertheless, to the extent of our knowledge, Zimbabwe has taken fewer steps in the implementation of human rights education and health education in the curriculum, especially for women and young girls.

122. Specific Recommendations:

- i. Zimbabwe should be strongly encouraged to continue submitting state reports for the periodic consultations of UNESCO's education related standard-setting instruments.

- ii. Zimbabwe should be strongly encouraged to continue its work toward gender equality in education and inclusive education
- iii. Zimbabwe could be encouraged to further adopt measures in the area of human rights education, in particular sexual health education
- iv. Zimbabwe could be encouraged to continue implementing programmes financing education for vulnerable groups

### **Cultural Rights**

123. As a State Party to the Convention concerning the Protection of the World Cultural and Natural Heritage (1972)<sup>48</sup>, the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), Zimbabwe is encouraged to fully implement the relevant provisions that promote access to and participation in cultural heritage and creative expressions and, as such, are conducive to implementing the right to take part in cultural life as defined in article 27 of the Universal Declaration of Human Rights and article 15 of the International Covenant on Economic, Social and Cultural Rights. In doing so, Zimbabwe is encouraged to give due consideration to the participation of communities, practitioners, cultural actors and NGOs from the civil society as well as vulnerable groups (minorities, indigenous peoples, migrants, refugees, young peoples and peoples with disabilities), and to ensure that equal opportunities are given to women and girls to address gender disparities.

### **Freedom of opinion and expression**

124. Zimbabwe is recommended to decriminalize defamation and place it within a Criminal Code that is in accordance with international standards.<sup>49</sup>
125. Zimbabwe is encouraged to revise its legislative framework in order to ensure press freedom, media pluralism, especially in the field of broadcast, and greater transparency in accordance with the new Constitution.

### **Freedom of scientific research and the right to benefit from scientific progress and its applications**

126. Zimbabwe, in the framework of the 2015-2017 consultations related to the revision and monitoring of the Recommendation on the Status of Scientific Researchers is encouraged to report to UNESCO on any legislative or other steps undertaken by it with the

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<sup>48</sup> Periodic report available at: [whc.unesco.org/document/3183](http://whc.unesco.org/document/3183).

<sup>49</sup> See for example, General Comments No 34. of the International Covenant on Civil and Political Rights (ICCPR), 2006 Recommendation of the 87<sup>th</sup> Session Human Rights Committee, the recommendations of the UN Special Rapporteurs on the Right to Freedom of Opinion and Expression, and Resolution 1577 (2007) of the Parliamentary Assembly of the Council of Europe.

aim to implement this international standard-setting instrument, adopted by UNESCO in 1974. Zimbabwe did not submit its 2011-2012 report on the implementation of the 1974 Recommendation. In providing its report in 2015-2017 on this matter, Zimbabwe is kindly invited to pay a particular attention to the legal provisions and regulatory frameworks which ensure that scientific researchers have the responsibility and the right to work in the spirit of the principles enshrined in the 1974 Recommendation.